ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY
DEPARTMENT OF MANAGEMENT

AN ASSESSMENT OF TRAINING PRACTICE
IN ETHIOPIAN NATIONAL ARCHIVES & LIBRAR AGENCY

BY
EMAWAYSH BELAY

JUNE 2010
SMUC
ADDIS ABABA

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A SENIOR ESSAY SUBMITTED TO
THE BUSINESS FACULTY
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF BACHELOR OF ARTS
IN MANAGEMENT

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Approved by the Committee of Examiners

_____	_____
Department Head	**Signature**
_____	_____
Advisor	**Signature**
_____	_____
Internal Examiner	**Signature**
_____	_____
External Examiner	**Signature**

ACKNOWLEDGEMENT

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DECLARATION

I, the undersigned, declare that this senior essay is my original work, prepared under the guidance of Ato Meselu Fanta. All sources of materials used for the manuscript have been duly acknowledged.

Name: Emawaysh Belay

Signature: _____

Place of submission: SMUC, Department of Management

Date of submission: June 22, 2010

SUBMISSION APPROVAL SHEET

This Senior Research paper has been submitted to the department of Management in partial fulfillment for the requirement of Bachelor of Arts degree in Management with my approval as an advisor.

Name: Meselu Fanta (Ato)

Signature: _____

Date: _____

Part II – Training questionnaires

1. Is there any training taken in Ethiopian National Archives & Library Agency?

   1. Yes ☐ 2. No ☐

  1.1. If you say yes which types of training?

   1. On the job training ☐ 4. Vestibule training ☐

   2. Off the job training ☐ 5. Self development ☐

   3. Both ☐ 6. Others _____

2. Which of the training methods do you think most assist you in increasing your performance?

   1. On the job training ☐

   2. Off the job training ☐

   3. Both ☐

3. How do you rate the training content in relation to the objective?

   1. Excellent ☐

   2. V.Good ☐

   3. Good ☐

   4. Poor ☐

4. Are there enough training facilities in Ethiopian National Archives & Library Agency for conducting the training programs?

   1. Yes ☐ 2. No ☐

  4.1. If you say No, why?

  _____

  _____

  _____

5. Do you see any problem regarding the training program?

   1. Yes ☐ 2. No ☐

6. If your answer for question #5 is "yes", what are the major problems you observed?

_____

_____

_____

7. Do you think that the trainers are using adequate teaching methodology?

      1. Yes ☐   2. No ☐

8. Is the agency has any mechanism to evaluate the result of the training?

      1. Yes ☐   2. No ☐

9. How do you rate the trainers basic knowledge while conducting:

    I. Record management training

      1. Excellent ☐   3. Good ☐

      2. V.Good ☐   4. Poor ☐

    II. Archives Administration training

      1. Excellent ☐   3. Good ☐

      2. V.Good ☐   4. Poor ☐

10. How do you evaluate the overall preparation made for the record management & archives administration training Ethiopian National Archives & Library Agency conducted?

      1. Excellent ☐   3. Good ☐

      2. V.Good ☐   4. Poor ☐

11. How do you evaluate the trainers readiness to correlate theory with practice?

      1. Excellent ☐   3. Good ☐

      2. V.Good ☐   4. Poor ☐

12. How do you evaluate the trainers approach to make the training sequential?

      1. Excellent ☐   3. Good ☐

      2. V.Good ☐   4. Poor ☐

13. What strengths & weaknesses you have generally observed regarding training programs given by the agency?

Strengths

_____

_____

_____

Weaknesses

_____

_____

_____

14. Is there any evaluation mechanism for the effectiveness of the training out come?

    1. Yes   [   ]   2. No   [   ]

14.1. If no why?

      _____

      _____

      _____

15. If any other comments.

      _____

      _____

      _____

CHAPTER ONE
INTRODUCTION

1.1   Background of the study

Adequate human resource development is one of the prime concerns of an organization which aimed at coping with ever changing environment. To this end, on-job training and/or off job training are conducted. Training helps in increasing the job knowledge and skills of the employees at each level. It also helps in understanding and carrying out organizational policies.

In view of the above, the issue of Records managements & archival staff training is of great importance to those responsible for managing all records or archives. Archival staff has always embraced a wide range of professionals. In recent years the professions has been enriched with new positions, turning into a multiplicity of know-how. These know-how's interweaved number of skills and abilities as follows.

1. The Record managers/archivist must have a through knowledge of the history of his or her organization.
2. The Record managers/archivist must be capable of handling the basic principles of record management technique.
3. The record managers/archivist should be skillful in making available and making the best use of the document collection.
4. They must have basic understanding to defining policies for the selection and disposal of records.
5. The record managers/archivist must be up-to-date on methods for the conservation, preservation, inventorying and accessing of archives.

Nevertheless the basic training of a Record managers/archivist almost never covers these fields. Most developing countries including Ethiopia lacked a well-developed archives system that supports all rounded training. This resulted in lack of competent trained archivists. So, both the organization and the archivists faced difficulties in managing archives (Mwiyeriwa, S.S,1988:12).

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Bearing this in mind, the study will try to find out some of the problems/challenges and come up with possible solutions that are needed for better record management and archives training program to be organized and conducted with in Ethiopian National Archives and Library Agency.

1.2   Background of the Agency

The Ethiopian National Archives and Library Agency is a government body established in 1999 by proclamation No. 179/1999 as a legal framework and a nation wide level of responsibility. It was set up in 1944 with the name public library, "Wemezekir". The public library now the National Archives and Library Agency was first inaugurated by his Imperial Majesty Haile Selassie I in the year of 1944. The organization started its function with the books granted by the king.

Having made a number of structural changes in its age old history, the organization has been delivering lots of services particularly to the researchers, scholars, academicians, writers, higher education students and the public at large by collecting, organizing and preserving archival and library collections since it existed. (Agency's Brochure, 2001)

Some of the collections in the agency among others are:-

- Books of different subjects.
- Newspapers published since 1902.
- Periodicals.
- Magazines published since 1941.
- Charts & pamphlets.
- Private documents & research papers.
- Global Archival collections.
- Official Government and public documents.
- Audio and Video recordings.
- Published and unpublished materials.
- Manuscripts written in 14th, 15th, 17th, 19th, and 20th centuries registered in the world heritage list by UNESCO and others.

- About 16,000 microfilming documents.
- Legal deposit collections.
- Bibliographic publications.
- Ancient maps and engravings books related to Ethiopia published abroad.
- Posters and other products published in various languages.

Services rendered

- Research and study service.
- Reading services.
- Reference services.
- Training services in the field of record management and librarianship.
- Consultancy services on organizing managing and controlling archives and library.
- Internet service.
- Microfilm reading service.
- Audio, audio-video recording service.
- Photocopy service including on documentary heritage.
- HIV/Aids desk information services etc.

1.3   Statement of the problem

Training helps in creating favorable situation to the proper utilization of human resource. This in turn helps the organization training efficiency and effectiveness.

Presently modern record management and archival administration process is tried to be practiced. And yet, this practice faces challenges that include lack of adequate infrastructure and human resource (qualified trainers). This in turn affected the attempt to address essential issues associated with the management of modern documentation. Moreover, there is no continuous training monitoring and evaluation system and there is no well facilitated or equipped room to put the theory with practice even for the future is some of the problems. These problems observe while the researcher was working in the agency.

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1.4 Basic Research Questions

In view of the above, the study attempts to give answer to the following questions.

1. What are the major strength and weakness of training provided by the agency?
2. Is there any attempt to balance theory and practice within the training session?
3. What is the role of the training to alleviate skill and knowledge drawbacks of the trainees?
4. What are the methods and relevance of the training?
5. How does the agency evaluate the implementation of the training?

1.5 Objectives of the study

The study has both general and specific objectives.

1.5.1 General Objective

The general objective of the study is to assess the major problems and weaknesses of the record management and archives administration training the Ethiopian National Archives & Library Agency provided to record and archives officers of trainees.

1.5.1.1 Specific objectives

Having the above problems in mind the researcher proposed the following specific objectives.

- To identify the strength and weakness of the record management and archival administration training Ethiopian National Archives & Library Agency conducted.
- To explore the presence of an attempt to balance theory and practice within the training session.
- To identify major problems that hinders the effectiveness of the record management & archival administration training.
- To explore the mechanisms used to monitor and evaluate the content and implementation of training program.

1.6 Significance of the study

- Since the research tries to identify the nature of problems & the existing records management and archives administration training, it may have a great contribution to Ethiopian National Archives & Library Agency.

- This study may be of great interest to aware the concerned bodies about the problem associated with Ethiopian National Archives & Library Agency training practice and also propose or recommend the possible solution for the existing problem.

- The study also helps other researchers to look deep into the matter and conduct further studies.

- The study is prepared for partial fulfillment requirements for the degree of Bachelor of Arts in Management.

1.7 Scope of the study

The scope of the study is limited to assess the pros and cons of the record management & archives administration training the Ethiopian National Archives & Library Agency provided for five consecutive years from 1998 – 2002 in Ethiopian calendar to 40 record officers working within six government offices in Addis Ababa. The reason for conducting the research on the agency was, the researcher observed many problems in the agency's training program and accessibility of data when working in the agency.

1.8 Definition of terms or operational definitions

Training:- is process of learning a sequence of programmed behavior. It is application of knowledge. It gives people on awareness of the rules and procedures to guide their behavior. It attempts to improve their performance on the current job or performance intended job. (Mamoria 2001:277)

On Job training (OJT):- Employee training at the place of work whiles he/she is doing the actual job. Usually a professional trainer (sometimes an experienced employee) serves as the course instructor, and employs the principle of learning

(participation, repetition, relevance, transference, and feedback) of ten supported by formal classroom training.

http://www.businessditionary.com/definition/on the-job-training-OJT. Html, 30 Nov. 2009

Off-job training:- is the training imparted to the individual outside the work place. http://www.All interview com. Show answers/61082.html 30 Nov. 2009.

1.9 Research Design and Methodology

1.9.1 Research Design

Since the study mainly concern with the analysis of the prevailing situation towards the nature and problems related with record management and archives administration training practice, descriptive method was employed.

1.9.2 Population and sampling techniques

The total population of the study was five years training (1998-2002) trainees and trainers of the Ethiopian National Archives & Library Agency training. There are about 139, out of this 5 are trainers and the rest are trainees. While conducting this research stratified with accessible sampling technique used to collect relevant data about training and related problems. A total of 40(30%) trainees have been selected as sample out of the total population (134 trainees) and 5 trainers. To asses the training practice of the agency, the researcher used five years training data due to time gap and accessible of the trainees working in different organizations the study used stratified method based on the training year. To determine size of each stratum gives more priority from the recent to last.

The selection mainly focuses on Ethiopian National Archives & Library Agency's trainees and trainers.

1998	**1999**	**2000**	**2001**	**2002**
32	24	18	31	29

1.9.3 Types of data used

To conduct this study, primary and secondary source of data are used. The primary data collected from both the record management & archives administration training trainees and trainers and secondary data from agency profile, books. Brochures and other related materials.

1.9.4 Methods of data collection

While conducting the study, the primary data collected by using both open and closed-ended questionnaire, because it is the major research instrument to accomplish this study. Secondary source such as agency profile, books, brochures and other related materials are refereed.

1.9.5 Method of data analysis

The collected data were analyzed and summarized by using frequency distribution. For this purpose, after collection of data are tabulated and analyzed through quantitative and qualitative statistical measurements. The data interpreted by using tables.

1.9.6 Organizations of the study

The research paper has four chapters. The first chapter deals with introduction of the study, background of the organization, statement of the problem, objective of the study, significance of the study, scope of the study and research design and methodology. The second chapter provides the review of related literature. The third chapter contains data presentation, analysis and interpretation. And the last chapter presents summary, conclusion and recommendation.

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CHAPTER TWO
Review of Related Literature

2.1. Introduction

Every organization needs to have well-trained and experienced people to perform the activities that have to be done. If the current or potential job occupant can meet this requirement, training is not important. But when this is not the case, it is necessary to raise the skill level and increase the versatility and adaptability of employees. Inadequate job performance or a decline in productivity or changes resulting out of job redesigning or a technological breakthrough requires some type of training efforts. As the jobs become more complex, the importance of employee development also increases. In a rapidly changing society, employee training is not only an activity that is desirable but also an activity that an organization must commit resources to if it is to maintain a viable and knowledgeable workforce (Mamoria, 2001:279).

Literature on the nature and challenges of professional training on records management and archives administration are reviewed.

The issue of record officers/archival staff training is of the greatest importance for those responsible for administering archives. (Cook 1993). The reason is self-evident, adequate human resources in number and quality is essential to both government and non-government agencies in which education and training of record officers/archival administrator should precede their recruitment (Luciana 1993). This is because, the tasks of record officers/archivists make up an ample job description, such as arranging, describing, ordering and cataloging, conserving and preserving, making available and making the best use of the document collection (Archives Matter 2007). To perform these tasks the record officers or archivist needs continuously updated mastery of archival techniques and rules.

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The archivist also needs to know the basics of how archives operate plus a full, detailed grasp of the logistical structures of the facilities where records are kept, all the technical structures and security system and the security rules (Evans 1992). This requires that the trainers should create balance between theory and practice and contributes to the acquisition of skills and competence (Cook 1978-79). This is done by requiring the archivists to spend one day in the archival theory class and four days in internship. Of these four days, one half day is spent in paleography section of the institution, the other half in general archival duties and two other days for processing a collection and preparing an inventory (Menne-Haritz, 1994).

2.2. Definition of Training

Training: is a process of learning a sequence of programmed behavior. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behavior. It attempts to improve their performance on the current job or prepare them for an intended job (Mamoria, 2001:279).

2.3. Principles or Concepts of Training

Since training is a continuous process and not a one shot affair, and since it consumes time and entails much expenditure. It is necessary that a training program or policy should be prepared with great though and care, for it should serve the purposes of the establishment as well as the needs of employees. Moreover, it must guard against over-training, use of poor instructions, too much training in skills are unnecessary for a particular job, initiation of other company training programs, misuse of testing techniques, inadequate tools and equipment, and over reliance on one single technique (Mamoria, 2001:282).

2.4. Importance of Training

Training is the corner stone of sound management, for it makes employees more effective and predictive. It is actively and intimately connected with all the personnel or managerial activities. It is an integral part of the whole management program, with all its many activities functionally inter-related.

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There is an ever present need for training men so that new and changed techniques may be taken advantage of an improvements affected in the old methods, which are woefully inefficient.

Training is a practical and vital necessity because, a part from the other advantages mentioned above, it enables employees to develop and rise within the organization, and increase their "market value," earning power and job security. It enables management to resolve sources of friction arising from parochialism, to bring home to the employees the fact that the management is not divisible. It moulds the employees' attitudes and helps them to achieve a better co-operations with the company and a greater loyalty to it.

The management is benefited in the sense that higher standards of quality are achieved; a satisfactory organizational structure is built up; authority can be delegated and stimulus for progress applied to employees. Training, moreover, heightens the morale of the employees, for it helps in reducing dissatisfaction, complaints, grievances and absenteeism, reduces the rate of turnover. Further, trained employees make a better and economical use of materials and equipment; therefore, wastage and spoilage are lessened, and the need for constant supervision is reduced.

The importance of training has been expressed in these words: "Training is a widely accepted problem-solving device. Indeed, our national superiority in manpower productivity can be attributed in no small measure to the success of our educational and industrial training programs. This success has been achieved by a tendency in many quarters to regard training as a panacea. It is almost Traditional in America to believe that if something is good, more of the thing is even better. Hence, we take more vitamin pills to solve personal health problems and more training to solve our manpower problems. Over and under-emphasis on training stems largely from inadequate recognition and determination of training needs and objectives. They stem also from lack of recognition of the professional techniques of modern industrial training." (Mamoria, 2001:281).

2.5. Training Methods/Techniques

The forms and types of employee training methods are inter-related. It is difficult, if not impossible; to say which of the methods of combination of methods is more useful than the other. In fact, methods are multifaceted in scope and dimension, and each is suitable for a particular situation.

The best technique for one situation may not be best for different groups or tasks. Care must be used in adapting the technique/method to the learner and the job. An effective training technique generally fulfils these objectives; provide motivation to the trainee to improve job performance, develop a willingness to change, provide for the trainee's active participation in the learning process, provide a knowledge of results about attempts to improve (i.e., feedback), and permit practice where appropriate. The following are methods/techniques mostly used for training.

2.5.1. On-the-job Training

Virtually every employee, from the clerk to company president, gets some "on-the-job training" when the joins a firm. That is why William Tracly calls it, "the most common, the most widely used and accepted, and the most necessary method of training employees in the skills essential for acceptable for job performance." Trainees earn as they learn under the watchful eyes of a master mechanic, or craftsman, receive immediate feedback, practice in the actual work environment, and associate with the same people they will work with after training.

2.5.2. Job Instruction Training (JIT)

This method is very popular in the States for preparing supervisors to train operatives. The JIT method requires skilled trainers, extensive job analysis, training schedules, and prior assessment of the trainee's job knowledge. This method is also known as "training through step-by-step learning." It involves listing all necessary steps in the job, each in proper sequence. These steps show what is to be done.

2.5.3. Vestibule Training/Training-center training

This method attempts to duplicate on-the-job situations in a company classroom. It is a classroom training which is often imparted with the help of the equipment and machine which ate identical with those in use in the place of work. This technique enables the trainee to concentrate on learning the new skill rather than on performing an actual job. In other words, it is geared to job duties. Theoretical training is given in the classroom, while the practical work is conducted on the production line.

It is a very efficient method of training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train clerks, bank tellers, inspectors, machine operators, testers, typists, etc. It is most useful when philosophic concepts, attitudes, theories and problem-solving abilities have to be learnt. Training is generally given in the form of lectures, conferences, case studies, role playing and discussion.

2.5.4. Demonstrations and examples (learning by seeing)

In the demonstration method, the trainer describes and displays something, as when he teaches and employee how to do something by actually performing the activity himself and going through a step-by-step explanation of "why" and "what" he is doing. Demonstrations are very effective in teaching because it is much easier to show a person how to do a job than to tell him or ask him to gather instruction from the reading materials. Demonstrations are often used in combination with lectures, pictures, test materials, discussions, etc.

2.5.5. Apprenticeship

For training in crafts, trades and in technical areas, apprenticeship training is the oldest and most commonly used method, especially when proficiency in a job is the result of a relatively long training period of 2 years to 3 years for persons of superior ability and from 4 years to 5 years for others.

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The field in which apprenticeship training is offered is numerous and range from the job of a draughtsman, a machinist, a printer, a toolmaker, a pattern designer, a mechanic, carpenters, weavers, fitters, jewelers, diesinkers, engravers, and electricians.

2.5.6. Class-room or Off-the-Job methods

"Off-the-job training" simply means that training is not a part of everyday job activity. The actual location may be in the company classrooms or in places which are owned by the company, or in universities or associations which have no connection with the company (Mamoria, 2001:297).

This methods consist of:

1. Lectures;
2. Conferences;
3. Group discussions;
4. Case studies;
5. Role-playing;
6. Programmed instructions;
7. Laboratory training

2.6. Learning Theory and Training

Since, training is a form of education, some of the findings regarding learning theory logically apply to training. These principles can be important in the design of both formal and informal training programs.

The followings are a brief summary of the way learning principles can be applied to job training.

2.6.1. The trainee must be motivated to learn

In order to learn, a person must want to learn. In the context of training, motivation influences a person's enthusiasm for training, keeps attention focused on the training activities, and reinforces what is learned.

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2.6.2. The trainee must able to learn

To learn complex things, a person must have certain aptitudes. Do you think that thousands of repetitions and hours of training would enable any person to hit a major league pitcher's curveball out of a baseball park? The ability to learn plays a role in whether what is taught in a training program can be understood and applied back at work.

2.6.3. The learning must be reinforced

Behavioral psychologists have demonstrated that people learn best with fairly immediate reinforcement of appropriate behavior. The learner must be rewarded for new behavior in ways that satisfy needs, such as pay, recognition, and promotions.

2.6.4. The training must provide for practice of the material

Time is required to assimilate what has been learned, to accept it, to internalize it, and to build confidence in it. This requires practice and repetition of the materials.

2.6.5. The material presented must be meaningful

Appropriate materials for sequential learning (Cases, problems, discussion outlines, reading lists) must be provided. The trainer acts as an aid in an efficient learning process.

2.6.6. The materials must be communicated effectively

Communication must be done in a unified was and over enough time to allow absorption.

2.6.7. The materials taught must transfer to the job

The trainer must do her or his best to make the training as closed to the reality of the job as possible. Thus, when the trainee returns to the job, the training can be applied immediately (M. Ivancevich, 2003:399).

2.7. Characteristics of Effective Training Practice

Survey of corporate training and development practices consistently has found that four characteristics seemed to distinguish companies with the most effective training practices:

- Top management is committee to training and development; training is part of the corporate culture. This is especially true of leading companies, such as Disney, Merriott, Hewlett-packard, and Edward Jones and co.
- Training is tied to business strategy and objectives and is linked to bottom line results.
- Organizational environments are "feedback rich"; they stress continuous improvement, promote risk taking, and afford opportunities to learn from the successes and failures of decisions.
- There is commitment to invest the necessary resources, to provide sufficient time and money for training. (Wayne F. Cascio, 2006:291).

2.8. Choosing Trainers and Trainees

Great care must be exercised in choosing effective instructors or trainers. To some extent the success of the training program depends on proper selection of the person who performs the training task. Personal characteristics (such as the ability to speak well, to write convincingly, to organize the work of others, to be inventive, and to inspire others to greater achievements) are important factors in the selection of trainers.

The process of analyzing needs and developing a training program can be accomplished by company trainers. The presence of trained trainers is a major factor in whether the training program is successful. It will help if these principles of learning are followed:

- Provide time for practice of the materials.
- Require practice and repetition of the material.
- Communicate the material effectively.

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Another planning factor is the selection of trainees who will participate in the programs. In some cases, this is obvious; the program may have been designed to train particular new employees in certain skills. In others, it is to help employees find better jobs elsewhere when layoffs are necessary, or to retrain older employees (M. Ivancevich, 2003:406).

2.9. Record Management and Archival Training in Europe

Eastwood (1083) identified four parts upon which archival training was built in Europe:

1. It is Historical knowledge of the auxiliary sciences of history, which included paleography, diplomatic, chronology, sphragistics or sigillography and heraldry.
2. It is legal or juridical knowledge which often times constituted learning the history of national and institution bodies as well as legal history and its development in the different periods of time.
3. It is linguistic knowledge, which included ancient and medieval scripts, Latin as well as languages foreign to the individual counties.
4. It is Archival knowledge itself, which comes as the core.

Mennn-Haritz (1999) on her part stated the topics to be covered in the four main subjects; Archival sciences, Auxiliary science, History and Archival Administration. In Archival sciences, the topics covered are terminology, description, appraisal, records management, archival history, and presentation. In auxiliary sciences, the topics covered include medieval and modern diplomatic, history of writing and reading exercises. In history the topics covered are administration history, history of how, regional history, and social and economic history. In Archival administration, the topics covered include administration science, public relations, and exposition techniques.

2.10 Record Management and Archival Training in Africa

According to Mwiyerwa, 1988 and Kathu, 1998, it is noted that archivist in Africa have not adequately addressed archival training beyond giving a descriptive or highlighting successes and failures and suggested future direction.

Ohyango, 1996 on his part stated that it is common knowledge that the archival discipline in Africa faces many challenges that include the lack of adequate physical, economic infrastructure and human resources. This may have been used as excuses for the lack of development in professional status of archivists.

This indicated that archives administration discipline has weak education and by extension training philosophy which needs immediate redress. Thruston, 1994 has noted the need for transformation in African archival education and training.

2.11 Implementation of Training

Once the training program has been designed, it needs to be implemented. Implementation is beset with certain problems:

1. Most managers are action-oriented and frequently say no to training efforts.
2. There is problem of locating suitable trainers within and organization:

Any training program implementation involves action on the following lines (Mamoria, 2001:309).

1. Deciding the location and organizing training and other facilities.
2. Scheduling the training program
3. Conducting the program
4. Monitoring the progress of trainees.

Evaluating Training Programs

To evaluate training, you must systematically document the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization. (Wayne F. Cascio, 2006:306).

CHAPTER THREE

Data Presentation, Analysis and Interpretation

This chapter is concerned with the presentation, analysis and interpretation of data on the basis of data gathered through questionnaires. The questionnaires were distributed accessibly for trainees and all trainer's who have already participated in Records Management & Archives Administration training programs in Ethiopian National Archives & Library Agency.

3.1 Data Analysis & Interpretation.

In this part of the paper, the student researcher analyze and interpret the data gathered through questionnaires will be thoroughly analyzed and interpreted one after the other. The respondents were Recording Management & Archives Administration trainees and trainers of Ethiopian National Archives & Library Agency.

The total number of questionnaires distributed 45 i.e for 40 trainees and 5 trainers & collected 35, which is 78% of the total number of five years (1998 – 2002 Ethiopian Calendar) training program of trainees and trainers in Ethiopian National Archives & Library Agency

3.2 Table 1 – General characteristics of respondents

S/No.	Item	Respondents			
		Number		Percent	
		Trainees	Trainers	Trainees	Trainers
1	**Sex**				
	Male	20	4	66.67	80%
	Female	10	1	33.33	20%
	Total	**30**	**5**	**100%**	**100%**
2	**Age**				
	Under 25 years	2	-	6.67	-
	25 – 35 years	6	1	20	20
	36 – 45 years	14	4	46.67	80
	46 – 50 years	5	-	16.66	-
	Above 50 years	3	-	10	
	Total	**30**	**5**	**100%**	**100%**
3	**Educational Qualification**				
	Under 12th	4	-	13.33	-
	Certificate	10	-	33.33	-
	Diploma	13	1	43.34	20
	Degree	3	4	10	80
	Above degree	-	-	-	-
	Total	**30**	**5**	**100**	**100**
4	**Work Experience**				
	Under 5 years	8	-	26.67	-
	5 – 10 years	10	4	33.33	80
	11 – 20	7	1	23.33	20
	Above 20	5	-	16.67	-
	Total	**30**	**5**	**100**	**100**

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According to table 1, 24(68.57%) of the respondents are males and 11(31.43%) are females, out of these 2(6.67%) of respondents are under 25 years old, 7(20%) between the age group of 25-35, 18(51.43%) of respondents are between the age group of 36-45 years old, 5(16.66%) of respondents are between 46-50, while 3(10%) of them are found to be above 50 years. On the other hand, it can be observed from the above table that 4(13.33%) of respondents are under 12th, 10(33.33%) of them are certificate holders, 14(40%) of respondents are Diploma holders, and the remaining 7(20%) are degree holders. This implies that majority of respondents are male and their age group is between 36-45 years old, this indicates that the trainees and trainers are matured enough & productive age; it helps the agency training to deliver successful training.

Concerning educational level of trainees and trainers 4(13.33%) are below 12th grade, 10(33.33%) of the respondents are certificate, 14(40%) of them are diploma holders and the remaining 7(20%) are degree holders. This shows that the agency gives training for middle level trainees that enable them to understand the basic concept of records and archives management training and higher-level trainers. According to work experience 8(22.86%) of respondents are under 5 years of work experience, 14(40%) of respondents are between 5-10 years of experience, where as those who have 11-20 years working experience are 8(22.86%) and the others 5(16.67%) of respondents are 20 years and above services. This implies that most respondents have served 5-10 years. Therefore the training assists the trainees to improving work performance.

For Trainees of record management & archives administration:

3.3   Table 2 – Types of training respondents taken.

	Is there any training taken in Ethiopian National Archives & Library Agency? a) yes b) No If your answer is yes which type of training?	Respondents	
		Number	**Percent**
1	On the job training	5	16.67
2	Off the job training	25	83.33
3	Both	-	-
4	Vestibule training	-	-
5	Self development	-	-
6	Others	-	-
	Total	**30**	**100**

According to the above data, 5(16.67%) of trainee respondents have taken on the job training where as 25(83.33%) of them have taken off the job training. Therefore, majority of the respondents are taken off the job training in Ethiopian National Archives & Library Agency. It implies that off the job training is assist & increase the trainees performance.

3.4   Table 3 – Training methods.

	Which of the training methods do you think most assist you in increasing your performance?	Respondents	
		Number	**Percent**
1	On the job training	10	33.33
2	Off the job training	17	56.67
3	Both	3	10.00
	Total	**30**	**100**

Table 3 shows that 10(33.33%) of trainee respondents have chosen on the job training method, where as 17(56.67%) are selected off the job training. Moreover, 3(10%) preferred both. This shows that off the job training is the most efficient type of training which assists and increases the trainees performance.

3.5   Table 4 – Training content in relation to the objective.

	How do you rate the training content in relation to the objective	Respondents	
		Number	**Percent**
1	Excellent	4	13.33
2	V. good	20	66.67
3	Good	3	10.00
4	Poor	3	10.00
	Total	**30**	**100**

As indicates in table 4, 4(13.33%) of trainee respondents stated that the relationship between the training content and its objective is "Excellent", 20(66.67%) are responds "V. good", 3(10%) of respondents are mentioned "Good" and the rest 3(10%) are said "Poor". Then according to the data 24(80%) the greater numbers of respondents choose V. good and above. It shows that the content of the training is related to the objective of the training.

3.6   Table 5 – Training Facilities.

	Are there enough training facilities in Ethiopian National Archives & Library Agency for conducting the training?	Respondents	
		Number	**Percent**
1	Yes	7	23.33
2	No	23	76.67
	Total	**30**	**100**

As per the above data 7(23.33%) of trainee respondents have indicates the presence of enough training facilities in Ethiopian National Archives & Library Agency whereas 23(76.67%) indicates its absence. This represents that the agency do not fulfill enough training facilities i.e Computer and training materials. Thus, without fulfilling appropriate training facilities, the trainees are neither expected to update themselves nor master modern record management & archives administration techniques.

3.7 Table 6 - Problems regarding to the training.

	Do you see any problem regarding to the training program? a) Yes b) No If you say yes what are the major problems?	Respondents	
		Number	Percent
1	Yes	20	66. 7
2	No	8	26.7
3	No reply	2	6.6
	Total	**30**	**100**

As mentioned in the above data, 20(66.7%) of trainee respondents are stated "Yes", 8(26.7%) have responded "No" and 2(6.6%) of them are not respond. Moreover, the respondents stated in the given space types of problems such as training hall is very small, lack of enough time & materials, no enough service in cafeteria, no practical exposure for trainees and the training mainly focused on theory. This implies that the agency has not fulfilled the training facilities & this shows that the absence of training facilities the training is not implemented appropriate.

3.8 Table 7 – Teaching methodology using by trainers.

	Do you think that the trainers are using adequate teaching methodology?	Respondents	
		Number	Percent
1	Yes	10	33.33
2	No	20	66.67
	Total	**30**	**100**

From the above table 7, 10(33.33) of trainee respondents answered that the trainers used adequate methodology and 20(66.67%) respond the trainers did not use adequate teaching methodology. Therefore, the trainers did not use adequate teaching methodology for to make easy & understandable of training.

3.9 Table 8 – Training Evaluation Mechanism.

	Has the Agency any mechanism to evaluate the result of the training?	Respondents	
		Number	**Percent**
1	Yes	8	26.67
2	No	22	73.33
	Total	**30**	**100**

According to table 8, 8(26.7%) of trainee respondents have indicated the presence of mechanism to evaluate the outcome of the training. On the contrary, 22(73.33%) of them indicate the absence of outcome evaluation mechanism. Thus, it is more likely to state that there is no well-organized outcome evaluation mechanism. Without proper outcome evaluation mechanism, both the fruition and continuation of the training is meaningless or no correction for the weakness for the next training.

3.10 Table 9 – Rating the trainer's basic knowledge conducting Record management and Archival Administration training.

	How do you rate the trainer's basic knowledge while conducting Record Management & Archives Administration training?	Respondents	
		Number	**Percent**
1	Excellent	-	-
2	V. good	3	10
3	Good	8	26.67
4	Poor	19	63.33
	Total	**30**	**100**

According to the data stated in table 9, 3(10%) of trainee respondents rate the trainers' basic knowledge as very good; while 8(26.67%) rate it as good. On the contrary 19(63.33%) rate is as poor. Therefore the majority of the respondents indicated the absence of basic knowledge on the part of the trainers conducting the training. This in turn point out the dissatisfaction of the trainees. Consequently, immediate measure to scale up the trainers' knowledge should be implemented.

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3.11 Table 10 - Evaluation of overall preparation of trainers.

	How do you evaluate the overall preparation made for the record management and Archival	Respondents	
		Number	Percent
1	Excellent	7	23.33
2	V. good	12	40
3	Good	6	20
4	Poor	5	16.67
	Total	**30**	**100**

As stated in table 10, 7(23.33%) of trainee respondents showed that the trainers over all preparation is "Excellent", 12(40%) "v. good", 6(20%) are "good" and 5(16.7%) are also indicated "poor". Therefore, 19(63%) of trainees stated that over all preparation of trainer's are v. good and above. This shows that the trainers give priority for preparation.

3.12 Table 11 – Trainers readiness to correlate theory with practice.

The respondents were asked how they evaluate the trainer's readiness to correlate theory with practice. The responses are summarized as follows.

	How do you evaluate the trainer's readiness to correlate theory with practice?	Respondents	
		Number	Percent
1	Excellent	-	-
2	V. good	3	10
3	Good	5	16.67
4	Poor	22	73.33
	Total	**30**	**100**

According to the data stated in Table 11, the trainers attempt to correlate theory with practice is "poor" 22(73%). On the contrary, 3(10%) and 5(16.7%) of trainees indicated that the trainers attempt is "very good" and "good" respectively. Hence, 22(73%) of trainees indicated that the absence of any attempt to correlate theory with practice. This shows that the trainers did not correlate theory with practice.

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3.13 Table 12 – Trainers Approach to make the training sequential.

	How do you evaluate the trainer's approaches to make the training sequential?	Respondents	
		Number	Percent
1	Excellent	7	23.33
2	V. good	12	40
3	Good	6	20
4	Fair	5	16.67
	Total	**30**	**100**

As indicated in Table 12, 7(23%) of the respondents evaluate the trainers approach is sequential. Where as 12(40%) of them evaluate it as v. good. Likewise 6(20%) of them evaluate it has well and finally 5(16.7%) of them evaluate is as fair. From the overall analysis of this data unlike 5(16.7%) of respondents 25(83%) of them agree about the present of sequence in the trainers approach. Therefore, the trainers give sequential training for trainees.

3.14 Strength & Weakness of the Training & Development Program.

The trainee respondents were asked about what strength and weakness they have generally observed regarding training programs given by the agency. Their responses are summarized as follows.

1	**Strength:** • Appropriate manual to teach theoretical aspect of archival administration & records management. • Giving due attention to Information Communication Training. • Availability of relatively appropriate materials for sequential training. • The agency is the only one gives this type of training.
2	**Weakness:** • Absence of practical exposure to master the profession. • Focused only on theory. • Small size of training hall. • Lack of enough time.

• Lack of training aids.
• Focused only on training record managers neglect Top officials.
• Absence of well equipped cafeteria.
• Lack of knowledge & skill of trainers.

3.15 Other comments of trainee respondents.

In the space provided, the trainees gave the following comments.

- ➢ The training should be support by practical training.
- ➢ The agency tries to upgrade the training to diploma level.
- ➢ The agency tries to arrange lunch and other facilities.
- ➢ The agency should be solve luck of training materials.

For trainers of record management & archives administration training.

3.16 Table 13 – Training of trainer

	Have you taken any sort of record management & archives administration training of trainer? a) yes b) No If say yes where, please specify	Respondents	
		Number	**Percent**
1	Yes	1	20
2	No	4	80
	Total	**5**	**100**

According to the above table, 4(80%) of trainer respondents stated that they have not taken any sort of record management & archives administration training of trainers, 1(20%) of respondent has selected "yes". The place of the respondent taken the training is Ethiopian Management Institute & British Council. Therefore, almost all respondents did not take any sort of record management & archives training of trainer. This implies that the agency did not have well trained trainers. Therefore, without the presence of a well-trained and qualified trainer, the training session is not likely to bring about the expected results. In other words, in spite of their participation in the training, the trainees are not expected to carry out the tasks of record officers & archivists. Thus, the Ethiopian National Archives & Library Agency should take immediate measure to facilitate training of trainers program.

3.17 Table – 14 Evaluation of training manual prepared by Ethiopian National Archives & Library Agency.

	How do you evaluate the record management & archives administration training manual prepared by the agency?	Respondents	
		Number	**Percent**
1	Excellent	-	-
2	Very good	1	20
3	Good	3	60
4	Satisfactory	1	20
5	Below the standard	-	-
	Total	**5**	**100**

As shown in table 14, 1(20%) of trainers respondents evaluate that the archives administration & record management training manual prepared by the agency was "very good", 3(60%) of respondents have rated it "good" whereas other 1(20%) stated it as satisfactory. The data in the above shown the training manual prepared by the agency was not prepared properly. Therefore, the agency has not properly prepared the training manual. It implies that without providing properly prepared training manual, it is unlikely to expect active participation & knowledge from the trainees part. So, to provide basic knowledge, due attention should be given to prepare the training manual properly.

3.18 Table 15 – Standard of the training

	Do you think the training meets the expected standard? a) yes b) No If your answer is No what do you advice? a) Practical focus b) theoretical c) Both d) other	Respondents	
		Number	Percent
1	Yes	1	20
2	No	4	80
	Total	**5**	**100**

According to the data in table 15, 1(20%) of trainer respondents stated that the training failed to meet the expected standard, whereas 4(80%) of respondents have replied that the training is below the standard. Therefore, the majority of respondents stated that the training implemented by Ethiopian National Archives & Library Agency, do not meet the expected standard of the training and the respondents stated advice to raise the level of the standard of the training should be theoretical and practical focus.

3.19 Table 16 – Practical implementation of the training.

	Do you think the training should be backed up with practice?	Respondents	
		Number	Percent
1	Definitely	3	60
2	Not at all	-	-
3	Partially	2	40
4	Other	-	-
	Total	**5**	**100**

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As indicated in table 16, 3(60%) of trainer respondents have strongly ascertained the importance of backing the training up with practice. On the other hand, 2(40%) have respond partially. Thus accordingly to the respondents, the training should be backed up with practice than more theoretical.

3.20 Table 17 – Monitoring & evaluation mechanism

	Has the agency put in effect any monitoring & evaluation mechanism (system) to assess the training impact?	Respondents	
		Number	Percent
1	Yes	1	20
2	No	4	80
	Total	**5**	**100**

According to the data in table 17, 4(80%) of trainer respondents have indicated that the absence of outcome monitoring & evaluation mechanism. Whereas, 1(20%) of respondent stated that there is no well organized monitoring & evaluation mechanism. It implies that without proper outcome evaluation mechanism the agency didn't know the impact of the training.

3.21 Trainer respondents stated that about the agency training focuses only on the theoretical aspect as follows.

- The duration of the training too short for practical activities.
- The training material is not designed for practical activities.
- Those experts that prepared the training manual themselves have no practical knowledge.
- There are no archivists that trained in archival science.
- Practical aspect may consume a lot of human, material resources and time budget.

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3.22 The followings are trainer respondents mentioned the strength of the training.

- It helps the trainees to acquaint themselves with the theoretical aspects of record and archives management.
- It creates an opportunity for experience sharing among the trainees.
- It may introduce the basic concept of record management and archives administration.
- It can be used as stepping stone to improve the day-to-day activities of record management and archives.

3.23 Weaknesses of the training trainer respondents indicate.

The trainers have identified various weakness of the training. This include:-

- It lacks practical activities, more theoretical.
- It is shallow not in depth even in its theoretical part.
- There is no model institution to look upon and now the agency is far from being a model. It has to transform its record management and archives administration systems so that it can present itself as model.
- The trainers themselves are not trained in record management and archives administration science.
- There are no sufficient training materials.

3.24 Trainer respondents stated the following problems face the theoretical training to be implemented practically.

- Almost all trainer respondents explain that the problem is connected to the training i.e. the training is concentrated on theoretical, lack of practical aspect.
- Luck of sufficient training material is also the problem indicated by other trainer respondents. Their evidence is no computer and updated training manual.

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- The other problems mentioned by respondents is trainer's knowledge and skill regarding training is not sufficient, then trainers are required to have knowledge of the record management and archives administration training.
- The duration of the training is too short also mentioned by trainer respondents.
- In addition to the above, the out look of the needs of governmental institutions towards the field and hence they do not allocate enough budget, resource and skilled manpower is another problem stated by the respondents.

3.25 Other comments of trainer respondents are.

- The background or knowledge of the trainers are not that much, the agency should be upgrade the trainer's knowledge by giving trainers of training.
- The agency facilitate practical training program to all trainers & trainees because the agency is the only record and archives center of the country.
- The agency tries to assign enough budget and resource for the training.

CHAPTER FOUR
Summary, Conclusion and Recommendation

This chapter summarizes the main findings of the study on previous chapter and followed by the conclusion and recommendation.

4.1 Summary

The study was designed to asses training practices in Ethiopian National Archives & Library Agency and proposed & recommend possible solution to the problem.

To collect relevant data the student researcher distributed questioner to selected respondents that are trainees and trainers of the agency. The response of the respondents have been analyzed and interpreted. Therefore, on the basis of the data collected the study has come up with the following findings.

- According to the information obtained from primary data, 66.67% of trainee respondents and 80% of trainer are male. Majority of trainee respondents, 46.67% and 80% of trainers are between 36-45 years old. On the other hand, 43.34% of trainee respondents are diploma holders and 80% of trainer respondents are degree holders.

- The data indicates that 33.33% of trainee and 80% of trainer respondents have 5-10 years work experience.

- The study shows that 83% of trainee respondents have taken off the job training in Ethiopian National Archives & Library Agency.

- Regarding to the trainee respondents 56.67% is responds off the job training is most assist and increase their performance.

- As 80% of the trainee respondents showed, the content of the training is related to the objective of the training.

- According to the data, 76.7% of trainee respondents mentioned that the agency do not fulfill enough training facilities.

- Majority, 66% of trainee respondents have seen problem, regarding to the training program implemented by the agency such as, training hall is very small, lack of sufficient time & materials and poor cafeteria service.

- As 66.7% of trainee respondents showed that the trainers teaching methodology is not adequate. In addition to this, the study indicated that 80% of trainers did not take any training of record management and archives administration.
- 73% of trainee and 80% of trainer respondents mentioned that the agency has not evaluation mechanism for the outcome of training.
- As the trainees & trainers mentioned, the agency has limited strength but many weaknesses.
- According to the study 63% of trainees respondents stated that the basic knowledge of the trainers for conducting the training is not satisfied.
- Regarding to the study, 63% of trainee respondents mentioned that trainers preparation for training is good.
- As 73% of trainee respondents showed, the agency training did not correlate theory with practice.
- The study shows that 83% of the trainees believes that the training is given in sequential.
- 60% of trainer respondents showed that the agency didn't have standardized manual for training.
- 80% of the trainer respondents believe that the agency didn't meet the required standard. Hence, they advice, the agency should correlate theory with practice.
- The trainer respondents views the reason for focusing on theory are such as the duration of the training is too short, the training materials is not sufficient and not designed according to practical activity, trainers little knowledge & skill and the agency do not allocate enough budget & resource.

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4.2 Conclusions

This research has attempted to show the problem involved in the practice of training in Ethiopian National Archives & Library Agency. As the student researcher seen the definition and nature of professional training on records management and archives administration in chapter two it discovered that the issue of record officers and/or archival staff training is of the greatest importance for those responsible for administering records and archives. This is because, the task of record officers and archivists make up on ample job description; such as, arranging, describing, ordering, cataloging, conserving and preserving, making available and making the best use of the document.

Based on the findings of the study the following conclusions were forwarded.

- The agency has not sufficient facilities that the training requires. Thus, without fulfilling appropriate training facilities, the trainees are neither expected to update themselves nor master modern record management & archives administration techniques.

- The training outcome is not evaluated and monitor by the agency regularly. Therefore, without proper outcome of evaluation mechanism, the agency didn't know the impact of the training.

- The trainers skill and knowledge is not sufficient for conducting training. They didn't take any training of trainers of record management and archives administration & their teaching methodology is not adequate for making the training easy and understandable.

- The agency is the only training center of record management and archives administration and has records & archives collection under the control of the agency but the training given to trainees are mainly theoretical, they didn't correlate with practice.

- The manual prepared by Ethiopian National Archives & Library Agency is not well prepared. Because of this and lack of trainers knowledge the training not meet the expected standard.

- The agency has limited strength but many weaknesses.

4.3 Recommendations

The Ethiopian National Archives and Library Agency has been entrusted with duties and responsibilities to take the initiative to practice modern record management and archival administration. Records & archives are very important for different purposes & evidences that is why the agency keeps it.

Based on the findings and literature review, the student researcher had forwarded the following possible solutions (recommendations) for the problems identified.

- The agency should give due attention to fulfill adequate infrastructure & skilled knowledgeable trainers, with both local and foreign higher learning institutes and train the trainers.

- The agency should give emphasis for continuous monitoring and evaluation system of training. How trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization.

- The agency should pay attention to back up the theoretical part of the training in progress with relevant practical exercises.

- The main guideline of the training is training manual. Therefore, as per the result of the study it is not well prepared & standardize. Then the agency should give priority for standardize manual preparation.

- Training is one of the services given by the agency. Therefore the agency should allocate enough budget, time and resource for facilitating all training needs like appropriate training hall, cafeteria and equip all teaching aids and methodology to implement modern record management & archives administration.

- As a trainer, be ready to provide the trainees active participation in the learning process and permit practice where & when appropriate. That is required time to the trainees to assimilate what has been learnt, to accept it, to internalize it to build confidence in it through practice and repetition.

- Give due attention to train top officials so as to satisfy the trainee needs, such as infrastructure, pay, recognition and promotion.

- The agency should keep the strength & improve the weaknesses of training program

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