

**TRAINING PROGRAM EVALUATION FOR EDUCATIONAL  
SUPERVISORS: SELECTED TRAINING PROGRAMS IN THE  
HEADQUARTERS OF THE MINISTRY OF EDUCATION,  
SULTANATE OF OMAN**

**ZAYID ALI KHALFAN AL-HOSNI**

**FACULTY OF EDUCATION  
UNIVERSITY OF MALAYA  
KUALA LUMPUR**

**2014**

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**ZAYID ALI KHALFAN AL-HOSNI**

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## **ABSTRACT**

Training is one of the major components of human resource development, but training is incomplete unless evaluation has taken place. Hence, this research aims to investigate the current practices in evaluating the training programs of educational supervisors (ES) carried out by the Ministry of Education (MOE) in Oman. The objectives of the current study are: (1) to explore the participants' perceptions regarding the practice in evaluating the training programs for educational supervisors by the MOE in Oman, (2) to identify the similarities and differences among the participants in their perceptions concerning the evaluation of the training programs, and (3) to identify some ways to help the MOE in Oman in improving the evaluation of the training programs. This research has adopted a qualitative approach in collecting data, whereby semi-structured interviews were used as the main source, supplemented by direct observations and document analysis.

The researcher has used a purposeful site and training program selection. This study has gathered data from three selected training programs held centrally in the MOE headquarters within the year 2011, official training programs plan. The participants selected were trainers, trainees, training evaluators, training providers, and superiors. The validity and reliability of the current study were established through adequate engagement, in-depth observation and triangulation. A multiple case study design method and cross-site analysis were used in this research.

Findings showed that the current aims of evaluation focused more on short-term rather than long-term impacts of the training. Results showed that the existing process of the evaluation was mostly done at random inconsistent timing, took a longer time and incurred high cost. There were many similarities and differences in the current practices and levels of evaluation. To improve the present training evaluation,

interviewees recommended: (1) activating the school administration in carrying out the evaluation, (2) applying a practical approach in evaluating such as using the internet, establishing an independent training evaluation centre, and (3) enhancing the qualification of evaluators by providing specialist training in evaluation, and extending the capacity of the administration.

This research has been concluded with recommendations for new components of evaluation framework that can be applied by the stakeholders in MOE of Oman in implementing the evaluation of the training programs.

**Pentaksiran Program Latihan Untuk Penyelia Pendidik: Program Latihan  
Terpilih Di Ibu Pejabat Kementerian Pendidikan Kesultanan Oman**

**ABSTRAK**

Latihan adalah salah satu bahagian utama pembangunan sumber manusia, namun demikian, latihan perlu dilengkapi dengan penilaian. Maka kajian ini bertumpu kepada amalan pentaksiran sedia ada dalam program latihan penyelia pendidikan yang dijalankan oleh Kementerian Pelajaran di Oman. Objektif kajian ini adalah seperti berikut: (1) meneliti pandangan peserta kajian mengenai amalan pentaksiran dalam program latihan untuk penyelia pendidik yang dijalankan oleh kementerian, (2) mengenal pasti persamaan dan perbezaan pandangan dalam kalangan peserta kajian terhadap pentaksiran program latihan untuk penyelia pendidikan yang dikendalikan oleh kementerian, dan (3) mengenal pasti cara-cara menambahbaik pentaksiran program latihan untuk penyelia pendidikan. Kajian ini menggunakan kaedah kualitatif dalam pengumpulan data yang mana temu bual separa struktur merupakan sumber utama dan dilengkapi dengan pemerhatian langsung dan analisa dokumen. Pengkaji menggunakan kaedah persampelan bertujuan untuk memilih program latihan dan tapak penyelidikan. Kajian ini memperoleh data dari tiga program latihan yang telah dijalankan di ibu pejabat kementerian pelajaran seperti yang tertera dalam Perancangan Rasmi Program Latihan Kementerian Pelajaran 2011. Peserta kajian merangkumi pelatih, peserta, pentaksir latihan, pemberi latihan, dan penyelia langsung. Kesahan dan kebolehpercayaan dipastikan melalui penglibatan peserta kajian yang berpanjangan, pemantauan terperinci dan triangulasi. Antara rumusan kajian adalah borang perancangan digunakan sebagai petunjuk untuk menyiapkan bahan latihan, pentaksiran bahan hanya dijalankan 2-3 bulan selepas tamat tempoh latihan, tujuan latihan kurang mementingkan pentaksiran penglibatan pelatih dalam aktiviti latihan dan minat untuk

belajar sebaliknya bertumpu kepada pencapaian pelatih. Pentaksiran selepas menjalankan latihan adalah berkenaan aplikasi latihan di tempat kerja tetapi pentaksiran ini tidak dijalankan secara sistematik. Tambahan pula, pentaksiran terhadap kesan kepada organisasi jarang dilakukan kerana ini melibatkan petunjuk “intangible” yang sukar diperolehi. Hasil pentaksiran bagi organisasi jarang tercapai kerana memerlukan masa yang lama dan kos yang tinggi. Alat untuk pentaksiran pembelajaran yang sesuai juga tidak digunakan. Pentaksiran cara pembentangan “open book” kerap dilakukan manakala ujian tidak diguna pakai sebagai alat taksiran. Penyiapan laporan akhir pentaksiran dikira kurang memuaskan kerana ditulis secara am dan merangkumi perkara umum sahaja. Peserta kajian mencadangkan supaya kementerian (1) mengaktifkan peranan konteks sekolah dalam menjalankan pentaksiran, (2) menggunakan kaedah terkini dalam mentaksir seperti penggunaan internet dan mengadakan pusat bebas bagi pentaksiran program latihan, dan (3) meningkatkan kelayakan pentaksir melalui latihan ikhtisas dalam pentaksiran dan meningkatkan keupayaan pentadbiran.

## **LIST OF ABBREVIATIONS**

<b>ES</b>	Educational Supervisors
<b>HRD</b>	Human Resource Development
<b>HRM</b>	Human Resource Management
<b>IPO</b>	Input, Process and Output
<b>IT</b>	Information Technology
<b>KSA</b>	Knowledge, Skills and Abilities
<b>MOE</b>	Ministry of Education in Oman
<b>PDP</b>	Professional Development Plan
<b>ROI</b>	Return on Investment
<b>S-D</b>	Superior - Director
<b>S-SS</b>	Superior- Senior Supervisor
<b>T-GS</b>	Trainer - General Supervisor
<b>T-HS</b>	Trainer - Head Section
<b>T-SS</b>	Trainer - Supervision Specialist
<b>TE-D</b>	Training Evaluator – Director
<b>TE-TS</b>	Training Evaluator - Training Specialist
<b>TP-D</b>	Training Provider - Director
<b>TP-T</b>	Training Provider – Trainer
<b>TR-ES</b>	Trainee - Educational Supervisor
<b>TR-SS</b>	Trainee - Senior Supervisor



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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Research**

The Sultanate of Oman (Oman) had been an isolated country, lacking the basic facilities, until the ascension of His Majesty Sultan Qaboos in 1970. Since then, much progress could be seen in the development of health care, communication network and education. From a country lacking modern infrastructure, Oman has now become a country with a remarkable road system and communication network.

Oman's current education is formed by the government school system (General Education, Basic Education, Post-Basic Education, Vocational and Technical Education, Special Needs Education, Adult Education), private school system, government higher education (Sultan Qaboos University), and private higher education (universities and colleges). In light of the current research, only the government's mainstream schooling system, namely the General Education, Basic Education and Post-Basic Education, is mentioned.

The educational philosophy of Oman is built upon the Islamic faith, His Majesty's ideas, the State's basic law, and Omani sociocultural practices. Currently, the mainstream government schools in Oman are implementing three programs, namely General Education, Basic Education and Post-Basic Education. The Basic Education and General Education systems implement from grades 1 to 10, while Post-Basic Education covers grades 11 and 12. Basic Education will eventually replace General Education (MOE, National Report, 2008, p. 18).

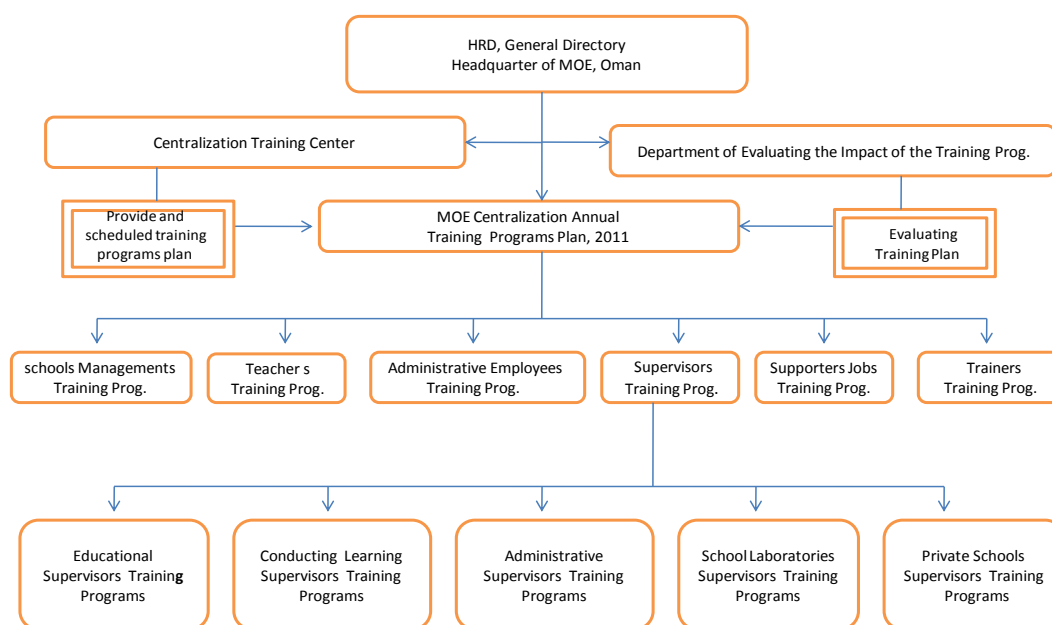
Before 1970, Oman hardly had a formal education in place. Education was confined to the teachings of the Quran and the Arabic language. Lessons were mainly held "under the shade of trees or in the public boards (known as Balsplh) or in mosques

or the homes of teachers themselves” (MOE, 2008). In 1970, there were only three schools with 909 male students at the elementary level; females and those with special needs did not have access to formal education. Many educational reforms were made when His Majesty Sultan Qaboos began his reign in July 1970. In one of the earliest speeches in August 1970 His Majesty said, “Our country has been deprived for a very long period of time of an education which is considered as the base for administrative and technical efficiency; starting from this fact, educating and training our people should start as soon as possible”. His Majesty’s vision was evident in the significant increase in the number of schools to 1,052 with about 553,236 male and female students, and 41,988 teachers by 2008 (MOE, 2008).

Since education has always been the country’s priority, in 1993, educational reform began with the implementation of the Basic Education system. This new system retained the schooling grades as in General Education but eliminated the division of elementary, preparatory and secondary stages. In 1995, an educational reformation was planned during “The Vision for Oman’s Economy – Oman: 2020” conference. This vision seeks to equip students with the necessary skills and knowledge in order to keep abreast with the rapid changes of “global knowledge, information and technology” (MOE, EFA Report, 2006, p. 31).

In line with this, teachers are recognized as key role players to equip students with globally relevant skills. It is assumed that teachers’ classroom practices need to be effective to achieve the target. Evidence shows that teachers’ classroom practices have a positive impact on students’ learning when monitored frequently. Though teachers are directly related to students’ achievement, other personnel such as principals, administrative supervisors and educational supervisors are also influential factors that motivate and support teachers to perform their jobs effectively. These individuals need to undergo some kind of training themselves, so that they can directly or indirectly impact

student achievement. Hence, the Ministry of Education (MOE) in Oman routinely designs various training programs for the individuals involved in the teaching and learning process. The following Figure 1.1 gives an overview of the General Educational training programs created annually by The Ministry of Education (MOE) in Oman.



*Figure 1.1* General educational training programs of the MOE in Oman.

This research investigates the current training programs in the Omani Ministry of Education (MOE). The programs provided are short-termed and serve to improve the personnel's skills, knowledge and ability. However, to date, systematic evaluation has not been undertaken to see if the training has improved the performance of personnel. Some forms of training program evaluations have been developed since the establishment of the Human Resource Development (HRD) in Oman, but these are only used to assess trainees' perceptions of the training program design and content. Moreover, there are numerous evaluation frameworks or models, but these mostly cater for the needs of

commercial organizations and educational courses. In light of this phenomenon, this research has built a theoretical evaluation framework aligned to the Omani MOE as a public sector. The researcher explores the implementation of the evaluation of the training program by comparing existing and desired practices. The findings of this study would be useful in evaluating training programs in the MOE of Oman and in general.

## **1.2 The Importance of HRD in Achieving Oman's Educational Vision 2020**

HRD is classified by Werner and De Simone (2009, p. 31) as “part of a larger human resource management system, includes training and development, career development, and organization development programs and process”. Only in the 1980s did the American Society for Training and Development (ASTD) make HRD a professional designation. Werner and De Simone (2009) assert that HRD professionals should have some competencies to carry out specific roles in ensuring program effectiveness in their organizations. This was perceived to be crucial in dealing with the challenges in the new century.

In 1978, Oman created an education philosophy to develop its human resources. One of its educational goals is to “accomplish a comprehensive development for the Omani society” and to “train manpower required for work and production” (MOE, Philosophy of Education, 2004, pp. 46-48). This initial philosophy states the necessity of paying attention to human resources for developing the Omani economy and society. Education was believed to play a vital role in preparing Omanis to meet labor market needs and to achieve economic development. Oman's continuous efforts in developing its human resource is evident in its 2020 economic vision where the development of human resource is stated as one of its primary aims. The national vision is stated as: “Development of human resources, and upgrading Omanis skills and competencies to keep abreast with technological progress; to manage the dynamics of this progress in a

highly efficient way; and to face the ever-changing domestic and global conditions” (MONE portal, Chapter 2, p. 1). The importance of HRD in the Vision for Oman’s Economy: Oman 2020 is depicted in Figure 1.2

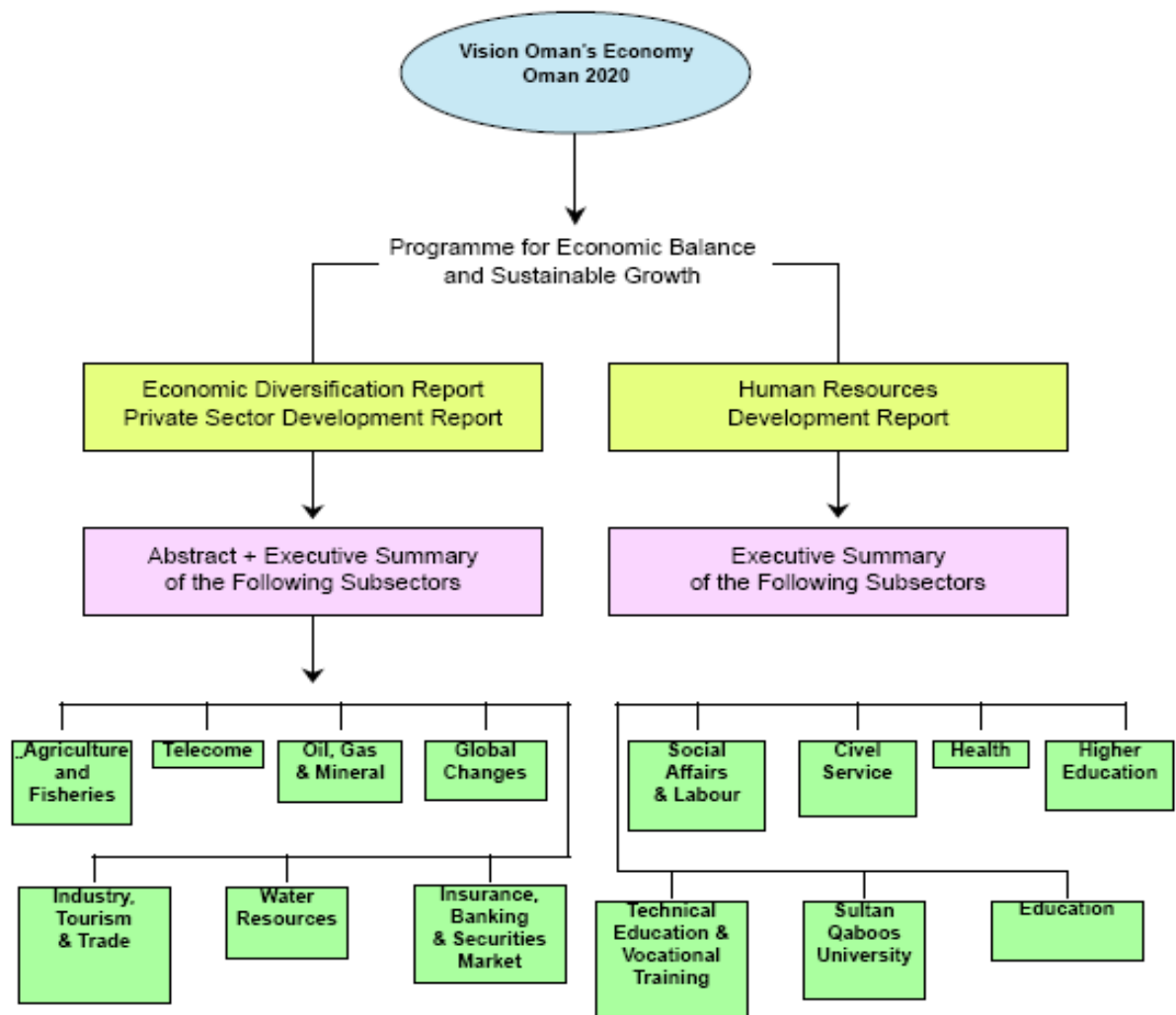


Figure 1.2. Vision for Oman’s economy: Oman 2020 (MONE portal, Chapter 1, p. 4)

According to the HRD vision dimension, the HRD report manifests policies and mechanisms. Policies and mechanisms related to education and employment in general are as follows:

- a) “Providing free basic education for all nationals, through an efficient and cost effective system, and to work on improving the quality of basic education. This can

be achieved by allocating additional teaching hours for modern sciences (such as mathematics, physical sciences and computer), and working towards the teaching of English language from the first year of primary education.

- b) Providing and encouraging technical education, and vocational training for all stages of general education. This is in order to meet labour market demands for different technical specializations.
- c) Adopting advanced systems for technical education and vocational training that enable institutions to cope with the rapid technological developments.
- d) Working to provide university education and post-graduate studies according to the market needs, whether public or private.
- e) Providing employment opportunities for interested Omanis. It is also necessary to train and qualify them according to the needs of the labour market.
- f) Encouraging the establishment of private health educational and training institutions. These will provide their services directly or indirectly to the public, thus reducing the pressure on government services, and providing sufficient alternatives for society to choose from” (MONE portal, Chapter 2, p. 11).

As Oman perceives HRD as an important division that improves its educational system to meet the new century’s challenges, a HRD Department was established in 2002. In 2008, the HRD department was upgraded to a directorate called Directorate General of Human Resources Department due to its immense responsibility. It provides continuous learning opportunities at “various levels in the MOE, local authorities and schools” so that changes in education could occur (MOE, National Report, 2004b, p. 10). As stated in the 2004 National Report (MOE, 2004b, p. 10), the main responsibilities of the MOE are to “plan, implement and follow-up in-service training opportunities according to the MOE’s reform plan; and duties of the MOE are carried out through the central training

centre and four organizational sections namely, the training program planning, the training affairs, the qualifying program planning, and the training evaluation and follow-up”. Currently, the MOE in Oman is working on building training capacities in schools, through school-based training.

Since the MOE in Oman prioritizes HRD, a series of training programs were introduced to improve employees’ performance, knowledge and skills in different disciplines. This concern stems from the MOE’s awareness of the necessity to equip employees with excellent performance skills, and such expertise can only be attained through continuous training.

### **1.3 The Importance of Training for Oman Educational Reform**

Current conditions necessitate the need for specialized training in facing challenges. Smith (2002, p. 431) confirmed the “importance of off-the-job training as a supplement for workplace learning”. Training is an important aspect of HRD. Sims (1993, p. 591) regarded training as a means of improving job performance and eventually improving organizational effectiveness, but the “training process is not complete until and unless evaluation has taken place, for it is evaluation which informs training and gives it meaning”. The methods and processes of evaluation of the training program could be said to be pioneered by Donald Kirkpatrick in the early 1960s. During the end of the twentieth century, the field of evaluation has been regarded as a distinct profession. However, most companies around the world, whether in the private or public sector, often underemphasize the evaluation activity for many reasons (Junaidah, 2006; Rae, 1999; Sims, 1993; Werner & De Simone, 2009). According to Stufflebeam and Shinkfield (2007), program evaluation is essential to discover whether training objectives have been met, and to determine what improvements can be made for future training programs. To ensure HRD goals are achieved, a HRD program should be designed according to these

phases: training needs analysis, design (“define objectives, develop lesson plan and materials, select trainer and methods, and schedule of the program”), implementation and evaluation (Werner & De Simone, 2009, p. 26).

Presently, the Omani MOE organizes “training course, lectures, workshop, seminars, symposiums, summer activities and projects” (MOE, EFA, 2006, p. 102) in professionally developing the skills and knowledge of its staff, teachers and school administrators. Training programs are delivered both centrally at the headquarters in the MOE and locally at the provinces. According to the MOE EFA (2006, p. 103) report, the topic for the training programs:

are decided after a follow-up process, the evaluation of staff, the level of learning achievement in the educational provinces and the MOE’s own developmental priorities. There are two basic models for delivering these programs. The first is a repeated central development program designed, and implemented by staff from departments within the MOE and involves identifying trainers situated in all provinces of the country, training these trainers centrally at the headquarters of MOE, and then instructing them to go back to their province to replicate the training programs with all targeted categories.

Further, the MOE in Oman is committed in raising the academic and professional standards of the administrative and technical staff by even allowing them to pursue their PhDs:

The MOE is keen to ensure that all staff, whether they work centrally in the Headquarter of the MOE or in the educational provinces, has equal access to all development training programs organized by the MOE. It also takes into consideration the appropriateness between the development study and the career requirements of the trainees, especially in programs funded by the MOE (p. 105).

Once training programs are executed, the MOE is responsible for the follow-ups on the training program implementation, to determine whether the programs have achieved their objectives and benefited their participants.



#### **1.4 Statement of the Problem**

The MOE in Oman continuously conducts short-term training programs for employees in different specializations and fields. Since the MOE's reformation in 1997, the training programs must include the following: (a) follow-up and evaluate the implementation of training programs, (b) follow-up and evaluate trainees' application after every training program session, and (c) evaluate annual training based on the general goals of the MOE. However, to date, evaluation of the training program was not emphasized. Parallel to Sims' (1993) assertion, training program evaluation is lacking in the public sector. Evaluation is also overlooked or "not implemented to its full capacity" (Wang & Wilcox, 2006). Although numerous studies have been done on training program evaluations, most of them measure perceptions regarding implementation of evaluation (e.g., Al-Athari & Zairi, 2002; Al-Hatmi, 2009; Green, 2004; Phillips, 2003).

Galanou and Priporas (2009), in citing Kaplan and Norton (1996, p. 235), claim that "training programs generally lack practicability, and their impact has not been systematically evaluated". They further state that to achieve the best results in investigating training program impact, more research is needed in order to move away from the unplanned and poorly conceived ideas. Similarly, Eseryel (2002, p. 4) claims that "there is evidence that evaluations of training programs are often inconsistent or missing".

Many of the studies in the local context in Oman also find the existing MOE training program evaluations unsatisfactory. Al-Khalili (2003) stated that the quality of training did not meet the trainees' expectations and needs, and programs were conducted briefly giving insufficient time for the trainees to immerse themselves in the training subjects. Similarly, Al-Hanshi (2004) also claimed that in Oman the training was limited and lacked quality in both public and private sectors. Hence, he emphasized the need for further research on the problems in training, and developing professionals.

Parallel to the previous studies, Al-Nabhani (2007) also stated that there are problems in the results of evaluation in the current Omani MOE training programs. Her study showed there was a lack of a systematic approach in the MOE's training plans and in the preparation of the final reports of evaluation. The processes of evaluation were merely done to see participants' satisfaction with the programs, without focusing on the effectiveness of the training program in achieving the expected objectives.

In line with the previous findings, Al-Amri (2008) claimed that the educational supervisors themselves had low interest in their training and professional development programs. Al-Siyabi (2008) confirmed the claim by listing the problems facing the educational supervision department in Oman, and found one of the issues was the lack of research on the number of training programs and the ES' performance levels. She further recommended that the MOE develop activities and training programs in order to promote their efficacy. Yet again, the question of how they could be evaluated arises.

Hence, training program evaluation is deemed important, especially for the Omani MOE, and if properly tackled the MOE's accomplishments will promote education in the country. Therefore, this study investigates the training program in the context of the MOE in Oman, specifically the implementation of the evaluation of the training program for educational supervisors (ES). The findings of the current study will assist the authorities and practitioners in the Oman education sector by providing a deeper understanding on evaluating training programs for the ES by their respective departments or individuals, through decentralized training.

## **1.5 Purpose of the Research**

The purpose of the current research is to investigate the implementation of evaluation by the MOE of Oman in the ES training programs by exploring the gap between the current process of evaluation of the training program and the desired evaluation with

recommended changes. This falls within the Training Plan or Professional Development Plan (PDP), 2011 of the MOE in Oman.

## **1.6 Research Objectives**

The objectives of the current research are as follows:

1. To investigate current practices in evaluating the training programs for educational supervisors (ES), which are carried out by the MOE in Oman at the (a) planning evaluation level, (b) short-term evaluation levels, and (c) long-term evaluation levels.
2. To explore the respondents' perceptions regarding the practices in evaluating the training programs for educational supervisors by the MOE in Oman.
3. To identify the similarities and differences among the participants in their views concerning the evaluation practice of the training programs for educational supervisors by the MOE in Oman.
4. To discover a way to help the Omani MOE in improving the current evaluation of the training programs for educational supervisors.

## **1.7 Research Questions**

Based on the objectives outlined above, four research questions are formulated. The research questions are:

1. How are the training programs for educational supervisors evaluated by the MOE at the (a) planning evaluation level, (b) short-term evaluation levels, and c) long-term evaluation levels?
2. What are the respondents' perceptions regarding the current evaluation of the training programs for educational supervisors?
3. What are the similarities and differences in respondents' views with regard to the current evaluation of the training programs for educational supervisors?

4. How can the current evaluation of the training programs for educational supervisors be improved?

### **1.8 Significance of Research**

The current research is carried out to support the HRD in the Omani MOE in creating an evaluation database that can contribute to the development and improvement of future training program implementations. An evaluation database can be created by utilizing the theoretical framework of evaluation training programs. This theoretical framework is aligned with the MOE's goals, available resources and constraints. The existing framework is based on MOE's models as specified in "Guide in Evaluating the Income from the Training Program" (MOE, 2011, p. 9).

Besides contributing to the MOE, this research also fills the research gap in the training program evaluation field as most research studies measure perceptions and levels of use, for example: Phillips (2003), Al-Athari and Zairi (2002), Green (2004) and Al-Hatmi (2009), but the current research looks beyond that to see if training programs are meaningful (Lingham, Richley, & Rezania, 2006); not necessarily in monetary terms, but in terms of changes or improvements in personnel such as changes in attitude or behavior, since changes in individuals indirectly create changes in organizations.

Presently, very few studies have been done on the public sector other than studies by Al-Hatmi (2009), Phillips (2003) and Sims (1993). The findings of the current study could add to the existing literature in the field of the practices of evaluation especially human resource development and training programs effectiveness. Additionally, the application of three qualitative instruments namely interviews, observations and document reviews will help other researchers to evaluate findings from different viewpoints.

Finally, this research has implications and recommendations that will provide deep understanding of actual practices of various evaluation levels by all those involved in implementing training program evaluations in the educational training programs.

## **1.9 Scope and Limitations of Research**

In Oman, there are a number of ministries. Each ministry has a human resource development section providing the training programs related to the responsibilities of each ministry. For the purpose of the present research, the focus is only on the MOE's training programs, which are currently available as short-term in-house training programme by the MOE as scheduled in the 2011 Training Plan or Professional Development Plan (PDP).

This present research focuses on current on-going educational supervisor training programs under the MOE's purview. The present study focuses exclusively on the central training program, which has been held since 2011 at the MOE's headquarters in Muscat, the capital of Oman. As such, other programs for educational supervisors such as teaching and learning, administration, school laboratories and private schools were not included in the current research.

Only qualitative instruments such as interviews, observations, and document reviews were used during the training program evaluation procedures. The kinds of data collected were based on the various levels of the evaluation of training program; each evaluation level deals with different aspects of training. The primary aspects include planning, design, satisfaction, learning, knowledge and skills transfer, and organizational benefits and costs.

Besides that, the current research adopts a qualitative approach in collecting data and information. So the study focuses on a suitable number of participants according to the qualitative approach, and did not have a large number of participants as in the

quantitative approach. To curtail the drawback, the researcher was meticulous in collecting data and information for obtaining in-depth understanding of the research phenomenon.

### **1.10 Operational Definitions**

This section defines the operational definitions of this study:

- a) Evaluation carries analogous meaning to measurement and assessment which are interchangeably used in references and research. Thus, “evaluation” and its varying tenses will be the dominant terminology used throughout the study on the current application by the Omani MOE in evaluating the training programs.
- b) Training programs in this research refer to the on-going short-term programs carried out by the Omani MOE staff in improving educational supervisors’ professionalism and practices. The programs are scheduled in the MOE’s official training plan (PDP), 2011. The educational supervisors are the official employees of the MOE in Oman who supervise teachers at schools in the various provinces.

## **CHAPTER 2**

### **LITERATURE REVIEW**

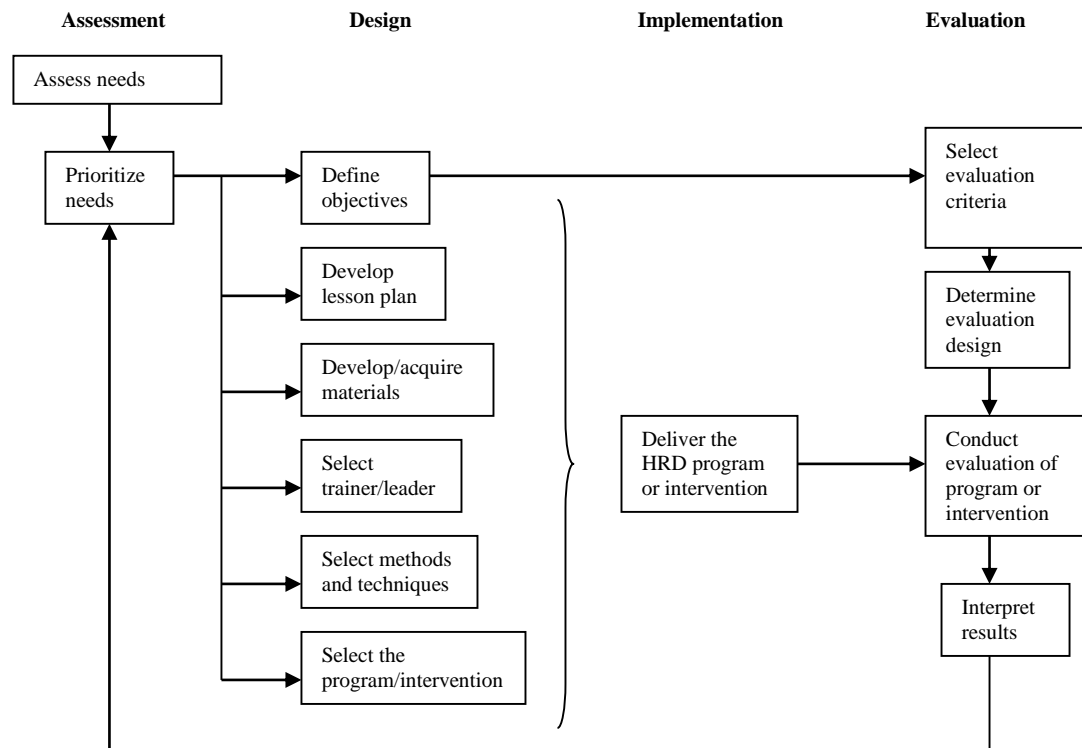
#### **2.1 Introduction**

This research addresses the gap between current practices of training program evaluation and the desired practices of evaluation in the context of Oman. This chapter reviews related literature on training programs and evaluation of training programs in the global and Omani context to build a theoretical basis for this research. Generally, the chapter constitutes three sections. The *first* section, provides an overview of training program evaluation that includes training as the vehicle of self-improvement, evaluation as a concept, types of evaluations, importance and purpose of undertaking evaluation, consequences of neglecting evaluation, what needs to be evaluated and when, and process of evaluation. The *second* section, describes the various models of evaluation in human resource development (HRD) to support the building of the theoretical framework of this study. The discussion includes the stages involved in developing the theoretical framework, rationale and implementation. The *third* section, deals with existing phases and components of the evaluation system in the Omani training programs. It also discusses the adopted evaluation theoretical framework, and the individuals involved in the training program.

#### **2.2 Training as the Vehicle of Self-Improvement**

Training is a major component of Human Resource Management (HRM), also known as Human Resource Development (HRD), a term used in this study. HRD varies from one organization to another. Aminuddin (2001) claims that training is an investment, while Goldstein and Ford (2002, p. 1) define training as “the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment”.

Likewise, Sims (1993, p. 605) sees training as “a step toward improving job performance and/or organizational effectiveness”, and further asserts that the “training process is not complete until and unless evaluation has taken place, for it is evaluation which informs training and gives it meaning” (Sims, 1993, p. 591). Figure 2.1 illustrates where evaluation is positioned in the training and HRD process.



*Figure 2.1* Training and HRD process model (Werner & De Simone, 2009, p. 198)

Sims’s (1993) views parallel Werner and De Simone’s (2009) training and HRD process model where evaluation is set in the final phase of the training process, preceded by the needs assessment phase, design phase, and implementation phase. Although the evaluation phase is undoubtedly important, Werner and De Simone (2009) claim that it is a neglected activity. Underemphasizing evaluation perhaps is a never ending issue since the field of evaluation was given attention in the 1970s. In 1993, Sims observed that few reports of actual program evaluation have been published compared to the number of



training programs. In substantiating this claim, Junaidah (2006, p. 184) states that “in many organizations evaluation of training is either ignored or is approached in an unconvincing or an unprofessional manner”. Junaidah further argues that the reasons for not undertaking training evaluations, besides ignorance, might be due to the evaluation process involving a lot of cost and time. Phillips (1997) shares a similar opinion, adding that in order to undertake training evaluation, additional effort has to be taken.

Goldstein and Ford (2002, p. 138) state that a substantial number of organizations undertook program evaluation but further argue that, “most of the evaluations focused on trainee reactions to the program rather than determining whether learning had taken place and job performance had been positively impacted”. This assertion shows that the practices of evaluating are mostly unsystematic, based on simple means and the evaluation results are not the foremost organizational priority (Junaidah, 2006; Russ-Eft & Preskill, 2001). Hence, the decision not to undertake evaluation will result in the ineffectiveness of current and future training programs. Some of the consequences of not evaluating, as Rae (1999) shares, include not being able to assess trainers, learners’ reactions, learning transfers, successes of sponsorship, and valid responses. Thus, evaluation is needed for the efficacy of HRD that may turn training failures into successes (Brinkerhoff, 1987).

Other studies have also been concerned with the above mentioned issues in training evaluation, and have suggested using computers to automate evaluation processes, which is a different approach to improve training evaluation. Eseryel (2002, p. 9) states that “lack of expertise of training designers in evaluation, pressure of increased productivity, and the need to standardize evaluation process to ensure effectiveness of training products are some of the elements that may provide motivation for supporting organization's evaluation with technology”.

The extent of the importance of training program evaluation is further discussed in the following section of this chapter, including the types of evaluations, the various evaluation frameworks, and past research that have been carried out on training evaluations.

### **2.3 Evaluation**

Training programs often fail to achieve their objectives due to poor training program evaluation systems. Sims (1993) revealed that a systematic evaluation system is able to reduce mistakes such as failure in outlining the program details, failure in training evaluators on evaluation methods and procedures, failure to elucidate the purpose of training to all personnel involved, improper interpretation of collected data, and misuse of evaluation results. Thus, the following sections elaborate the evaluation concept in detail as to why it is one of the most important processes of training.

The term *evaluation* is sometimes being used interchangeably with the terms *measurement* or *assessment*. Regardless of where and when they are used, these three terms carry similar meanings; the term *evaluation* is used in the current study.

Merwin (1992, p. 5) defines training evaluation as “the means used to determine the worth or value of the training”, perhaps referring to the general definition by the US Joint Committee on Standards for Educational Evaluation (1994). Stufflebeam and Shinkfield (2007, p. 13) affirm that the Joint Committee’s definition is similar to the generic dictionary meaning, and therefore extended the definition of program evaluation as: “Evaluation is the systematic assessment of an object’s merit, worth, probity, feasibility, safety, significance, and/or equity”.

In defining training evaluation specifically, Goldstein and Ford (2002, p. 138) offer a broader definition that has been cited in many references: “Evaluation is the systemic collection of descriptive and judgmental information necessary to make

effective training decisions related to the selection, adoption, value, and modification of various instructional activities”.

Similarly, Werner and De Simone (2009, p. 198), citing Goldstein’s (1980) definition of evaluation, claim that it has merits. They justify that “descriptive information provides a picture of what is happening or has happened, whereas judgmental information communicates some opinion or belief about what has happened”. Junaidah (2006, p. 183) perhaps agrees with Goldstein when she defines training evaluation as “a systematic process of collecting and analyzing information for and about a training program which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness and the impact of various training components”. Similarly, Rae (1999, p. 5) asserts that evaluation “looks particularly at issues concerned with the application of the learning in the workplace, its longer-term implementation and the cost and value effectiveness of the training and development provided”. Despite the different viewpoints, a consensus among researchers is that evaluations are important in training programs.

## **2.4 Types of Evaluation**

In developing a program or course and to see its effectiveness, deciding when to evaluate, and what type of evaluation to be used is vital. An evaluation can be classified into four types: formative evaluation, summative evaluation, confirmative evaluation and meta evaluation. Dessinger and Moseley (2004, p. 5) assert that these four types of evaluation are appropriate only for long-term training programs and not for a “one-time training event” as “full-scope evaluation systematically judges the merit and worth of a long-term training program before, during, and after implementation”. Which evaluation to be employed will depend on an organization’s needs; and on occasions, more than one type of evaluation is used to overcome the drawbacks of another. When carrying out such

procedures, it will “require sound professional collaboration, which is a hallmark of good evaluation practice” (Stufflebeam & Shinkfield, 2007, p. 26).

#### **2.4.1 Formative Evaluation**

Formative evaluation is the oldest type of evaluation (Dessinger & Moseley, 2004, p. 5). According to Goldstein and Ford (2002, p. 166), it “focuses on process criteria to provide further information to help understand the training system so that the originally intended objectives are achieved”. Formative evaluation is about evaluating processes and Junaidah (2006, p. 186) defines it as “examining how the training was designed, developed and carried out”. This is to ensure the quality of a program and what actions can be taken to improve it. During this evaluation, questionnaires and tests can be given out to participants, and observations can be carried out, and the feedback will be used by the decision maker in improving the program.

According to May, Moore, and Zammit (1987, p. 252), “questions are asked from the perspective of the course designer and the answers tend to be found in group rather than individual results”. May provides some sample questions that could be asked during formative evaluation such as “Were all the objectives adequately covered? Were explanations clear? Did the selected instructional strategy succeed?” These shows that “formative evaluation is conducted by the designer or developer; however, large organizations sometimes call on the services of a practitioner evaluator” (Dessinger & Moseley, 2004, p. 5).

Since such an evaluation is carried out during course development and on on-going operations, the objective is merely to improve a program or course rather than seeking overall program efficiency. According to Stufflebeam and Shinkfield (2007, p. 26), formative evaluation “often forms the basis for summative evaluations”. They further assert that, “in general, formative evaluation will be dominant in the early stages of a

program and less so as the program matures. Summative evaluation will take over as the program concludes and certainly after it is completed”.

#### **2.4.2 Summative Evaluation**

As an extension of formative evaluation, summative evaluation is done after implementing or completing a program. The purpose of such evaluation is to “provide an overall judgment of the evaluated” (Stufflebeam & Shinkfield, 2007, p. 25). In other words, confirmative evaluation is conducted to determine the effectiveness of a program and to what extent the objectives have been met.

Dessinger and Moseley (2004) further clarify that during summative evaluation, any aspect of the training program can be evaluated such as the participants, the trainers, the facilities, and even the training provider itself. “The designer/developer or evaluator may select from or blend a number of strategies for conducting summative evaluation: cost-benefit analysis, attitude ratings, testing, surveys, observation, interviews, focus groups and statistical analysis” (Dessinger & Moseley, 2004, pp. 6-7). They inform that “in a situation involving a long-term program, the outputs and outcomes of summative evaluation become inputs for the next step, confirmative evaluation”.

#### **2.4.3 Confirmative Evaluation**

Since confirmative evaluation stretches beyond formative and summative evaluation, little or no research mentions this type of evaluation. Dessinger and Moseley (2004) inform that confirmative evaluation is not something new as it was introduced in the 1970s by Misanchuk; then in 1986, Beer and Bloomer from Xerox suggested that in confirmative evaluation assessing “the transfer of learning to the real world” should be emphasized (Dessinger & Moseley, 2004, p. 7). Dessinger and Moseley further stated that “summative evaluation has immediate usefulness, but it does not help planners make

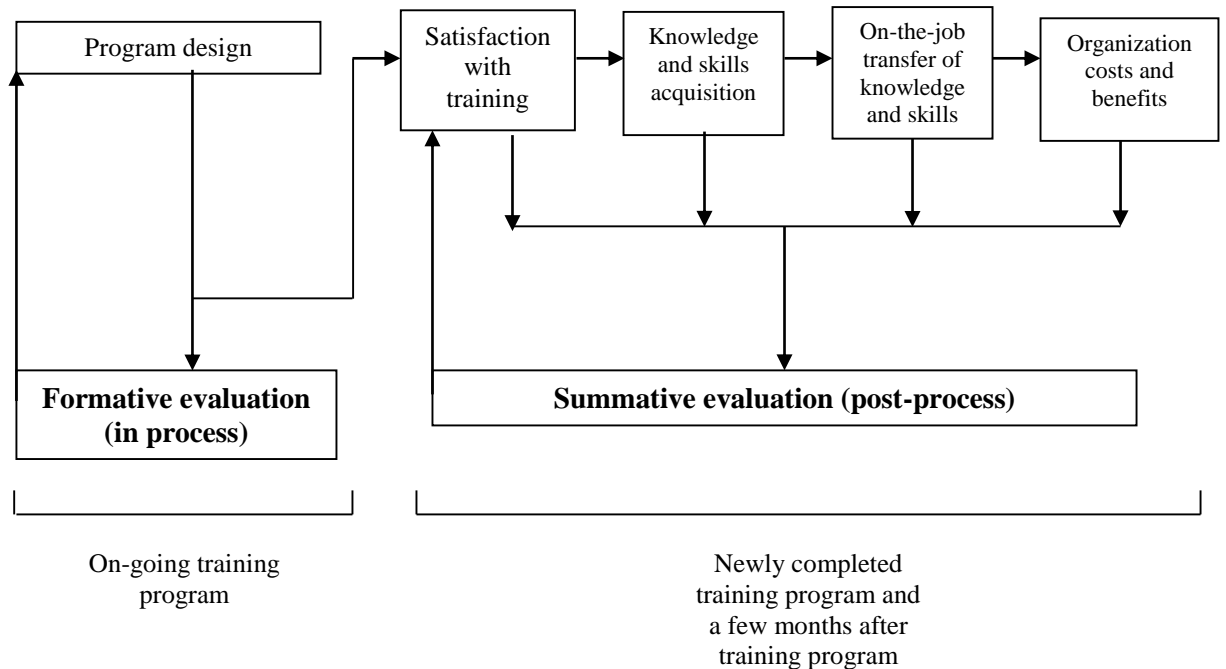
decisions for the future” whereas “confirmative evaluation is future-oriented and focuses on enduring, long-term effects or results over the life cycle of an instructional or non-instructional performance intervention” (p. 8).

#### **2.4.4 Meta Evaluation**

Meta evaluation is concerned with evaluating the evaluation. Here, the evaluator focuses on “how the evaluation was conducted and the purpose is to validate the evaluation inputs, processes, outputs and outcomes” (Dessinger & Moseley, 2004, p. 10). There are two types of meta evaluations: formative and summative. Dessinger and Moseley (2004, p. 10) inform that the formative type is “conducted during formative, summative and confirmative evaluation”, and the purpose is to “guide the evaluator through the planning, design, and implementation of all three stages of evaluation”; the confirmative type is “conducted after the formative, summative, and confirmative evaluations are completed”, and the purpose is to “provide feedback on the reliability and validity of the evaluation processes, products and results”.

### **2.5 Evaluation Types Adopted in the Current Research**

For the purpose of the current study, formative and summative evaluations are adopted. The current research carried out evaluations during and after the training programs. For on-going training, formative evaluation was adopted. As soon as the on-going training was completed, summative evaluation was done. After a few months of training also the summative evaluation was done. This researcher believes that the formative and summative types of evaluations suit the nature of training programs in the MOE as they are short-termed and vary in terms of content and skills offered. Figure 2.2 illustrates the types of evaluation adopted in the current research.



*Figure 2.2* Formative and summative evaluations (Adapted from Yorks, 2005)

The items in Figure 2.2 are based on the aspects to be evaluated. When conducting formative evaluation during training, program design and learning motivation could be evaluated through observations, interviews and questionnaires. Program design and learning motivation should be evaluated simultaneously and not in sequence; whereas for summative evaluation, the aspects to be evaluated should be evaluated in sequence. During summative evaluation, evaluation is done first on the participants' reactions toward the training, the extent of knowledge and skills acquired, the extent to which knowledge and skills have been transferred to their jobs, and finally the organization's results (e.g., improvement in performance and attendance).

## 2.6 Importance and Purpose of Undertaking Evaluation

Goldstein and Ford (2002, p. 141) have put forth that "an evaluation will not solve all training problems, but it is an important step forward". They further assert that even a

simple procedure undertaken, for example, a pre-test, is able to give dramatic improvement in the validity of the information gathered. In simple terms we can say that “evaluation is an essential means for finding out and acting on what is going right and wrong” (Stufflebeam & Shinkfield, 2007, p. 30).

As stated by Werner and De Simone (2009), evaluation builds credibility; it shows whether a training program has fulfilled its objectives. Kirkpatrick (2006, p. 17) highlights three main reasons for evaluation. The *first* reason is to justify the existence and budget of the training department by showing how it contributes to organizational objectives and goals. It seems that when downsizing occurs in an organization, people in the training department will be terminated first which shows that the training department is not regarded as important and that “its value to the organization depends on top executives’ view of its effectiveness”. The *second* reason is to decide whether to continue or discontinue training programs if the programs are considered obsolete and are no longer valued. Programs that are constantly subject to change such as computer training need to be reviewed so that training expenses do not outweigh the benefits. After a decision has been made to continue a program, then something has to be done to improve it. Hence, the *third* reason is to gain information on how to improve future training programs.

Bramley (1991, p. 87) similarly views evaluation as important to the training cycle and that it has a significant role in providing feedback on: (a) “the effectiveness of the methods being used; (b) the achievement of the objectives set by both trainers and trainees; and (c) whether the needs originally identified, both at organizational and individual level, have been met”. Phillips and Stone (2002, p. 2) assert that “there must be a comprehensive measurement and evaluation process to capture the contributions of human resource development and establish accountability”. Previously, Phillips (1997, pp. 36-38) stated that evaluation can help to: (a) determine the attainment of program



objectives; (b) determine the efficiency (the strengths and weaknesses) of HRD programs and activities which can be used to make further or future improvements; (c) identify if the cost of an HRD program has paid off; (d) decide prospective participants; (e) verify tests, cases, and exercises to ensure that they are able to measure knowledge, skills, and abilities (KSA); (f) identify which participants benefited the most from the program or otherwise where the information can be used to decide if a participant should be promoted, transferred, retained, and so on; (g) remind participants on the KSA that have been acquired and how they should apply on the job; (h) gather data to develop future program marketing strategy such as determining the rationale for attending a program, the decision to attend a program, and announcement of future programs and to determine if training is needed or necessary to solve a specific problem; and (i) establish a database to assist management in decision making.

Sims (1993) states the value of training can be proven when personnel systematically plan and implement program evaluations. He further asserts that in the long run unsystematic plans can pose danger to training endeavors. Likewise, Junaidah (2006, p. 186) has expanded in detail the purpose of training evaluation as:

- (a) To identify the program's strengths and weaknesses. This includes determining if the program is meeting the learning objectives, if the quality of the learning environment is satisfactory, and if transfer of training to the job is occurring;
- (b) To assess whether the content, organization and administration of the program – including the schedule, accommodation, trainers and materials – contribute to learning and use of training content on the job;
- (c) To identify which trainees benefit the most or the least from the program;
- (d) To assist the marketing of programs through the collection of information from participants about whether they would recommend the program to others, why they attended the program, and their level of satisfaction with the program;

- (e) To determine the financial benefits and costs of the program;
- (f) To compare the costs and benefits of training versus non-training investments (such as work redesign or a better employee selection system);
- (g) To compare the costs and benefits of different training programs to choose the best program.

## **2.7 Consequences of Underemphasizing Evaluation**

In general, evaluation has become a distinct profession since the 1970s. However most organizations regard this field as taxing and often ignore it. Sims (1993) citing Galagan (1983) states that more than one-third of the American Society of Training and Development (ASTD) members surveyed found evaluation as the hardest aspect of their work.

Rae (1999) listed the reasons for underemphasizing evaluation or not undertaking evaluation seriously: (a) no strong belief in evaluating training programs; (b) trainer's ignorance; (c) evaluation only refers to training on definite, measurable end product like computer training; (d) uncertainty of whose or which department's job responsibility; (e) evaluation was not an issue when training programs were arranged; (f) evaluating is so much time consuming and would interfere with training's quality time; and (g) evaluation is only about handing out questionnaires at the end of the course.

Likewise, Kirkpatrick (2006, pp. 18-19) claimed that most companies use reaction sheets at the end of training programs but have not gone beyond that in evaluating. The reasons cited are: (a) they do not consider it important or urgent; (b) they do not know what to do or how to do it; (c) there is no pressure from higher management to do more; (d) they feel secure in their job and see no need to do more; and (e) they have too many other things that are more important or that they prefer to do.

Werner and De Simone (2009) explain the reasons for not doing more frequent evaluations: (a) evaluating is not an easy process and it is time, resources, and expertise consuming; therefore it is something that HRD personnel are unwilling to exercise; (b) many factors beyond the program such as economy, equipment, policies, can affect employee performance, therefore the impact of training is difficult to evaluate; and (c) HRD personnel or those directly involved in the training programs may face criticism and program cuts if the ineffectiveness of the program is revealed through evaluation.

Failure to undertake evaluations may result in dire consequences. Rae (1999) mentions that neglecting evaluation may lead to consequences such as inability to implement trainer self-assessment or assessment on trainers, training design, learners' reactions, learning or changes in learning, learning transfer, success of sponsorship and in gaining valid responses. The current situation in the Omani context parallels Al-Amri's (2008, p. 218) views that "interest of educational supervisors in training and professional development was being recorded as being slow". These consequences show the importance of evaluation to organizations.

## **2.8 What Needs to be Evaluated, and to What Extent Should Training Programs be Evaluated?**

What to evaluate will depend on the organization's needs and objectives. Establishing and clarifying the purpose for evaluation, according to Brinkerhoff (1987), is the foremost step in "determining what aspects of HRD programs should be evaluated" (p. 105). He further stresses that "without a specific and clear understanding of purpose, evaluation cannot, and should not, be pursued" (p. 105). Similarly, Wade (1998) states that to decide what to evaluate, first, the evaluation team in an organization need to ascertain a common definition of evaluation. She looks at four aspects to evaluate: the participants' response to the training program, on-the-job action, business-focused results, and organizational

impact. What is to be evaluated has been spelled out in detail by Noe (2004), as summarized in Table 2.1

Table 2.1  
*Aspects to Be Evaluated*

What aspects to be evaluated	Examples
Acquisition of knowledge	Rules, principles, techniques, processes, procedures, and facts emphasized in training
Behavior and skills	Technical skills, and motor skills
Motivation	Interest to learn
Reaction to programs	Perceptions toward training (training content, trainers and facilities)
Attitudes	Tolerance toward other cultures, and safety attitude
Organizational payoff	Employee turnover, absenteeism, accidents, customer service, and equipment downtime (that can lead to increase in production and reduction in costs)
Economic value of training	Return on investment (ROI) - in dollar sense

*Source.* Adapted from Noe (2004]

Hence the organization's needs and objectives determine the extent of training programs to be evaluated. In the current research, all the aspects will be evaluated except the payoff which is in monetary form as evaluating return in dollar sense is not feasible. The theoretical framework adopted in this research will be applied to the training programs of educational supervisors scheduled in the MOE's Professional Development Plan (PDP), 2011.

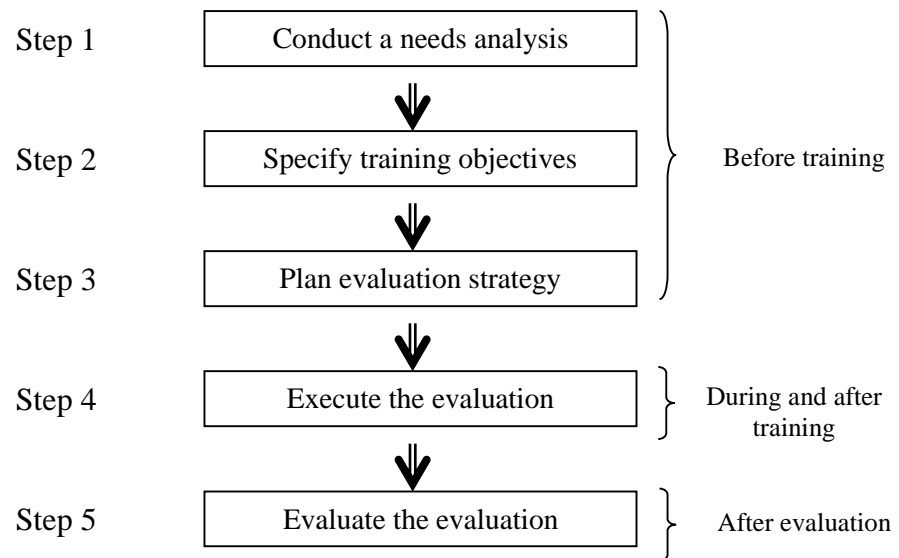
## **2.9 When Should Training Programs Be Evaluated?**

As mentioned in the earlier sections, most organizations undertake evaluation at the end of a training program to evaluate participants' reaction and do nothing more beyond that. Furjanic and Trotman (2000) state that evaluation helps to assess a training program during and immediately after the program. Wills (1993, p. 240) however, mentions that evaluation does not have to be done after every course and that it is sufficient to check three to six months after the first course, and once a course is established there is little need for evaluation. He further mentions that "another time evaluation is required [is] when there has been a significant change in the organization, or when the course is due to be revised or replaced by a new course", "ideally evaluation of training should occur annually when the organization is assessing the success of its business plan".

In comparison, Phillips (1997) in his evaluation plan specifies that: (a) participants' reactions and satisfaction are to be evaluated during a program and immediately after the program completion; (b) knowledge and skills acquisition are to be evaluated during program; (c) on-the-job application of knowledge and skills are to be evaluated four months after program; and (d) company payoff is to be evaluated monthly.

## **2.10 Process of Evaluation**

Evaluation is part of the training process. According to Phillips, Phillips, and Hodges (2004, p. 1), "it is the first, as well as the last, part of the process". The processes of evaluation should first be understood before deciding on or developing an evaluation intervention, and before starting the evaluation process itself. Wills (1993) states that evaluation starts at the individual level and then proceeds to the organizational level. Figure 2.3 summarizes the evaluation processes reflecting all the types of evaluation stated in Section 2.4, namely before, during, after training program, and beyond the evaluation process.



*Figure 2.3* The process of evaluation (Adapted from Wills, 1993; Payne, 1994; Noe, 2004)

When carrying out evaluation, it may be necessary to revisit the earlier step(s) if the purpose in each step has not been met. For example, if it was found that when executing the evaluation (Step 4) feedback information could not be logically analyzed, then the evaluator may go back to Step 3 or even to Step 2 and Step 1. What is considered at each step of the evaluation is thus summarized in Table 2.2

Table 2.2

*Decisions to Be Made at Each Step of the Evaluation*

Steps in evaluation process	Decision
Step 1	<ul style="list-style-type: none"> <li>• Identify what learned capabilities are needed like knowledge,</li> <li>• Skills, behavior, etc.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• Specify training goals as to why the training program should be conducted, who the participants are, and what the content of the training program is about (the type of knowledge/skills to be delivered).</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>• Look into the available resources and constraints like personnel, time, facilities, budget, etc.</li> <li>• Determine evaluation objectives.</li> <li>• Choose an evaluation framework/model to be employed or design an evaluation framework after considering the training objectives, available resources and constraints, and evaluation objectives.</li> <li>• What are the data gathering methods, i.e., who are the samples of data, how the data is to be collected, and what are the tools of collecting data?</li> <li>• How to analyze and interpret the data?</li> <li>• How to report feedback and to whom?</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>• Should there be any improvement on the training program?</li> <li>• What are the participants' reactions towards the training program?</li> <li>• To what extent has KSA been acquired?</li> <li>• Have KSA been transferred on the job?</li> <li>• Are there any changes in behaviour?</li> <li>• To what extent has the training program payoff (in monetary and non-monetary)?</li> </ul>
Step 5	<ul style="list-style-type: none"> <li>• Has the evaluation practice succeeded in meeting the evaluation's</li> <li>• Focus and objectives?</li> </ul>

*Source.* Adapted from Wills (1993); Payne (1994); Noe (2004)

Based on Table 2.2 and in accordance with the research objectives of the study, the current research thus begins its evaluation training program at Step 2 which is relevant in evaluating the planning level and ends at Step 5 where results of evaluation are presented to the organization concerned. However, the study recommends future research to begin evaluation at Step 1.

## **2.11 Models of Evaluation**

Evaluation in a broad term implies evaluating the effectiveness of long-term programs (e.g., educational courses and social programs), and short-term programs (e.g., for HRD purposes). For the purpose of this study, evaluation of the short-term program in HRD is focused on.

According to Junaidah (2002), citing Phillip (1991) and Geerthuis et al. (2002), more than fifty evaluation models could be utilized; however, most evaluators apply Kirkpatrick's four-level evaluation model. Since Kirkpatrick is considered the pioneer of evaluation models or framework for training programs, which he first developed in 1959 through his doctoral research, it can be said that almost all evaluation models for training programs seem to possess all four levels.

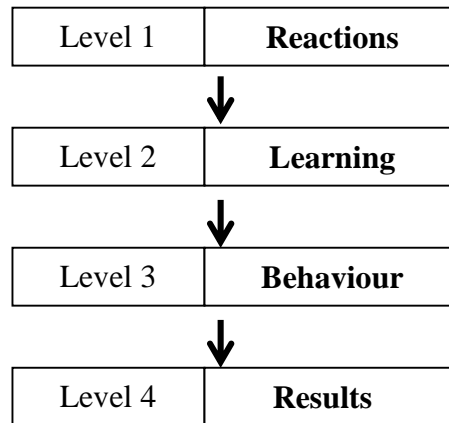
When choosing or developing an evaluation technique, Sims (1993) asserts aspects to be considered are training program evaluation objectives, evaluation criteria, and resources and constraints. Evaluation objectives should be clear and measurable as evaluation performance is able to determine whether objectives are attained or otherwise; resources and constraints should include the organization's attitudes, norms and values toward training, besides money, personnel, facilities and time (Sims, 1993).

In developing an evaluation training program theoretical framework, which in turn can be used to evaluate the currently held training programs in the MOE of Oman, this research looks at five well known training program evaluation models. The five models to be discussed and elaborated, and later on adapted to be applied in the educational context of the MOE, Oman are Kirkpatrick's four-level evaluation, Brinkerhoff's (1987) six-stage evaluation model, Phillips' (1997) five-level ROI framework, Bushnell's (1990) IPO model, and Wade's (1998) High-IMPACT model.



### 2.11.1 Kirkpatrick's Four-Level Evaluation Model

Kirkpatrick's four-level model was first formulated in 1959. Since then it has been improved in accordance with feedback from training program participants and organizations. This framework represents a sequence as in Figure 2.4



*Figure 2.4* The four levels evaluation model (Kirkpatrick, 2006, p. 6)

Kirkpatrick (2006, p. 21) stated that when applying his four-level framework – reaction, learning, behavior, results – no one level should be bypassed. He further asserted that “as moving from one level to the next, the process becomes more difficult and time-consuming, but it also provides more valuable information”.

Reaction, as the name implies, measures how participants of training react to the program; in other words, it measures customer satisfaction. When measuring reaction, a reaction sheet can be used. Measuring reaction, according to Kirkpatrick (2006, p. 27) has several important advantages:

- a) “It gives us valuable feedback that helps us to evaluate the program as well as comments and suggestions for improving future programs.
- b) It tells trainees that the trainers are there to help them do their job better and that they need feedback to determine how effective they are.

- c) Reaction sheets can provide quantitative information that you can give to managers and others concerned about the program.
- d) Reaction sheets can provide trainers with quantitative information that can be used to establish standards of performance for future programs”.

He stressed the importance of not only getting a reaction but getting a positive reaction as the future of a program depends on positive reaction and that “if participants do not react favourably, they probably will not be motivated to learn” (p. 22).

Being motivated to learn is not always the result of positive reaction towards a program. Participants may give positive reaction to the program but not necessarily feel the need to learn. Kirkpatrick (2006, p. 22) clearly defines learning as “the extent to which participants change attitudes, improve in knowledge, increase skills as a result of attending the program; and learning has taken place when one or more of the three mentioned above occurs”. Therefore, three general questions are used to probe learning: “What knowledge was learned? What skills were developed or improved? What attitudes were changed?” (p. 42).

Measuring knowledge is easier where pretest and posttest can be given to participants to gauge known knowledge; post-test can be given to assess new knowledge. Likewise, skills can be measured by using performance test or posttest to determine improvement. A survey can be distributed before and after training to measure change in attitude or to compare changes that could have taken place. This stage of measuring learning is important as it can be used as a benchmark to determine if behavior changes have occurred.

A change in learning may lead to a change in behavior but this is not always the case. Some factors could prevent the change in learner behavior, for instance, discouragement from the superior, no opportunity to perform, or simply the learners’

negative attitude. Kirkpatrick (2006, pp. 52-53) has explained why learners may not change their behavior:

- a) Trainees cannot change their behavior until they have an opportunity to do so. For example, if the training program is designed to teach a person how to conduct an effective performance appraisal interview, the trainee cannot apply the learning until an interview is conducted.
- b) It is impossible to predict when a change in behavior will occur. Even if a trainee has an opportunity to apply the learning, he or she may not do it immediately. In fact, change in behavior may occur at any time after the first opportunity, or it may never occur.
- c) The trainee may apply the learning to do the job and come to one of the following conclusions: “I like what happened, and I plan to continue to use the new behavior”. “I don’t like what happened, and I will go back to my old behavior”. “I like what happened, but the boss and time constraints prevent me from continuing it”.

Therefore, Kirkpatrick sees it as important “to provide help, encouragement, and rewards when the trainee returns to the job from the training class” (p. 53). He adds that evaluating behavior is more difficult to carry out and time-consuming compared to evaluating reaction and learning. When evaluating behavior change, trainers have to make decisions such as “when to evaluate, how often to evaluate, and how to evaluate” (p. 53).

After determining if there had been changes in reaction, learning, and behavior, administrators could find out whether the training program is worthwhile (i.e., the return on investment). The training program is deemed effective if there is improvement in morale, financial and nonfinancial aspects, or as Kirkpatrick (2006, p. 25) says “the final results occurred because the participants attended the program”. In measuring results, two aspects have to be taken into account – tangible results and intangible results. Tangible

results are, for example, an increase in sales and production, and profit attainment. On the other hand, intangible results are said to be achieved where there is improvement in morale, improvement in human relations and communication. It will thus depend on an organization's objectives as to what extent it wants to achieve its final results. Some organizations use training programs as grounds to improve employee morale and communication skills whereas other organizations would like to increase their productivity and profits. Whatever the organizational objectives, intangible results may lead to tangible results. For example, if employee morale is boosted it will lead to improved work quality, and thus increase the organization's profit. In sum, evaluating results is "perhaps the most difficult part of the process" as one must "decide and determine what final results occurred because of attendance and participation in a training program" (p. 63).

Although Kirkpatrick's framework is widely used by researchers (e.g., Goldstein & Ford, 2002; Noe, 2004; Yorks, 2005), it has been criticized by Holton as being a taxonomy rather than a framework or model. Nevertheless, this four-level framework has been adopted by business giants (e.g., Toyota Motor Sales, U.S.A., Inc., Gap Inc., and Cisco Systems, Inc., to name a few) and renowned public sector institutions (e.g., the University of Wisconsin and First Union National Bank).

### **2.11.2 Brinkerhoff's Six-Stage Evaluation Model**

Brinkerhoff (1987, pp. xi-xii) writes that "evaluation can be a powerful tool in improving the likelihood that HRD will yield benefits to the organization; and evaluation can be used to demonstrate and prove HRD's payoff". He claims that some evaluation models solely focus on HRD results and not on the future of the programs. Therefore, his six-stage model was developed to blend both "a comprehensive evaluation model that incorporates the strong results-oriented aspects of the business and industry models and also the strong

formative, improvement-oriented aspects of the educational and social program models”

(p. xiv). The Six-stage model is illustrated as in Figure 2.5

Stage 1 – Evaluate needs and goals

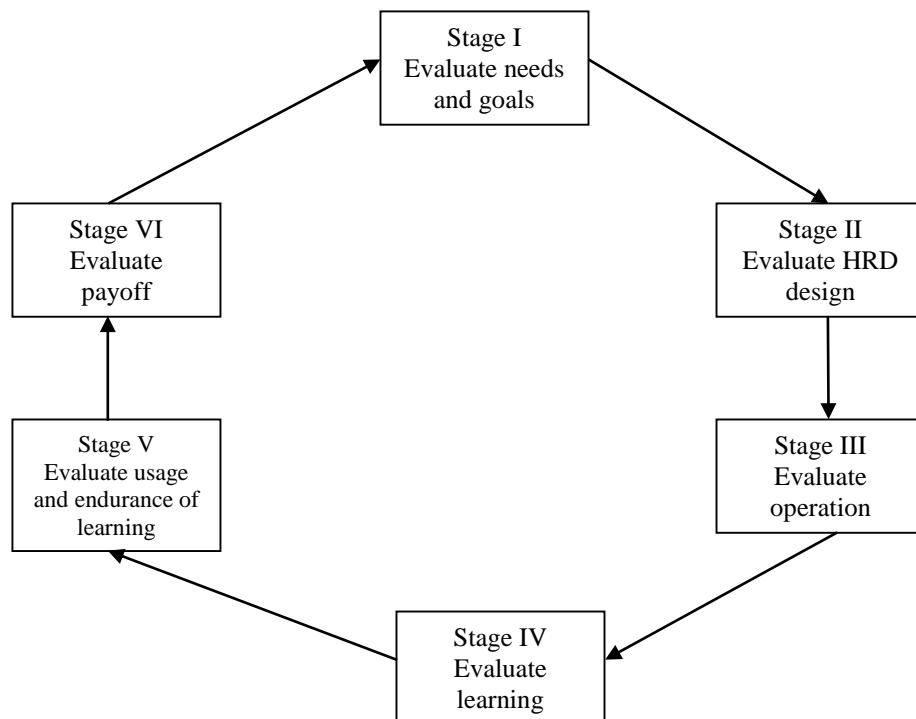
Stage 2 – Evaluate HRD design

Stage 3 – Evaluate operation

Stage 4 – Evaluate learning

Stage 5 – Evaluate usage and endurance of learning

Stage 6 – Evaluate payoff



*Figure 2.5* The six-stage model as a cycle (Brinkerhoff, 1987, p. 27)

Brinkerhoff (1987) asserts that this model is in a circular form where “the final stage returns to the first stage, beginning the process anew and showing that new HRD inquiry builds on the results of past effort” (p. 26). It is not solely linear but follows a logical development and decision-making sequence. Hence, each stage is not simply accomplished once and then abandoned for the next stage, never to be revisited. The different stages interact with each another, and there is recycling among them. Sometimes the stages are “nested” (p. 31) in each another. As opposed to Kirkpatrick’s four-level

evaluation, this six-stage model includes evaluating training needs and evaluating HRD design in its first and second stage of evaluation respectively.

Stage (1) is where needs are analyzed and goals are set. Brinkerhoff (1987) explains that this stage evaluates the value and importance of problems and/or opportunities that may respond to HRD intervention. Administrators could determine whether a specific program is more effective than others and whether the process should be extended with the selection or creation of a program design. Thus, Stage (1) should be done before a training program is carried out. Data that could be collected at this stage include organizational values and objectives, workplace constraints and environment, and information reflecting the organization's current condition.

Once an organization decides that it is worthwhile to proceed to the next process, evaluation is then made on the design of the HRD program. It must be ensured that in Stage (2): (a) "designs are complete and specify input needs, procedures and processes, and intended outcomes, (b) planned activities are potent and theoretically sound, (c) planned activities reflect best educational and instructional design principles, (d) planned activities are superior to available alternatives, (e) program activities are compatible with existing schedules, organizational climate, and individual and organizational values, (f) program activities and procedures are ethical and legal, (g) program plan is perceived favorably by participants and consumers, and h) program plan is practical and economical" (pp. 22-23).

When the design has been determined as sound enough, the evaluation process can proceed to Stage (3) of evaluating design implementation. Stage (3), according to Brinkerhoff (1987, p. 27), is "concerned with whether the design is, in fact, being installed and operated according to plan". Some of the key evaluation questions at this stage are: "Has it been installed as it is supposed to be? Is it working on schedule? What problems are cropping up? What really took place? Did trainees like it? What did it cost?" (p. 29).

At this stage, among the actions taken are to observe training activities, obtain feedback on people's reactions, and implement other process evaluation procedures. Brinkerhoff suggests returning to Stage (2) if things do not go as planned.

If the organization finds the evaluation of the operation satisfactory and that training has been carried out, the evaluation can then move to the next level or Stage (4). Stage (4) is concerned with evaluating the nature and extent of trainees' reactions and/or acquired skills, knowledge and abilities (SKA) (Brinkerhoff, 1987, p. 30). This stage, called the learning evaluation stage, is similar to Kirkpatrick's Level (1) (Reaction) where key questions can be posed here: Did trainees learn it? How well did they learn it? What did they learn? (p. 29). At this stage, procedures such as "knowledge and performance tests, observation, simulation, self-reports, work-sample analysis" (p. 29) can be carried out.

If trainees acquire the targeted skills, knowledge and abilities at Stage (4), then trainers can proceed to the evaluation of usage level which is Stage (5). In Stage (5), trainees' SKA is assessed on the extent and how well it has been acquired and how well it has been "translated into intended on-job behavior changes" (p. 30). Brinkerhoff's Stage (5) can hence be considered as a merging of Kirkpatrick's Level (2) (Learning) and Level (3) (Behavior).

Comparable to Kirkpatrick's final evaluation level, Brinkerhoff expounds relatively similar procedures for the final Stage (6). He asserted that "worth is determined by comparing what was gained (the Stage (6) results) with what the program cost. Where HRD has returned benefits equal to or greater than its costs, it has positive worth" (pp. 30-31). At this point, Stage (6) evaluation is similar to Stage (1) evaluation where similar data are collected and utilized. Some useful procedures are organizational audits, performance analyses, records analysis, observation, surveys, document reviews, panel reviews and hearings, and cost-benefit comparison.

Since the Six-stage model is depicted in a cyclic form, it shows that the processes are continuous. The organization will have to decide whether it needs to return to previous stages to tackle certain problematic areas. In that case, the recycling begins and information from previous evaluation efforts may be useful in improving future training programs.

### **2.11.3 Phillips' Five-Level ROI Framework**

Basically Phillips' (1997) fifth level of evaluation extends Kirkpatrick's four levels of evaluation. The former is about "comparing the monetary benefits from the program with its costs" (Phillips, 1997, p. 43). It is not a repetition of the latter's framework as each is a different framework/model with its unique views and recommendations to tackle each level of evaluation. Relatively similar to Kirkpatrick's four levels of evaluation (see section 2.11.1), Phillips' five-level ROI framework is summarized as follows:

Level 1 – Reaction and/or satisfaction and planned action

Level 2 – Learning

Level 3 – Job application and/or implementation

Level 4 – Business impact/results

Level 5 – Return on investment (ROI)

Phillips (1997) states that most organizations carry out Level (1) evaluation which queries participants' satisfaction at the end of their training programs. Data are collected by giving out questionnaires to the participants. Apart from determining participants' satisfaction, data from Reaction is also useful in improving future training programs where training content, design, or delivery can be modified and improved. Phillips (1997, p. 43) describes this level as "measuring participants' reaction to the program and outlines specific plans for implementation". Level (1) is undeniably important but, in parallel with



Kirkpatrick's views, "a favorable reaction does not ensure that participants have learned new skills or knowledge" (Phillips, 1997, p. 42). In order to determine whether participants have acquired the intended skills and knowledge, an evaluation should then be made to identify to what extent the participants have absorbed what they learned. This means the evaluation has to be extended to the next level which is Level (2).

Level (2) focuses on learning, and measurements focus on what the participants had learned during their training (Phillips & Stone, 2002). Phillips and Stone elaborated that "the evaluation of learning is concerned with measuring the extent to which desired attitudes, principles, knowledge, facts, processes, procedures, techniques, or skills that are presented in the training have been learned by the participants" (pp. 4-5). Phillips (1997, p. 42) asserts that Level (2) can be done by using "tests, skill practices, role plays, simulations, group evaluations, and other assessment tools".

Measures of learning should be objective, with quantifiable indicators of how new requirements are understood and absorbed. This data is used to confirm that participant learning has occurred as a result of the training initiative. This data is also used to make adjustments in the program content, design, and delivery (p. 5). However, a positive measure does not ensure that knowledge has been applied on the job. To ensure that new knowledge has been transferred to the job, the next level is needed.

Level (3) measures participants' changes in behavior while on the job and their specific applications of the training material (Phillips, 1997). Phillips and Stone (2002) clarify that the focus at this level is on the participants, the work setting, and support mechanism for applying learning. This may include specific applications of special knowledge, skills, and so forth, learned in the training. Learning is measured after the training has been implemented in the work setting. It may provide data that indicate the frequency and effectiveness of on-the-job application. The researchers also suggests that organizations address the issue of why the application is or is not working as intended. If

it works, they must know why it works so that they could replicate the supporting influences in other situations. If it does not, they must learn the reasons for failure so that they could correct the situation in order to facilitate other implementations.

In other words, at this level, various follow-up methods are used to determine whether participants actually apply what they have learned from the training to their work settings. The frequency and effectiveness of their use of new skills are important measures at Level (3) (Phillips & Stone, 2002, p. 10). However, it is still not a guarantee that there will be a positive impact on the organization as Level (3) evaluation focuses on determining the application of the training. An organization should then proceed to the next level, which is Level (4) – Business impact, to determine whether there is positive impact.

“At Level (4), measurement focuses on the actual business results achieved as a consequence of applying the knowledge and skills from the training” (Phillips & Stone, 2002, p. 10). A training program often is initiated because one or more business measures are below expectation or because certain factors threaten an organization’s ability to perform and meet goals. This evaluation determines the influence or impact of the training in improving organizational performance. It often yields objective data such as costs savings, output increases, and time savings or quality improvements. It also yields subjective data such as increase in customer satisfaction or employee satisfaction, customer retention, improvements in customer response time, and so forth. Generating business impact data includes collecting data before and after the training, and linking the training outcomes to the appropriate business measures by analyzing the resulting improvements (or lack thereof) in business performance (p. 6).

Although an organization thinks that it has produced business impact, the costs of conducting training results should be of concern. Up to Level (4), there is still no indication whether what is spent is worthwhile. Most companies look at intangible

outcomes and few look into returns in monetary terms (i.e., the return on investment (ROI)). Phillips (1997) informs that an evaluation cycle is incomplete until the ROI, which is the Level (5) evaluation, takes place. One of the formulae to calculate ROI is by calculating the percentage of net benefits divided by program costs as follows:

$$\text{ROI (\%)} = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$$

Figure 2.6 presents the ROI process of Phillips' model.

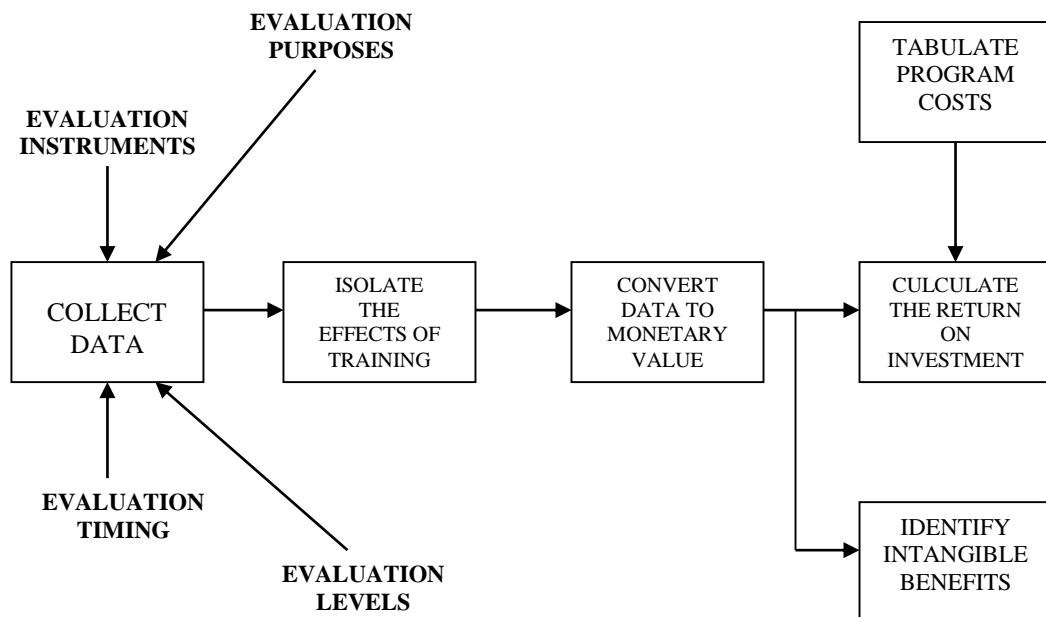


Figure 2.6 ROI process model [Source: Phillips (1997, p. 67)]

The Phillips (1997) ROI process model summarizes the process of developing ROI where post training program data are used. Through the data, other variables that might influence performance are determined and then isolated. The objective is to determine any amount of improvement directly related to the training program. To calculate the ROI, benefits identified in Level 4 evaluation must be converted to monetary

values and compared to program costs (Phillips, 1997). Program costs include the cost of designing and developing the program, materials for participants, charges by instructors or facilitators, cost of facilities, miscellaneous cost for participants, administrative cost, and overhead cost. When analyzing data, any items that could not be converted into monetary value are considered as intangible benefits which are equally valuable to organizations.

#### 2.11.4 Bushnell's IPO Model for Evaluating Training

The IPO model possesses all the elements of the other evaluation models mentioned earlier; however, its elements are divided into sequential categories (i.e., Input → Process → Output → Outcomes). Bushnell (1990) claims that this model could increase training flexibility and responsiveness while lowering training program costs. He further posits that IPO informs decision makers whether training programs have achieved their intended objectives, whether changes and improvements should be made on the “course design, content, and delivery”, and whether participants have acquired the intended knowledge and skills (p. 41). Parallel to improving its global education network, IBM has found IPO a comprehensive training evaluation approach. Figure 2.7 presents the IPO evaluation model.

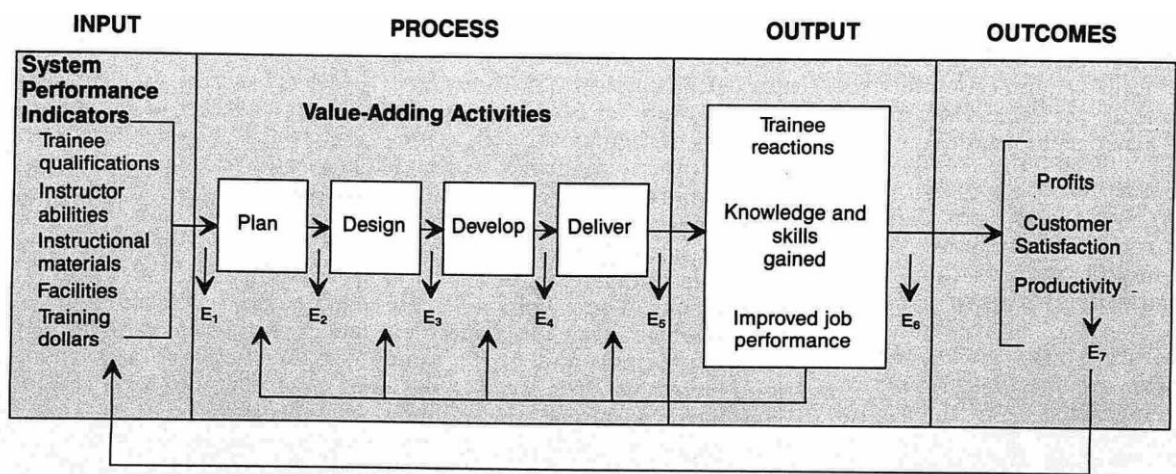


Figure 2.7 An input-process-output approach to training evaluation [Source: Bushnell (1990) p. 42]

The IPO evaluation model describes “a training system as having an input, a process, and an output” (Bushnell, 1990, p. 41). In Figure 2.7, feedback loops could be seen which indicate that a training system is “somewhat self-correcting” (p. 42). For example, in order to achieve the intended output at E<sub>6</sub>, the training provider should ensure that the elements in the process stage are correctly adjusted. The input stage consists of system performance indicators (SPIs) which most likely contribute to “the overall effectiveness of a training program” (p. 41). At this stage, the elements that could be evaluated are “trainee qualifications, instructor experience, the availability of already tested instructional materials, the types of equipment and training facilities available, and the training budget” (pp. 41-42).

Once the input stage is well adjusted, the evaluation then proceeds to the process stage that oversees training program execution. At this stage, evaluation should be carried out on the training objectives, design, strategies and materials. At the output stage, elements that should be evaluated are participants’ “reaction to training, knowledge and skills gained as a result of the training, and improved performance back on the job” (p. 42). Evaluation effort could then be directed at evaluating outcomes. Bushnell (1990) informs that “output deals with short-term benefits or effects of training whereas outcomes refer to long-term results associated with improvement in the corporation’s bottom line, i.e. profitability, competitiveness, and even survival”.

When Bushnell (1990) mentions that the IPO model can “increase training flexibility and responsiveness” and at the same time lower training program costs, it means that an organization has the option to decide on the evaluation package based on its needs, objectives and budget. For instance, based on its needs, objectives and budget, an organization may opt to evaluate the input stage only or up to the output stage only. Hence, an organization may minimize cost and optimize training program effectiveness.

### 2.11.5 Wade's High-IMPACT Training Model

The High-IMPACT Training model is a six-phase model to monitor training and development efforts. Unlike the other four models mentioned previously where the focus is on evaluating the training process, i.e., before, during, and after training, this model however focuses on the training process itself: Phase (1) – Identify training needs, Phase (2) – Map the approach, Phase (3) – Produce learning tools, Phase (4) – Apply training techniques, Phase (5) – Calculate measurable results, and Phase (6) – Track ongoing follow-through. Like Brinkerhoff's (1987) model, it was built in a cyclic way to show that each phase was built upon the previous phase. Wade (1998, p. 5) recommends to “complete each phase in order” but adds it is not necessary to start from Phase (1); the user can start at any phase according to the organizational needs, and then proceed from there. Figure 2.8 illustrates the model.

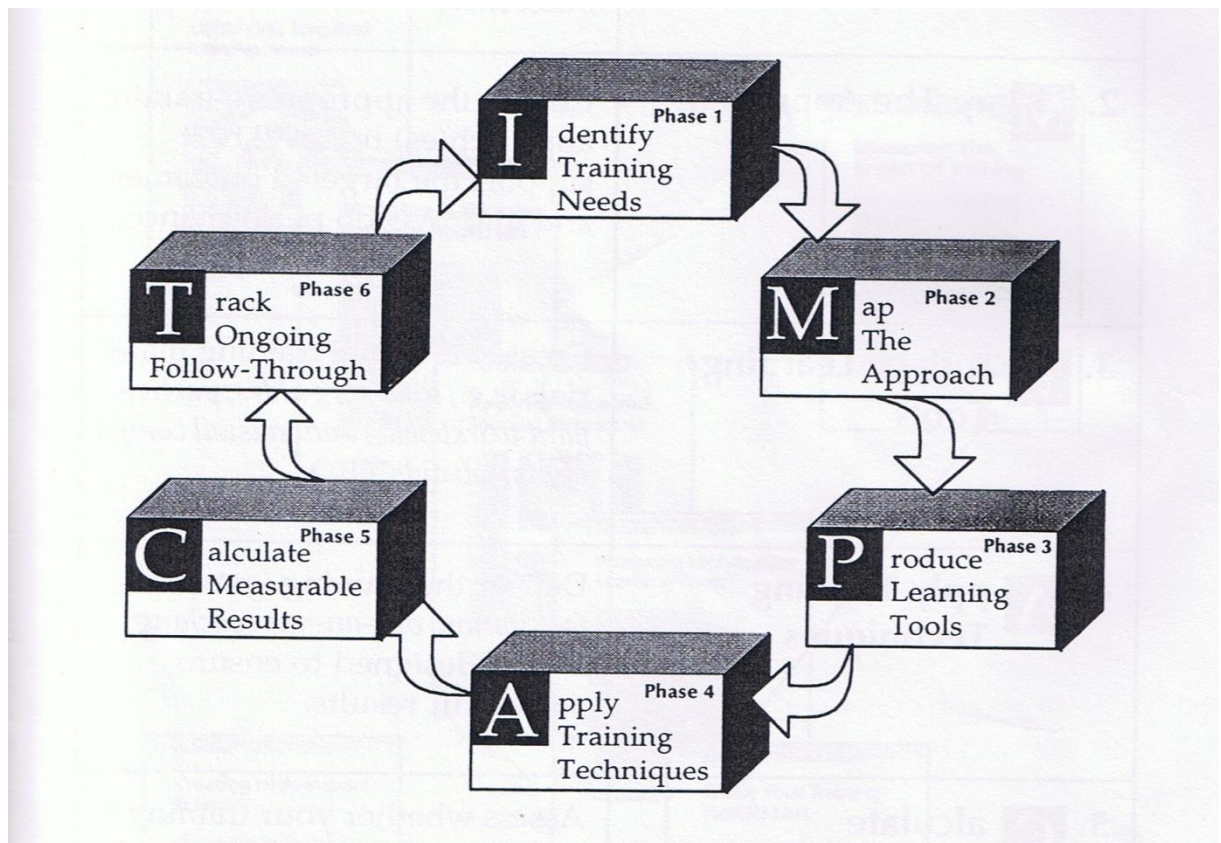


Figure 2.8 The High-IMPACT training model [source: Wade (1998) p. 5]

However, for the purpose of the current research, only Phase (5) -- calculate measurable results -- is looked into. Phase (5) measures the impact of training. Since it is in a phase form, it involves a process. Wade (1998, pp. 14-17) shares that four aspects could be measured in this phase, namely “Program Response”, “On-the-job Action”, “Business-focused Results”, and “Organizational Impact”. Thus, this would be similar to Kirkpatrick’s L1 to L4, Phillips’ L1 to L5, Brinkerhoff’s Stage III to VI, and Bushnell’s E<sub>5</sub> to E<sub>7</sub>.

When measuring Program Response, Wade (1998) mentions that there are two kinds of responses in relation to the training program, namely “response to” and “response from” (p. 14). He explains that the former is defined as the participants’ reaction to the training program itself while the latter focuses on the training program design which includes the practicality and functions of the learning materials, and the trainer’s knowledge and delivery method. “Response from” then looks at participants’ learning acquisition as in Kirkpatrick’s L2 (Learning). Therefore, to get a “total program response” which depicts the “quality of the program”, both “response to” and “response from” evaluation are essential.

Next, On-the-job Action measures trainees’ application of the knowledge and skills acquired. Here the extent of the knowledge and skills being applied should be measured, that is, whether the knowledge and skills applied were helpful and effective for the trainees. Once the extent of On-the-job Action is determined, the user can move to measuring Business-focused Results (Wade, 1998). Wade suggests listing hard and soft categories as training may not be the sole element that produces results. Therefore, both internal and external factors have to be considered in showing how training has direct links to results.

Finally, the Organizational Impact must be measured after the client is satisfied with the business-focused results measurement. Wade (1998, p. 17) states that “here, you

want to see if the effects of training can be tracked to broader organizational IMPACT like customer satisfaction, efficient use of human resources, and financial impact”. What can be done here is to compare pre and post-training evaluation findings. If organizational impact can be tracked then the evaluation process is finalized and training benefit is attained.

## **2.12 Theoretical Framework: Development, Rationale and Implementation**

This research aims at obtaining deep understanding of the current process of evaluation carried out by the Omani MOE in the training programs for educational supervisors (ES). An extensive literature review has been done in relevant areas to achieve this aim. A theoretical framework has been developed based on some well-known models used in evaluating short-term training programs. Therefore, the framework will be suitable for applying in answering the research questions. The following section elaborates the development, rationale and implementation of the theoretical framework

### **2.12.1 Development of the Theoretical Framework**

After having scrutinized a number of models of evaluation, the researcher found that these five training evaluation models may be suitable to be utilized in the environment of the MOE of Oman: Kirkpatrick’s four-level evaluation, Brinkerhoff’s (1987) six-stage evaluation model, Phillips’ (1997) five-level ROI framework, Bushnell’s (1990) IPO model, and Wade’s (1998) High-IMPACT model. A theoretical evaluation framework based upon these five models is developed to be used in this research according to the research objectives and research questions. The summary of the features sourced from the five adopted evaluation models, is presented in the Table 2.3.



Table 2.3

*Adopted Features used in Building the Theoretical Framework*

Models of Evaluation					
The adopted features	Kirkpatrick's four level of evaluation	Brinkerhoff's six level evaluation model	Phillips's five level evaluation ROI framework	Bushnell's IPO Model	Wade's High-IMPACT Model
Levels or stages of evaluation	Four levels: 1- Reaction 2- Learning 3- Behavior 4- Results	Six stages: 1- Needs & goals 2- Design 3- Operation 4- Learning 5- Usage and endurance of learning 6- Payoff	Five levels: 1- Satisfaction 2- Learning 3- Job application 4-Business results 5- Return on investment(ROI)	Four stages: 1- Input 2- Process 3- Output 4- Outcome	Six phases of evaluation but the conceder only in the phase five, which called the “measurable results”
Process of evaluation	levels of Evaluation are in linear sequence; the first and second levels should be done respectively, all levels should be completed as each level cannot provide enough information	A cycle or circular form for the stage sequence of evaluation, but not strictly linear. The final stage returns to the first stage as there is recycling among the stages, and each stage is nested in one another	The level of evaluation is in linear sequence and should be completed at all levels as each level cannot provide enough information	The element stages of evaluation are sequential: input, process, output, outcomes, and feedback loops	The phases are built in a circulatory way to show that each phase was built upon the previous phase
Evaluation Aspects	The results of evaluation are in return on investment in financial and nonofficial aspects. Intangible results may lead to tangible results	Develop to blend training results of evaluation during conduct of training and future workplace. Incorporates the aspects of evaluation of business and industry with educational and social	Evaluate work setting in terms of change of on the job behaviour and specific applications of training material and support mechanism for applying learning and what are prevented, since this needs to	The aspects at input stage are: trainee qualification, instructor experience, the availability tested training materials, types of equipment, facilities available and training budget. Also evaluate training objective	The aspects in the measurable results phase are: program response, on the job reaction and application, business-focused results, and organizational impact

			correctly facilitate the application	design, strategies, and material. Output aspects are: reaction, and gained knowledge and skills	
Tools, methods, and approaches applied for evaluation	Apply reaction tool like questionnaire as learning is evaluated by applying pre-test and post-test	Evaluate training design forms. Also evaluate how the training is operated according to plan. Move to the next stage of reaction and learning if satisfactory. Evaluate benefits of organization procedure through observation	Give out questionnaire/ survey to evaluate participants satisfaction at the end of program. Evaluate trainees' learning through test, skill practice, role plays, and group evaluation	Create the elements of evaluation based on the following: process to evaluation plan and design. In output stage for evaluating the short- term result like satisfaction, learning and job performance. In outcome stage for evaluating the long term result like organization profitability	Measuring program response reaction during implementing training, the application of and the extent of the gained knowledge and skills in the on- the- job action, and how it is effective for the trainees
Results, worthiness and values of evaluation	Determine the worthiness so that each level is complete since each level could not provide enough information	Worthiness of results decides the final stage "payoff" by comparing training benefits and costs	Compare monetary benefits from the training program with its costs. The actual results achieved as consequences	Change and improve course plan, design, develop, and deliver the materials. Also evaluate the improvement of job performance	Results can be categorized as hard or soft measurement. Hard measurement include time, output, quality, and cost. Soft measurement include work practice and ability
Others features	Reasons for not being able to change trainees' job behaviour	This model concerns developing training needs and evaluating training design in the first and second stages of evaluation respectively.	Continue evaluating satisfaction level for improving future training and modifying content, design, or delivery, but the reactions do not ensure participants learn new and targeted skills and knowledge	Output deal with the short-term benefits or effects of training, whereas outcomes refer to long-term results associated with improvement in the organization	This model has two types of responses: "response to" and "response from". The former is the participants' reaction to the training program's design itself including training material and trainer's qualification. Response from is the participants' learning acquisition

The researcher has been concerned in the development of the theoretical framework that should come out with a design of evaluation of training program which represent all the levels “Planning, Design, Satisfaction, Learning, Knowledge and Skills Transfer (Application), and Organization Benefits and Costs” with comprised aspects in each level in terms of investigating the current process of evaluation of the training program by the MOE in Oman. It also should support the current process of evaluation which consequently might give a robust setting, and lead to more comprehensive data findings. In addition, the framework should cover the process of evaluation from the evaluation at the planning level until the evaluation at the organizational benefits and costs level. All these levels have been followed within the adopted five models that have been synthesized by the researcher to obtain a robust applicable and complete theoretical framework on evaluation.

#### **2.12.2 Rationale for Building the Theoretical Framework**

The rationale for developing a theoretical framework in the current research is to deal with the implementation evaluation of the training program for educational supervisors (ES). The study is driven by many reasons. First, this research provides a comprehensive background in evaluating HRD programs in the field, and proves that several methods could be utilized in evaluating the training programs compared with the existing practice designed by the Omani MOE in evaluating the training programs in general, and for educational supervisors (ES) in particular. The information contained in the conceptual framework supports the investigating of the research problem of the current study. Another reason is that it lays the foundation and examines in terms of the advantages and strengths in the real contexts. Finally, it will prove to be a broad featured process in evaluating training programs which includes aims, aspects, timing, application tools and

methods, and results of the evaluation. These features regarding the evaluation of training programs have been adopted in the current research.

### **2.12.3 Implementation of the Theoretical Framework**

The current theoretical framework examines six levels of evaluation that are concurrent with the objectives of the current research. The levels of evaluation are “planning level”, “design level”, “satisfaction level”, “learning level”, “knowledge and skills transfer level”, and “organizational benefits and costs level”.

The following sub-sections describe each level of the theoretical framework in terms of its importance, aspects to be evaluated, timing, application tool and methods to be used in the evaluation, and what the significance of the evaluation and how they could be utilized. This includes personnel who are involved in the practice of the evaluation in the MOE in Oman.

#### **a) Evaluation at the Planning Level**

The aim of this level of evaluation is to determine the training program budget, training material instructors and types of trainees. It will also evaluate the scheduled training program duration and materials related to the trainees’ jobs before delivering them to the trainees. Evaluation at the planning level is practiced before a training program together with the training materials.

At this level, data could be collected through the meetings to review the training program plan. Evaluation should include the training program materials, expected objectives, and delivery methods. Data collected at this level could be constructively used to make necessary adjustments and improvements to a training program before it is implemented. Moreover, training providers would have ample time to make the essential adjustments and changes before the training program is carried out.

### **b) Evaluation at the Design Level**

The purpose of this level of evaluation is to find out the quality of the training program design. The quality of a training program design is measured in terms of usefulness and relevance, delivery method, trainers' capability and trainees' intensity of motivation in terms of their attitude towards learning.

Evaluation at the design level is carried out when a training program is in progress. Evaluation frequency at this level depends on the number of sessions of a training program; and evaluation is done when every session has been completed.

At this level, data could be collected through questionnaires, interviews, observations, and document content review. Trainees and training providers could be involved in the data collection process. For instance, trainees could be interviewed and given questionnaires on the quality of the training program as well as on the trainers' capability. Trainees could be observed by the evaluators. The trainers could be interviewed on trainees' learning and the motivational level. Data collected at this level could be constructively used to adjust and improve the training program in progress. Moreover, the training provider would have ample time to make the necessary adjustments and improvements before a training program is fully completed.

### **c) Evaluation at the Satisfaction Level**

Evaluation at the satisfaction level is aimed at determining learners' attitudes towards an accomplished training program. The focus at this level is trainees' satisfaction on the contents and teaching methods, trainers' ability, and the training program facilities. This level of evaluation is carried out immediately after a training program.

At the evaluating satisfaction level, data could be collected through reaction forms, interviews, and data obtained from the previous level. For example, when interviewing, trainees could be asked whether they are interested in the courses

conducted, how competent the trainers are, and how effective the audio-visual aids are. Data collected at this level could be used to ensure future trainees are satisfied with the training programs and find them beneficial, and in turn have the interest in attending more of such programs.

#### **d) Evaluation at Learning Level**

Evaluation at the learning level is aimed at evaluating “the immediate results of HRD programmes” (Brinkerhoff, 1987, p. 114). The main aspects measured at this level are trainees’ attitudes towards acquiring knowledge and skills. It also covers to what extent changes in attitudes occur. Bramley (1991) states that “increase in knowledge or skills will usually result in different attitudes to some aspect of the work” (p. 39).

Evaluating learning is also done immediately after a training program. Changes in attitudes, knowledge and skills could be identified through questionnaires, interviews, control groups, pre-tests and post-tests, self-rating scales, and mini assignments. For example, when interviewing, trainees could be asked about database program management. Findings from this level can be used to determine whether a training program has succeeded in furnishing trainees with new knowledge and skills. Through this, a training program could be modified and improved in order to gain higher achievement in knowledge and skills acquisition in future.

#### **e) Evaluation at the Knowledge and Skills Transfer Level**

Evaluation at the knowledge and skills transfer level means looking at “actual performance, but not the ability to perform” (Brinkerhoff, 1987, p. 132). At this level, we would like to see to what extent knowledge and skills are put into practice – how, when and why they are used. As has been elaborated by Phillips (1997, p. 43) “Focus is on the trainees, the work setting, and support mechanism for applying learning”.

According to Kirkpatrick and Kirkpatrick (2009), one should allow some time for transfer of knowledge and skills on the job to occur, appropriately two to six months after a training program. Interviews, questionnaires, observations, and performance appraisal. The findings at the learning level can be used as tools in determining whether knowledge and skills transfer has occurred. Here, trainees and their superiors could be involved in the data collection. Findings obtained at this level can be used “to measure and document specific aspects of job behaviours” and to “assess whether HRD-acquired knowledge, skills, or attitudes have been retained and whether the potential for on-job use remains intact” (Brinkerhoff, 1987, p. 135).

#### **f) Evaluation at the Organizational Benefits and Costs Level**

The aim of this level, according to Brinkerhoff (1987), is “to determine just what value has been returned to the organization by HRD” and to “decide whether more or less HRD is needed” (pp. 161-197). What could be looked into during evaluation at this level are monetary and non-monetary aspects.

Once evaluation at the knowledge and skills transfer level is deemed successful, evaluating organizational benefits and costs level thereby increase. Here, evaluating benefits and costs is usually the final stage of the evaluation. Interviewing trainees’ superiors, costs-benefits analysis and document review could be utilized to determine whether there are improvements within the aspects mentioned earlier. For instance, one likely question is, “How do you describe employees’ work efficiency before and after training?” It has to be borne in mind that even though learning takes place, it does not guarantee that a trainee is able to apply the knowledge and skills to the job. For that reason, data and findings from evaluating organization benefits and costs level are exceptionally fundamental in determining whether an organization could boast its benefits or otherwise.

In conclusion, the six evaluation levels presented include evaluating planning level to evaluating organization benefits and costs level. Each level in terms of its importance, aspects to be evaluated, timing, possible data collection tools to be used in evaluating, and significance of outcomes was discussed according to the evaluation practice in evaluating a training program. The whole process of the evaluation of the training program within the theoretical framework, from the evaluation at the planning level to the evaluation at the organizational benefits and costs level, is summarized in Table 2.4



Table 2.4  
*Summary of Evaluation Training Program Process*

Components	Evaluation levels					
	Planning	Design	Satisfaction	Learning	Knowledge and skills transfer	Organization benefits and costs
Aims	To set the content and the training program budget, and schedule	To find out the quality of a training program's design and trainees' motivation intensity	To see learners' attitude toward an accomplished training program	To evaluate immediate results of training programs	To see the extent knowledge and skills are put into practice	To see if training programs give value to organization
Aspects to be evaluated	Budget, content, time, and number of trainees	The quality of a training program's design usefulness and relevance, delivery method, and trainers' capability; trainees' motivation intensity– attitude toward learning	Trainees' satisfaction on the contents and teaching methods, including trainers' ability of a training program on the whole, as well as on facilities, scheduling, meals, and accommodation	Trainees' attitudes, knowledge, and skills	How, when and how much knowledge and skills are used	Employee turnover, absenteeism, accidents, customer service, equipment downtime (that can lead to increase in production reduction in costs, return on investment)
Timing	Before conducting training	During training	Immediately after training	Immediately after training	2 – 6 months after a training program	After evaluating job transfer
Data collection tools and methods	Meeting, forms, interviews, and document content review	Questionnaires, interviews, observations, and document content review, and feedback of evaluation from the previous level	Reaction sheets, interviews, and feedback of design evaluation level	Questionnaire interviews, Control group, pre-tests and post-tests, self-rating scales, mini assignments, and evaluation of satisfaction findings	Interview, questionnaire observation, performance appraisal, and evaluation of learning findings	Interviews, cost-benefit analysis, document review, and feedback of knowledge and skill transfer evaluation level
Significance of evaluation outcomes	Adjust the planned budget, and set the no. of trainers/ trainees, and determine the expected targets	Make necessary improvements to a training program in progress	Ensure in future trainees are contented with the training programs and find them beneficial	Determine whether a training program has succeeded in furnishing trainees with new knowledge and skills	Assess whether acquired knowledge, skills, or attitudes have been retained	Determine whether an organization could boast its pay offs or otherwise

### **2.13 Existing Framework of the MOE in Oman: Implementation Phases and Components**

The MOE applies a specific existing framework to evaluate training programs organized by the MOE centralized in the headquarters and decentralized in the educational provinces in Oman. The existing framework used in evaluating training programs was developed by the MOE.

The MOE currently carries out the evaluation of training programs practice based on three phases of several levels, different aspects to look into, and processes to be carried out. The existing framework of the MOE shows that evaluation training program findings at each level could be used to determine the effectiveness of the training programs itself, according to each cycle of evaluation carried out through several stages. The procedure of MOE evaluation uses the Guide to evaluate the impact of the Training Programs” (MOE, 2011, p. 10). In Figure 2.9 the researcher illustrates the MOE’s Existing Framework.

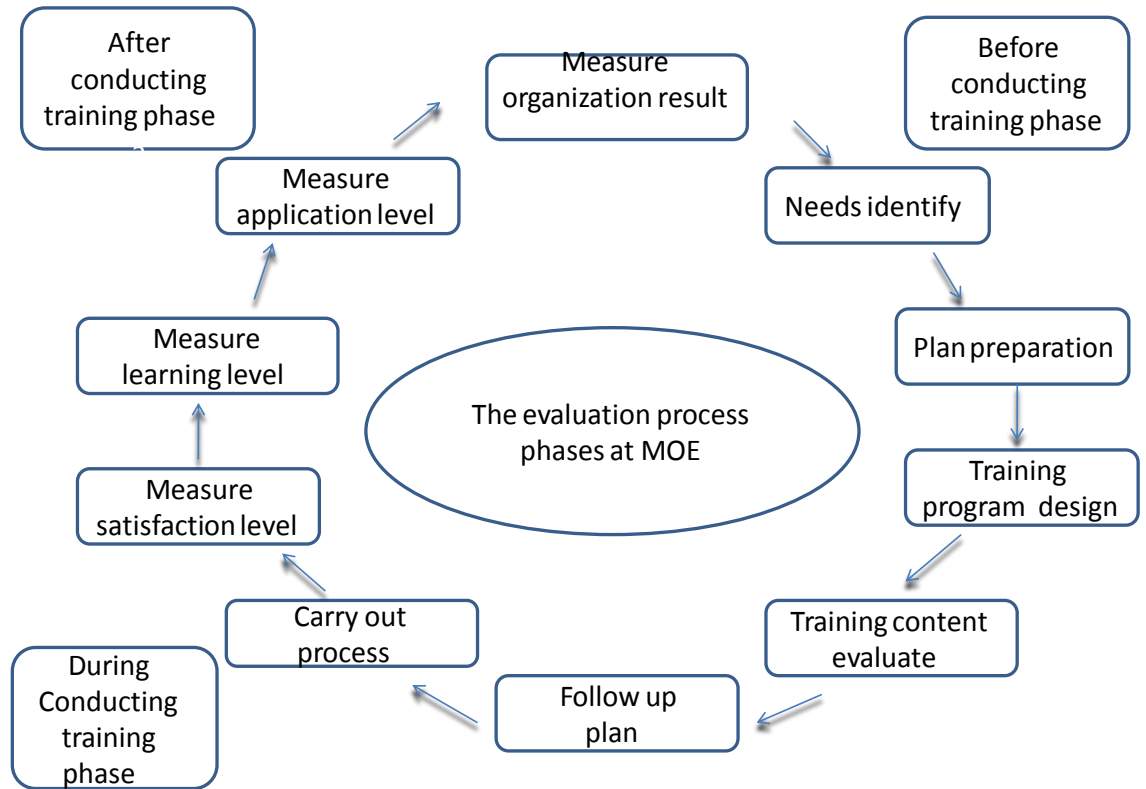


Figure 2.9 Existing Framework of the MOE in Oman.

Initially, the MOE’s existing framework aimed at focusing on the three phases of implementing evaluation of the training program through 10 stages which starts from “needs identification” level until “measure organizational result” level. These levels adopted from the framework of Kirkpatrick and Phillips models, are also being utilized for developing the theoretical framework of this research. This could link the theoretical framework of the present research and the existing framework of the MOE in investigating the objectives of this research.

Furthermore, this research recognizes that some of the evaluation levels included in the existing framework of the MOE uses different terms such as “application level” and “organizational result level”. Therefore, the previous terms used have been retained in this research instead of “knowledge and skills transfer” and “organizational benefits

and costs”, evaluation levels, as these were more appropriate in the context of the educational environment. This research recognizes that the participants are more familiar in using the terms in the MOE context.

To conclude, the MOE’s existing framework assists in refining the research process of the theoretical framework, to obtain comprehensive practical evaluation process, and to select the appropriate training program for the ES and the MOE employees as respondents (i.e., position, evaluation roles and number) in the real context of this research. It is also applied in reviewing the content of data in this research.

## **2.14 Conceptual Framework**

The variables such as, design, satisfaction, learning, knowledge, skills, benefits and costs of the theoretical framework for this research were developed based on the five models of evaluating training programs. These models are: Kirkpatrick’s four-level evaluation, Brinkerhoff’s (1987) six-stage evaluation model, Phillips’ (1997) five-level ROI framework, Bushnell’s (1990) IPO model, and Wade’s (1998) High-IMPACT model. They have guided the researcher in conducting this research at the real site, and supported in getting in-depth findings according to the research objectives and questions.

This research has attempted to fill the gap in the evaluation of the training programme since many previous studies in the local context, for example, Al-Khalili (2003), Al-Hanshi (2004), Al-Nabhani (2007), Al-Amri (2008) and Al-Siyabi (2008), have confirmed gaps and disclosed challenges in the existing evaluation training programs practiced by the MOE in Oman.

The conceptual framework of this research presents three evaluation phases including six levels of evaluation. It parallels the objectives of the current research. These phases are: planning evaluation phase (planning level), short-term evaluation phase:

design level, satisfaction level, and learning level, and long-term evaluation phase: knowledge and skills transfer level, and organization benefits and costs level.

In conclusion, integrating the theoretical framework and the existing MOE framework contributes to the conceptual framework as follows:

- a) Contributes to deeper understanding of the research phenomenon relevant to the current practice of the MOE in evaluating training programs for educational supervisors (ES).
- b) Refines some indicators of the evaluation process, aspects and components, since some of these have been sourced from the private sector according to the adopted models.
- c) The implementation of evaluation at the “organizational benefits and costs level” in this research will be based on monetary and non-monetary aspects. So this research investigates the components for all evaluation levels appropriate for education in Oman.
- d) Assists in answering the four research questions, through the existing practice in evaluating training program process of the selected on-going training programs according to the MOE’s official training plan, 2011.

## **2.15 Personnel Involvement with the Training Programs of MOE**

Different categories of employees are involved in implementing all the training programs to make the total process successful in MOE. They have different jobs and responsibilities, but the focussed aim is to ensure the quality of education. The following are short descriptions of their jobs and responsibilities. The information is important for this research as training evaluators, training providers, and trainers are categories that will be investigated.

#### **a) Training Evaluators**

For the purpose of this research, the training evaluators will be involved and the criteria for selecting them are as follows:

1. The official evaluators should be responsible in carrying out the evaluation of all the centralized and decentralized training programs implemented by the MOE, including the training programs for educational supervisors (ES) in this study.
2. They should be working under the “Department of Evaluating the Impact of Training Programs” at the headquarters of the MOE for more than 3 years.
3. They should have an experience of between 3- 8 years in carrying out duties relevant to their responsibility of evaluating training programs in the MOE, providing and evaluating administrative processes. This is to ensure that they have applied all the official types of evaluation tools and instrument forms.

#### **b) Training Providers**

The criteria of training providers to be selected as respondents in the current research are as follows:

1. They should be working in the “Central Training Center” located at the headquarters of the MOE for more than 3 years.
2. They should have participated in preparing the training program plan of the MOE, 2011, and they should have a role in making decisions regarding the selecting and adjusting of the suggested evaluation tools and methods.

### **c) Trainers**

The criteria of selecting trainers as respondents in the current research are as follows:

1. They should work at the “Educational Supervision Department” in the MOE headquarters. The trainers must have been working in the department for at least 3 years.
2. They should be officially responsible for designing and delivering, the training program.
3. They must have experience in evaluating training programs.

### **2.16 Summary**

The review of literature in this chapter encompasses training programs and evaluation of training programs from a global to the Omani context. The development and rationale of the theoretical framework of this research, study of the existing framework of the MOE of Oman are also presented. This chapter also discusses the conceptual framework of this study and its significance.

The following chapter highlights the rationale for adopting a qualitative design and presenting the application of the three instruments, which are interview, observation and document reviews. In terms of data collection, the procedure, data analysis and interpretation, validity and reliability as well as ethical considerations related to the current research are included.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The main purpose of this research is to investigate the gap between the current process in evaluating the training programs for ES in Oman and the desired evaluation process of training programs with changes recommended. So that the current research focuses on (1) To investigate the current implementation structures in evaluating the training programs for ES, that is carried out by the MOE in terms of evaluating the three evaluation phases of planning phase, short-term phase and long-term phase. (2) To explore the participants' perception regarding the implementation of current practice in evaluating the training programs for ES. (3) To identify the similarities and differences in participants' views concerning the current evaluation practice of the training programs for ES by the MOE, and (4) To make suggestions and recommendations in order to assist the MOE in improving the current evaluation of the training program.

According to the purpose and related objectives of the current research, this chapter explains the research approaches, design and methodology. Therefore, this chapter is organized into several sections. These sub-sections are: research paradigm, and the rationales for adopting qualitative design, site and training programs selection, role of the researcher, research instruments, data collection procedures, data analysis and interpretation, validity and reliability of instruments, and research ethics.

#### **3.2 Research Paradigm**

The decision to adopt a method in research, either quantitative or qualitative method alone or both, should depend on a researcher's purposes and justifications for a particular research. Generally, according to Fraenkel and Wallen (2008), when a researcher is



concerned about facts and placing feelings as separate entities, then quantitative method is likely to be adopted. On the other hand, when a researcher places individual views as vital elements that constructs reality, then a qualitative method is likely to be adopted.

Most researchers in the training program evaluation adopted either quantitative method alone or mixed methodology – both quantitative method and qualitative method (Al-Athari & Zairi, 2002; Al-Hatmi, 2009; Kong, 2009; Phillips, Phillips, & Hodges, 2004). Based on the purposes of the studies, these studies focus more on the percentage of usage or frequency of using evaluation approaches; therefore the qualitative method is used to support the findings.

According to Richards (2005, p. 13), “it is very helpful at this early stage to write about the outcomes you aim for. In many ways, this will help in your research design. The outcome expected will indicate the scope of the data need to represent all the views of the problem”.

As for this research, the qualitative design was aligned with the research objectives and questions, and preferred to gain better understanding and meaning regarding the major issues of the current practice of the evaluation. This research is concerned in obtaining in-depth views about the current practices of evaluation of the training programs for ES, and how they differ from the expected evaluation by investigating the current evaluation by the MOE. This is also to give deep understanding of the practices processes to evaluate the impact of training programs for ES within six evaluation levels including planning level, design level, satisfaction level, learning level, knowledge and skills transfer level, and organizational benefits and costs level. Furthermore, this research is also designed, to study the evaluation of the training programs in terms of the long-term effects of the training on the attitude and behavior of the ES trainees in applying the gained knowledge and skills. In addition, this research also investigates the worth and significance of results of ES training programs on the

performance of the trainees' organization, and how the evaluation can contribute to the decision-making on evaluation training. Finally, this research also investigates suggestions and recommendations for developing training programs, and overcoming issues in the current evaluation of ES training programs by the MOE.

In addition, the present research has chosen to adopt a qualitative method because the phenomena mentioned above requires a subjective treatment; therefore one of the interests of this research is to get individual views, and this could assist in constructing the reality of the current evaluation training program practice.

The researcher's decision could be confirmed by the description on qualitative research made by Fraenkel and Wallen (2008) where "researchers are more interested in the quality of a particular activity than in how often it occurs or how it would otherwise be evaluated" (p. 422). Additionally, Creswell (2008) mentions that, "the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon" (p. 213).

This research involves long-term participation from the respondents, since collecting data engages long-term commitment, and involves accuracy of data; as recommended by most researchers and authors on qualitative research, the current research would employ interviewing as its chief instrument of data collection, supported and supplemented by observations and document reviews.

Another factor encouraging adoption of qualitative design is because this research is posited on the belief that knowledge and experience on the studied topic would be valuable in informing educational practice. According to Merriam (1998) "choosing a study requires a good match between your personality, attributes and skills, and becoming informed as to the design choices available to you within the paradigm" (p. 1). Besides, the present research is concerned, to ensure that the researcher keeps abreast with the

current development by attending training programs for ES or any training events such as long-term courses, conferences and seminars.

### **3.2.1 Rationale for Adopting Qualitative Approach**

In the circumstances of the current research and due to its objectives, qualitative methodology would be preferred over quantitative for several reasons:

*First*, this research wants to explore the participants' perception concerning the application of the existing framework by the MOE in evaluating training programs for educational supervisors (ES), and subsequently determine the similarities and differences between them, since they differ in opinions based on their work roles. According to Creswell (2007), when an exploration is needed to understand a situation, then qualitative research is used, because a researcher tries to obtain an in-depth picture of a problem. When a study seeks to explore a phenomenon, then it “stresses the importance of context, setting, and participants' frames of reference” (Marshall & Rossman, 2006, p. 54).

*Second*, since the current research is interested in going in-depth into the phenomenon, then a profound involvement from the sample is necessary. Due to the long-term nature of the training program evaluation process, the respondents would have to be involved in the data collection process from the beginning stage until the end. One important reason is that this research would like to avoid casualness in responding to questions where, as asserted by Bogdan and Biklen (2007, p. 40), in qualitative research, “Researchers are concerned with the accuracy and comprehensiveness of their data”. Moreover, this research also would like to give freedom to the sample in answering questions and voicing out views.

*Finally*, a qualitative method is preferable because, as mentioned by Creswell (2008, p. 213), the researcher can “select samples who could best help in answering the research questions”. Since this research is interested in seeing how the participants think

and react to training programs, the researcher will discreetly select participants for qualitative research according to Bogdan and Biklen (2007) who stated that a problem is best understood when research is carried out in its actual setting. This is unlike the quantitative method where a researcher is not necessarily in the actual setting and can just post or e-mail questionnaires or even carry out interviews over the phone. Because the researcher studies human behavior, there should be face-to-face interactions with the participants as they are more knowledgeable and experienced about the situation.

### **3.3 Site and Training Program Selection**

The following two sections elaborate the purposeful site and training program selection, and selection of respondents of this research.

#### **3.3.1 Purposeful Site and Training Program Selection**

The current research adopts purposeful sampling by way of theoretical sampling. As asserted by Fraenkel and Wallen (2008), “Researchers who engage in some form of qualitative research are likely to select a purposive sample – that is, they select a sample they feel will yield the best understanding of what they are studying.” (p. 431). They further mention that theoretical sampling thus “helps the researcher to understand a concept or theory” (p. 41).

Determining the appropriate sample size in qualitative research depends on the needs; since a researcher attempts to present deep understanding of a phenomenon, a large sample size may yield superficial perspectives since it is too large to handle. The researcher may decide to study a site (e.g., evaluation training programs in MOE) or several sites, individuals (training providers, training evaluators, trainers, superiors and trainees) or some mixture or grouping of these. Purposive sampling then applies to either individuals' sites or both. Furthermore, “the purpose of purposive sampling is to select

information-rich cases the study of which will illuminate the questions under study” (Patton, 1990, p. 169).

The selection of the ES training programs is based on the following criteria:

1. The training programs will be selected from the Professional Development Plan (PDP), 2011 of the MOE in Oman, and implemented centrally at the headquarters of the MOE. As shown in Table 3.1, some 134 out of 1225 training programs have met the first criterion.
2. The evaluation of the training programs apply the existing framework of the MOE, and aims at training the supervisors centrally. As shown in Table 3.1, some 51 out of 134 training programs have met the second criterion.
3. The training programs aim at training the ES; 10 out of 30 training programs have met the third criterion, since the rest of the programs target also to train the supervisors' employees but from other departments' disciplines and jobs in the MOE. Since the current research focuses exclusively in investigating the implementation of current process in in evaluating the training programs for ES by the MOE. Table 3.1 represents the total number of the training programs in the PDP, 2011 of the MOE.

Table 3.1

*Distribution of Supervisors Training Programs Across the Official Annual Training Programs Plan of the MOE (PDP), 2011*

No	Category	Position	Number of the training program	Total number of training programs
1	Teachers	Centralizing	15	858
		Decentralizing	843	
2	Supporting jobs	Centralizing	7	117
		Decentralizing	110	
3	Supervisors	Centralizing	51	81
		Decentralizing	30	
4	Schools administrative	Centralizing	2	80
		Decentralizing	78	
5	Trainers	Centralizing	19	19
6	Staff	Centralizing	40	70
		Decentralizing	30	
				134
Total		Centralizing		1091
		Decentralizing		
Total				1225

*Source.* MOE Training Program Plan, 2011.

According to the third criterion the training programs that are aimed only to train supervisors specialists present all the trainees employees who work as a supervisor specialists, and indicate all supervisors department disciplines in the MOE; 10 out of 30 training programs have met this criterion, since these training programs aimed at training ES. Figure 3.1 shows the purposeful site and training programs selection.

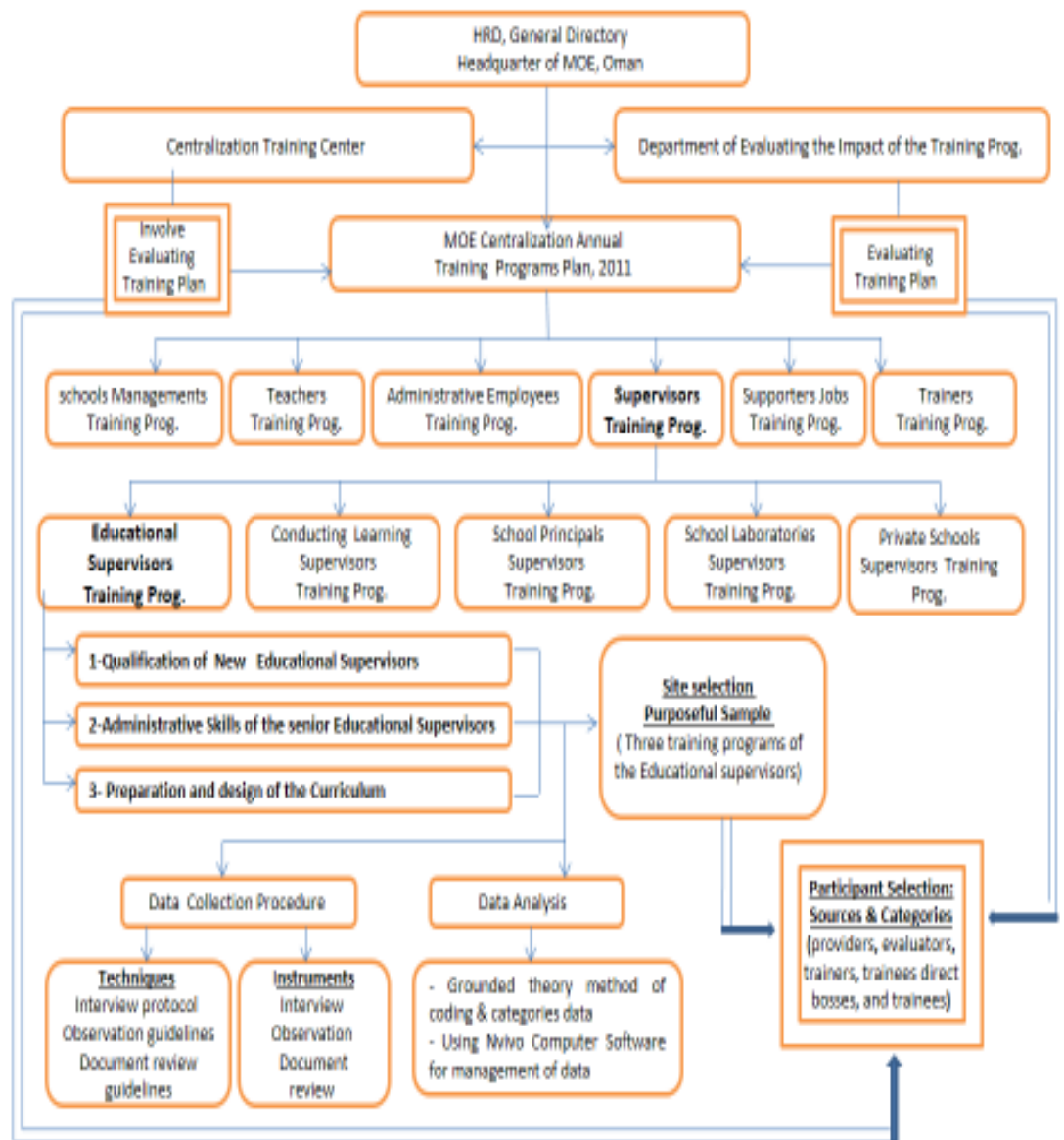


Figure 3.1 Site and training program selection.

In addition, this research basically is focused on three training programs in order to study these cases in-depth, to obtain a better understanding of the actual practice process in evaluating the training program for ES; 3 out of 10 training programs have been selected in the current research. The rationale for selecting the three ES training programs are as follows:

*First*, the selected training programs are aimed at training a variety of ES trainees representing all teachers' subjects in the government schools in Oman, so it assists in

getting multiple perceptions in terms of evaluating the training program, either centralized or decentralized such as the departments in charge, the involved departments, and the individual field workers of the MOE.

*Second*, the selected training program of a duration of at least five training days, and where each training day is divided into two training sessions of two hours each. Therefore, this research avoids selecting ES training programs implemented for less than five training days.

*Third*, the number of trainees and trainers of the selected training programs have given this research more options in selecting the eligible participants to explore their perception in-depth regarding the phenomenon under study, and could assist this research in achieving the set research objectives.

In conclusion, the selected training programs support this research to get the real situation of the evaluation practice of ES training programs by the MOE in general, and provide in-depth data specifically in answering the four research questions. The current research is concerned with the duration of each of the selected training programs, so it has attempted to select the training program from different months according to the set PDP, 2011 of the MOE, and this enables the researcher to observe the implementation of the selected training programs evaluation, and facilitate in reviewing the related documents.

### **3.3.2 Selection of Participants**

As asserted by Merriam (1998), “To begin purposive sampling, you must first determine what selection criteria are essential in choosing the people or sites to be studied” (p. 61). To select the sample of this research, the first need has been to set the criteria of those participants who were involved in the current implementing of evaluation training



programs practice as scheduled in the PDP, 2011 of the MOE headquarters. The participants for the current research are put into five categories as follows:

- 1) Training evaluators
- 2) Training providers
- 3) Trainers
- 4) Educational supervisor direct superiors or bosses
- 5) Trainees

The overall reasons for selecting participants in this qualitative research and the process of recruiting these participants are important issues, because selecting specific participants reflect the purpose and objectives of the research. Accordingly, it has enabled the researcher to select appropriate participants who have the characteristics of being considered by this research in terms of their vital role and mostly their official role in implementing, and ensuring implementation success of the ES training program evaluation.

Furthermore, the *first* and *second* categories of participants, have been selected from the top level management at the MOE headquarters in Oman who have position in decision-making, whether in providing training programs or carrying out the training program evaluation practice process, and they have in-depth knowledge, skills and involvement related to assessment of ES training programs. Accordingly, the participants for this group include the director of department, section head, trainer and training specialist as evaluator of training program.

The *third* category of participants are trainers, have been selected from the general directorate or departments at the MOE headquarters and from the provinces, who have important duties to deliver content of training program knowledge, and evaluate trainees' gain in skills and attitude; thus they prepare the training program materials and delivery

it. The trainers evaluating the worth of the content and the trainers' performance, and assist to accrue the knowledge and skills.

The *fourth* category of respondents are bosses or direct superiors and they have been selected from the work context, since they have currently the main role in evaluating the trainees' performance such as senior ES, and in more detail the criteria of trainees' direct superiors or bosses to be selected as respondents in the current research are as follows:

1. They should be qualified to work, as senior supervisors, and the official job title are director, senior supervisor, and educational supervisor. They also needed to have at least 3 years' experience in supervising teachers according to subject discipline.
2. The trainees' superiors should be the direct superior to the ES trainees from the selected training programs in the current research.
3. They have attended as trainers at the central training program for ES in the MOE headquarters.
4. Have the skills to evaluate the trainees' application after training program held in terms of the required assessment of their performance in doing their work in the field, as reflected according to the attended training program.

For the *last* category, eight of the trainees as participants have been selected from the selected training programs, and this research considers to involve them, to identify the current evaluation process being implemented, to evaluate their performance during and after the training program, and whether they have any suggestions for improving the current evaluation of training programs for ES. The criteria for the selection of trainees to be respondents in the current research are as follows:

1. The trainee job work official title is educational supervisor, or senior supervisor. Besides that, they have previous experience working as a teacher.

2. The trainee should have attended the training program according to the set duration of the training as stated in the PDP, 2011 of the MOE.
3. The trainee should have attended an in-house training program previously arranged by the MOE, conducted through centralization or decentralization as either trainer or trainee.

In addition to the previous criteria for selecting the participants, this research focuses on selecting from all the five participant categories training providers, training evaluators, trainers, direct superiors or bosses, and trainees those who have the ability to speak, and voice out their opinions regarding the interview questions of this research. The present research is concerned with the participants willing to go through the data collection process during the training program implementation, and after returning to their workplace.

The researcher find a large sample of the trainees from the three selected training programs, eligible for selection as a respondent during the implementation of this research. The selected training programs will be included in the PDP, 2011 of the MOE, and implemented centrally at the MOE headquarters.

### **3.4 Role of the Researcher**

Global rapid changes and intensified competitions have made organizations look for ways to make training programs more meaningful (Lingham, Richley, & Rezaia, 2006). Meaningfulness in training programs can be determined, through evaluation or measurement in terms of collecting evaluation data and obtaining information on the current implementation of the process in evaluating the training programs for ES in the MOE. Many stages are followed in order to access the site. The *first* step is to convince the MOE of the significance of the present research to gain permission for accessing the

site. Therefore, the researcher has contacted a gatekeeper in the MOE to provide the current schedule of the PDP, 2011. The *second* step is, to convince the evaluation training programs department, to gain cooperation from its employees. Even before selecting educational supervisor training programs, the objectives and ethical issues in the current research concerning participants have to be conveyed. All participants will be treated as anonymous, and no sensitive questions will be raised. When collecting data, the researcher always ensured that, his presence was not intrusive and remained unobtrusive. Respect for participants and confidentiality were always maintained. Additionally, this research communicates the function of the theoretical evaluation framework to the participants to obtain more support understanding and encouragement. To avoid bias, this research ensures that all data and information collected are verified by training providers, training evaluators, trainees, trainers and direct superiors concerned, and summarized findings on the current research are made known to participants.

### **3.5 Research Instruments**

Yin (2003) asserted that in doing case studies the researcher “should immediately note that no single source has a complete advantage over all the others. In fact, the various sources are highly complementary, and a good case study will therefore want to use as many sources as possible” (p. 85). He further listed six sources that can be used in a case study: document, archival record, interview, direct observation, participant-observation, and physical artefacts. Therefore, for the current research, the instruments selected to be used in executing evaluations and collecting related data are interviews, observations and document reviews. Interviewing will be employed as the dominant data collecting tool, whereas observations and documents will be employed to support and supplement interview data.

The current research uses the MP3 player as a voice recorder; notes were also taken by the researcher during the interviews. When and how the instruments were used is explain further in the following sub-sections.

### **3.5.1 The Interview**

Bogdan and Biklen (2007) citing Morgan (1997) describe an interview as “a purposeful conversation, usually between two people, but sometimes involving more”. They further asserted that it “is directed by one in order to get information from the other” (p. 103). In qualitative research, according to Bogdan and Biklen (2007), there are two ways of using interviews. “They may be the dominant strategy for data collection or they may be employed in conjunction with participant observation, document analysis or other techniques” (p. 103). Additionally, Newby (1992) noted that an interview could achieve better response level, and allows for unexpected kinds of questions to be pursued. An interview, according to Newby (1992, p. 96), is appropriate for the purpose of, among others:

- a) “exploring learners’ responses to particular training designs or learning methods
- b) assessing the extent to which training aims and content are perceived to be relevant to the learners’ job activities
- c) examining the extent to which training content has been applied to work practices
- d) gaining information about learners’ feelings and attitudes, and
- e) as a preparatory aid in the drafting of questionnaires”.

Hence, for the current research, interview is the dominant tool for collecting data. The researcher takes down field notes, and records the interview using the MP3 player as a voice recorder, so that no part of the information is missed. This research adopts one-on-one in-depth semi-structured interviews. The semi-structured interview allow deep

probing. One-on-one interview is decided on for easy management and control over probing. The researcher does not have to go through a difficult time discriminating individuals' voices from audio recording, as compared to a focus group interview where the researcher would have difficulty controlling the focus group, and may have difficulty discriminating between voices recorded. To avoid leading and dichotomous questions, this research ensures that the interview questions are open-ended. The Appendices A-2, A-3, A-4, A-5 and A-6 illustrate the interview open-ended questions. These questions have been created and classified into five categories according to the participants in the current research.

### **3.5.2 The Observation**

Newby (1992) extended the term observation as "behaviour observation". According to him, "the main methods of observation are direct analysis of live behaviour, indirect analysis using video recording, and indirect analysis using sound recording" (p. 197). For the current research, direct analysis is mostly adopted as it is less time-consuming and non-intrusive, and allows better control over an observed situation. Therefore, the researcher's role is as a nonparticipant observer. While observing, the researcher takes down field notes. The Appendix A-7 shows the use of the "Observation Guide" form used by the researcher who observes trainers and trainees in the selected training programs, and during visits to the trainees in their work context.

Even though an observation may give a superficial account, it may be a beneficial support to interviews. As mentioned by Fraenkel and Wallen (2008, p. 440), "Certain kinds of research questions can be best answered by observing, how people act or how things look". An example from the current research on determining participant's motivation level, apart from interviewing them this study could observe how the participants behave during training, whether they look attentive or otherwise.

The respondents as a whole may not act naturally when they know or realize they are being monitored. Ways to minimize this problem will be explained in the observation procedures section. The following Figure 3.2 summarizes the varying observation approaches adopted by this research taken from Fraenkel and Wallen (2008, p. 442).

<b>Role of the observer:</b>	<b>Observer is an outsider</b>
<b>How the observer is portrayed to others:</b>	Participants know that observations are being made and they know who is making them.
<b>How the purpose of observation is portrayed to others:</b>	The purpose of the observation is fully explained to all involved.
<b>Duration of the observations:</b>	Multiple observations; long-term duration (e.g., months).
<b>Focus of the observations:</b>	Broad focus: Holistic view of the activity or characteristic being observed, and all of its elements are sought.

*Figure 3.2* Role of observer.

### **3.5.3 Document Analysis**

Creswell (2008, p. 231) asserts that “documents represent a good source for text (word) data for a qualitative study”. He adds that documents “are also ready for analysis without the necessary transcription that is required with observational or interview data.” On the other hand, he argues that “documents are sometimes difficult to locate and obtain”. Also Yin (2003) notes that the most important use of the document is “to corroborate and augment evidence from other sources” (p. 87). In the case of the current study, some relevant documents to be obtained will be classified in accordance with the aims of the study. The available documents used in the current research include training materials, annual training reports from 2009, 2010 and 2011, the training official plan 2009, 2010

and 2011 -- objectives, content outline, delivery method, budget, assessment methods, existing questionnaires, performance appraisal, each level of evaluation's findings and any relevant documents related to the training and evaluation. The Appendix A-8 illustrates the "Relevance Document Summary" form, and the Appendix A-9 illustrates the "Document Review Guide" form employed in this research.

### **3.6 Data Collection Procedures**

When collecting qualitative data, according to Creswell (2008, p. 220), a researcher has to "identify the types of data that will address" the study's research questions. For the current research, the data to be collected are as follows:

- a) The aspects to be evaluated at each phase of evaluation (planning phase, short-term phase and long-term phase).
- b) The perception of the respondents regarding the current practice process in evaluating the training programs for educational supervisors (ES) by the MOE, and the desired practices and suggestions that should be done by the MOE.
- c) The similarities and differences among the participants in their views concerning the evaluation of the training programs for ES by the MOE.
- d) The ways in order to help the MOE to improve the current evaluation of the training programs.

Prior to the actual data collection, permission will be obtained from the MOE in Oman, stating the purpose of the current research, participants, and the type of data to be collected. Upon getting the permission, the respondents will then be informed of the purpose and duration of this research. They will be informed of research ethical issues as follows:

- a) terms of participation and description of research



- b) finding out whether the participants agrees to abide by those terms
- c) the right of participants to withdraw at any time during the data collection period
- d) participants' identification will be kept confidential at all times
- e) collected data will be used for research purposes only
- f) participants will be presented with the summarized research results

The following sub-sections thus elaborate in detail the procedures undertaken for each of this research applied instruments.

### **3.6.1 Interviewing Procedures**

A qualitative interview, mentioned by Creswell (2008, p. 225) is “when researchers ask one or more participants, general or open-ended questions, and record their answers. The researcher then transcribes, and types the data into a computer file for analysis”. Prior to conducting an interview, a sound preparation is essential, because as stated by Richards (2005), it is not only about “deciding whom to interview, and listing questions to be asked. It requires reflecting on the interview process, on the ways to assist an interviewee in naturally conveying their views, and on unobtrusive ways of recording what happens” (p. 38). In corresponding to these statements, the current research drew on Creswell’s (2008) steps of conducting interviews as a guide.

Before an actual interviewing session, an appointment is set up to find the participant’s best and most convenient time. An interview protocol is prepared prior to that, to ensure the researcher is well guided, and the interviewing session is an organized one. Interview is done in the researcher’s mother tongue – Arabic – to ensure comfort in eliciting views and opinions. Since the interview is recorded by a voice recorder, the researcher must ensure that the recording gear has good playback quality. Using a MP3 player was considered. Apart from its good playback quality, it has a range of memory to

choose from and enables file transfer to the computer as well. When conducting the interviews, a quiet place will be selected to steer clear of random noises.

Prior to beginning the interview, the participant will be informed on the interviewing procedure and purpose of the study, and be assured regarding confidentiality of data and anonymity of identity. Consent will also be solicited to do the audio recording. In initial sessions, since the researcher has not built any rapport with the sample, the interview will begin with a short ice-breaking session. Ice-breaking may lessen the sample's nervousness and heightens comfort. All in all, the researcher did not make the sessions too formal, so that the participant will avoid feeling intimidated. While listening to the participant's answer, the researcher also took down fieldnotes. According to Bogdan and Biklen (2007) field notes may supplement audio recording, where an audio record is not able to document specifically impressions and extra remarks.

At the end of every interview session, the participants are thanked. After each interview session, the interview data will be verified by the relevant training evaluators, training providers, trainers, trainees and direct superiors or bosses.

### **3.6.2 Observation Procedures**

As mentioned previously, observations are done to support interview data. Observation procedures in the current study follow closely, the general observation process engaged by a qualitative researcher outlined by Creswell (2008). Prior to carrying out an observation, this research came out with a checklist generally on what to observe. This checklist is basically just a guide, so that this research does not miss the noteworthy aspects to be studied. At the time of observing, observers will take down fieldnotes, descriptively and reflectively.

Undeniably, in the first few training sessions, the training participants are not comfortable with the observer's presence. Since this is a long-term research, after some

time, the participants will get accustomed to the observer's presence. Therefore, as mentioned in the interview procedures section, the researcher needs to build rapport with the participants.

### **3.6.3 Document Analysis Procedures**

Documents are “a valuable source of information in qualitative research” (Creswell, 2008, p. 230). Creswell outlined several document collecting guidelines for qualitative research, and the guidelines were used to guide the current research procedures in reviewing documents.

For the current research, documents are mainly to support interview data. Before sourcing out for documents, the current research will obtain permission from the MOE in Oman. A checklist on the kinds of documents to acquire will be prepared as a guide.

This research will source out any document related to training and evaluation. Some documents are intended for dissemination, but some are not allowed to be taken out. The researcher takes down notes of those documents, which are not confidential, but are not allowed to be taken out.

## **3.7 Data Analysis and Interpretation**

Qualitative data analysis, as stated by Marshall and Rossman (2006) citing Strauss and Corbin (1997) is “a search for general statements about relationships and underlying themes” (p. 154). However, Creswell (2007) mentioned that “data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes, through a process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion” (p. 148). Naturally, in the current study, the collected data are analyzed according to the research questions. Nevertheless, the process of analyzing and interpreting data is continuous, as this research will discover

new information every now and then. For this reason, the current study follows closely, if not all, the seven-phase analysis procedure suggested by Marshall and Rossman (2006, p. 156), namely: “(1) organize the data, (2) immerse in the data, (3) generate categories and themes, (4) code the data, (5) offer interpretations through analytic memos, (6) search for alternative understandings, and (7) write the report or other format for presenting the study”. The sub-sections that follow describe the analysis and interpretation of data from interviews, observations and document analysis.

### **3.7.1 Analyzing and Interpreting Data from Interviews**

Interviewing will be carried out in this research, and data obtained from interviews are fieldnotes and audio recording (MP3 player). Fieldnotes are systematically recorded in protocols. Each protocol was labelled, for example, TR-ES-1, where TR stands for “trainees” and ES stands for Job work title, and 1 stands for “sample number”. The protocols are inclusive of date, age and interviewee’s brief background. All these data are transferred to the computer, and saved in different folders for easy sorting, access and search.

To begin analysis, first, data from recordings, interviews and field notes are transcribed in Arabic and later translated into English. This research also according to Richards (1999) will use NVivo in analyzing the qualitative data at the beginning stage for main themes, and will continue with manual coding for sub-themes and related operations.

According to Minichiello, Aroni, Timewell, and Alexander (1995) “themes can be expressed in single words, phrases, sentences, paragraphs or even entire documents” and themes are “often made up of concepts which are linked together” (p. 252). Since evaluating aspects are the objective of the current research, themes are systematized according to aspects to be evaluated. NVivo software and manual processing are also

utilized to further obtain absolute themes. Once themes are determined, each theme and sub-theme is coded into abbreviated keywords; for example, for L1 of computer skills program on perception of training module, it will be coded as DESG-CS-mod. Finally, these themes will be put together for interpretation using simple frequency analysis.

### **3.7.2 Analyzing and Interpreting Data from Observations**

Practically, data from observation are analyzed using procedures similar to analyzing interview field notes mentioned earlier. The only difference is in labelling and coding. The current research will have a set of observation data concerning the observation of the current implementing evaluation process that has been done by the researcher earlier.

Once data are collected from the researcher, they are labelled accordingly, and classified into themes. Then all consistent information will be put together with the interview data for constructing themes and coding, and finally for interpreting.

### **3.7.3 Analyzing and Interpreting Data from Document Analysis**

Relevant document are also examined and analysed to support the other data, and to get more detailed data. Merriam (1998) considered documents as readymade sources of data, which can be accessible to the imaginative and resourceful investigator (p. 112). This research looks at and reviews the documents available in the training and evaluation of training in the headquarters of the MOE in Oman, and from the training centres in the field and relevant to the current implementation in evaluating training program for educational supervisors (ES). It is worth noting, that this research is concerned and guided by helpful ideas stated in Merriam (1998) where the study will identify the levels of the documents during analysis, whether the documents are primary or secondary sources. The following shows the list of the documents of this research:

- a) The professional development plan (PDP), 2011

- b) The delivery of the selected training program materials
- c) The guidelines for evaluating the impact of the training program
- d) Application evaluation forms
- e) Evaluation annual reports 2009, 2010 and 2011
- f) Guidelines for evaluating the application of new educational supervisors

### **3.8 Validity and Reliability of Instruments**

The current research attempts to employ as many strategies as possible, to ensure that it can reach a higher level of validity and reliability of the applied instruments. To get reliability or validity particularly in qualitative case studies is not an easy task, but this research will try it is best, since the concern of validity and reliability contributes to reach results that are believable and trustworthy.

Validity is “the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collected” (Fraenkel & Wallen, 2008, p. 453). In the current research, the validity form adopts content validity, which follows what Creswell says. According to Creswell (2008, p. 173), “content validity is the extent to which the questions on the instrument, and the scores from these questions are representative of all the possible questions that a researcher could ask about the content or skills”. Newby (1992) and Creswell (2008) further asserted that this kind of validity requires the expert’s involvement.

In ensuring the validity of the instruments used in the current research in constructing interview questions, it follows closely the question construct of Brinkerhoff, Brethower, Hluchyj, and Nowakowski (1986), Newby (1992), and Kirkpatrick (2006). Apart from that, the current research acquires assistance and opinions from experts in the Faculty of Education and Faculty of Business and Economics, University of Malaya, and experts in the MOE, of Oman and Sultan Qaboos University. The Appendix A-10 shows

some names of those experts in the field. This current research is also meticulous in ensuring, that each item of the instrument is devoid of misunderstanding and vagueness. During the actual event of doing evaluation practise process, all data collected are reviewed and verified by the trainers and the direct superiors in the MOE before an analysis and interpretation is communicated. From time to time, interview questions are revised and refined.

All in all, as mentioned by Fraenkel and Wallen (2008), “When a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced.” (p. 453). This statement thus supports the employment of three research instruments to collect data – interview, observation and document review – in the current research; data collected from observations and documents are used to support and strengthen interview data during investigation at the site.

Reliability according to Merriam (1998, p. 205), refers “to the extent to which research findings can be replicated”. She further asserted that “the reliability can be applied to the instruments in human research such as qualitative case study, through training and practice, and through various techniques of analysis and triangulating” (p. 205).

Triangulation is one of the reliable techniques to ensure reliability of the data collection and analysis. The reason for adopting triangulation or multiple instruments is to avoid systematic biases and limitations of applying one method, and to gain a wider safer and sound understanding of the topics under investigation (Maxwell, 2005). Methodological triangulation is one of the most recognized protocols to increase confidence in our interpretation (Stake, 1995, p. 114). Stake (1995) citing Campbell and Fisk (1959) stated that two of them recognized that many findings from social science studies are subtly influenced by the way researchers approach their work. He further

stated that “with multiple approaches within a single study, we are likely to illuminate or nullify some extraneous influences” (p. 114).

Finally, this research has chosen participants from different categories such as training providers, training evaluators, trainers, bosses and trainees to cross check the information, and thus to ensure reliability of the collected data in the current research.

### **3.9 Research Ethics**

This research concentrates on ethical, since it is going to deal with human subjects. Hussin (1995) asserted that the researcher should be honest with his participants by telling them the purpose of research investigation, the importance of the research to the welfare of human beings, promise to keep their identity secret, and use ways and means that can support them (pp. 20-21).

The current research will involve itself in many ethical roles, which are to be followed before conducting data collection. This will be done as follows:

- i. Preparing a letter identifying the purpose of the research,
- ii. Obtaining official permission to gain access to the research sites ( The approval letters from different agencies are shown in Appendices C-2 and C-3 ),
- iii. Identifying the participants who are going to be involved, and
- iv. Mentioned all the researcher’s activities to be done during the visits to the physical setting when interviewing and observing.

Moreover, as asserted by Creswell (2008), in qualitative research the application of the a instrument such as the interview and observation, may also raise ethical issues; therefore the researcher shall conduct semi-structured interviews, and use MP3 as a recording of the involved respondents who have to agree to be voice-recorded, and take comments from those who prefer not to be voice recorded.



In addition, all of the ethical considerations in fact, assist in enabling participants to feel that their privacy will be protected, and make the interviewees act positively, they feel free to share their opinions and reveal their own perceptions, and agree to share their knowledge and experience regarding the problems of this research.

Furthermore, this research will develop certain codes for the involvement of the human subjects. The function of the codes will deal with investigating data, which are collected from the involved respondents based in the current research. So this protects the identification of the participants

Finally, the current research also creates many ethical rudiments to be followed when conducting this research such as during the interviews the researcher always mentions the actual purposes of this research, and spends time at the beginning to explain how the present research is concerned with the privacy of the participants. The researcher informs the participants that they had the right to participate in or withdraw at any time from the current research.

### **3.10 Summary**

The chapter highlights the qualitative design and the rationale for adopting this paradigm, the selection of the site, training programs and participants.

The chapter also deals with the applied research instruments “interviews, observations and document analysis”, and presents in detail the data collection procedures and method for analyzing and interpreting the collected data based on the three instruments used in this research. Furthermore, the chapter finishes with other several sub-sections presenting the methodology adopted for this research.

The next chapter will give in detail the setting of the current research. It will present the profiles of the selected participants, including the selected training programs in order to have a clear understanding of their status and jobs. The chapter will also

present the findings of the current research, and these findings are going to be classified into four main sections according to the four research questions in order. The research findings will be based on the qualitative approach analysis; therefore they will be organized into themes and sub-themes.

## **CHAPTER 4**

### **ANALYSIS OF FINDINGS**

#### **4.1 Introduction**

The main purpose of this research is to investigate the gap reportedly exists between the current processes and recommended ones by the Ministry of Education (MOE) in the training programs evaluation for the educational supervisors (ES) in Oman. In order to achieve this purpose, this research deals with four specific objectives. 1) Investigating the current processes of MOE in evaluating the training programs for ES in term of short-term, long-term and planning levels. 2) Exploring the perception of the participants towards the current training programs provided by the ministry of education (MOE) for the educational supervisors. 3) Identifying the similarities and dissimilarities in the perceptions of the participants. 4) Providing suggestions and recommendations in order for improving the current practices of evaluating training programs.

Chapter 4 elaborately describes the findings of this research. Data were collected through semi-structured interviews with five groups of participants representing all those involved in evaluating training programs for ES, and participants' including training providers, training evaluators, trainers, direct bosses and trainees. Apart from interviews, data were also collected through direct observations at the site. The other data were collected from the reviews and analysis of official related documents obtained from the MOE's previous and current training program plans, published evaluation annual reports and application tool forms.

This chapter presents the findings of four research questions as mentioned below:

Question 1. How are the training programs for the educational supervisors (ES) evaluated by the MOE, of Oman at (a) planning level, (b) short-term levels and c) long-term levels?

Question 2. How do the respondents perceive towards the current evaluation practices of the training programs for ES?

Question 3. What are the similarities and the differences exist in respondents' perception towards the practices of current evaluation process of the training programs for ES?

Question 4. How can the current evaluation practises of the training programs for ES be improved?

## **4.2 The Setting**

The following two sections discuss the profile of the respondents and the educational supervisors' training program.

### **4.2.1 The Educational Supervisors' Training Program Profile**

This research investigates the process of evaluation that is practiced by the MOE, of Oman. In this regard, three selected training programs for the educational supervisors (ES) were observed. A brief of those programs are mentioned below:

1. The evaluation processes of the training program were launched before and during the three selected training programs had been held centrally at the MOE's Central Training Centre,
2. These training programs are the Professional Development Plan (PDP) of the MOE (2011), can be identified as the official training plan of the MOE in Oman.
3. These training programs aimed to train up the ES who were working in the educational sector.

The *first* training program entitled "Improving the Administrative Skills" that was targeted to train 60 senior supervisors who imparted new knowledge and skills in the

communication and administrative fields. The *second* one was called as “Preparing and Designing the Curriculum”. Under this program, 35 trainees were trained up and obtained the skills of building and analyzing the students’ school curricula and the stages of curriculum design and development. The *third* selected training program was “Qualification of the New Educational Supervisors” that was held with 250 new ES to improve their knowledge and skills<sup>1</sup>.

#### **4.2.2 Respondents’ Profiles**

Respondents of this research are categorised into five classes: 1) training providers, 2) training evaluators, 3) trainers, 4) bosses and 5) educational supervisors (ES) trainees. The rationale of grouping the respondents into several categories is to develop a comprehensive questionnaire. This study chooses individuals who were performing certain roles in the current evaluating practices within the three selected training programs for ES.

The self generated research questionnaire was designed to explore the practices by the MOE in terms of evaluating the training programs for ES. This program covers three main evaluation processes that being practiced before, during and after the training programme. This study considers them as samples who evaluated the in the three selected training programs for ES in the headquarters of the MOE and in the educational provinces, and by the trainers

The participants held different job titles such as director, head section, training specialist, trainer, general supervisor, supervision specialist, senior supervisor and educational supervisor. Previous jobs of the participants were also asked in order to get

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<sup>1</sup> The appendix A-1 shows the previous three selected ES training program expected objectives, number of trainees, and titles of the training materials.

deeper understanding of their responsibilities and adoption with the current evaluation practices<sup>2</sup>.

Table 4.1

*Designation and Work Positions of the Participants*

N	Job titles	Work positions		Total
		Centralized	Decentralized	
1	Director	2	3	5
2	Section Head	1	-	1
3	Trainer	1	-	1
4	Training Specialist	5	-	5
5	General Supervisor	2	-	2
6	Senior Supervisor	-	4	4
7	Supervision Specialist	2	-	2
	<b>Total</b>	<b>13</b>	<b>7</b>	<b>20</b>
	Attended trainee	<b>8</b>	<b>-</b>	<b>8</b>
	<b>Grand Total</b>	<b>21</b>	<b>7</b>	<b>28</b>

Table 4.1 shows a total number of **28** participants were involved in this research.

The following are their profiles for a clearer understanding of their status:

**a) Training Providers**

The training providers were known as “directors” and “trainers. Two directors and one trainer participated in this study. Two directors are identified as TP-D-1 and TP-D-2, and the trainer is identified as TP-T-3.

<sup>2</sup> Job titles and work positions of the respondents are shown in Table 4.1.

TP-D -1 is 39 years old with 17 years of experience. He is a male, having a Master's Degree in the job related field.

TP-D-2 is 34 years old with 12 years of experience. He is a male, having a Master's Degree in the job related field.

TP-T-3 is 54 years old with 27 years of experience. He is a male, having a PhD Degree in the job related field.

#### **b) Training Evaluators**

Training evaluators were known as "training specialists". Five training specialists participated in this study. One-on-one in depth interview was taken. They were identified in this research as TE-TS-1, TE-TS-2, TE-TS-3, TE-TS-4 and TE-TS-5 respectively.

TE-TS-1 is 42 years old with 19 years of job experience. He is a male, having a Master's Degree in the profession related field.

TE-TS-2 is 39 years old with 17 years of experience. He is a male, having a first degree in the job related field.

TE-TS-3 is 36 years old with 14 years of experience. She is a female, having a first degree in the profession related field.

TE-TS-4 is 33 years old with 11 years of experience. He is a male, having a Master's Degree in the profession related field.

TE-TS-5 is 29 years old with 4 years of experience. He is a male, having a first degree in the profession related field.

#### **c) Trainers**

The trainers were known as 'head-section', 'general supervisors' and 'supervisee specialist'. Two head-sections, two general supervisors and one supervisee specialist agreed to become respondents for this study. They were interviewed while their activities

were observed. For the purpose of anonymity, two head-sections were named as T-HS-1 and T-HS-2 respectively. Similarly, two general supervisors were named as T-GS-3 and T-GS-4 respectively, and the supervisee specialist was named as T-SS-5.

T-HS-1 is 33 years old with 9 years of experience. He is a male, having a first degree in his job related field.

T-HS-2 is 42 years old with 19 years of experience. She is a female, having a Master's Degree in her job related field.

T-GS-3 is 63 years old with 34 years of experience. He is a male, having a PhD Degree in his job related field.

T-GS-4 is 41 years old with 17 years of experience. He is a male, having a Master's Degree in his job related field.

T-SS-5 is 36 years old with 13 years of experience. She is a female, having a Master's Degree in her job related field.

#### **d) Direct Superiors or Bosses**

The superiors were known as 'directors' and 'senior supervisors'. Three directors and four senior supervisors were selected as respondents and were interviewed while their activities were observed. For the purpose of anonymity three directors were identified with the pseudo name as S-D-1, S-D-2 and S-D-3 respectively, while the four senior supervisors were named as S-SS-4, S-SS-5, S-SS-6 and S-SS-7 respectively.

S-D-1 is 41 years old with 19 years of experience. He is a male, having a first degree in the job related field.

S-D-2 is 52 years old with 28 years of experience. He is a male, having a Master's Degree in the job related field.

S-D-3 is 34 years old with 4 years of experience. He is a male, having a basic degree in the job related field.



S-SS-4 is 41 years old with 19 years of experience. He is a male, having a Master's Degree in the job related field.

S-SS-5 is 39 years old with 17 years of experience. He is a male, having a first degree in the job related field.

S-SS-6 is 48 years old with 22 years of experience. He is a male, having a Master's Degree in the job related field.

S-SS-7 is 33 years old with 10 years' experience. She is a female, having a first degree in related field.

#### **e) Trainees**

The trainees were known as 'senior supervisor' and 'educational supervisors'. Three senior supervisors and five educational supervisors were selected as respondents, and they were interviewed while their activities were observed. They were the three senior supervisors were designated as TR-SS-1, TR-SS-2 and TR-SS-3 respectively, while the five educational supervisors were named as TR-ES-4, TR-ES-5, TR-ES-6, TR-ES-7 and TR-ES-8 respectively.

TR-SS-1 is 51 years old with 30 years of experience. He is a male, having a Master's Degree in his job related field.

TR-SS-2 is 45 years old with 25 years of experience. He is a male, having a Master's Degree in the job related field.

TR-SS-3 is 44 years old with 22 years of experience. He is a male, having a Master's Degree in the job related field.

TR-ES-4 is 41 years old with 15 years of experience. He is a male, having a Master's Degree in the job related field.

TR-ES-5 is 35 years old with 11 years of experience. He is a male, having a first degree in the job related field.

TR-ES-6 is 33 years old with 8 years of experience. She is a female, having a basic degree in the job related field.

TR-ES-7 is 29 years old with 4 years of experience. She is a female and has a first degree in the job related field.

TR-ES-8 is 29 years old with 4 years of experience. He is a male, having a first degree in the job related field.

### **4.3 Implementation of the Evaluation Process**

Research's question one focuses on how the training programs of ES are evaluated by the MOE, of Oman in planning, short-term, and long-term levels. The following sections present the implementation of processes in evaluating training programs for ES. Three issues emerged from the data analysis regarding current implementation processes, such as 1) process of evaluation in the planning level, 2) process of evaluation in the short-term levels, and 3) process of evaluation in the long-term levels. These issues are elaborately discussed in the following sections.

#### **4.3.1 Implementation Processes of Planning Level Evaluation**

Five sub-issues such as the a) aims of the evaluation process, b) aspects of the evaluation process, c) tools and methods for evaluation process, d) timing of the evaluation process, and e) significance of the evaluation are emerged from the data analysis regarding evaluation planning of the training programs for ES in the practices of current processes by the ministry of education (MOE).

### **a) Aims of the Evaluation Process**

Findings showed that the implementation process of training evaluation is based on the outline of the training program. In this case, the opinion given by the Training Provider

TP-D-1:

The current practices of the evaluation process for all the trainings of MOE and the suggested plans, including the training programs for ES are designed by the departments and educational provinces of the MOE.

Data showed that there are several objectives of the current practices in evaluating training plan. The objectives are to identify the necessity of the training programs, setting an efficient budget, and to develop a proper schedule and time frame for the training programs. According to the Training Evaluator TE-TS-5:

The objectives of the suggested evaluation plan of the training program are to identify the rationality of the training, and improve the knowledge and skills of the trainees.

In this regard, Training Provider TP-T-3 reported as follows:

In term of evaluating the suggested or proposed plan of the ES training program, our aim is to set the budget of the training program, and to design a proper schedule to conduct the training program.

Data presented other issues of evaluation the trainings programs such as the suggested syllabus MOE's required to be implemented in specific training programs. The syllabus comprises policies and future plan for the education and goals of human resource development (HRD). Regarding this issue Training Evaluator TE-TS-5 stated:

In case of preparing the training program plan and to conduct specific training we have to fulfil all the official requirements set by the MOE. The mode of training is compliant with the overall educational goals and policies, so as to improve the human resource (HR) with specific knowledge and skills by prioritising the MOE training plan.

## **b) Aspects of the Evaluation Process**

Data showed that the evaluation aspects of the planning level could be classified into three aspects. *First*, two aspects are presented within the suggested training program plan outline such as training objectives, topics of the content, training budget and number of the trainees. *Second* aspect is the standards that need to be maintained for preparing training materials. Training Evaluator TE-TS-2 describes this point in the following excerpt:

The evaluation of the planning level could be organized into *three* aspects. The *first* and *second* ones based on the description of the suggested training program. The *first* one deals with the expected objectives, heading or main title of the materials, delivery methods, expected impacts and results. The *second* aspects are the fund and administrative elements such as training budget, number of trainees, trainers' payment and the time and duration of training. The *last* aspect is about maintaining standards in terms of training materials preparation such as materials procedure to be used, variety in knowledge input, comprised implication activities and referencing and sources.

The findings discussed with relevant documents analysis as the MOE used a specific form [see Appendix B-1] called "Prepared Training Program Description" form which includes the components such as terms of preparing the official training plan. The analysis of the form showed that there are several issues officials have to follow when planning the training programs.

## **c) Tools and Methods for Evaluation Process**

Data showed that most of the training providers and training evaluators used the "Prepared Training Program Description" form and "Evaluating Pre-Designed Plan of Training Content" forms in order to evaluate trainings. The two forms are used as tools and methods for the official training plan<sup>3</sup>.

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<sup>3</sup> Appendix B-1 presents the "Prepared Training Program Description" form, and the appendix B-2 illustrates the "Evaluating Pre-Designed Plan of Training Content" form.

Besides, data also showed that several specialists in each of the ES training program hold meetings to discuss and review the suggested training plan. The following statement extracted from the Training Provider TP-D-2:

The evaluation of the training plan is done before conducting training based on the outline of the suggested plan by a number of the specialist employees who discussed about the training plans in group meeting before including it finally in the official training plan of the MOE.

Training Evaluator TE-D-1's views as follows:

The employees who are involved in evaluation process suggest the training plans to all the specialists in the respective departments in the headquarters. They also fill up the evaluation form within a day when we meet to discuss about the training plans.

Data revealed that the evaluation tools, methods and the delivery of training materials are carried out officially by the MOE, by informing all the trainers via their departments. The training providers and the trainers provide the training materials to the MOE to review, and this review is done based on the elements of the "Prepared Training Program Description" form. The Training Evaluator TE-TS-2 describes the process:

The tools for evaluation and training materials generally were sent to all the departments of MOE, through a specific form which included certain criteria that should be followed. Preparation was made taking concern about the different elements such as general description of the training material, references and the type of font.

#### **d) Timing of the Evaluation Process**

Data showed that the timing of the evaluation practice was set up in *two occasions*. *First* occasion was the evaluation of the suggested plan that was carried out before conducting the training. Notably, to review the training program is known as descriptive or suggested plan. The following statement obtained from the Training Provider TP-D-2:

The outline for evaluation of the suggested training plan was designed early in the year, by listing all the departments and provinces that execute the training plans of the MOE.

In this regard, the Training Evaluator TE-TS-4 reported:

After sending the suggested training program plan officially, the MOE will arrange several meetings in order to discuss these plans before including it as the official training plan for the MOE.

*Second*, the evaluation of the training material preparation should be done before the delivery, but most of the training evaluators and training providers reported that the evaluation of training material is mostly done between 2-3 months after it is offered to the trainees. The following extract by Training Provider TP-T-3 affirmed the process:

Evaluation of the contents of the training program should be done before delivering the training materials to the trainees, but now, it is done mostly after it is delivered. According to the department, the trainers mostly submit the materials 2-3 months after the training is held, since most of the preparation process of these materials is finished in a short time before the training is held.

The second finding above, related to the evaluation practice process of the training programs materials, is also supported by the researcher, through his observation while conducting this research. The researcher observed that the evaluation of the training programs materials was lately delivered to the trainees.

#### **e) Significance of the Evaluation**

According to the data, the significance of the evaluation planning level could be categorized into two evaluation values, as follows:

*First*, the evaluation values are found to be related to the suggested training plan. The plan of the ES training programs is evaluated by the specialists of relevant discipline, who assist in the linking the expectations from of the training program with the trainees needs, so that it can lead the training program to achieve the expected objectives. Other value is to schedule the training program, so that the training program can be organized as expected. Statement of the Training Evaluator TE-TS-3 illustrated this point.

The early review of training recommended the plan that contributed in different ways, but in my opinion, the value lies in the fact that it will connect the trainees' needs with the expectations from the training program.

Training Evaluator TE-TS-3's view is reflected in statement of the Superior S-D-2 as follows:

Reviewing the training program designed before it is implemented in order to find out the overall values of knowledge and skills. It may carry new knowledge and skills or repeat, and this review the application tools and methods used for evaluating the training.

Training Provider TP-D-2 commented in the same tone as mentioned below:

Early preparation of the schedule of training program can assist MOE avoiding discontinuing any training program or transferring some training programs to later dates.

*Second*, the data revealed that the significance of the evaluation plan was to evaluate the training materials whether it had been prepared before it was delivered maintaining specific standards that is essential to increase the provision of quality training content.

#### **4.3.2 Implementation Process of Short-term Evaluation**

Five sub-themes emerged from the data analysis regarding evaluation of the short-term impacts of the training programs for ES in the current practices, which are: a) aims of the evaluation process, b) aspects of the evaluation process, c) tools and methods for evaluation process, d) timing of the evaluation process, and e) significance of the evaluation.

##### **a) Aims of the Evaluation Process**

Data indicated that the aims of evaluation in the short-term impacts of the training program are classified into three evaluation phases as stated by the Training Evaluator TE-D-1:

The practise of evaluation started during the delivery period of the training. Then we launch the evaluation process based on the predefined level. First of all, we should practice evaluation design during the training program. We carry out the *second* phase of evaluation process after completely delivering the training materials. This phase of evaluation carried out based on two levels aiming at evaluating the overall satisfaction level and learning level.

The data regarding evaluation of the short-term levels will be presented in three levels, which are (1) designing, (2) satisfaction, and (3) learning level.

*First*, data obtained from the interviewees show that the aim of present evaluation process of implementation of the *designing level* of the trainers in terms of their presentation skills, quality of materials and the practical activities. The extent of the linkages between training and trainees' job and identifying the interest shown by the trainees in learning and handling the practical situation were observed. The following extracts illustrate this phenomenon that was pointed out by training providers. Training Provider TP-T-3 shared the following:

The objectives of the evaluation designing during the ES training programs are to evaluate the trainers' performance and expertise in delivering training. This evaluation process also observes whether the provided training increased knowledge and bringing benefits in practical activities of the trainees.

Trainer T-GS-3 stated the followings in this regard:

If we speak about the aim of the evaluation that we are trying to achieve during delivering the training content, we see whether there is a relationship between the content and the needs of the ES trainees, and the real activities of the trainers are linked to the actual needs.

Trainer T-GS-4 also shared a similar view as thus:

The evaluation design aims at examining whether the trainees are interested to learn and express positive behaviour during the training activities.



The findings showed the current practise of the designing level that had been supported by document analysis done by the researcher<sup>4</sup>.

*Second*, data showed that most of the interviewees reported that there were different aims to be achieved in the *satisfaction level* of the current practice of evaluation. Trainees' satisfaction with the overall training program and trainees' interest in participating and learning during the training were observed. In the same way, trainees' satisfaction with the facilities provided was also identified. Satisfaction level in implementation of evaluation process was stated by Trainee TR-SS-1:

Satisfaction level in implementation of evaluation process aims at observing the overall trainees' satisfaction at the end of the training program. Especially we the educational supervisors later on are going to apply whatever we gained from the evaluation of data. By implementing this process, we should observe whether the entire process of the training gets improved and the training plan can be implemented.

*Third*, the data from the interviewees indicated that the evaluation aimed at the *learning level* of the current practice in order to identify new knowledge, information and skills acquired by the trainees. Besides, it explored the ability of the trainees to transfer knowledge and skills when they back to work. The following extract obtained from Trainee TR-SS-2 illustrates these points:

The evaluation of learning level aims at evaluating the acquired knowledge of the trainees, and the type of knowledge and abilities they have gained.

The statement of Training Evaluator TE-TS-3 is in tuned with TR-SS-2's views:

Actually, all the processes of evaluation during the training programs are related to each other.

How is that?

Trainees were satisfied with the learning, information and knowledge. In addition, in terms of evaluation the learning level, we aim to see the level of acquired knowledge and skills, and the trainees performance it their workplace.

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<sup>4</sup> Appendix B-3 illustrates the "Training Program Observation" form, which shows the observers' aims in relation to evaluating the training program in the MOE

## **b) Aspects of the Evaluation Process**

Data obtained from the interviewees showed that there are three categorical aspects to be evaluated in the current implementation process of the short-term evaluation on three levels such as design level, satisfaction level and learning level. The following extract illustrates this point stated by Training Evaluator TE-D-1:

Evaluation during training program dealt with the training design such as the expertise of the trainer and quality of the training materials. We can also be concerned to evaluate aspects relevant to the satisfaction level, like the ability of the trainers to provide knowledge and practical activates for the legitimate job. Finally, these aspects deals with learning, acquisition of knowledge and skills that add to the trainees' proficiency.

The following statement further elaborates the previous three aspects of the evaluation process in the short-term levels:

In the *first* category, data obtained from the interviewees showed that that the evaluation aspects are significant to the training programs in terms of its usefulness to meet the trainees' actual needs in learning and engaging in the activities and tasks during the training. Training Evaluator TE-TS-4 confirms these elements as thus:

The elements in terms of evaluating the design level are related to the training to the trainees regardless their job and needs, or having deep knowledge, experience and willingness to assist the trainees to learn. The trainees in terms of how they are interested to learn and involve in doing the training requirements.

Trainer T-HS-2 also supported the findings

During delivering of the training courses, we evaluated different issues such as the ES trainees' performance, their behavior and attentiveness to learn the application of the training methods.

The *second* category, the data showed that the evaluation aspects of the satisfaction level concerns trainees' satisfaction on the trainers' capabilities, training materials and delivery methods, and trainees' satisfaction towards the entire structure of facilities. Trainer T-GS-3 illustrated the second category in the following statement:

For evaluating satisfaction most of the time, we evaluated the trainees whether they were satisfied with the trainers' performance, presentation, training program material, content and teaching methods. Besides, in case of the provisional facilities whether they face any problems in using and, if so, what could be the possible solutions were also looked for.

For the *last* category, the data indicated that the evaluation aspects of learning level, ability to apply the acquired knowledge and to know whether this knowledge and skills are able to be transformed to the work. The Training Evaluator TE-TS-2 stated the following:

After the content had been completely delivered, we asked the trainees whether they were going to put that knowledge at their work. If they are going to apply it, the next questions were, how and why?

### **c) Tools and Methods for Evaluation Process**

Data showed that the tools and methods in the present evaluation such as evaluation forms, meeting with the trainees, had been used during the training programs based on the short-term evaluation levels design, satisfaction and learning. The following statement from the Training Evaluator TE-TS-5 clarifies the points discussed above:

Alternative evaluation forms are used during conducting training. For example, for design level, we used the 'Clipping Comments' form, 'Evaluating Trainer's Performance' form and 'Evaluating Trainee's Performance' form. In addition, the training specialist, staff and other stakeholders are mostly using the 'Observation of Training Program Evaluation' form. For evaluation satisfaction, we are concerned to hold open meeting, but for evaluating learning level, we have different options. We could apply written exam, project report and any suitable tools suggested by the trainer such as asking the trainees to prepare presentations.

The findings regarding tools and methods in the current process of the evaluation, was justified through relevant document analysis done by the researcher<sup>5</sup>. This proves that the MOE used different tools for short-term evaluation process.

#### **d) Timing of the Evaluation Process**

Most of the interviewees shared that the timing in the current practicing processes to evaluate short-term levels could be categorize into *two* occasions. It was implemented daily during the training program to evaluate design level, and after delivering the training materials at the end of the training to evaluate the satisfaction level and the trainees' learning level. Training Evaluator TE-TS-4 mentioned the timing as thus:

The evaluation levels during the implementation of ES training programs that are held centrally are carried out in *two* occasions. First, daily to evaluate design level, while the second occasions finally after completely delivering training program materials to evaluate satisfaction and learning levels.

Through personal observation, this researcher confirms the findings on short-term levels. The researcher observed that the *first* occasion was to evaluate the overall duration of the training that was done twice a day. There were two training sessions daily and each sessions takes two hours. At the end of each training sessions evaluation was carried out. The *second* occasion concerns the final evaluation of the overall training program where the general practice was to evaluate the satisfaction and learning levels.

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<sup>5</sup> The appendix B-3 illustrates “Training Program Observation” form, appendix B-4 shows “Clipping Comments” form, appendix B-5 demonstrates “Evaluating Trainer's Performance” form, appendix B-6 illustrates “Evaluating Trainee's Performance” form, appendix B-7 clarifies “Evaluating Satisfaction Level” form and appendix B-8 illustrates “Evaluating Trainee's Learning Level” form.

#### **e) Significance of the Evaluation**

Data showed that the significance of the evaluation short-term were taken consideration on changing and improving the training program. The significance of the evaluation short-term levels could be classified into three categories based on the three evaluation levels as follows:

*First*, the data showed that different significance on evaluation of design level provides direct evaluation feedback. This assists the stakeholders and other staff in solving any problem immediately while the training is conducted. They would be able to make any important changes to improve the training, as explained by Training Evaluator TE-TS-2:

Sometimes, you have to take action directly during the training based on some negative comments of threaten. Perhaps that could influence the training negatively. This will impact on the achievement of the training expiation and objectives. We need to take fast action, like extending the time of training session, enriching the contents and including other application activities. In this case, the MOE carefully implements evaluation design and provides necessary elements to improve the training.

*Second*, the data showed that the values of current implementation evaluation process concerns satisfaction level which impacts on the overall process. It also contributes to the development of training programs, determines the functions of facilities and suggests what should be done in the future to progress the training program. Trainer T-GS-4 clarifies further in the following excerpt:

In my opinion, the most important things in terms of practicing evaluation satisfaction are showing the strengths and the weaknesses of the current training and the functions of the services such as accommodation, transportation ... and so forth. The overall evaluation results are meaningful, since they carry many details that we as the stakeholders may not recognize. Assistance should be given to the stakeholders to understand the real situation of the training. We should also keep in minds the important changes that can be made in the future by implementing this training program.

*Third*, the data indicated that the significance of existing practicing evaluation about learning level. Training program achieved the objectives of furnishing the trainees with

new knowledge and skills, and enabling them to apply that knowledge in work context.

The following comments by Training Provider TP-T-3 can explain these points:

We could say that the evaluation learning level is the last practice of evaluation process during the training. The purposes of evaluation are to improve trainees' learning level and to see whether the training enhances new ideas and knowledge. The trainee had learned appropriately seen in the work and whether it is going to be supported and accepted by the direct superior, teacher and student, or otherwise is also to be perceived.

### **4.3.3 Implementation Process of Long-Term Evaluation**

Five issues emerged from the data analysis regarding the evaluation process of the long-term impacts of the training programs for ES, those are: a) aims of the evaluation process, b) aspects of the evaluation process, c) tools and methods for the evaluation process, d) timing of the evaluation process, and e) significance of the evaluation.

#### **a) Aims of the Evaluation Process**

Data presented that the current process of evaluation has long-term impacts on the training programs in two levels: *1) knowledge and skill transfer level* and *2) organization benefits and costs level*. In this regard, statement of the Training Evaluator TE-TS-5 is mentioned below:

The evaluation process for the long-term impacts after the training program conducted is to evaluate the trainees' application level, and organizations' benefits and work place benefits.

Data indicated that the transfer and application of knowledge and skills aimed at discovering trainees' performance with the new knowledge and skills. Besides, behavioural changes due to the transferring new knowledge and skills are appeared in the work. The following extracts exemplify these points. Superior S-SS-4 shared the followings:

The evaluation of the trainees at the workplace is to find out the changes of the trainees behaviour and attitude before and after the training. Reportedly, many trainees did not utilize their knowledge in practice. The objectives of the trainees will be achieved only when they will use the knowledge in their job.

The following statement from the Training Evaluator TE-TS-3:

The evaluation of application level aimed at exploring the transfer of the gained knowledge and skills of the trainees to their behaviour and attitude after they had attended the training.

Data revealed other aims regarding the practice of present evaluation of knowledge and skills transfer. This includes investigating the impact of the acquired knowledge and skills from the training on the trainees in achieving the expected objectives such as ability to solve problems according to the lesson learnt from the training. The following statement illustrates this point from the Trainer T-HS-1:

The evaluation aims at transferring knowledge and skills. It is different from ES trainer to other. Since it is practiced in the work place context, but we try to monitor the application of the acquired knowledge and skills and the methods the ES trainees used during their practice.

Training Evaluator TE-TS-5 supported the above mentioned statement by reporting the followings:

Sometimes, it happens that the trainees want to practice the gained knowledge and skills in the work, but the direct superior, or in some cases, the teacher is unwilling to practice it. In this case, we try to help them to solve these issues.

Data also revealed that the evaluation concerns the current implementation process oversee costs and benefits—values, which could be considered as returns on investments to the organization. This is illustrated in the extract from the Superior S-SS-6:

In the evaluation of the educational institution, we need to find out the impact of the training in the trainees' organization, to explore the worth and whether it indicates any benefits of the organizational improvement, some of that have to be proved based on educational indicators such as the improvement of the teacher performance and students' achievement.

## **b) Aspects of the Evaluation Process**

Data indicated that the aspects of the current practice process of the evaluation long-term impacts concerns trainees' knowledge and skills transfer level where they are expected to practice new knowledge and skills at the workplace. The change is observed in their performance after the training. The following extract from the Superior S-SS-7:

To be honest, the benefits of the training program should be transferred to the knowledge and be applied by the ES trainees during their work. What aspects am I looking for here? For myself, I am looking at different aspects that should be presented by the trainees at the work. *Firstly*, I am going to ensure that the trainees apply the new knowledge and skills that they gained. *Secondly*, I explore the real function by ES trainees, mostly I compare between their performance before and after attending the training. I look at whether they are in the same level or better. *Thirdly*, I find out their attitude towards doing job, whether they are willing to practice new way or they are more creative in doing things.

The data further revealed that the present evaluation aims at improving trainees' abilities to solve the problems that appeared in the work or problems that occurred when the trainees applied what they had learned during their training. Superior S-D-1 exemplifies this point in the following statements:

The evaluation of what has been transferred from the training program to the job through the trainees. This practice of evaluation needs the evaluator to be in the trainees' workplace such as school to observe whether they face any problem to apply the knowledge and skills they learnt.

## **c) Tools and Methods for Evaluation Process**

Data showed that the applied tools and methods of the current practice concerning evaluation application level of ES training programs are through different applications of evaluation processes. These processes used by the evaluators-in-charge during the visits to the trainees' workplaces and through the direct bosses'. The following comments taken from the Trainee TR-ES-4:

The trainees have to evaluate them after they had already gained knowledge and skills and improved their experience. They need to identify



what they are going to do with all of this improvement. This practice is carried out by the evaluators, work departments and supervision sections during the trainees' supervision to the teachers. Even the students will be taking part in this session. So, to observe all these aspects the evaluators used specific evaluation form including several elements to be evaluated. We are also looking at the other approaches such as the boss's feedback.

The findings regarding applied tools and methods in the current practice also have been cross justified through relevant document analysis by this researcher and understood that the MOE used different tools to evaluate long-term levels. All this stated evaluation processes have already been included in these research appendices<sup>6</sup>.

#### **d) Timing of the Evaluation Process**

Data indicated that the timing of current processes of the evaluation of long-term levels should be carried within three months after the training had been delivered to evaluate trainees' application level. But for the benefits of the organization and costs level the evaluation timing is more related to the general indicators set by the MOE as general educational goals. Training Evaluator TE-D-1 confirms in the followings

The evaluation practice of the trainees' application at the workplace is done three months later the training delivered. Other factors can influence the improvement of knowledge and skills of the trainees such as self-improvement. Therefore, the evaluation application of ES trainees should be done within 2-3 months after the training program is delivered. But for evaluation of the organizational level currently there is no certain time frame.

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<sup>6</sup> The appendix B-9 illustrates "Training Impact Assessment" form, appendix B-10 shows "Evaluating Trainees' Application Level" form and appendix B-11 presents "Evaluating the Impact from the Training at the Organization Level" form.

#### **e) Significance of the Evaluation**

Data showed that the significance of the existing evaluation process for long-term training impacts is linked with *two* justifications. *First*, the evaluators present the values of application level where the trainees' practice new knowledge and skills fulfilling the required activities and projects. Superior S-SS-5 concurs as thus:

In the workplace, you will explore the real behaviours and attitudes of ES trainees on practicing their work. You will also be able to discover the contribution and support of the organization to apply the acquired knowledge and skills. In some cases, the trainees are not supported to practice what they gained in the training.

*Second*, the evaluators indicated that the reality of the workplace is whether the training program at the work context matched the organization's investment of benefits and costs. Further, other factors beyond the scope of the training field impact positively or negatively. The following extract from the Trainer T-SS-5 exemplified this point:

The important values of the evaluation, organization performance level are worthwhile, since it will assist to create broad ideas and indicators about the positive and negative factors, through external or internal influences.

#### **4.4 Participants' Perceptions Regarding Implementation Evaluation Practices**

The following sections address research question two that seeks for the participants' perceptions towards the implementation of the current practices in the evaluation training programs for ES by the MOE, of Oman. Data analysis emerged three themes regarding participants' perceptions. Three themes are: 1) implementation evaluation planning level, 2) practice evaluation short-term levels, and 3) implementation evaluation long-term levels. The three themes are elaborated in the following sub-sections:

#### **4.4.1 Participants' Perceptions Concerning the Implementation Evaluation Planning Level**

Five sub-themes emerged during the data analysis of the participants' perception regarding the implementation evaluation planning level in the current practices by the MOE. They include: a) aims of the evaluation, b) aspects of the evaluation, c) tools and methods for evaluation, d) timing of the evaluation process, and e) significance of the evaluation.

##### **a) Aims**

Data showed that several evaluation aims in the current evaluation practices of the ES training suggested plan were often used to achieve administrative and financial purposes. Most interviewees correlated the aims with the centralized or decentralized training due to reduce or increase the number of training programs, and to determine the budgets and schedule. The following statement obtained from the Trainer T-SS-5:

What I realized since my involvement with the evaluation of the ES suggested training plan is that it mostly aimed at reducing the number of training programs by decentralization of some of them. Second, to lessen the depletion of ES training programs, and third, to set the schedules of training program and the budget.

Besides this, the data also pointed out other common aims of the training materials preparation for the ES. This includes overseeing the formation of the training materials, checking the source referencing and acknowledging the prepared content. Training Evaluator TE-TS-5 in the following extract:

Often the aims of evaluating materials of the ES training program are done in a simple way, such as the formatting of the training content like, the font size, accurate spelling and grammar.

In addition, Training Evaluator TE-TS-4 stated that the aims regarding the evaluation training materials are to determine the amount of the payment regarding the preparation

of the content and the delivered of the presentation of the training program. Training Evaluator TE-TS-4 stated the following:

Often the aims of evaluating the ES training program material are to determine the payment that is going to the trainer regarding the preparation of the content and the presentation of the training materials to the trainees during the training.

#### **b) Aspects**

The data presented two aspects in term of evaluation of planning level. The first one is to evaluate the training plan, and the second aspect is to evaluate the training material preparation. *First*, data showed that the current focus the plans of ES training program are linked with the budget of training program (e.g., budget for the trainees and allowance for them). The following extracts by two trainers describe these points. Trainer T-SS-5 shares:

Actually, the evaluation of suggested training plan deals with the general aspects only, but the focus should be gain on the funding.

In comparison, Trainer T-GS-4 shares thus:

During the evaluation of the training, the budget for the training program is mostly focused to the total number of trainees and costs for facilities for each training program.

Besides, the data revealed that the budget of the training program assists in scheduling the training period and training duration. The following extracts taken from two trainers explained this point. Trainer T-GS-3 explains:

We evaluate the training plan for the ES taking concern the budget of the training program, appropriate number of the trainees, and schedule of the training period and training duration. All of the these aspects assist the MOE in preparing the central training plan.

In comparison, Trainer T-HS-1 explains thus:

ES training plan can be summarized as follows: final budget of the training program, number of the trainees from each province and total range of

payment that should be given to the trainees and the trainer. This assists the MOE to schedule training plan in the beginning of the year.

*Second*, data revealed that the evaluation for the training material preparation also deals with the various aspects, mainly looking into the formatting of the training content, type of knowledge input, strengths and weaknesses of the training material prepared and guidance from the trainers. The following extract from the Training Evaluator TE-TS-4 illustrates this point:

The regularity of the evaluation of training material is to see the overall production of the training and the quality of knowledge of the new trainees and to identify which parts of the materials need improvement.

Trainer T-HS-2 confirmed the findings above and stated that implementation of training program materials evaluation. Trainer T-HS-2 stated the following:

The focusing aspects of evaluating training program material of the ES are to determining the payment that goes to the trainer for preparing the content. Mostly the number of pages determined the contents and quality of knowledge.

In line with the previous findings, Training Evaluator TE-D-1 stated the current practices of training program materials evaluation included the content of the training so that it suits the trainees' job needs. The following extract reflected the current practices:

The major evaluation of the training program is to change the training material with time to time. Other evaluation aspect is the training material which is developed based on the needs of the trainees.

### **c) Tools and Methods**

The data showed that there were two tools and methods that were being implemented in the evaluation planning levels, which are "Prepared Training Program Description" form and "Evaluating Pre-Designed Plan of Training Content" form<sup>7</sup>.

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<sup>7</sup> Both these forms are illustrated in appendices B-1 and B-2 respectively.

In the “Prepared Training Program Description” form, program outlines and descriptive elements are included. This process is done before approving the training programs for ES. However, this review practice is only carried out at a surface level of the form in order to detect the features of the training, number of the ES, and budget provided by the PDP of the MOE. The following extract from the Training Evaluator TE-TS-2 explains this practice further:

In the review meeting, we set plans for all the ES training programs. We to checkout several elements such as the training repeated the same knowledge and skills. We, also ensure that the training program is conducted in a present budget.

The second tool employed is the “Evaluating Pre-Designed Plan of Training Content” form. Most training providers and training evaluators shared that this form was used by designers to prepare the training program materials. However, the MOE does not have the specific tool to evaluate the materials. Instead, they used the “Pre-Designed Plan” form as a guide to assist the trainers and the MOE departments in designing and building the training materials, relevant activities and delivery of methods. This practice is illustrated by Training Provider TP-D-1 who shares the following:

The MOE developed a “Pre-Designed Plan” form, to use by the trainers as a guideline and assist them in terms of the preparation for the training program. This form included several aspects related to the training program such as objectives, contents, delivery methods and activities for application.

#### **d) Timing**

Most of the training evaluators and training providers claimed that the suggested plan evaluation is often carried out in the early part of the year before carrying out the training program with the ES trainees. In contrast, the evaluation practice for the prepared training content was done after the training program was conducted. Training Evaluator TE-TS-2 stated the following:

The MOE organize meetings routinely at the beginning of the year with all of the ES departments to review all the training program plans. For evaluating the practice of the training program delivered materials, it is usually carried out after finishing the training program.

**e) Significance**

Most of the interviewees revealed that the effective process of the training program is preparing the training program earlier. Therefore, it becomes easy to plan the budget and save costs since it reduces the number of g programs for ES. In some cases, the ES training was held at different locations. Training Provider TP-D-1 confirms the following:

By reviewing the suggested training plan, it assists the MOE to schedule the training plan in the early stages, to determine the exact budgets and thus reduce the number of programs while decentralizing training. Many ES training programs were transferred to the different educational provinces, and sometimes, we add other training programs to the ES for presenting new and high level knowledge.

The data also revealed that getting the appropriate training materials and presentation methods and the ability to utilize materials during the training sessions are other significant aspects in evaluating ES training. Training Provider TP-T-3 explains thus in the following extract:

The evaluation of the training program materials is important, since it helps the training evaluators to ensure whether the training the materials are used properly and whether the delivered method is suitable for the application of the training. Besides, the evaluation process observes if the delivered knowledge is new to the ES trainees and will enhance their performance in their work.

Training Evaluator TE-TS-3 supports Training Provider TP-T-3's views by sharing the following:

In my opinion, by studying the training material you can realize the gap between the existing training program and the real needs. Prior studying the help the training program help to redefine the contents.

#### **4.4.2 Participants' Perceptions Regarding the Evaluation at the Short-Term Levels**

Five sub-themes emerged from the participants' perception towards the current implementation process of evaluation in the short-term level of the training programs by the MOE. They are: a) aims of the evaluation, b) aspects of the evaluation, c) tools and methods for evaluation, d) timing of the evaluation, and e) significance of the evaluation.

##### **a) Aims**

Data revealed that the short-term evaluation of the ES training is based on three evaluation levels. First focused on the aims of designing level that encompasses evaluating the trainers' performance skills in delivering the training contents, and taking immediate action for making decisions related to the duration of training sessions. Trainees need to decide whether they need to extend the training time or include other activities while facilitating the training. The following statement is taken from the Trainee TR-ES-5:

Overall, the evaluation process of the training program for ES at the MOE focuses on the trainers' performance at the training.

Training Evaluator TE-D-1 reported the followings:

Straight away, we address any claims or issues raised while conducting the training program such as the trainers' performance and the methods used in delivering and presenting. Sometimes, we ask them to modify or improving their performance. We meet the trainees and trainers during the training program at the training halls to discuss these claims and try to solve it.

The findings discussed above were also has been observed during the ES training programs held centrally in the training halls. Data from our observation revealed that the trainers' performance knowledge and skills in delivering the training materials were evaluated. The current evaluation process should also consider evaluating the trainees' involvement in the training activities and their interest to learn.



Data revealed that the aims of practicing evaluation in the satisfaction level are to define the overall satisfaction of the trainees regarding trainers' skills and the worthiness of the courses. It also covers the issues related to the services and the overall organization of the training programs. The following statement the Trainer TR-SS-3 is mentioned below:

After we had completed the training, we were concerned about evaluating different aspects such as the trainees' overall satisfaction regarding trainers' performance and trainers' skills in delivering training materials. Other aspects focused on the importance of the training materials and trainees' job satisfaction.

Trainer TR-SS-3 views were identical with the statement of the Trainer TR-ES-7:

This included the overall trainees' satisfaction with the facilities provided such as transportation, meals and accommodation.

Data also showed that the aims of evaluation conducting the training are to explore the important ideas, discover the new knowledge and skills learned during the training and to identify elements that would be implemented at work. The following quotation taken from the Trainer T-GS-4:

We evaluate the trainees in terms of knowledge what they had gained upon finishing the training and their ability to apply that knowledge at work. All this information assist to increase the quality of the training program and developing it better for the long implement.

Besides, the findings presented the aims of the current evaluation practices in the short-term level. Training Provider TP-T-3 also commented on the evaluation on the satisfaction level, learning level and overall success of the training program. Training Provider TP-T-3 explained this point in the following extract:

The evaluation of satisfaction and learning levels are both practiced at the same time. These two evaluation levels are used as the indicators of measuring the success of the training program and the achievement of the overall objectives, by showing the strengths and weaknesses of the training.

## **b) Aspects**

Data revealed that the design, satisfaction and learning levels are frequently evaluated during short-term evaluations. The respondents of the study shared that the design level of the trainer performance. They also shared their expertise in dealing with training materials and contents delivery methods. Training Evaluator TE-TS-2 explained the design level as thus:

The regular evaluation is carried out of the trainers, by covering all the training objectives such as trainers' methods of delivering the training and level of trainers' skill in presentation.

Additionally, Trainer T-SS-5 shared the follows:

The evaluation process always emphasizes on evaluating the trainers' performance, but rarely evaluates the trainees to see their attention towards implementing the training program for the ES.

In comparison to the trainers' statements, Trainee TR-ES-7 revealed that:

The central part of the evaluation practice is to check the names on the attendance or absence of the trainees during the sessions of the ES training program. This obviously what I realize every day.

Data also showed that other aspects of implementation were also evaluated at the designing level during the centrally conducted ES training programs. Suggestions and recommendations to overcome the issues with facilities would then be made. Training Provider TP-D-2 explained this point:

Questions were often asked about the appropriateness of the facilities that were provided, the problems they might encounter and the solutions.

Data also indicated that the satisfaction level include the overall trainees' satisfaction in the training. The extent of the training expectations is the trainers' skills in providing training, the training delivery methods and the overall organization of the training. Significant pitfalls in the training program were identified. Recommendations for overcoming them could be made. Trainee TR-ES-6 clarifies thus:

The evaluation of satisfaction focused in the delivering training materials including activities and tasks, the trainers' performance in teaching method and to explore the general suggestions. Furthermore, the management and the total organization of the training and the overall drawback of the training need to take action to improve.

Data showed the current evaluation on the learning level, gaining new knowledge and in increasing the skills of the ES in supervising their subjects. They should be able to practice the acquired knowledge, skills, training activities and projects with their students.

Training Evaluator TE-TS-3 explained this point:

In the evaluation of the trainees' learning from the training, mostly we observe the improvement of the trainees' knowledge, skills and ideas. We also explore the level of the acquired new knowledge and skills increase reflected in their performance level.

In contrast to the findings discussed above, the researcher observed contradictions during the ES training programs where the abovementioned evaluation aspects were seldom practiced. Most of the aspects were related to design and measuring satisfaction levels of the evaluation process.

### **c) Tools and Methods**

Data showed that the “Evaluating Trainer's Performance” form and “Training Program Observation” form were the common tools for the designing level evaluation. Training Provider TPT-3 stated the following regarding evaluation tools:

The tool mostly used during the evaluation is the “Evaluating Trainer's Performance” form. We used it along with the observation form. Both of these tools are used frequently, by the training evaluators to assess the trainers' performance in term of measuring abilities to perform in presentation and delivering the training material. Besides it, also help to determine whether the trainer gave the trainees enough opportunity to present their opinion.

Furthermore, the trainers claimed that the “Evaluating the Satisfaction Level” form is the tool for evaluating trainees' satisfaction level on the last day of training. In addition, the

participants revealed that the evaluation tool requires trainees to prepare a presentation as an optional topic that is presented individually or within groups. The participants also revealed that test as an evaluation tool is seldom used in the current process, as Trainer T-GS-3 explained:

On the final day, we ask the trainees to perform a presentation. The subject of the presentations is set based on the available topic selected by the trainees themselves though we suggest them to be based on the current training subject. The grouping of the presentation is based on the number of the trainees. If the trainees are a big number, we prefer more the group presentation, but if the number of trainees is small, they present individually.

#### **d) Timing**

Data showed that the implementation of the short-term evaluation levels is carried in two phases. The *first* phase is the most important one, since it is practiced daily to evaluate the design level. The *second* one takes place at the end of a training event. The second occasion often focuses on trainees' satisfaction and learning level. The different timing of evaluation is pointed out by Trainee TR-ES-6:

The overall operation of evaluation we use *two* main occasions, *first* every day and the *second* after totally finishing the training program. At the end of the day, the trainees ask for gathering which takes mostly between 1-2 hours.

The Trainer T-HS-2 also supported the findings discussed above:

The clarity of the evaluation is the trainees' performances that are practiced every day during the training. This process of evaluation continues every day till the last day. On the last day of training, we always meet the trainees.

The researcher observed and confirmed that the ES training programs in this research is providing more priority to the design level and less evaluation to the satisfaction and learning levels. The researcher observed that design level of evaluation was implemented to determine the satisfaction and learning levels.

#### **e) Significance**

Data revealed that the trainers applied general significance of the current evaluation practices on the design level where the adjustments and improvements were made before the training materials had been completely delivered. They were encouraged to attend the training sessions daily to identify the changes and to ensure the sessions went smoothly.

Trainee TR-SS-1 shared the following:

Every day evaluation is the most critical, since it keeps the trainees near to the decision makers. Since the trainers doesn't have very high presentation skills, they need to discuss with the facilitators to help in improving their presentation.

Trainee TR-SS-2 quipped as thus:

Any type of change during the implementation of the training is important. When the trainees give feedback about changes we need to find immediate solution, because this will encourage trainees to attend regularly. They will feel that their feedback is significant and have a critical role in the evaluation.

Data revealed that the significance of satisfaction level enhance the ES trainees in practicing the evaluation within the training program. When they see the benefits, they also promote it to others training programs in the future. Trainer T-HS-2 exemplified this point in the following extract:

The benefit to discover the satisfaction is it surely will reflect the worth of the trainees as individuals or as human beings first. Also this will enhance trainees to practice this evaluation when they are in the trainers' role. All of this will help the ES trainees to improve their qualification and increase their expertise as trainers in the future.

Data indicated that the values of practicing in the evaluation learning level are to equip the trainees with the new knowledge and skills. It examined the experience of the trainees' in the educational supervision field in general and in the subject specialist field in particular. The following extract from the Training Evaluator T-ED-1 explained this point clearly:

The worth of learning evaluation shows the depth of the ES trainees acquired knowledge and skills, and their ability to improve their current knowledge. Besides, it shows what type new of knowledge and skills they have gained by attending training.

#### **4.4.3 Participant's Perceptions Concerning Evaluation at the Long-Term Levels**

Five sub-themes emerged on the participants' perception towards the current practices of evaluation in the long-term impacts of the training programs for ES by the MOE. They are: a) aims of the evaluation, b) aspects of the evaluation, c) tools and methods for evaluation, d) timing of the evaluation, and e) significance of the evaluation.

##### **a) Aims**

Data revealed that the common aims of the evaluation are to evaluate trainees' methods of applications after they return to their workplace. However, the costs of the training programs and the benefits gained by their organizations from the training program are seldom considered in the current evaluation process. Training Evaluator TE-T-5 explains this issue in the following excerpt:

Currently, the evaluators in charge mostly observe the level of application of the evaluation process and rarely care the output in the organizational level.

The findings indicated at this point revealed that the focus of evaluation is to observe knowledge and skills transfer based on the organizations' benefits and costs. This is supported by the research observation and document analysis revealing that organization benefits and costs level are rarely subjected to evaluation. These findings were made through observations, since the researcher realized that current evaluation practices are often neglected the organizations' benefits and costs. Even if these were covered, there is a lack of documentation to show that the MOE did so based on a systematic process and timing in the current ES training program evaluation.

Most of the participants also agreed that there were several aims in the current evaluation of the ES trainee application level. The *first* aim is to find out if the trainees applied the new knowledge and skills while performing their job or other requirements related to the workplace. The *second* aim is to explore the superiors' feedback for the improvements of the ES trainees' experience in doing their work. The *third* aim is to facilitate the trainees in solving the issues that prevented them from applying the acquired knowledge and skills at work. Training Evaluator TE-TS-3 explained followings:

We are always interested to monitor whether the trainees are going to use what they have learnt, and it is not possible unless attending at their workplace to see the real situation.

Training Evaluator TE-TS-2 stated the followings:

I think, the superior's feedback about the evaluation of the application in the real world context is important, since they are close to the trainees. So, through the superiors' feedback we could deduce whether there is any improvement in the ES trainees' performance.

#### **b) Aspects**

Data showed that most of the evaluation aspects are concerned to evaluate the ES trainees' application level, but rarely mentioned the impacts of the training in the organization benefits and costs level. The following extract from the Training Evaluator TE-TS-4 exemplified this point:

Currently, the frequent evaluation aspects after the training program are more to evaluate the trainees' application in certain aspects related to the training topic and the applied level by the trainees, but to find out the impact of the training is seen less in the organisation level, since this evaluation practice is mostly carried out indirectly, by the Ministry as an overall evaluation there remains gap always.

Data revealed that the objectives of the application level are to see the ES' real practices in terms of new experiences and ideas. The approaches and methods used in presenting the new knowledge and skills are also evaluated. The following extract from the Training Provider TP-T-3 explains this:

The evaluation of the trainees at work should show the success of the training program in terms of their willingness to utilize in practice the skills and knowledge.

Trainee TR-SS-2 agreed that other aspects include knowledge and skills transfer level which aims at discovering the trainees' opinion about the training materials given to them. Their perception of how far they applied it in their work environment is also evaluated. The effects of applying each training material were also evaluated.

The document analysis also supported the findings as discussed above, and further confirmed that evaluation of the training materials at work<sup>8</sup>.

### **c) Tools and Methods**

Data revealed that the tools and methods of evaluating knowledge and skills level transfer are done in two approaches. First, it is through reporting by the direct superiors, while the second one through the evaluators from the headquarters during the central visits to the trainees. The followings are explained by the Superior S-SS-7:

The most common method to evaluate the trainees after they had been trained is through the superior of ES and the evaluators from the headquarters. They can examine the improvement of the trainees from different perspectives, but mostly they focus on their creativity.

The following excerpt from the Training Evaluator TE-D-1 reflects the point above:

The final evaluation of the trainees' application at the workplace is done based on a specific evaluation form. This form based on the figures, numbers and percentage presents many avenues to explore the real application.

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<sup>8</sup> These evaluation comments and the scaling forms are presented in the appendices B-9 and B-10 respectively.



#### **d) Timing**

Data revealed that timing in evaluating the application level was difficult to be set and defined, because of many influencing factors. The following extract from the Training Evaluator TE-D-1 expresses these factors:

The set timing to evaluate the long-term impacts of the training based on the exact time is difficult. Therefore, mostly we try to do field visit to monitor the trainees at their workplaces in the provinces. Now the practice is limited, since there is a constraint in transportation and the accommodation facilities.

Furthermore, the Training Provider TP-D-2 claimed that the organizational benefits and the costs level are evaluated when the MOE carried out evaluation scheme in the educational sectors in general. Training Provider TP-D-2 added further in the following:

To find out the worth and impact of the ES training program to their respective departments MOE want to see the general working condition of education service. The training programs are the primary part of this overall evaluation including in the ES training program.

In line with the findings, organizational benefits and the costs level are seldom evaluated.

Document analysis revealed that this influenced the schedule of the programs based on the overall requirements of MOE<sup>9</sup>.

The evaluation of the organization level: this level requires us to prepare specific measure for the level of the current change in the general performance of the MOE because of training programs and the MOE's targeted result of the student. Therefore, it is important to connect between the changes in the academic level of the student and the training programs.

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<sup>9</sup> The appendix B -11 illustrated the "Evaluation Report of the Impact of Training at the Organization Level" form, and this form displayed the following statement in the Fourth Section which is the "recommendation and conclusion".

#### **e) Significance**

Data showed that the evaluation of knowledge and skills transfer level are proved by the quality improvement of the ES during their job performance. The acquired knowledge and skills remained same if they attended the training but it has no impact on their development. Training Evaluator TE-TS-2 stated:

During the application, performance is showed by the trainers by doing their related duties. By observing this, you can explore the impact of the training and it indicate whether there is an improvement.

Similarly, Training Evaluator TE-TS-4 stated:

Sometimes, the trainees are not applying whatever they acquired. It is difficult to practice or need to pay efforts to be prepared before they can apply it with the teachers. Feedback could only be obtained after visiting the trainees at the workstation.

Data showed that the practice of evaluation of the organizational benefits and the costs level are significant indicators of the success of the training program, Superior S-SS-6 clarified this:

The training aims at improving the learning of the ES trainees and this will surely effect on the improvement of the teachers and the students. Finally, this will assist the school to achieve its desired performance level.

#### **4.5 The Similarities and Differences in Participants' Perceptions**

The analysis in the following section addresses question three of this research regarding the similarities and differences in respondents' perceptions about the current evaluation practices for the ES training programs. Data analysis emerged five themes regarding similarities and differences in the participants' views, the five themes are: 1) overlapping practices at the evaluation planning level, 2) overlapping practices of evaluation at the short-term levels, 3) overlapping practices at the evaluation knowledge and skills transfer level, 4) Negative factors impacting evaluation at the organization benefits and costs

level, and 5) overall factors impacting negatively on the current process. The five themes are elaborated under the following sub-titles.

#### **4.5.1 Overlapping Practices at the Evaluation Planning Level**

One sub-theme that emerged from the data analysis of the participants' perceptions regarding the overlapping practices at the evaluation planning level in the current practice process. It is related to the unscheduled timing in preparing training materials for the evaluation. Data showed timing that was "*unorderly*" or, of "*substandard*" quality in evaluating the material of the training program. The evaluation of material-preparation was conducted after the delivery to the trainees during the training program. Extracts obtained from a Training Evaluator and a Training Provider shed light on the current practices. Training Evaluator TE-TS-3 shared thus:

The process of the evaluation of the ES training content should be practiced before conducting training programs, but at present, the evaluation of training content is done only after conducting the training.

Similarly, Training Provider TP-T-3 revealed:

Regarding the evaluation process, the present planning level is done early, but only based on the outlines of the training program proposed by the respective departments include the ES training programs. Evaluation for the training program contents is done mostly after delivering it to the ES trainees.

Data showed that only a few trainers complied with the official request in evaluating the preparation of the content. Mostly the content evaluation process is being done after delivering the training program. The following extract from the Training Evaluator TE-D-1 assured this finding:

We officially announced the schedule of 2011 PDP and approved that the trainers in all the MOE departments, including the ES training programs. The training materials were decided to be submitted before it is delivered. But what we recognize is that only very few of the ES trainers submit the training materials early.

Similarly, Training Provider TP-D-2 shared:

We routinely distributed the criteria that should be followed in preparing and organizing the training program delivered content to all departments and educational provinces in the MOE. We attempted to evaluate this preparation before conducting the ES training program, but this is seldom done.

Training Evaluator TE-TS-2 stated:

Yes, I totally agree that the evaluation plan of ES training program should be completed early; including evaluation of the training program content. For the evaluation content, this process is done after transferring it to the ES trainees only after 1-3 months, since the training materials were sent too late by the trainers.

Data showed that training materials were submitted to be evaluated only at the end of the training. Training Evaluator TE-TS-5 illustrates this:

We do the final practice to evaluate the training materials of ES training programs. The payment is given to the trainers only after the training is held.

Trainer T-HS-1 also agreed as thus:

Currently, the evaluation of the preparation content is done after the training, and training materials sent later for claiming the payments that should be given to the designated trainers for creating the training materials. The payment is made for the number of hours in delivering the training materials to the trainees.

The document analysis also confirmed that the findings regarding “*substandard*” timing and evaluating the training materials where the trainers submitted their materials 4-5 months after the training had ended. The evaluation results related to the training material would be sent officially to the trainers later on at their work department.

Data revealed that one of the important reasons trainers were less interested in submitting the materials used for preparing the training program, is because they had limited expertise and qualifications in the field of evaluation. Trainer T-GS-4 explains in detail in the following extract:

We thought that the evaluation of the training content is not important for us before conducting the training, why? This is because we have enough experience in the field of educational supervision. We are most suitable staffs in terms of preparing, delivering and evaluating the training program materials.

Trainer T-HS-2 shared a similar view in the following:

Evaluation of the ES training program delivering materials are supposed to be done by the trainers themselves. The limited number of the current evaluator specialist staff can't perform this evaluation practice. So we thought that the ES trainers have to do the evaluation materials.

Trainer THS-3 seems to agree as thus:

The trainers are not interested to send the prepared content of ES training programs. We thought that this is a separate process, since the ES' trainers have the expertise and can be involved in the training subject. As long as, we have enough skills to carry out delivering the presentation, so we send the materials only after we had finished the training for most of the programs for ES.

The data from the observation also confirmed that the findings discussed earlier regarding the unscheduled timing in evaluating training prepared materials. This evaluation process was done only after the materials were delivered to the ES trainees. This practice was common in all the selected ES training programs.

#### **4.5.2 Overlapping Practices of Evaluation at the Short-Term Levels**

Four sub-themes emerged from the data analysis of participants' perceptions regarding the overlapping at the evaluation short-term levels in the current practices. They are: a) evaluation practice more to evaluate trainer performance, b) unrelated aims practicing within the evaluation practice, c) substandard timing to evaluate design level, and d) unsuitable tools applied to evaluate learning level.

#### **a) Evaluation Practice More to Evaluate Trainer Performance**

The observation data revealed that the aims of evaluation are trainers' performance, their skills in creating and transferring training materials. Trainers' performance evaluation process is done when the training is conducted. Many training evaluators stated that their reliance on the availability of the direct feedback from the trainees about the trainers' conduct was complete. The following extracts describe the reasons that drive stakeholders to emphasize more on the evaluating trainers' performance during ES training programs in the current practice. Training Evaluator TE-TS-5 shared the following:

We practice frequent evaluation to evaluate the trainers' performance during the delivery of the training material. It is because the evaluation form that is currently used includes many items and aspects such as training activates and application methods. Therefore, through evaluation this aspect gives us a comprehensive evaluation results.

In this regard, Training Evaluator TE-TS-2 stated:

The evaluation process assists the evaluators to know the trainees' reaction to the trainer application. So we can get the feedback very fast only by collecting and reading the evaluation forms.

Training Provider TP-D-1 revealed:

The trainer evaluation is frequently practiced and this process is preferred, because the ES training program performed by several trainers. They need to create direct feedback about each trainer in terms of his or her skills and knowledge level, through the distribution of evaluation forms and observation of the trainers in the training halls.

#### **b) Unrelated Aims Practicing Within the Evaluation Practice**

Data revealed that the current evaluation practice has unparalleled aims. These aims were achieved after delivering the training materials to identify the issues faced in the field by ES and to identify the solutions for overcoming them. The unrelated aims were found within the evaluation process of satisfaction and learning levels. These aims were not

relevant to the short-term levels evaluation, but were related to the ES' subjects. Trainer T-HS-1 shared the following:

Up to the final day of the training program, we achieved different aims related to raise the subject issues and to identify the current steps for solving these issues in the field. In order to accomplish these objectives, we arrange meetings with the top management and other specialists such as general supervisors and curriculum designers.

On a similar note, Trainer T-GS-3 claimed:

The purpose of conducting at the last day evaluation on the overall trainees' satisfaction is to learn trainees' feelings about attending training from the beginning until the end. Besides this, it creates an opportunity to bring the issues of the context of education to the subject specialist in the headquarters. Thus, appropriate solutions are made.

The findings discussed the researcher's observations during the field work, when the researcher attended most of the events of implementing the selected ES training programs. Findings revealed that the problems identified in the ES' work and in the subjects are the main objectives of the central training programs. The stakeholders meet the trainees at the MOE headquarters to discuss the matters arising and make solutions the identified problems. These meetings usually take around two hours on the last day of the training.

### **c) Substandard Timing to Evaluate Design Level**

Data revealed that the evaluation design level is practiced at a "*substandard*" level when the training is conducted. This is because the evaluation forms were distributed at an inappropriate time, few minute earlier before the end of training session. There is not enough time to fill up the items requested in the forms. Two ES trainees shared that and they describe the distribution and collection of the evaluation forms during the ES training programs. Trainee TR-ES-8 shared:

Yes, timing of implementing the evaluation forms during the training is inappropriate. Employees ask us to complete it after the training session within very limited time. So we feel uncomfortable. They should set enough time for our feedback under certain protocol.

Trainee TR-SS-2 also shared:

Most of the time, you should use the evaluation forms within a short time, since it is not necessary to answer the items in the form. So, we fill it up very fast by using general words, like *“no comments”* or *“I hope the trainer improve his or her skill in the future”* etc. But we do not mention our response in detail.

The excerpts above were also verified by the researcher's observations and documents analysis. The researcher observed while attending the selected ES training programs that were substandard in timings in terms of when the forms were distributed to evaluate the design level. These processes were practiced when the training sessions ended. The researcher also collected the photo-copies of most of the returned evaluation forms then reviewed. It was discovered that some of these evaluation forms were uncompleted information obtained from the respondents, and in some cases the forms getting lost.

#### **d) Unsuitable Tools Applied to Evaluate Learning Level**

Data showed that the tools applied to evaluate the learning level were not suitable. They mainly focused on evaluating trainees' presentation activities. This was considered a major attractive tool in the current process in evaluating training programs for ES. The trainees were also asked to sit for a final exam to evaluate their learning. This was less preferred. The following extracts describe these evaluation processes. Trainer Provider TP-T-3 stated:

The trainers mostly suggest to the trainees to perform more individual or group presentations to evaluate the trainees' learning. Presentation was considered more appropriate for the trainees, since it reflects trainees' learning in a practical approach. But exam was not preferred since it was a tool for evaluating the trainees' learning.

Similarly, Trainer TG-S-3 stated:

Yes, we actually knew that other tools could be used in terms of evaluating trainees' learning. To ask the trainees to sit for an exam directly shows the knowledge gained from the training. But it is not preferred or you can say



there is not so much support so far from the training department. Even the majority of ES trainees themselves also did not prefer to conduct the examination.

In comparison to the Trainer TG-S-3, Trainer T-HS-2 stated:

The individual presentation and group presentations were more obvious in the practice of evaluating trainees' learning, since this supported by the evaluation stakeholders and other MOE staff in charge.

Data revealed that there is rarely a set of tools to be used for evaluating trainees' learning at the end of ES training programs and it is optional for the trainers to do so. The following statement from the Training Evaluator TE-TS-3 explains this further:

The present training program has different tools used to evaluate the learning level. There is an encouragement from the stakeholders to the trainers to use any type of tool. There will be no emphasis on this evaluation process within the MOE training.

Data revealed that a writing exam is frequently not applied as a tool in the current evaluation for many reasons such as the limited number of training days, age of the ES trainees', current job status of the ES and the long duration needed for implementing the examination. The following extracts have been taken from the different trainers. Trainer T-HS-1 revealed:

The ES training programs is frequently conducted within limited days, mostly between 5-10 days. So to apply the examination we need to extend the training days.

Similarly, Trainer T-GS-3 stated:

To be honest, the examination is not needed, because of many reasons such as the age of ES trainees and their current position in the job. They deserve more respect for job. Moreover, the trainers themselves less practice the examination.

Trainer T-GS-4 claimed:

We have been trying to apply the examination before, but it was not successful. We faced many difficulties in preparing the examination, since

many trainers are involved in the training itself. So, who are the trainers? Who are going to prepare the exam questions?, and how are we going to do the correction to get the final marks? I think that it is better to use other tools, instead of examinations.

Trainer T-HS-2 also shared:

Difficult to do the exam, since the number of trainees is quite large and needs many staff for processing the test requirements. So, that is why we seldom ask the trainees to sit for the final exam at the end of the training.

Besides, examination was found as an unfavourable tool for evaluating the learning level.

The superiors also stated that they were against the current trend avoiding the examination in evaluating the ES trainees' learning level. As most of them claimed that the examination should be carried out in two occasions, before the training and after conducting the training program. Two superiors shared their opinions on this issue.

Superior S-D-2 shared:

The exam for any training program should be done in two occasions, before the training and after the training. The current evaluation process are rarely implemented the examination for the trainees at the beginning of the training. So, what is the point? Whether should we do it after we finish the training? I thought we needed to improve that process, through doing the examinations during the two occasions, before the training and after the training.

Superior S-SS-6 revealed:

If we ask the ES trainees to sit for the writing exam, sooner or later, they have to do it at the beginning before delivering the training materials. There is no evaluation for the advanced knowledge of the trainees before they join in the current training.

The data showed that presentations were used as a major tool to evaluate ES trainees' learning. Some of the trainers responded that the presentations had more advantages compared with the examinations, as they were more preferred and functional. The advantages of presentation include: (a) it is an appropriate tool for evaluating trainees' learning, either during the delivery or at the end of the training sessions, and (b) it

represents most of the trainees' skills in reality. Three trainers agree on the advantages in the following. Trainer T-GS-4 shared:

If the ES trainees are asked to create and perform a presentation, they are able to discover their performance level in doing this method. The teacher also can present personality through presentation.

Trainer T-SS-5 agreed:

Trainees can prepare projects and present it in front of the trainers, either individually or in a group. It is more beneficial than sitting for the examination. It shows how he or she is skilled in doing presentation for the future. Moreover, it gives direct feedback on the levels of their performance.

Trainer T-GS-3 reported:

Employment of the individual and group presentation, instead of examination is more suitable for the ES training program in order to evaluate their learning level.

In addition, the data shows that there is no specific topic for the presentations. It is up to the individuals or groups to select a topic for presentation. The followings are some of the trainers' comments regarding the presentation topics. Trainee TR-SS-6 shared:

The trainer frequently gives the trainees optional subjects as topics for the presentation. It is up to them whether they like individual presentation or group presentation. There is no specific requirement of these activities.

Meanwhile Trainee TR-SS-1 claimed:

Most of the time, the presentation topics are general or dealing with some issues relevant to the ES supervisors work in the school.

Trainee TR-ES-5 revealed:

The trainer gives the trainees the options to select any topic relevant to the educational field.

However, some of the ES trainers and training providers stated that there was no specific time for the trainees to do the presentations. Hence, these could be carried out during training or on the final day of the training program. Trainer T-HS-2 shared the following:

We try to get all the trainees to make the presentation on the final day of the training program, but sometimes, we suggest them to present during the training.

The researcher's observation also defined that the trainees were mainly evaluated at the end of the training programs. The presentation was the main tool applied in evaluating the trainees' learning. However, the observation data did not reveal whether all of the trainees had to do presentations. It was enough for one trainee from each group to do the presentation, because of the large number of the trainees and the allocated time.

#### **4.5.3 Overlapping Practices at the Evaluation Knowledge and Skills Transfer Level**

Three sub-themes emerged from the data analysis of the participants' perceptions towards overlapping practices of the evaluation knowledge and skills transferring level. The sub-themes included: (a) unsystematic practices between the evaluators, (b) random practice of timing, and (c) focus on the evaluating the trainees for work promotions.

##### **a) Unsystematic Practice Between the Evaluators**

Data revealed that there was an unsystematic practice in evaluating trainees' knowledge and skills transfer level. Different evaluators carried out different practices processes of evaluation. Mainly the direct superiors carried out the evaluations, instead of the original evaluators from the MOE headquarters. Two superiors shared their views on the different processes in evaluating the application level. Superior S-D-1 shared:

The evaluation of the trainees' application level is being mostly practiced by the different evaluators and departments. This cause overlapped the evaluator's reports and their feedback in evaluating ES performance.

While Superior S-SS-4 shared:

At present, there are many evaluators practicing ES trainees' application after the training program and you could recognize different practices of the evaluation processes. So, this will affect the results of evaluation by the evaluators and these results are becoming extremely varied and even the evaluation purpose is seemed different.

The data showed that the direct superiors from the provinces evaluated the ES trainees' application level during their visits and they prepared the final reports after the visits.

Superior S-D-3 further illustrated this point:

Regarding evaluation of ES trainees' application level, most of the time, it is done from the direct superiors in the educational field, through observing the trainees and then sending their reports to the respective departments of the MOE headquarter.

However, Training Provider T-PT-1 disclosed that their visits are limited to the original evaluators working in the MOE headquarters to do the evaluation of trainees' application level at the workplace. Therefore, when they have the opportunity to visit the trainees they only focus on monitoring the ES trainees' performance in general. Training Provider T-PT-1 added:

When we have a visit to evaluate ES performance, we practice it in general to see whether the expansion and the improvement of the knowledge and skill gained from attending training programs in the relevant context of work.

#### **b) Random Practice of Timing**

Data revealed that the implementation of evaluating ES trainees' knowledge and skills transfer was randomly done that was pre planned. Most of plan of evaluation were done long time after the training programs ended, because of the non-availability of the MOE transportation. The following extracts depict the random timing in evaluating trainees' application in the work. Training Evaluator TE-TS-5 shared:

The evaluation of trainees' application level should be practiced within 2-3 months after the training had been conducted based on our standards.

But currently, we hardly can set the time. One of the main reasons is the limitation in transportation.

Training Evaluator TE-TS-3 explained thus:

Implementing the evaluation in the application level in different timings takes the whole year, because of some negative factors such as the tight visiting schedule of MOE and the school holiday. Therefore, sometimes we have to change or cancel these visits.

Training Evaluator TE-D-1 also reflected thus:

It is difficult to define timing to evaluate the ES trainees' performance after they have attended the training. The frequency of our visits to the trainees was between 3 weeks to 7 months after the training.

Superior S-D-2 revealed thus:

We could realize that the timing in evaluation of trainees' application process was not consistent, since it is mostly done based on the visiting schedule set by MOE.

The data revealed that there is overlapping in the timing for providing the feedback regarding the implementation of the evaluation of ES trainees' application at the workplace. The following trainers' and superiors' explained the phenomenon of random timing in evaluating trainees' application level. Trainer T-HS-2 shared:

We evaluate ES in general at any time visiting them in the field. Since the number of visits and time is limited, to give feedback is also difficult. Therefore, most of the time we are very late in sending recommendations and comments to them.

While Trainer T-GS-4 revealed:

We carry out the evaluation of ES trainees' knowledge and skills transfer after the training. So, most of the time, we evaluate the some selected trainees. Our feedback will not always include all the trainees.

In addition, many superiors supported the trainers' views and concurred that the practices of random unscheduled timing existed in the evaluating ES trainees' application in the work. Two superiors share their views in the following extracts. Superior S-D-3 said:

We carry out the evaluation of ES application level without looking at the training program when it was conducted. Our visits were not scheduled based on a certain time-frame to evaluate the trainees in their workplace.

In comparison, Superior S-SS-7 stated:

The implementation process of evaluating ES trainees' levels of knowledge and skills transfer is currently done in different timings within 3 weeks to 4 months. The evaluation process fully depends on the official visiting plan of MOE.

### **c) Focus on the Evaluating the Trainees for Work Promotions**

Data revealed that the focus of the evaluation process of knowledge and skills transfer is on the trainees' fulfilment of the training program requirements. They have to fulfil these requirements in order to obtain promotions. Two superiors shared their views in the following excerpts. Superior S-SS-5 stated:

The applied evaluation process of the application level was done mostly by the direct chief and the aim is to see, whether the trainees completed their training requirements and relevant activities. Thereafter, they will decide, whether the trainees deserve promotion in job.

Superior S-D-3 added:

We recognize that the application process for promotion presently emphasizes on trainees distinct qualifications. *Firstly*, trainee must attend the central training program. The evaluators will also observe how the trainee is performing in the practical activities.

Training Evaluator TE-TS-2 stated during the interview that evaluating practice process of knowledge and skills transfer level would be done on the ES trainees when they requested for a new job in the MOE. Therefore, they use the specific evaluation form, and this form covers all the evaluation procedure for the trainees from first attending training programs to the time for the application of the knowledge and skills at the workplace. The following quotations from the Training Evaluator TE-TS-2 unravelled this point.

The evaluation of ES trainees prioritise on the application of knowledge into practice. So in this case, the trainees must use the specific forms of evaluation provided by MOE.

The researcher's observation also confirmed the findings discussed above that the MOE evaluates the trainees' application for promotion based on the ability of application of knowledge that is obtained from training.

#### **4.5.4. Negative Factors Impacting Evaluation at the Organization Benefits and Costs Level**

Three sub-themes emerged from the data analysis of the participants' perceptions concerning negative factors impacting the evaluation of organization benefits and costs level in the current evaluation of the training programs for ES. The sub-themes include: (a) evaluations based on intangible educational indicators, (b) administrative policy and distributed culture, and (c) funds for physical requirements.

##### **a) Evaluations Based on Intangible Educational Indicators**

Data revealed that the implementation evaluation of organization benefits and costs level was difficult to practice, since they are based on intangible educational indicators and evidence, as they cannot easily be proved in the current evaluation practices. Most training evaluators and trainers concur on this difficult issue. For example, Training Evaluator TE-D-1 shared:

Organizational evaluation is carried out according to the costs incurred and benefits gained from the ES training program, which consists high level of evaluation that needs several different processes to finalize it. Besides, the results will be drawn based on the intangible evidence. At the end, I thought that this practice will not completely indicate the real impact of the training and its contribution in improving the trainees' and organizational performance.



Training Evaluator TE-TS-3 revealed:

In the public educational institutions, it is difficult to evaluate the training program on the costs and benefits levels. Evaluation should not only identify the monetary proof.

The participants confirmed that the educational indicators are difficult to be achieved, because they need a long time to demonstrate and gather information. This factor affects negatively in evaluating the training in the educational organization level. The following extracts reveal the difficulties shared by most of the training evaluators. Training Evaluator TE-TS-4 shared:

A lot of obstacles and barriers were observed when we evaluated the organization's benefits and costs level. For instance, the evaluation should be practiced within a certain period of time after completion of the training program. Therefore, the evaluation results will remain expectedly accurate.

While Training Evaluator TE-TS-3 revealed:

To carry out the evaluation of ES organization costs and benefits level it should evaluate the improvement of the teachers' capacity of giving instructions, students' achievement and other relevant aspects. Many of these aspects are to be used as indicators in terms of evaluating organizational level. The improvement of these aspects could be influenced by other factors. I also thought that this evaluation practice process was difficult, since there are many other factors affecting in this aspects as already mentioned.

In addition, the training providers supported the training evaluators' views during the interviews. The following extract illustrated the views stated by Training Provider TP-D-2:

The evaluation in the organizational level should aim to evaluate teachers' performances and students' achievements, and many other factors that affect.

One of the training evaluators compared the evaluation of organization benefits and costs level at the public and private sectors and stated that in the private sector, one could

perform and achieve the organization benefits and costs easily. The Training Evaluator TE-TS-3 stated this point in detail:

Comparing with the private sector where it is easy to evaluate organizational costs and benefits level, you can view the products and calculate the time of selling out the products. You can do all of these in a short time. Let us move to the educational institutions to see the big difference compared to private companies. To evaluate the impacts of training in the educational institution, you may take longer time, while other elements will affect the evaluation results.

Furthermore, Superior S-SS-6 described the current evaluation of the organizational benefits and costs level by using the term “*mixed indictors*” which reflect the real situation. In this regard, there are different implementation processes of evaluating the organizational level frequently. It does not follow the right standard practise and shows different evaluation results. Superior S-SS-6 explained:

In my opinion, the evaluation in the organizational level has not yet been done in a systematic approach. The current practice in fact only uses *mixed indictors*. I think, so far no direct evaluation in the organizational has been done. I am sure the evaluation results will be different.

The data also revealed that it was difficult to quantify the effects of the results of the evaluation of the training programs in the educational institutions, since they are run by the knowledge, skills, behaviours and attitudes of human being. The following extract from the Training Provider TP-D-2 explained:

In the educational institutions, it is not easy to evaluate the benefits of the training programs, since we deal with human beings such as teacher and students.

Similarly, Training Provider TP-T-3 opined:

The educational institutions work based on the performance of human and nature. There are changes in their performance, since they are humans performing organization duties and you can hardly control that. So the evaluation results will be based on the performance of human being. In my view, it is a complicated evaluation practice.

## **b) Administrative Policy and Distributed Culture**

Data showed that the evaluation on the organizational benefits and costs level are seldom practiced, because of the existing administrative policy and the culture the people in MOE. Two evaluators shared their views in the following statement. Training Evaluators TE-D-5 stated:

Evaluating organization costs and benefits level are seldom done, but we try to apply some indicators during our field visits to evaluate organizational level, by arranging meeting with ES trainees and exploring their ideas and feedback.

Similarly, Training Evaluators TE-TS-2 stated:

We actually have less support to divide the process of evaluation between the evaluation of trainees' application level and evaluation organization costs and benefits level. The MOE as an educational institution is processing evaluation routinely to explore the overall achievement of the goals based on the specific indicators. One of these goals is to evaluate the training effects on the trainee's application.

Overall, most of the superiors revealed that they were willing to implement the evaluation for the organizational benefits and costs level to find out the effects of the ES training programs. The stakeholders were against of this evaluation process, because of the existing policies of the MOE that is explained in the following statement. Superior S-D-2 shared:

The stakeholder of the training did not support the suggestion to practice evaluation in the organizational level, since they always claimed that the MOE policy did not allow them to practice that. Therefore, they will not be looking at developing the current official policy. In my point of view, it is very important to evaluate in the organizational level, because it pursues to achieve different aims and I am sure, that the top management of the MOE will support the evaluation practice in organizational level.

Superior S-SS-4 revealed:

Actually, the primary stakeholders are the ones who are unwilling to evaluate the benefits gained by the ES institution, but we as superiors are strongly agreed to take this act of process to achieve long-term evaluation,

since this will assist in providing good quality performance of the school, the teacher and the student.

Furthermore, the training providers stated that there is less support from the top management of the MOE and the current administrative policy in practicing the evaluation on the organizational benefits and costs level. The following extracts describe the obstacles stated by training providers and training evaluators. Training Provider TP-D-1 shared:

We like to implement evaluation on the organizational level, but the existing administrative policy of the top management of the MOE are seemed less supportive to this regard.

Training Provider TP-D-1's views are shared by Training Evaluator TE-TS-2:

Rarely, we practice evaluating beyond the trainees' application, since the evaluation process needs many decisions from the top stakeholders. We thought that the evaluation of the organizational level is currently completed. The reason is that there are many evaluation approaches to this level, like final reports from the direct superiors and the central visitors. Currently, these evaluation reports indicate the effects of the ES training program and give enough information of the overall performance of the ES organization.

### **c) Funds for Physical Requirements**

Data revealed that the practice of evaluation benefits and costs level is costly to implement. It needs funding and increased budget from MOE. This factor will affect to evaluate the training impacts on organizational level, as expressed in the following statement. Training Evaluator TE-TS-3 stated:

To do the evaluation in the organizational level, we need to practice the evaluation at a decentralized level at the schools. To maintain all of these processes, we need to provide a big budget.

In comparison, Training Evaluator TE-D-1 shared:

To evaluate organization level, either benefits or costs, request so many physical requirements such as transportation, accommodation and

allowances. To provide all these will impact on the training budget of the MOE.

#### **4.5.5 Overall Factors Impacting Negatively on the Current Process**

Three sub-themes emerged from the data analysis of the participants' perceptions concerning overall factors impacting negatively the significance of results obtained at evaluation of the current process in evaluating the training programs for ES. The sub-themes are: (a) limitation of the evaluation practices, (b) substandard quality in terms of drawing evaluation results, and (c) substandard quality in the application of tools and reporting.

##### **a) Limitation of the Evaluation Practices**

Data showed that current evaluation practices are limited. There are focused on the evaluations in the training level during the training programs and less concerned about the training effects at the evaluation levels such as planning, learning and long-term levels. Therefore, there is a need to extend evaluation practices to those levels that have not been emphasized before, as this will positively increase the values of the results of evaluation. The following extracts are from two superiors who support the extension of evaluation. Superior S-D-2 shared:

Actually, there are many levels of evaluation that are seldom done. These evaluation levels are: *First*, the practice does not include evaluating training materials. *Second*, the same thing goes with the evaluation of the trainees' learning level during the training. *Third*, the evaluation levels after delivering the ES training materials have hardly been done. Overall, we need to expand the evaluation practices, since evaluation can get meaning only when the ES training covers all evaluation levels.

Meanwhile Superior S-SS-7 revealed:

The frequent practicing of evaluation are more during the training only, but not for evaluation learning level and less attention to evaluate after

training program. You seldom see any implementation practice after the training.

Data shows that there is an unbalanced process of evaluation practice in terms of evaluating the training programs according to proposed plan. Current practices rarely evaluate the preparation of the training materials or to evaluate only after it is delivered.

The following extracts disclosed this point made by two training evaluators. Training

Evaluator TE-TS-2 claimed:

I realize that the evaluation of the training plan is used only on the surface level and not more than this. Furthermore, the delivered training materials are evaluated only after the training is carried out.

In comparison, Training Evaluator TE-TS-3 said thus:

The evaluation on the training materials carried out after delivered it to the ES trainee.

Data revealed that there is an unbalanced evaluation process, while training is conducted.

The current focus is on the feedback of the trainers' performance. This also lowers the value of the evaluation results. The following trainers involved in the practises of evaluation and shared their views. Trainer T-GS-4 shared:

Actually, implementing evaluation during the training focuses on the trainees' feedback. As trainers, we claim to give the same attention to give our feedback about how the trainees perform during the training. The evaluation should cover both the trainees and the trainers to gain full feedback from different views.

The second Trainer T-HS-1 revealed:

The evaluation is a kind of examination for the trainers, since through this process, we are asked about our views. We claim that as the standards of implementation of the evaluation. During any training, the feedback should be given based on several issues. I thought the trainers are the important sources to know their perceptions. Since they will give useful recommendations and ideas, their feedback could be utilized to improve the training program.

## **b) Substandard Quality in Terms of Drawing Evaluation Results**

In general, most evaluation reports displayed broad terms and general statements. Both superiors and trainees agreed that the final evaluation results are drawn in form in the current evaluation process, while believing that this as another factor impacted negatively on the soundness of the final evaluation results. This reduced the values of the conclusions on evaluation throughout all levels, as verified in the following extracts. Superior S-SS-4 shared:

Actually, the final evaluation results of the overall evaluation levels mostly come with the broad terms, and this is because there is no independent department to carry out the evaluation practices.

Trainee TR-ES-5 revealed:

In general, the prepared evaluation reports of the MOE training programs come with broad results. In case you compare these reports, they presented final evaluation results in the same writing style.

In addition, the trainees and superiors stated that most existing information on the overall evaluation results are unworthy, since they mainly concerned quantitative information such as statistical figure and tables. Two trainees shared their views. Superior S-SS-7 stated:

The prepared evaluation reports must pass many official procedures until it gets the permission to be published. During this procedure, the staff in charge can necessarily modify the sensitive or the real evaluation results. They focused more on presenting the figures, tables and pictures. I mean there is nothing attractive in the evaluation conclusions. We surely need to improve this for preparing the final evaluation report and therefore it can be published.

Similarly, Trainee TR- can SS-1 shared:

Hardly can you find qualitative results in the final evaluation reports of the training programs. The current evaluation reports are focused on statistical figure.

Furthermore, data revealed that the evaluation forms used during training programs were less valued because some of the forms were not returned by the trainees while some were returned empty. Training Evaluator TE-TS-4 highlighted this point in the following extract:

Most obvious comments gained from the trainees, by using the evaluation forms that are carrying broad information. Sometimes, they are returned with the general statements, and other cases, without any response.

Training Evaluator TE-TS-4 also explained why the final evaluation results displayed broad and general statements, while mention that this is because of “*accommodating*” to present the reality of evaluation results. Training Evaluator TE-TS-4 explained:

The evaluation results mostly in broad written statements and emphasized on aspects of the strengths of the training program by figures, numbers and the scale. The trainer’s performance which was assessed based on one of the following options such as “*excellent*”; “*very good*”; “*good*”; “*acceptable*” or “*satisfactory*” and “*weak*”. The trainer's performance was drawn, by using “*excellent*” and “*very good*” in terms of preparing the current evaluation results

Moreover, the overall evaluation deemed acquiring less value during or after training due to the weak implementation of evaluation. Many trainers and ES trainees and superiors agreed with the following extracts. Trainee TR-ES-8 shared:

The things that I could not understand are the stages of published results of evaluation. Most of the time, the results lack clarity and remains incomprehensive all over the evaluation levels.

Trainer T-SS-5 added:

With reference to, the results of evaluation ES training program, what I recognized was that the evaluation practise is moving too slowly, either during training or for the evaluation practices of the long-term levels. So it takes a long time and you have to wait for a long time. What is the benefit of knowing the evaluation results when the time is over?

Finally, Superior S-SS-6 also agreed:

Publishing of the evaluation results which are obtained from the trainees, trainers and the superiors, is proceeding too slowly.



### c) Substandard Quality in the Application of Tools and Reporting

Data shows that some aspects are less important, but still in the current practice of evaluating the training program. Therefore, it is needed to be modified. The following quotations were obtained from the Trainer T-GS-3 revealed:

The trainee satisfaction-form need to rebuild and developed with high importance, since it is used as main tool to judge the success or failure of the training program.

In line with the extract above, Training Evaluator TE-TS-2 also stated thus:

During the training program we studied the trainees' responses while training, either during or after, but the current evaluation form which is used to evaluate the trainees' satisfaction level included many aspects. Some of these aspects are less important to measure the effects of the training after it had been delivered, and I think this form should be prepared well.

In addition, data showed that the current items of the evaluation tools and reporting process are of substandard quality. The process focused on numbers, figures and scales of measurement and percentage only. It gave less priority on the reality of results evaluation which affected negatively, the evaluation process as well as the results. Trainee TR-ES-4 described the current evaluation tool, as “*traditional tools*” and explained further as thus:

To be fair the current evaluation process focuses more on the quality of the quantitative results. You could describe the current evaluation tools, as antiquated or “*traditional tools*”, and this is because these evaluation tools concern more to presenting the statistical figure based on a certain standard than other data that should be focused on. In conclusion, this will impact negatively on the evaluation practice, and lessen the ability to achieve the expected result.

Furthermore, Superior S-SS-6 described the existing standards of evaluation tools in the current process as “*bearing different principles*”, which was explained thus:

We claimed that the evaluation should be implemented, through a specific department of MOE to hold all the evaluation practices based on a clear criterion. Since the current standard is to create fear evaluation results

*“bearing different principles”* for the evaluation forms and tools is important.

In addition, data revealed that some statements within the evaluation reports and evaluation forms were found vague. This led to a bias evaluation results. Trainee TR-ES-4 stated the following:

Some terms used in the existing evaluation tools are questionable, since they are not clear and this will create different meanings and bias explanations.

#### **4.6 The Participants’ Recommendations and Suggestions**

This section presents the findings for research question four of this study: How can the current evaluation process of the educational supervisor (ES) training programs be improved? The analysis in the following section discusses the respondents’ suggestions and recommendations to improve the current evaluation process of the training programs for ES. Generally, four themes emerged from the data analysis,: 1) overcoming evaluation disadvantages in the current practises, 2) activating the school administration in carrying out the evaluation practices, 3) Applying practical approaches in the evaluation practices, and 4) enhancing the qualification for evaluation requirements. The four themes are elaborated in the following sub-sections:

##### **4.6.1 Overcoming Evaluation Disadvantages**

Four sub-themes emerged from data analysis regarding suggestions and recommendations in overcoming adverse principles for improving the evaluation of current practices. The sub-themes are: a) extending the aims of evaluation; b) practicing evaluation process within appropriate timing, c) developing the criteria for evaluating tools and methods, and d) evaluation results should address the practical situation.

#### **a) Extending the Aims of Evaluation**

Most of the interviewees suggested that the current implementation process of evaluation needs to extend the learning duration. This is perceived to be helpful in overcoming the principle weaknesses in the current evaluation aims. The following suggestions are obtained from a trainee and a superior. One supportive Trainee TR-SS-2 shared the following idea:

The aims of evaluation practices should cover all the levels, including short and long period evaluation aims in evaluating the effects of ES training program.

Another Superior S-SS-5 shared thus:

The long-term evaluation levels are the core evaluation results to judge the success of the ES training program, which is now rarely done. Obviously, the short-term evaluation practices in current process in the MOE are more preferred. So, I suggest that the stakeholders need to evaluate the training programs at the long-term evaluation levels.

In addition, data showed that the aims of evaluation need to emphasize more on evaluating the applications of ES trainees in order to observe their improvement in performance after the training. This will improve the current evaluation practices. Superior S-D-3's recommended followings:

Actually, we look forward to upgrade the practice of evaluation by emphasizing more on the ES trainees, by observing their abilities of applying knowledge and skills.

Superior S-SS-4 said:

We need to evaluate the application level and the training benefits to the ES trainees' in their workstations such as school.

### **b) Practicing Evaluation Process Within Appropriate Timing**

Data showed that the evaluation processes need to be practiced within an appropriate time. This will overcome the adversities for improving the evaluation practices of training programs for ES. Trainer TR-ES-4 suggested the followings:

The overall implementation of the current evaluation processes are mostly carried out in an unsuitable timing such as the evaluation of the training materials. Same thing goes to evaluating the trainees' application. Therefore, we need to relook at the time that should be used for practicing the evaluation, since time is an important element in terms of developing the evaluation practicing.

### **c) Developing the Criteria for Evaluating Tools and Methods**

The criteria for evaluating applied tools needs to be developed, by reviewing and rebuilding specific standards for the most elements of these forms. This will assist in overcoming the drawbacks in presenting the evaluation practices. Trainee TR-SS-1 explained thus:

The application tools and methods that are used currently need to be developed by reviewing them, since some items in these tools are not clear or focused on evaluating the facilities more than the training program. Moreover, these tools need to include other appropriate aspects and give more space to the respondents to write their response, since most tools are printed only in one page.

Furthermore, data showed that the tools' criterions need to be reviewed, as the present ones focus especially on the quantitative aspects. Hence, there is a need to rebuild the criteria to include quantitative and qualitative evaluation methods. Trainee TR-ES-5 made the following statements:

We should use both types of tools the quantitative and qualitative. By using those tools, we could improve all the aspects and components in all the levels of evaluation ES training programs.

Superior S-SS-5 shared the following:

The tools for training evaluation have to apply qualitative and quantitative methods. Besides, comprehensive information about each of the evaluation level needs to be ensured.

Another superior, Superior S-SS-7 also shared the following:

The implementation of evaluation should first confirm that the tools are fit for the assessing accrued knowledge, skills, satisfaction, learning and performance .You have to employ both, the quantitative forms and the qualitative forms, and quality measurement criteria. Now you only can get quantitative evaluation data, which does not reflect much of evaluation results.

#### **d) Evaluation Results should Address the Practical Situation**

Data showed that the evaluation results should address the practical situation, instead of using general data, since this will impact negatively on the significance of evaluation results as well as the current evaluation process. The following extracts from a superior, trainer and trainee clarified this notion. Superior S-SS-6 recommends thus:

We need to use different ways to prepare our final evaluation reports, and we try to be away from the traditional method in presenting the evaluation result. In fact, the existing evaluation results do not give the in-depth information, while reflecting the current situation improperly.

Trainee TR-SS-3 shared the similar view:

The final evaluation results of the ES training at each of the evaluation level we practice should address the reality of the training effects, but currently the results rarely presents the actual scenario.

In comparison to the superior and trainee, Trainer TSS-5 shared the following:

I thought that the significance of the evaluation results should not only focus on the general terms or statistical figures, but it should be more attractive and this only can be done by including the advantages and disadvantages of information regarding the evaluation results.

In addition, data showed that the preparation of the final evaluation reports needed to be balanced between quantitative and qualitative information. This would increase the significance of the evaluation results and assist to improve the implementation of the current evaluation process. The following excerpt from the Trainee TR-ES-5 illustrates this.

Most of the current evaluation reports concern more figures, pictures, and tables. So we also need to develop more qualitative information and explanation about the current situation of the impact of the training.

Trainee TR-SS-1 shared:

The evaluation reports focus only on the number of the trainers, trainees and training programs, but the priority that is given to the information is only a few lines or pages. You could even count the number of the words. So I thought it needs to be elaborately written with sufficient information.

#### **4.6.2 Activating the School Administration**

Three sub-themes emerged from the data analysis concerning activating the school administration in carrying out the evaluation processes for ES training programs. The sub-themes are: a) investigating the supervisor visiting, b) linking the ES evaluation job performance, and knowledge and skills transfer evaluation level, and c) implementing the evaluation of the long-term levels based on school level.

##### **a) Investigating the Supervisor Visiting**

Data indicated that there is a need to investigate the ES supervised school visits in evaluating the practices of the knowledge and skills transfer level. This would inform whether ES trainees applied the acquired knowledge and skills in schools with other teachers and students. The following extract from Superior S-D-5:

The schools are the appropriate places to implement the acquired knowledge and skills by the ES trainees. By this way, you can see the practice in the real situation and the improvements in the performance of the teachers and students.

Superior S-D-1 stated:

In my view, the evaluation process should be practiced in the school level, because the school is the most appropriate place to see the benefits of the application of the training program.

Additionally, Trainee TR-ES-6 shared:

My simple belief is that, we could reach the highest level in evaluating the ES trainees' application level in the school, since to evaluate this process need to be practiced by ES trainees during their performance in front of the teachers and students in the school.

Furthermore, data showed that in evaluating the knowledge and skills transfer level, it is important to see whether the ES trainees fulfil the training requirements and activities such as tasks and projects. The following extract from the Trainee TR-ES-7 explained this recommendation in improving the current evaluation practice of ES training programs:

Actually, a lot of activities and requirements need to be fulfilled by the ES trainees to achieve it, and will mostly be done with the teachers in the school. So evaluating within the school level will assist them to evaluate the training activities.

In comparison, Superior S-D-2 shared:

While evaluating the practice of knowledge and skills it is needed to observe many activities of the teachers in the schools. It is important for the ES trainees to implement different activities in the school during the supervisor's visits.

Data also revealed the suggestions given by the superiors earlier regarding activating of the school administration in practicing the evaluation of knowledge and skills level by investigating the ES schools. Superior S-SS-6 reported as mentioned below:

We as the superiors of ES can easily evaluate the ES trainees' knowledge and skills, whether that are fulfilling the practical requirements of those who attended the training program. I agree that this is an effective approach for reflecting and succeeding the application level of evaluation.

## **b) Linking the ES Evaluation Job Performance, and Knowledge and Skills Transfer Evaluation Level**

Most interviewees indicated that they strongly supported the relationship between the ES job performance evaluation and the evaluation of the transformation of knowledge and skills. They perceived that these two types of the evaluation had the same evaluation processes. Therefore, they need to be addressed simultaneously. They also asserted that both evaluations were being used for evaluating ES' performance in supervising teachers.

The following excerpts illustrated Superior S-SS-7's recommendations as follows:

Since the training program was built based on the trainees need therefore the implementation of knowledge and skills, transformation of knowledge and skills should be ensured by the supervisor.

Furthermore, Superior S-D-3 claimed that whether the evaluation of ES job performance and the evaluation of knowledge and skills level are carried out simultaneously, this will need to be reviewed and developed to fit in with these changes time to time. The claims of Superior S-D-3 are evident here under:

If we agree to link two types of evaluations practices, we should be concerned about improving different aspects and components like determining the objectives, types of knowledge and skills, the training materials and the requirements.

The data showed that ES promotions should be given according to the evaluation result of performance and the evaluation of practical knowledge and skills. Currently, both evaluation processes are practiced especially in the schools where an ES trainee may officially become ES and change his/her title from "teacher" to "senior teacher". The participants in the study also perceived that the evaluation processes should be carried out twice: *first*, observing the ES trainees whether they apply the acquired knowledge and skills effectively, and *second*, when the ES performed their assigned duties at the workplace. Trainee TR-SS-1 recommended the followings:



The decision to get the promotion of the ES is based on the evaluation results of practicing the knowledge and skills that they acquired from the training. I thought this process should be implemented frequently by connecting knowledge with practice. Besides, to see how the trainees apply the training to the relevant job duties is also important.

### **c) Implementing the Evaluation of the Long-Term Level Based on School Level**

Data from the participants revealed that their views regarding the implementation of long-term evaluation at the school level and activating the school administration for improving the evaluation processes. Evidence from the Superiors S-D-3 and the Training Provider TP-T-3, stated that this approach can create effective indicators to evaluate knowledge and skills transfer, organizations' benefits, costing and the teachers performances, whether recommended teaching instructions are applied. The Training Provider TP-T-3 illustrated this point:

The evaluation in the school level will provide evidences that would be helpful to the improve skills and knowledge of the ES. Besides, attending the training will raise the performance and schools' success. It will assist the MOE in achieving the educational goals in the long run.

In this regard, Superior S-D-3 stated:

Evaluation of the ES in the school would help us in identifying to realize the effects of the training, its advantages or disadvantages, in the real context.

Furthermore, data showed that the second benefit of the evaluation process based on the school settings is that it will reflect teachers' performance and students' achievement simultaneously. The following extract illustrates these benefits. Training Evaluator TE-TS-5 stated:

We want to see, if the training helps the ES to apply his/her knowledge in practical activities and whether this improve their performance in the classroom.

Similarly, Trainer TE-TS-3 claimed:

Whether the ES trainees will practice the acquired knowledge and skills in the school will be measured based on the success of the schools.

Besides that, data indicated that there are other positive effects of implementing the process of the evaluation at the school level. In this case, teachers willingly apply the evaluation process within the training programs in their schools. Training Provider TP-T-3 expressed agreeableness to the following statement:

Practicing the evaluation process at school can help to improve the evaluation cultures and practices. This will also help the school staff such as the school principal, senior teacher and teachers to execute the practice of evaluation during the training program at the school. By the time, the evaluation culture will be distributed in the educational field, and it will lessen many issues that we are facing now.

In addition, data also suggested that another positive effect of implementing the training program evaluation at the school level is that this will turn the school into a training and development centre.

Training Provider TP-T-3 shared:

Assistance can be provided to the teachers and other staffs in the school to implement training programs in the school premises.

Similarly, Trainer T-GS-3 explained:

It is necessary to establish criteria and standards to conduct training programs and to evaluate its impact. This will support the school to become a centre of training and development.

Training Evaluator TE-TS-4 also shared thus:

This will also decentralize the evaluation process of the training program at the school level, since most of the activities of the evaluation process will be done by the ES in the school with the teacher. This will in time assist the school to become an independent organization in terms of preparation, delivery and evaluation of the training program in the future.

### **4.6.3 Applying Practical Approaches**

Three sub-themes emerged from the data analysis regarding the application of the evaluation for improving the current practice. The sub-themes included: a) utilization of information technology (IT), b) adoption of long-term evaluation courses, and c) establishment of an independent evaluation institution.

#### **a) Utilization of Information Technology (IT)**

Data showed that one of the most important approaches in improving the practice of evaluation is the utilization of IT. IT is presumably very advantageous in evaluation results at any evaluation level. Many interviewees commented that the IT can be used to overcome many weaknesses in the evaluation process such as respondents' failure of returning the forms. The participants' commented during the interviews revealed that the IT will support MOE in solving many issues during the evaluation process. Training Evaluator TE-D-1 shared:

By using the IT system, we will solve many problems, for instance the distribution of evaluation results in both short-term and long-term evaluation processes.

Besides, data from many interviewees confirmed that the IT can enhance the activities of evaluation. In the schools, IT infrastructure can be made. The following statement from a superior affirms that the IT will positively enhance the overall evaluation practice. The Superior SD-1 stated:

The IT network as we know is easy to access from different places, such as the training centre, workplace of the ES and school. So, the IT will be helpful enhancing the evaluation practice in short-term and long-term evaluation levels.

Other interviewees also expressed their views that a modern system such as IT is an option for the MOE, as it can facilitate better evaluation results instantaneously. Besides, this will increase the possibility of obtaining a higher percentage of responses from the

trainees, trainers and superiors. They will give response and thus will increase communication and knowledge sharing. .

In this regard, Trainee TR-SS-2 revealed:

The IT these days is a common universal system used for exchanging information. It increase the number of users. From this point, I thought, the IT is an appropriate system to be used in evaluation practicing in the MOE, and it will be used by all the evaluators such as stakeholders, trainees and superiors in the field.

Trainee TR-ES-7 shared:

IT such as the internet is very speedy in terms of communication, and this will support the evaluation process of ES training programs. Evaluation results due to the used of internet will be easy to obtain by the stakeholders and the decision makers.

Internet will contribute in increasing the speed of communication among all those involved in the evaluation process. Trainer T-HS-1 mentioned:

The internet is a convincing system to get better evaluation results. It is an effective technology to for the evaluation results by doing any modification or editing in the early stage.

Trainer T-HS-2 shared:

Whether we usage the internet or not, it surely will impact on improving the evaluation of the trainees' application level. It will also assist the superiors to use the evaluation results for improving the trainees' workplace performance. In the same way superior can support the training planners, designers, trainers and evaluators to improve the training program in the future.

Data also showed that the participants' agreed for utilization of IT services, since it is economically viable and modern. It could be cost effective in providing better facilities.

Training Evaluator TE-D-1 concurred as thus:

The IT is an economical and a reasonable system, and it will save unnecessary spending which will reduce the budget of MOE mostly for transportation cost for the evaluators who visit the provinces. Use of the IT also can extend practicing evaluation to the every level at low cost.

Another participant, Superior S-SS-4, pointed out some other advantage of the IT, which is to assist the stakeholders by publishing data on evaluation. Due to the effectiveness and efficiency of IT the overall evaluation process could be saved as hard copy while saving as a soft one. Superior S-SS-4 explained thus:

The internet as a part of the operational systems could be utilized for publishing the evaluation data in the official website of the MOE called "*Education Portal*". I thought by using the IT, we will be able to overcome the lack of knowledge transfer regarding the final evaluation results.

#### **b) Adoption of Long-Term Evaluation Courses**

Data obtained from the participants suggest the need for adoption a long-term evaluation process within the series of training courses in order to obtain in-depth training and evaluation. They perceived that the MOE's current practices of adopting several training courses are ineffective due to short duration of time. Trainer T-GS-3 explained in the following excerpt:

In fact, whether we are moving to overcome many of the shortages in the existing evaluating process, but we need to provide long-term training courses to the ES trainees. The length of the program needs to be at least an academic year.

Furthermore, data on the participants' perceptions also revealed other possible benefits if MOE adopted long-term evaluation within several training courses. It is presumed that the results would reflect the reality of ES performance at most of the evaluation levels.

Training Evaluator TE-TS-2 described a benefit as thus:

If the long-term training program is adopted by MOE, it will provide different approaches to evaluate the trainees' learning. Only applying methods are not suitable and these will not help the MOE to have enough time to evaluate the trainees' achievement and training effects.

In addition, Trainer T-SS-4 supported Training Evaluator TE-TS-2's:

It the training program delivered within several series of separated courses this will assist the ES trainees to apply the gained knowledge and skills after each training course, and will also improve to carry out in-depth evaluating practice.

Training Provider TP-D-2 also given the statements presented earlier:

The long-term training program will give broad opportunities to the evaluators to see the benefits of the training in improving the organizations' performance.

### **c) Establishment of An Independent Evaluation Institution**

Data indicated that there is an emerging need to establish an independent evaluation centre in the MOE in improving the current process. This is because of the general statements that are often made in the final evaluation results or published reports. These mainly reflect quantitative information such as the number of trainees and the percentage of trainers' performance. The participants reported that the MOE's stand is unclear in publishing the evaluation results. Most participants agreed to overcome the issues, through establishing an independent evaluation institution. Training Evaluator TE-TS-2 explained the issues further:

I am not going to judge the implementation of the current evaluation, whether it is practiced in a right way or not, or whether it needs to be improved or not, but I will still focus on a simple idea. I think, this needs to practice evaluation process separately by establishing independent centres, by imposing on the whole responsibility of evaluation. Since this will help, the employees overcome the negative influence and provide accurate result of evaluation.

#### **4.6.4 Enhancing the Qualification for Evaluation Requirements**

Two sub-themes emerged from the data analysis regarding suggestions and recommendations for improving current implementation of the evaluation process. The

sub-themes include: a) providing special training in the evaluation field, and b) extending the capacity of the administrative requirements.

#### **a) Providing Special Training in the Evaluation Field**

Data showed that there is a need for a special training in evaluation. The evaluators claimed that a long-term training that deals with the intricacies of the evaluation of knowledge and skills can assist them in implementing the better evaluation process. Many of them have limited knowledge and experience. Long-term process can enhance their qualification. Two training evaluators confirmed the need for long-term training. Training Evaluator TE-TS-4 shared thus:

MOE should pay more attention to improve the skills and knowledge of stakeholders and the rest of the evaluation staff in charge, since we are not well qualified.

Training Evaluator TE-D-1 concurred in the following excerpt:

We need higher qualification in the training field in general and in the evaluating training in specific. The training specialists of MOE need to gain more experience, since this will give advantage them practicing proper evaluation process.

Other participants also opined that training relevant to the standard evaluation system and related criteria should be followed during the application of evaluation process. The need of this training is reflected by the Training Evaluator TE-TS-5's:

We need training about the standards of evaluation systems and the related criteria that should be followed during the period of evaluation. This will enable us to be more competent while improving our knowledge and skills.

#### **b) Expanding the Capacity of the Administrative Requirements**

Data showed that the capacity of the administrative requirements such as the number of the evaluator needs to be increased. Most of the participants claimed that the increased

number of evaluators will cover all the subjects in the ES discipline. Training Evaluator TE-D-1 agreed to this issue:

Presently, the number of the training specialists and evaluator specialists, either centralized or decentralized in the provinces is small and does not cover all the educational disciplines. Therefore, to get quality evaluation the MOE should employ other workers to cover all the ES subject disciplines.

In addition, data on the capacity of the administrative requirements showed that the evaluation sections are needed to be expanded to cover all the ES subjects. Training Provider TPD-2 opined:

The ES presented many subjects in terms of conducting the training, we need to open an evaluation section for each of the ES subjects, since each subject in terms of the implementation training and evaluation practices has some different needs, by making evaluation of different ES subject under one section we actually can mix up the processes. So, we need to organize by establishing new sections to cover all the ES subjects.

Besides that, the data revealed that the current budget provided to carry out the long-term evaluation levels is limited. These levels of evaluation were also affected by the negative factors such as the availability of the vehicles provided by MOE. The following extract by Trainer T-SS-5 echoed the views of Training Provider TPD-2:

In fact, you will not imagine that most of the evaluators' are not visiting at the set time, because of transportation problems. Sometimes, the educational provinces ask for cancelation of the visit, since there is no available room for the visitors in the guesthouses or hotels.

#### **4.7 Summary**

Chapter 4 has presented the findings of the four research questions and these findings have been presented, as themes and sub-themes according to qualitative approach that is adopted in this research. The findings were explained in four sections, each section deals with one of the four research questions. The findings investigated the current practice of evaluation process of the ES training programs by MOE of Oman.



The following chapter will present the discussion and interpretation of the findings including the summary of major findings, discussion of the findings based on the four research questions and implications of this research. Furthermore, the following chapter will present the proposed framework for using in evaluating the training programs designed for ES by MOE. The framework included evaluation levels, processes and the rationale. Finally, scopes of future research in this field are highlighted.

## **CHAPTER 5**

### **DISCUSSION, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 Introduction**

The main purpose of this research was to investigate the gap between the current evaluation of the training program for educational supervisors (ES) by the Ministry of Education (MOE) in Oman, and the desired evaluation of the training with recommended changes. More significantly, this research investigated the implementation structure of the evaluation in terms of evaluating the short-term and the long-term impact of the training. The research explored the participants' views concerning the evaluation. The research also highlighted the similarities and differences of their perceptions, and finally identified suggestions and recommendations for improving the evaluation. The following research questions guided the current research:

1. How are the training programs for educational supervisors (ES) evaluated by the MOE at the (a) planning evaluation level, (b) short-term evaluation levels, and c) long-term evaluation levels?
2. What are the respondents' perceptions regarding the current evaluation of the training programs for ES?
3. What are the similarities and differences in respondents' views with regard to the current evaluation of the training programs for ES?
4. How can the current evaluation of the training programs for ES be improved?

The current research adopted a qualitative research design approach. It selected three training programs provided through the 2011 Professional Development Plan (PDP) of the MOE in Oman, the targeted trainees of the selected training programs are the MOE'

employees who worked as ES. The selected training programs taken as cases for this study were considered suitable, as the research aims at obtaining in-depth understanding and perspective on the current implementation in evaluating the training programs for ES. The design used for the current research is *triangulation*. The research adopted three types of research instruments appropriate for qualitative research approach namely the interview, the observation and the related document analysis. Thus, the current research endeavoured to get a holistic and detailed picture of the current evaluation in the context of the MOE in Oman.

The final analysis of the interview responses included the participants' practices, views and suggestions to improve the evaluation of training programs for ES by the MOE in Oman. These were studied together with the researcher's observation during and after the training and document analysis. The data produced fifteen main themes and fifty-seven sub-themes regarding the four research questions. For question one, three main themes and fifteen sub-themes emerged. For question two, three main themes and fifteen sub-themes emerged. For question three, five main themes and fourteen sub-themes emerged, and for question four, four main themes and twelve sub-themes emerged.

## **5.2 Summary of the Findings**

The findings regarding the evaluation of training programs for ES conducted by the MOE in Oman are summarized as follows:

1. The current evaluation was implimented in three phases: the planning level, the short-term levels and the long-term levels.
2. The evaluation of the training programme was done at the beginning of the year to arrange and review all training programs. Presently, the evaluation of the training materials is done after it is delivered to the trainees.

3. The evaluation of the short-term impact of the training programs is presented at three levels namely: (a) the design level, (b) the satisfaction level, and (c) the learning levels. All these levels of evaluation have been practiced at the training during two occasions: the *first* occasion was practiced daily to evaluate the design level, while the *second* was implemented at the end of the training to evaluate the satisfaction and the learning levels.
4. At the evaluation of the design level the trainers' performances was the focused aspect. However, it was confirmed that the trainees were more concerned with the evaluation of the satisfaction level. It was not known enough about the trainers' opinion regarding the trainees' interest in learning.
5. The presentations with optional topics and performances were more favoured as tools in evaluating learning than examinations, as examinations require trainees to sit for pre-tests and post-tests. Examinations were also not favored due to the trainees' age, job positions, and other factors related to the organization of examination and administrative requirements.
6. Both evaluations of satisfaction and learning levels were carried out simultaneously, which took between 1-2 hours at the end of the training.
7. The evaluation of the long-term effect of the training was presented at two levels of evaluation namely: (a) the knowledge and skills transfer level, and (b) the organizational benefits and costs level. Both of the two levels were done after the training in the workplace.
8. The evaluation of knowledge and skills transfer level was hardly done according to the scheduled timing, but rather according to the evaluators' visits, as these visits were related to the availability of administrative resources and funds.

9. The evaluation at the organizational benefits and costs level was seldom implemented, since these aspects were related to the overall educational goals of the MOE. It was also difficult to find the appropriate personnel to approve the results of the evaluation.
10. The practice processes at all levels of evaluation were divided, as either short-term levels or long-term levels, and generally exhibited a weak link between them.
11. There was unrelated practice of evaluation done immediately after completing the training such as discussion of the subject issues.
12. Some aspects in the tools applied of evaluation were unclear, as they carry broad meanings, as most of the published reports were presented the results of evaluation in general statements format and displayed quantitative data.
13. Currently there is less significance of the whole evaluation, since practice is limited.
14. There is a need for more active school administration in order to improve the procedure of the evaluation, since frequently; the school is related to the performance of the ES trainees at their work.
15. There is a need to adopt a more modern, practical and convincing evaluation approach such as the use of technology the internet system, whereby utilization of the online evaluation of training is viable.
16. Presently, the process of evaluation needs to be implemented through an independent administrative institution. This will support the expectations to achieve the aims and values of evaluation.
17. The employees at present need to be more qualified to practise the evaluation. It is possible to improve their experience by providing special courses in the field.
18. The practice of evaluation for ES training needs to be improved through studies to establish more administrative sections and increase the number of the employees to cover all the ES disciplines.

### **5.3 Discussion**

The following section presents an in-depth discussion based on the **four research questions** of the study on the implementation of evaluation of the training programs for ES. The discussion presented generally according to the different levels of evaluation through three phases, which are: 1) planning level, 2) short-term levels (design level, satisfaction level and learning level), and 3) long-term levels (knowledge and skills transfer level, and organizational benefits and costs level).

#### **5.3.1 Implementation of the Evaluation Process**

The following sections elaborates the implementation of evaluation of the training programs for educational supervisors (ES) by the MOE in Oman, which are presented based on three implementations phases: a) implementation of the evaluation at the planning level, b) implementation of the evaluation at the short-term levels, and c) implementation of the evaluation at the long-term levels:

##### **a) Implementation of the Evaluation at the Planning Level**

This research found that the aims of the evaluation of the training program before it was implemented are to identify the logically built sources of training program's actual needs, to set the training budget and schedule the period and duration of the training program. These findings are similar to Werner and De Simone (2009) as they stated that a HRD (human resource development) program should be designed according to these phases: training needs analysis, design ("define objectives, develop lesson plan and materials, select trainer and methods, and schedule of the program"), implementation and evaluation to ensure that the HRD goals are achieved.

This research found that the aspects of the evaluation of designing the MOE training programs could be classified into three categories. First aspect is presented the

training objectives and content topics; second aspect is relevant to the funds and administration of the training program, while the third aspect is related to the criteria of the training materials. This finding is unique and has been supported through data analysis of the MOE's application of the suggested plan form and evaluating pre-designed plan of training content form. All the aspects within the forms have been illustrated in the Appendices B – 1 and B – 2.

This study also finds that the evaluation of suggested training programs is done by selected experts representing respective discipline to review the suggested programs before it is implemented. Hence, reviews, done by experts, will lead the training to achieve the expected objectives. This finding is significantly related to the context of the MOE of Oman, because of the process that has been followed to arrange the MOE official training plan before the implementation.

Findings also revealed that evaluations of training design plan of the MOE were often carried out in the early part of the year before conducting training, and it was done for each ES training program. Most of the interviewees, however, revealed that they are concerned about the aims of evaluation of the administrative and organizational elements. These findings are in line with Rae (1999) who listed the reasons for under emphasizing evaluation or, not undertaking evaluation seriously include a lack of strong belief in evaluating training programs, and that evaluations only focused on training on definite, measurable products such as computer training.

This research found that the significance of the evaluation of the training suggested plan identified the linkage between the training expected objectives and trainees' actual needs. This finding reflects Bramley's (1991 p. 87) view that evaluation is important to the training cycle, and that it has a significant role in providing feedback on "whether the needs originally identified both at organizational and individual level have been met".

## **b) Implementation of the Evaluation at the Short-Term Levels**

This research found that the aims of the evaluation during training and directly after delivery of the training content are to measure the short-term impact of the training. The aims of the evaluation could be categorized into three types based on the evaluation levels: design level, satisfaction level and learning level. Furjanic and Trotman (2000, p. 81) stated that evaluation helps to assess a training program “both during and immediately after the presentation”.

This research found that the aims of the evaluation at the design level are the trainers’ performances in terms of presentation skills, quality of training materials and activities and practical applications. This finding parallels Bramley’s (1991, p.87) views that the elements were important to the training cycle, and that it has a significant role in providing feedback on “the effectiveness of the methods being used”.

Related to the previous findings concerning aims of the evaluation of the design level, this research found that the exploration of the extent of relationship strength between the training and the trainees’ job as ES is another targeted aim of the design level. This finding is related to the training program for ES, as one of the aims of the evaluation is to determine whether the training for knowledge and skills is relevant to ES jobs, and whether it has affected the subject teachers, either positively or negatively.

This research found that the aim of evaluation of satisfaction level is the trainees’ satisfaction to the overall training program. This finding is similar to Kirkpatrick (2006, p. 27) who stated when applying his four-level framework that reaction, as the name implies measures how participants of the training react to the program; in other words, it measures customer satisfaction. He has also stressed several important advantages of this evaluation level, as “it is important not only to get a reaction, but to get a positive reaction, as the future of a program depends on a positive reaction. In addition, if participants do not react favorably, they probably will not be motivated to learn” (p. 22).



This research found that the trainees' satisfaction with the provided facilities and in overcoming the issues of utilizing these available facilities during the training is also the focused aim of the evaluation at the satisfaction level. This finding is parallel to Dessinger and Moseley (2004) who asserted that any aspect of a training program can be evaluated such as participants, trainers, facilities and even the training provider during summative evaluation.

This research found that in the current practice, the aims of evaluation of the learning level identify new knowledge and skills acquired. Similarly, Wills (1993), Payne (1994), and Noe (2004) in step 4, asserted that the decisions to be made of the evaluation of the training program is: "To what extent have knowledge, skills and abilities been acquired?"

This research found that the abilities of the trainees to transfer the gained knowledge and skills to the subject teachers are also achieved. This is in line with Kirkpatrick's (2006) claim that when evaluating learning, three general questions are often raised to determine if learning has taken place: "What knowledge was learned? What skills were developed or improved? and What attitudes were changed?".

In the current practice evaluation of design level, this research found that the significance of any training program is that it is useful in relation to the trainees' actual needs, the trainers' ability and expertise as a subject specialist and the trainees' involvement and learning during training. This finding parallels Stufflebeam and Shinkfield's (2007, p. 25) statement that the purpose of formative evaluation is to "provide an overall judgment of the evaluated".

This research found some significance aspects in the evaluation of satisfaction level, and they are: 1) the trainees' satisfaction on the trainer's capability, training materials content and delivering methods, 2) satisfaction towards the facilities.

Stufflebeam and Shinkfield (2007, p. 25) stated that the purpose of summative evaluation is to “provide an overall judgment of the evaluation”.

Besides that, this research found that the evaluation aspects of learning level included trainees’ attitudes to apply the acquired knowledge, and to know whether the gained knowledge and skills are transferred to the next level at the workplace. This is similar to Noe (2004) who claimed that evaluating motivation is relevant to trainees’ interest to learn.

This research found that the implemented evaluation of short-term levels could be classified into two occasions. In the *first*, it is the overall duration of the centrally-conducted training program. The *second* is that the simultaneous evaluation of satisfaction level and learning level immediately after the training is not practised. This finding echoes Phillips’s (1997) statement of evaluation plan where participants’ reactions and satisfaction are to be evaluated during and immediately after completion of a program.

This research found that the significance of the evaluation at the design level assists the stakeholders and other training staff in charge of solving problems immediately, and taking crucial action such as adjusting the training program schedule. This phenomenon directly improves the training program. Wills (1993), Payne (1994), and Noe (2004) asserted that the decisions had to be made at each step of the evaluation training program process, as reflected in Step 4, which is: “Should there be any improvement in the training program?”

In the current practice, this research found that the significance of the evaluation at the satisfaction level is determined by the overall strengths and major comments on the training program. It highlights the suggestion to improve the training program in the future, and identify the trainees and trainers satisfaction level of the training. This parallels Junaidah’s (2006, p. 186) views that there are many purposes for training

evaluations such as “to assist the marketing programs through the collection of information from participants, as to whether they would recommend the program to others, why they attended the program, and their level of satisfaction with the program”.

It was found that most participants defined the value of the evaluation at the learning level in terms of achieving the objectives of the training, and equipping trainees with new knowledge and skills. This concurred with Junaidah's (2006) statement that the purpose of evaluation training was to identify the program's strengths and weaknesses, to determine if a program meets the learning objectives and to see if transfer of training to the job occurs.

### **c) Implementation of the Evaluation at the Long-Term Levels**

This research found that the current evaluation of long-term training effect is classified into two evaluation levels namely: the knowledge and skills transfer level and the organizational benefits and costs level. Both of these levels are practiced at the trainees' work setting. Wills (1993) agreed that evaluation starts at the individual level and then proceeds to the organizational level.

It was found that the aims of the evaluation at the knowledge and skills transfer level are the effectiveness of the new knowledge and skills that are gained from the training on the trainees' behavior at the workplace. Besides, the trainees are achieving their expected objectives. Phillips (1997) stated that the evaluation can help identify which participant benefited the most from programs, while Sims (1993) shared a similar opinion where training is a means to improve job performance, and eventually the organization's effectiveness.

The evaluation aspects concerning knowledge and skills transfer level explored the actual trainees' performance, the level of new knowledge and skills that have been practiced at the workplace, when and how the new knowledge and skills were applied at

work, and change of trainees' behavior when carrying out their job after the training. This concurred with Dessinger and Moseley's (2004, p. 8) findings that the "confirmative evaluation is future-oriented and focuses on enduring, long-term effects or results over the life cycle of an instructional or non-instructional performance intervention". Wills (1993), Payne (1994) and Noe (2004) added that decisions had to be made at each step of the evaluation training program process such as the decisions within Step 4, which is whether KSA (knowledge, skills, and abilities) have been transferred on the job, and if there were changes in behavior.

This research found that the tools and methods of the evaluation of knowledge and skills transfer level are through different applied forms. Evaluators adopted these forms during their visits to the trainees' workplace. The observation by the bosses about the trainees' application of new skills learnt at the workplace was also used. Junaidah (2006) stated that the purpose of the training evaluation was to "identify the program's strengths and weaknesses, and this includes determining if transfer of training to the job is occurring" (p. 186).

Most interviewees defined that the process of the evaluation of knowledge and skills transfer level should be done within 2 – 3 months from the completion and delivery of training program materials. This finding is similar to Phillips's (1997) who claimed that on-the-job application of knowledge and skills are to be evaluated four months after the program.

The significance of the evaluation of knowledge and skills transfer level was to deal with the impacted level of the training program on the trainees' performances in the workplace, and the influenced factors affecting their performances level, either positively or negatively. Kirkpatrick (2006, p. 25) defined the evaluation training results as "the final results that occurred, because the participants attended the program".

Relevant to the previous findings regarding the significance of the evaluation of knowledge and skills transfer level, this research found that the real workplace support afforded to the trainees in applying their new knowledge and skills in the workplace is also valuable to evaluate this level. This reflects Phillips's (1997) list of contribution of evaluation that remind participants on their acquired KSA (knowledge, skills and abilities), and how they should be applied at their workplace.

The significant results of the evaluation of knowledge and skills transfer level also found the effect of new knowledge and skills in changing the trainees' behavior, their actual performance in transferring the acquired knowledge and skills, and when and how the new knowledge and skills were utilized at the workplace. This finding is similar to Noe (2004) who asserted that the evaluation of behavior and skills should include technical and motor skills.

In addition, this research found that most of the participants declared that the significant result of the evaluation of organizational benefits and costs level assisted in examining the values and contributions gained in return after training, and the level of improvements in its performance. Bramley (1991, p. 87) asserted that he views evaluation is important in a training cycle, and that it has a significant role in providing feedback on "whether the needs originally identified, both at organizational and individual level have been met".

### **5.3.2 Participants' Perceptions Regarding the Current Evaluation**

The following section elaborates the discussion of the participants' views regarding the current evaluation of training programs for educational supervisors (ES) by the MOE in Oman, which are based on three phases of evaluation: a) planning level, b) short-term levels, and c) long-term levels.

#### **a) Participants' Perceptions Regarding the Evaluation at the Planning Level**

This research found that the evaluation of the MOE was designed to achieve specific administrative elements. This often reduced the number of the training programs to be included officially in the final MOE training plan, and seldom concerned achieving in-depth evaluation. This is reflected in Rae's (1999) list of reasons for not undertaking evaluation seriously such as evaluation was not an issue when training programs were arranged.

Besides that, the common aims of the evaluation of training materials are reviewed on the following format of the training materials, and checked for the source of referencing and acknowledgment. This finding is in line with Werner and De Simon's (2009) suggestion that human resource development (HRD) programs should be designed in several phases, which included defining objectives, developing lesson plans and materials, selecting trainers and methods and scheduling programs.

Relevant to the previous findings, this research found that the frequently reviewed aspects of the training program materials preparation are at the surface level such as the outline of the content instead of a deep evaluation level. The evaluation aspect is to check on the format and the credibility of the training material. Werner and De Simone (2009) explained that evaluation is often ignored, as it is not an easy process. Therefore, it is something the HRD personnel are unwilling to exercise.

This research also found that the significance of the evaluation is in creating the training program schedule as soon as possible and in setting the budget. Junaidah (2006, p. 186) confirmed that the purposes of training evaluation was "to determine the financial benefits and costs of the program".

Furthermore, this research found that the values of the evaluation of planning level are to assist the MOE to be cost effective with the training budget, since it reduced the number of the training programs for ES, in some cases, these trainings were transferred

from the headquarters of the MOE to the provinces. These findings parallel that of Wills (1993, p. 240) who pointed out that “another time evaluation is required when there has been a significant change in the organization, or when the course is due to be revised or replaced by a new course, ideally evaluation of training should occur annually when the organization is assessing the success of its business plan”.

Furthermore, this research found that the overall significance of the evaluation of planning level is limited in value, since there is less emphasis in evaluating the training materials and presentation methods, and the ability to apply them during the training. These findings contradict Phillips’s (1997) findings stating that evaluation can help to verify tests, cases and exercises in measuring knowledge, skills and abilities.

#### **b) Participants’ Perceptions Regarding the Evaluation at the Short-Term Levels**

Findings show that most participants perceived the aims of the evaluation of design level are typically accomplished compared to satisfaction and learning levels, since the evaluation of design level was practiced in all training programs through different evaluation methods, like application of the evaluation forms and evaluators' observation. These findings were confirmed through researcher observations, as the researchers became aware of this process of evaluation while attending selected training programs. These findings concurred with Kirkpatrick (2006) who shared a similar view regarding the focus of evaluation during training. He claimed that “most companies used reaction sheets at the end of the training programs, but have not gone beyond that in evaluating”.

Most participants also stated that the evaluation aims of design level concern exploration of the trainers’ performance skills in delivering training materials, and whether any ES trainees’ requested the stakeholders’ immediate decision, like extending the duration of the training session or including other activities. These findings are in line with Junaidah’s (2006) suggestion that the purpose of evaluation training was to assess

whether the content, organization and administration of the program including the schedule and accommodation were satisfactory to the trainees.

This research found that the trainees were satisfied with their trainers' skills, the worthiness of the courses and the overall administrative organization of the training program. Furthermore, the evaluation of satisfaction and learning levels are both expected to be achieved simultaneously after the delivery of all of the training materials, which takes between 1-2 hours. Both of the elements at the evaluation of satisfaction and learning levels are to determine the overall success of the training in accomplishing the expected objective. Findings, from Stufflebeam and Shinkfield (2007), show that evaluation is essential to determine if training objectives have been met for future training purposes.

The present research also found that the frequently evaluation aspects of design level are the trainers' performance in terms of their expertise in the training field, and the kind of presentation methods used in delivering the training materials. Werner and De Simone (2009) asserted that to ensure goals are achieved, HRD programs should be designed according to different phases, and trainers selected in one of these phases.

This research found other aspects of evaluation of the design level, which are relevant to the facilities. These findings mirror the findings of Brinkerhoff (1987, p. 30) who asserted that among the actions that can be taken are to "monitor training activities, gather feedback about the reactions of trainees and others, and implement other process evaluation procedures", as in Stage 3, of his evaluation model (The six-stage model as a cycle).

The evaluation aspects of the satisfaction level often deal with *two* types of aspects. The *first* is quantitative aspect, which includes the extent of the expectations after training, trainers' level of skills and how well training was organized. The *second* is that the qualitative aspect deals with the overall strengths and weaknesses, and



recommendations for improvement. This concurred with Noe's (2004) claim that perceptions of training must be evaluated for feedback on the program.

This research found that the aspects of the evaluation of the learning level included: at what level the trainees succeeded in gaining new knowledge and are improving the level of supervision in the field, and the ability to apply new knowledge and skills, activities and projects with the teachers and students. The researcher's observation supported these findings, as his observations while attending selected ES training programs revealed that the evaluation aspects mentioned earlier were seldom practised. Most of the focus was on aspects related to the evaluation of the design level and the satisfaction level.

This research found that the significance of the evaluation of the design level is included making necessary improvements to the training program in progress before the materials are delivered. This finding is in line with Junaidah (2006) who asserted that formative evaluation is about evaluating processes that involved "examining how the training was designed, developed and carried out".

Besides that, this research found that the values of the evaluation at satisfaction level are to improve the ES trainees' performances in practising the evaluations, and promoting their involvement to attend future training programs. It also improves the subsequent training programs, since the MOE in Oman holds a central training program every year for new groups of ES trainees. Kirkpatrick (2006) also asserted that evaluations are carried out to gain information on how to improve future training programs.

This research also reveals that it is worthy to practice the evaluation of learning level, as it determines the level of the training that should be provided for equipping ES trainees with new knowledge and skills. It also increases their experience, as subject specialists specifically in the supervision field. These finding reflect Brinkerhoff's (1987,

p. 29) statement on his model Stage 5, where some key questions that can be posed in this evaluation stage are: “Did trainees learn it?, How well did they learn it? and What did they learn?”

### **c) Participants’ Perceptions Concerning Evaluation at the Long-Term Levels**

The participants asserted that the evaluation of the long-term impact of the training is to find out the trainees’ knowledge and skills transfer level more than evaluating organizational benefits and costs level. Document analysis also confirmed that the current form applied in the evaluation of organizational benefits and cost level was rarely practised, but evaluation instead was more related to student achievement. Galanou and Priporas (2009, p. 235) agreed as they claimed that the “training programs generally lack practicability, and their impact has not been systematically evaluated”.

This research found that the knowledge and skills transfer level was evaluated after the trainees returned to the workplace. The aims of evaluation of this level are at observing them in applying new knowledge and skills, and to find out the direct superiors’ feedback in improving their work. These findings reflect those of Smith (2002) who confirmed that off-the-job training is a supplement for workplace learning. These findings also parallel Dessinger and Moseley’s (2004) research, as they claimed that the confirmative evaluation assessing “the transfer of learning to the real world” should be focused.

This research also reveals another finding of the evaluation of knowledge and skills transfer level is to facilitate trainees in solving issues that prevent them from applying the gained knowledge and skills in the work context. Goldstein and Ford (2002, p. 141) asserted that “an evaluation will not solve all training problems, but it is an important step forward”.

Relevant to the previous findings about the aims of the evaluation of the knowledge and skills transfer level are also to discover the importance of reorganization for the ES departments, supervisory sections and the subject teachers in the school environment. These findings parallel those of Dessinger and Moseley (2004, p. 8) who claimed that “confirmative evaluation is future-oriented and focuses on enduring, long-term effects or results over the life cycle of an instructional or non-instructional performance intervention”.

This research found that the evaluation of long-term levels concern more with aspects related to the evaluation of the knowledge and skills transfer level instead of the evaluation of the organizational benefits and costs level, which are rarely evaluated. This is relevant to the overall performance of the MOE in Oman, as it emphasises evaluations of organizational benefits and costs level. The researcher confirmed through observations and related documentation analysis. In comparison, the practice of evaluating knowledge and skills transfer level deals with trainees’ accomplishments during the training, and the factors that influence the application of the new knowledge and skills at the workplace according to what Phillips and Stone (2002, pp. 5-6) advocated :

...focus is on the participants, the work setting, and support mechanism for applying learning; it may include specific application of the special knowledge, skills, etc., learned in the training. It has measured after the training has been implemented in the work setting. It may provide data that indicate the frequency and effectiveness of on-the-job application. I also address why the application is or is not working as intended. If it is working, we want to know why, so we can replicate the supporting influences in other situations, so that we can correct the situation in order to facilitate other implementations.

This research found that the MOE used a specific form called “Evaluating the Impact from the Training at the Application Level”, as a tool for evaluating the knowledge and skills transfer level. It sought the ES trainees’ opinions about the topics for training. They had to indicate their opinion on a Scale of 1 – 5 on, *first*, the adequacy of training provided, *second*, the extent of the practice of each of the training topics. This is because

the MOE is interested in evaluating the application level of the trainees at the workplace. Therefore, it sends officers on multiple visits to the field. The researcher through documentation analysis. [See Appendices B – 10 and B – 11] also supports this finding.

Findings also showed that the evaluation of long-term levels whether knowledge and skills transfer level or organizational benefits and costs level are evaluated at inconsistent schedules. This is similar to Eseryel's (2002, p. 4) findings, as he claims that "there is evidence that evaluations of training programs are often inconsistent or missing".

This research finds that the results of the evaluation at the knowledge and skills transfer level are proved by actual job performance, trainees' improvement while performing their job and the effects of the training provided. This finding is similar to that of Rae (1999, p. 5) who asserted that the evaluation "looks particularly at issues concerned with the application of the learning in the workplace, its longer-term implementation and the cost and value effectiveness of the training and development provided".

In comparison, with the evaluation of knowledge and skills level this research found that the level of organizational benefits and costs was seldom evaluated to find out whether the training programs reflected the success in achieving the expected objectives. One of the objectives is improvement in the overall operation practice of supervising the teachers' school, activities and student achievement. These findings were similar to that of Junaidah's (2006, p. 186) as she stated that the purpose of the training evaluation is to determine "if the program is meeting the learning objectives". Sims (2009) supported her opinion that training is a means of improving job performance and eventually improving an organization's effectiveness.

### **5.3.3 The Similarities and Differences in the Participants' Views**

The following section will elaborate the similarities and differences in participants' views regarding the evaluation of the training programs for educational supervisors (ES) by MOE in Oman. These are presented based on the following sections: a) overlapping practices at the evaluation planning level, b) overlapping practices at the evaluation the short-term levels, c) overlapping practices at the evaluation of knowledge and skills transfer level, d) negative factors impacting at the evaluation of the organizational benefits and costs level, and e) overall factors impacting negatively, the significance of the results obtained at the evaluation.

#### **a) Overlapping Practice at the Evaluation Planning Level**

It was found that the evaluation of the MOE training plan focused more on the fund and organizing elements. These aspects mostly dealt with training budgets, number of trainees involved and training schedule. Kirkpatrick (2006) asserted that one of the main reasons for justifying the extent of the budget of the training department is by indicating how they contribute to organizational objectives and goals.

This research has noted that there were inconsistencies in practicing the evaluation of training program materials, since this type of evaluation was frequently done after delivering the training content to the trainees. The trainers were not very interested in submitting the training materials before they were delivered, as most of them stated that they had more expertise and qualifications than the training evaluators. Furthermore, most evaluators' feedback had limited benefits, because they were more concerned with the number of content pages of the training materials instead of a deep evaluation.

## **b) Overlapping Practices at the Evaluating the Short-Term Levels**

This research found that the evaluation of the design level emphasized the trainees' attendance at the training hall. The research observation data obtained from selected training programs also concurred that their attendance was emphasized. Goldstein and Ford (2002, p. 138) claimed that "most of the evaluations focused on trainee satisfaction to the program rather than determining whether learning had taken place, and job performance had been positively impacted". The trainees' reactions towards the overall training program are also relevant to their attendance. It is easy to obtain the trainees' direct feedback about their trainers. On the other hand, the findings showed that the trainers were rarely given feedback about their trainees' performance.

This research found that there is inappropriate timing of the evaluation of design level during the training program. This is because the forms of the evaluation were distributed at the end of the training session when there was not enough time to fill all the requested items. These findings were confirmed through researcher observations and related document analysis, and are similar to Junaidah (2006), and Russ-Eft and Preskill (2001). The researchers stated that the practice of evaluation is most of the time unsystematic and based on simple methods, and the results of evaluation were also not the foremost priority of the organization.

Besides that, this research found that the superiors perceived that presentations were unsuitable as the major tool of evaluating trainees' acquired knowledge, and believed that pre-tests and post-tests were better alternatives for evaluating learning. They could be carried out twice, that is before and after the training program. Kirkpatrick (2006) revealed that measuring knowledge is practically easier where participants' prior knowledge could be tested via pretests, while new knowledge could be tested via posttests. Skills can be measured via performance tests or posttest to gauge participants' improvements.

In contrast, the stakeholders, trainers and trainees preferred the use of presentations instead of asking trainees to sit for final exams as a means of evaluating their learning. They stated that there are various advantages of using presentations. Presentations could be used for evaluating trainees' learning, either during delivery training materials or at the end after delivered. It can be practiced in groups or individually, and it represents the trainee's skills. As the trainers seldom defined the topics of presentations, the trainees were able to select their own topics or sources for the presentations. Hence, the research showed that the participants except the superiors found exam as unsuitable for evaluating ES trainees' learning level due to their job positions, age and the limited duration of the training programs. Furthermore, an exam required many staff to process the requirements, and involved a lengthy process of correcting the trainees' test papers and calculating the final test marks. In the MOE context, experts are lacking the method of carrying out the examinations, and currently it is optional for the trainers to perform exams in evaluation trainees' learning at the end of the training programs.

### **c) Overlapping Practices at the Evaluation Knowledge and Skills Transfer Level**

The majority of those interviewed stated that the overall practice of evaluation of the knowledge and skills was unsystematic, because of the limited number of evaluators' visits from the headquarters to the field. These visitors were inadequate in evaluating all the trainees' applications at the workplace, so most visits were done by the direct superiors. These current practices of evaluating knowledge and skills are relevant to the MOE setting, since the unsystematic process and timing affect the significance of the evaluations.

Furthermore, the evaluation of the knowledge and skills transfer would be carried out whether there is official MOE request to evaluate or not. Stufflebeam and Shinkfield

(2007) explained that the best evaluation to be employed will depend on an organization's needs and the occasion.

In addition, the superiors observed that the MOE in Oman was interested in evaluating the application level at the workplace where the ES trainees would be applying for a promotion. This seemed to be a reason for the MOE in Oman to use a specific evaluation form. This is aligned to what Philips (1997) found as he stated that evaluation information can be used to decide if participants could be promoted, transferred, retained and so on.

Most training evaluators also concurred that trainees' applications were often evaluated randomly between 3 weeks to 4 months after the end of the centralized training event. The evaluations were conducted randomly without prior systematic schedules due to the availability and condition of transport services that allow evaluators to visit the trainees' provinces. The findings were similar to Junaidah (2006), Russ-Eft and Preskill (2001) as they claimed that the practices of evaluating are commonly unsystematic and that organizations do not prioritize evaluation results. Hence, Junaidah (2006) also perceived that many institutional approaches in evaluating training are unconvincing.

#### **d) Negative Factors Impacting Evaluation at the Organizational Benefits and Costs Level**

The training evaluators interviewed in this research revealed that the organization benefits and costs level were seldom evaluated in the current practices, since these elements are based on intangible educational indicators. The training evaluators found it difficult to justify the benefits and results of the training programs at the organizational level. This finding are related to the findings of Sims's (1993, p. 591) who asserted that a training process is incomplete unless evaluation is done, for it is evaluation which gives meaning to training.



Training providers and training evaluators claimed that there are other obstacles in evaluating the benefits of the training program at the education institution, as evaluation takes time to be done. Other negative factors might change the final organizational benefits and costs, and the results obtained may not be exclusively based on the impact from the training program. Junaidah (2006) listed that one of the reasons for not undertaking training evaluations is high cost and time consuming. Phillips (1997) agreed that in order to undertake training evaluation, additional effort has to be taken. However, both training evaluators and trainers conclude that it is easy to perform organizational level evaluation in the private sector than in the government sector. In the private sector, one can easily count the significance of the results regarding the impact of the training program on the organizational performance. However, they are in line with Wang and Wilcox (2006) who said that in the public sector, evaluation is overlooked or “not implemented to its full capacity”.

Relevant to the previous findings about intangible indicators, the majority of the superiors said that such indicators could be confirmed by evaluating the improvement performance of ES trainees at the workplace, school performance and teachers’ applications. These elements could be utilized as indicators to approve the impacted of training programs at the organizational level. This finding is in line with Lingham, Richley, and Rezania’s (2006) findings as they asserted that meaningful implementation of evaluation training need not necessarily be in monetary terms, but to see if there are any changes or improvement in personnel, for example, in their changes of attitude or behavior as changes in individuals indirectly create changes in an organization.

The evaluation of the organization benefits and costs level was described by the superiors as “*mixed indicators*”; and not enough is known about the current situation of the results of evaluation probably due to the substandard processes in implementing evaluation at the organizational level. In addition, the superiors asserted that a standard

application of evaluating organizational benefits and costs would show different results. This finding is in line with the findings of Al-Hanshi (2004) who asserted that there is limited or poor quality of training in the public and private sectors in Oman.

Besides that, this research unravelled that most training evaluators and training providers found there were difficulties in evaluating the organizational level, as the aspects of evaluation are based on human beings expressing their knowledge, skills, behavior and attitude. These aspects will continue to influence the overall organizational performance. The findings were similar to Phillips (1997) who stated that evaluations can assist to identify if the cost of an HRD (human resource development) program has paid off. The training evaluators added that the most obvious difficulties were in evaluating the impact of organizational benefits and costs of the training programs, as it was costly to provide funds for physical infrastructure. It was also necessary to increase the budget to carry out the practices of evaluation. Hence, this reflects Werner and De Simone's (2006) views that "evaluations could not be done more frequently due to high cost, time constraints and ignorance".

Furthermore, the organizational benefits and costs involving benefits were also affected by administrative policies, general culture among the MOE employees and the cost of fulfilling physical requirements. Hence, evaluation of the organization benefits and costs were seldom practiced in implementing the current evaluation of training programs for ES. Rae (1999) affirms that there were some reasons for not taking evaluation of training programs seriously in some organization.

#### **e) Overall Factors Impacting Negatively, the Significance of Results Obtained at the Evaluation**

This research found that the focus of the current evaluation was on the design and the satisfaction level while training was being conducted. Other levels such as planning,

learning, knowledge and skills transfer, and organizational benefits and costs were seldom evaluated. For example, the current process of evaluating the planning level is unbalanced, as it neglects to evaluate all the aspects in the evaluation suggested plan of the training program. Evaluating the preparation of training materials was done after its delivery. In short, these discrepancies reflected the surface level and not in-depth practices of evaluation in the Omani context, which affirms Al-Khalili's (2003) findings that the quality of training programs does not meet the expectational needs of the trainees.

Considering the shortcomings discussed above, there is a necessity to extend evaluation practices to include all levels equally, as the values of the results are affected. Hence, Al-Nabhani (2007) confirmed the shortcoming in evaluating the MOE training program results in the current context. Rae (1999, p. 5) shares the same concerns, adding that evaluation "looks particularly at issues concerned with the application of the learning in the workplace, its long term implementation and the cost and value effectiveness of the training and development provided".

This research also found an imbalance in the process of evaluation during the training programs, as the current focus is on the trainees' feedback of their trainers' performances. This factor also impacts negatively the overall value of the results. However, this finding is exclusive to the context of the MOE in Oman, because the evaluations were carried out while the training was going on. Hence, the focus of evaluation was to identify the level of the trainers' performances through the trainees' perspectives. This was done through sampling where specific forms were distributed during the training. However, the trainers were not asked about their views on their trainees' interests in learning during the training.

The final reports of evaluation regarding the trainees' satisfaction level were of low quality. The interviewees perceived this, as another factor impacting negatively, the values of the final results of the evaluation. Al-Siyabi (2008, p. E) mentioned that several

problems are facing the training programs in the MOE, therefore there is less impact of the training on the performance level of the ES. This research reported earlier that the evaluation forms collected from the trainees during the training had not been returned, in some cases were returned blank or had insufficient information. This negatively influenced the results and significance of the current evaluation practices.

In addition, most superiors stated that the overall factors influenced negatively, the significance of the long-term levels evaluation conclusions. This was done by the ES superiors in the educational provinces. They are not experts who could draw conclusions on the evaluations of ES training programs. This phenomenon is mainly related to the MOE and it influences the overall evaluation results.

Of relevance to the findings above, this research also noted that most of the superiors in the field faced difficulties in evaluating their trainees' performances in the workplace. This is because the superiors did not attend any centrally-conducted training programs and are unaware of the prior results of the evaluation by the MOE in Oman. Kirkpatrick (2006) stated that most evaluations were done using reaction forms at the end of the training program and have not gone beyond that in evaluating. Rae (1999) agreed that evaluation was not practiced seriously, and was only about handing out questionnaires at the end of a course. Many trainers, trainees and superiors also added that the overall conclusions of the evaluation, either during the training programs or after that lacked a systematic process and were limited. Sims (1993, p. 591) observed that few reports of actual program evaluations have been published compared to the number of training programs.

The majority of superiors and trainees also stated that the process of the preparation of the final evaluation reports is challenging, as most of the information was too general and focused merely on quantitative information such as statistical figures and tables. This information barely provided valuable conclusion to the evaluation of the

training programs. Merwin's (1992) views of a generic definition of training evaluation which is "the means used to determine the worth or value of the training". Hence, the MOE in Oman should review the preparation of evaluation tools and reports to address the importance of training and avoid general results

### **5.3.3 The Participants' Recommendations and Suggestions**

The following section elaborates participants' suggestions and recommendations for overcoming evaluation disadvantages and improving the evaluation of training programs for ES by the MOE in Oman.

#### **a) Overcoming Evaluation Disadvantages**

Most of the interviewees suggested that the current aims of evaluation need to be extended to evaluate the planning level, learning level, knowledge and skills transfer level, and organizational benefits and costs level, as this will assist in overcoming the weaknesses in the evaluation practices. Phillips and Stone (2002, p. 2) asserted that "there must be a comprehensive measurement and evaluation process to capture the contributions of human resource development and establish accountability". This research has pointed out that the MOE needs to cover all the levels of evaluation, since this will contribute in getting full evidence about the effectiveness level of the MOE training program implementation. It will also assist in providing in-depth information about the steps that should be taken to overcome the current weaknesses and drawbacks of evaluation practices.

The current evaluation needs to be practiced according to appropriate timing, which could improve the evaluation disadvantages. Al-Khalili (2003, p. 61) explained that training programs are conducted in a very short span of time that is insufficient for the trainees to assimilate the training subject. Rae (1999) revealed that the rationale for

under emphasizing evaluation or not practicing evaluation critically is that it is time consuming, and would interfere with the quality of training.

Besides that, it is important to apply more methods and tools for evaluation, since the exist evaluation mostly focus on the use of specific forms, which may not be suitable for evaluating the different levels. Dessinger and Moseley (2004) asserted that “the designer/developer or evaluator may blend a number of strategies for conducting summative evaluation: cost-benefit analysis, attitude ratings, testing, surveys, observation, interviews, focus groups and statistical analysis”.

Relevant to the earlier suggestion in improving the applied evaluation strategies, this research found that the criterion of applied forms are supposed to be developed under specific standard criteria, as they currently unclear formats. Stufflebeam and Shinkfield (2007, p. 13) have given an extended definition of the evaluation of the training program and have asserted that “evaluation” is the systematic assessment of an object’s merit, worth, probity, feasibility, safety and significance.

This research also found other recommendations to improve the current evaluation that the results obtained should address the reality of the evaluation situation, and avoid the use of general and broad information to present the results of the evaluation. This finding parallels Al-Nabhani’s (2007) as she stated that there are shortcomings in training results in the current MOE training program.

Relevant to the earlier findings related to the significance of the results of the evaluation, this research found that the current evaluation reports need a balance between qualitative data and quantitative data. Hence, this will increase the significance of the final evaluation results. Werner and De Simone (2009, p. 198) explain the definition of evaluation as follows: “descriptive information providing a picture of what is happening or has happened, whereas judgmental information communicates some opinion or belief about what has happened”. The researcher’s findings are similar to that of Phillips (1997)

who claimed that evaluations can be used to establish a database to assist management in decision making.

#### **b) Activating the School Administration**

This research suggests the need to activate school administration to improve the implementation of the evaluation. This could be done by utilizing ES supervisory school visits for evaluating trainees' application level to observe, whether the trainees applied new knowledge and skills through supervised work in their school with the teachers or otherwise. These finding are unique to the Omani educational context, because ES supervise Omani teachers in schools. During the visits, they observe classroom teachings and other activities. Hence, the active school administration could bring out the real practice of the evaluation process for the presently and in the future.

Furthermore, this research found that most interviewees perceived that ES evaluation job performances and their knowledge and skills transfer evaluation level had similar aims of the evaluation. The evaluators in charge found it difficult to distinguish both the two types of evaluations, and they suggested that both processes should be merged. This recommendation will improve the practices of the evaluation especially with limited time and the large number of trainees.

Another finding is that ES should be promoted to a new job according to the results based on their evaluation during job performance and during evaluation application level, as both types of evaluation processes are normally practiced in the workplace and in schools. Phillips (1997) stated that evaluation can help to identify which participant benefited the most from the program. The information can also be used to decide if a participant should be promoted or retained.

The interviewees also stated that the practice of the evaluation in the school setting supported in creating indicators for evaluating the application level and organizational

benefits and costs level. It provided direct results of the benefits of the ES training program in the overall school performance such as whether the teacher applied what was learnt in instruction and teaching, and if so, whether this was reflected in student achievement. This finding is similar to that of Wills (1993), Payne (1994), and Noe (2004) as they asserted that the decisions to be made at the evaluation training program process included the transfer of KSA on the job, and relevant behavioral changes.

This research found that implementing the evaluation of training in school context will promote the relevant culture and abilities of teachers to evaluate the effects of the training program in schools' performances. This will transform the school as a unit of training and development of teachers. This finding is unique to the educational context in Oman, because the evaluation of training is rarely practiced in schools. Hence, this will create awareness of the importance of training program evaluation among teachers. They could support in evaluating the long-term impact of training program, and establish the decentralization of administration.

### **c) Applying Practical Approaches**

This research found that applying practical approaches, like utilizing the IT (information technology) will support to improve the process of the evaluation. The IT has many advantages as a modern strategy in terms of distributing the results of the evaluation for all of the evaluation levels. The interviewees perceived that there were many weaknesses in the tools and methods applied by the MOE of the evaluation of the training program such as uncompleted information obtained from the respondents, or forms getting lost. There was also a limitation for publishing the final results of the evaluation regarding the overall effects of training. These findings are in line with Junaidah's (2006) as she defined training evaluation as "a systematic process of collecting and analyzing information for and about a training program, which can be used for planning and guiding decision



making, as well as assessing the relevance effectiveness and the impact of various training components”. The researcher’s findings are similar to those of Eseryel (2002, p. 9) asserted that “lack of expertise of training designers in evaluation pressure of increased productivity, and the need to standardize evaluation process to ensure effectiveness of training products are some of the elements that may provide motivation for supporting organization's evaluation with technology”.

Another advantage is that the IT can instantaneously distribute the results of the evaluation to all the evaluation locations, either centralized or decentralized, and schools. It also facilitates the exchange of evaluation feedback and communication between all the evaluators. Hence, the recommendation of using the IT is relevant to the Omani educational context, as it will affect the communication between the MOE headquarters and the Omani educational province where they could exchange information through the IT.

Besides that, using the IT could support evaluation process, as the IT is an economical modern gadget, which will save the MOE budget in spending on facilities. Additionally, the IT could publish the evaluation results, since it has the capacity of saving data for the overall evaluation process. This could ensure that the relevant agents received the results of the evaluation. However, this finding is exclusive to the Omani educational context. The utilization of the IT in evaluating training ES programs will help to overcome the shortcomings faced by the MOE in Oman.

Another suggestion is to adopt a long-term evaluation practice carried out through several training courses, since the duration of the current evaluation process by the MOE in Oman is too brief. Currently, there is an incomplete flow of the process and inconsistencies in carrying out the evaluation. Adopting a long-term evaluation, through several training courses, would provide a more reliable evaluation based on the ES trainees’ performance and could contribute to the implementation of evaluating the

learning level and organizational benefits and costs level. The current ES training programs provided by the MOE are implemented during a short period, of 5 days. The ES trainees suggested an extended period of training especially for long-term evaluation. Moreover, they perceive that evaluation should be carried out within an academic year to achieve an in-depth training and evaluation, as this will help in overcoming the current evaluation process. This finding is in line with other studies conducted in Oman such as Al-Khalili (2003), Al- Hanshi (2004), Al-Nabhani (2007), and Al-Amri (2008) who agree that there are discrepancies in the results of the evaluation and sources in the MOE training programs.

More importantly, there are also recommendations to improve the evaluation process by establishing an independent evaluation center in the MOE. The interviewees believed this was necessary due to the incomplete current evaluation where the general evaluated results are published. This finding parallels that of Rae (1999) who mentioned that the reason for underemphasizing evaluation is the uncertainty of the relevant department responsible for the job. Stufflebeam and Shinkfield (2007) asserted that in simple terms, “evaluation is an essential means for finding out and acting on what is going right or wrong” (p. 30). Phillips and Stone (2002) concurred that evaluation in human resource development needs to “establish accountability” (p. 2).

#### **d) Enhancing the Qualification for Evaluation Requirements**

This research found that specialist training was needed to provide special in-depth courses in evaluation skills and knowledge. Current personnel in the MOE had limited experience, so they needed to be more qualified in practicing the evaluation. This, according to their suggestion, will help them in improving the evaluation of training programs. The researcher’s findings are similar to those of Werner and De Simone (2006) who agreed that HRD professionals should have some required competencies to carry out certain roles

to ensure the effectiveness of the programs in organizations. Eseryel (2002) stated that there is a lack of expert training designers in evaluation (p. 9).

The participants of this research also advocated enhancing the implementation of the current process to carry out long-term evaluation levels, which are influenced negatively by other factors such as the availability of facilities. The researcher's findings are similar to those of Kirkpatrick (2006) who claimed that these factors showed whether a training department was regarded as important, or optional. Apart from that, the capacity of the administrative requirements also needs to be extended and the number of the evaluators increased.

#### **5.4 Research Implication**

The following two sections discuss the theoretical and practical implications of this research.

##### **5.4.1 Theoretical Implications**

Different models of training program evaluation such as Kirkpatrick's four-level evaluation, Brinkerhoff's (1987) six-stage evaluation model, Phillips's (1997) five-level ROI framework, Bushnell's (1990) IPO model and Wade's (1998) High-IMPACT model have focused on different components based on their own context. There are some common components in most of the studies. Apart of these common components, the findings of this research have given some new insights that might be helpful in building a new theoretical framework. The components of this model are comprehensive, since it is comprised all the aspects regarding evaluation training program practices and none of the mentioned evaluation models has included all these aspects altogether. Furthermore, this research investigated the implementation of these components according to six

evaluation levels with relevant practices processes such as planning, design, satisfaction, learning, knowledge and skills transfer, and organizational benefits and costs.

#### **5.4.2 Practical Implications**

This research demonstrates that MOE needs a structured framework for evaluating training programs in general and ES training programs in particular with the application of the six levels. It is proposed that the education quality might be improved with the use of the recommended model in a sense that the evaluation practices of ES training programs will be standardized. This will enhance to achieve the expected aims regarding the evaluation of the in-house training program attained. This will also improve ES and teacher performance, and finally reflect positively on student achievement. The practical implications of this research are expected to be as follows:

- a) The expected aims of the evaluation should be given more concern to assess the long-term impacts of the training. Equal emphasis should be given to evaluate the short-term effect of the training, since the aims of evaluation of both occasions are linked in sequential results, and indicated the overall level of the training impacts in achieving the expected objectives of the training.
- b) Modern methods of evaluation such as the internet system can be adopted to evaluate the effectiveness of training programs, either centralized or decentralized, because of the advantages of the internet as a global technology. It will be going to benefit the evaluation process as well.
- c) It is important that the results of the evaluation show the real situation through studies to establish an independent institution to carry out the evaluation process of the training programs based on a systematic procedure.
- d) The recommended new components will make the school administration more active to practice the evaluation to assess the long-term impacts of the training programs for

ES, since the school, teacher and students can be assessed to determine the effectiveness of given training.

## **5.5 Research Recommendations**

The following recommendations have been made regarding the implementation of the current practice for evaluating training programs. These are classified into two sections. The *first* section deals with general recommendations of improvement the practice in evaluation training by the MOE, while the *second* section concerns the practice in evaluating the training programs for ES specifically. The following sections elaborate the recommendations.

### **5.5.1 Process of the Evaluation**

The recommendations in this section are related to the system of evaluation the training programs. It also concerns the leaders, top management and stakeholders as they are practicing the evaluation roles and making decision for any systemic change in implementing the evaluation. Besides, they may also have a deep understanding of the factors relevant to the strengths and the weaknesses of the recommendations with regards to their job responsibilities. The general recommendations are to:

1. Extend the process in evaluating training programs according to six evaluation levels which are: planning level, design level, satisfaction level, learning level, knowledge and skills transfer level, and organizational benefits and costs level.
2. Promote more knowledge and culture relevant to the goals of practicing the evaluation training, including the advantages and disadvantages, among the MOE staffs and teachers' of schools via conferences and meetings that deal with evaluation training.
3. Review the standards in creating the applied documents of the evaluation such as the forms and final reports, since there is a need to be based on the quantitative and

qualitative components to present the actual situation concerning the training effectiveness.

4. Publish more documents dealing with the clear goals, instruction of the evaluation process and the types of tools and methods dealing with collecting and analysing data of the evaluation of training program.
5. Make active the school administration in practising the evaluation of the training programs. This will make the evaluation practices more relevant to find out the impacts of the training programs in the teachers' performance and students' achievements.
6. Enhance the school as a unit of development by training the teachers more and helping them to perform the evaluation of the training at the school level.
7. Establish an independent institution to monitor and carry out the implementation of evaluating the training program, either in centralized or decentralized mode.
8. Apply modern methods in evaluating training such as online evaluation, as it could be utilized to carry out the evaluation process between the MOE and educational provinces.
9. Issue an official certificate whether the trainees passed the training course or otherwise. This will inform the superiors in the province about the prior achievement level of the trainees during their attending the training in the MOE headquarters.

### **5.5.2 Process for Evaluating the ES Training Programs**

The second section of recommendations refer to the evaluation of the training programs for ES based on the findings of evaluation components, which are: a) aims, aspects and timing of the evaluation, b) tools and methods of the evaluation, and c) results of the evaluation.

**a) Aims, Aspects and Timing of the Evaluation**

The recommendations are to:

- 1) Extend the aims of the evaluation to include all the evaluation levels and aspects of planning level, design level, satisfaction level, learning level, knowledge and skills transfer level, and organizational benefits and costs level.
- 2) Classify and define the expected aims in evaluation the training program in advance.
- 3) Set a variety aspect of the evaluation based on the knowledge, skills and attitude of the training program.
- 4) Confirm the measure of achievement of the expected aims in evaluating the ES training programs where the aims are achievable within a certain time during the evaluation practise.
- 5) Clarify the estimated timing in carrying out the evaluation practice such as the setting time to carry out the evaluation of the short-term impacts of training program that needs to be practised during the training, but for evaluating the effect of the training in the trainees', it should be carried out later at the workplace. Hence, this adds more value to the gained results of the evaluation.
- 6) Build the practice of evaluation to assess the long-term impacts of the ES training program based on improvements in teachers' performance and students' achievements, since these could indicate the effectiveness of the training programs.

**b) Tools and Methods of the Evaluation**

The recommendations are to:

1. Adopt a variety of application tools and methods to evaluate trainees' learning level, and lessen the focus on using presentations as a major tool for evaluating their learning level.

2. Develop the application forms standards criteria including qualitative and quantitative components, and these components should be fit and appropriate based on the procedures of each evaluation level.
3. Confirm the measurability of the application tools to be used in the operation of evaluating where quantitative or qualitative statistics and results are easily obtained.
4. Focus more on applying the “Evaluating Pre-Designed Plan of Training Content” form to be used before the training materials are developed, as the form is currently used as an optional guide by the training department to design the training content.
5. Utilize and activate the current application form, which deals with “Evaluating Trainees' Performance” which should be filled by the trainers during the delivery of training materials.
6. Activate pre-tests and post-tests in evaluating the trainees’ learning before and after the training program as currently more focus is given to ask the trainees to prepare a presentation as method in term-evaluated their learnt level.

**c) Results of the Evaluation**

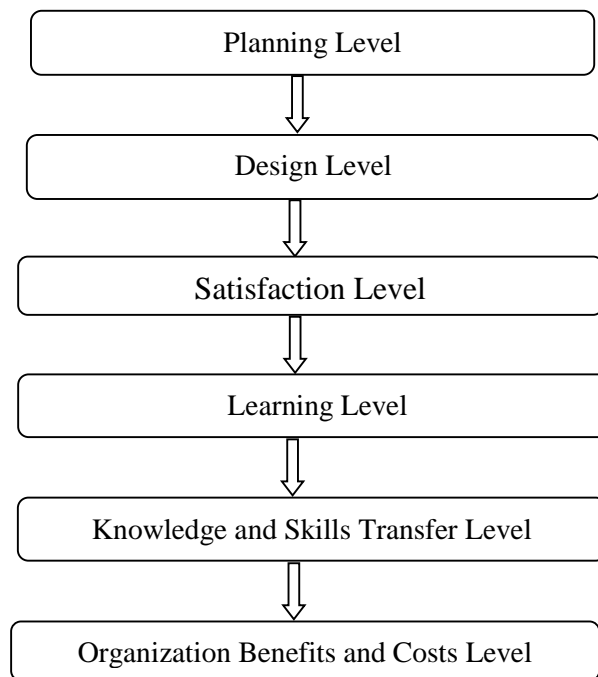
1. There is a need to link between the results gained of the evaluation of the overall evaluation practices, and this will assist in the exchange of the evaluation information and feedback between the evaluators, either centralized or decentralized in the MOE.
2. Pay more attention to the trainees’ bosses’ comments during their observations and their visits to the trainees. Currently, the results of evaluation are mostly sourced from the trainees themselves.
3. There needs to publish more official documents of the final evaluation consequences that reveal actual training impacts.
4. Include the advantages and disadvantages of the training programs effectiveness in the annual report of the evaluation of subsequent educational training programs.



5. Include both quantitative and qualitative information for a more holistic view regarding the impacts of the training program.

### 5.6 Framework: Evaluation of the Training Program

This research proposes an integrated framework that can be more effective in evaluating the training program effectiveness than the existing one at the MOE. These components are based on three evaluation phases with a total of six evaluation levels. The proposed framework illustrated in Figure 5.1



*Figure 5.1* Proposed framework.

The following section elaborates the evaluation level components, their functions and the rationale of the proposed framework.

#### **a) Components Comprised in the Proposed Framework**

The evaluation of the aspects in the proposed framework could be classified into six evaluation levels based on three evaluation phases. These evaluation phases and levels are: the *first* phase, the planning level and the evaluating process might be carried out before the training program. The *second* phase is the short-term levels and the evaluating practice during the training program in two occasions. The *final* evaluation phase is the long-term levels and the evaluating process to be carried out within 2-3 months after the training programs. The components based on each of the previous evaluation levels are:

1. Evaluation planning level: the aspects in this level are based on the training program's suggested plan and the creation of the training material.
2. Evaluation design level: the aspects included in this level deal with a training program's design, usefulness, relevance, delivery method, trainers' capability, trainees' motivation intensity and attitude toward learning.
3. Evaluation satisfaction level: the components in this level are trainees' satisfaction on the contents and teaching methods of the overall training program, facilities and scheduling.
4. Evaluation learning level: the aspects in this level include knowledge and skills acquired by the trainees throughout the training.
5. Evaluation trainees' application level: the aspects in this level deal with when, how and the quantity knowledge and skills transferred and used, work speed and accuracy, trainees' attitude and behavior change at the workplace.
6. Evaluation organizational benefits and costs level: the aspects at this level include the training program benefits and costs of the organization, and the intangible indicator results in terms of the training effectiveness in the organization improvement.

#### **b) The Functions of the Components in the Proposed Framework**

The proposed framework suggests that it is compulsory to start implementing the evaluation procedure from the first level, but not necessary to complete evaluation all the levels. The training purpose at a particular point of time will determine the level to end. The downward pointing arrows of the proposed framework show that each evaluation level has to be finalized before progressing to another level. In other words, a thorough evaluating practice has to be done at each level before proceeding to another level, so that the obtained results of each evaluation level could be of value to the training program provider and evaluators in making the necessary improvements to the training process. For example, at the “evaluate design” level, the training program might provide the number of trainees dissatisfied with the content/syllabus of the training programs in progress. The description for each evaluation training program level in terms of its importance is expected to be evaluated timing, data collection through tools to be used in evaluating. Those who are involved in the practice of the evaluation of the training program, and how data and findings could be utilized will be based on the theoretical framework of this research as presented in Chapter 2.

#### **c) The Differences Between the Proposed Framework and the Existing Framework**

The proposed framework tries to overcome the weaknesses in the existing MOE framework. Therefore, this research studied in-depth the weaknesses of the current evaluation practices. Findings include the defects in the current evaluating practices and limited of the obtained results. This research also utilized most of the suggestions and recommendations of the study to accomplish evaluating practices at all the evaluation levels.

Besides that, the proposed framework adopts flexibility in carrying out evaluating practices, since it is built on the basis of the expected aims in the evaluation that should

be defined before conducting the evaluating process. Therefore, the organization adopting the proposed framework should set the aims in advance according to the organizational needs in implementing the evaluation practices; whether they evaluate specific aspects. The proposed evaluation of the framework also includes numerous appropriate aspects within each of the six evaluation levels. It attempts to practice all the aspects within each evaluation level according to the aims in evaluation, and avoid focusing only on certain aspects. For example, it balances equally the attention to involve both the trainer and trainee in evaluating practices during the training program.

Furthermore, the implementation of evaluation in the proposed framework strongly recommends that the evaluating practices follow an appropriate timing, whereby a variety of suitable application of evaluation tools could be used for each evaluation level. For instance, this evaluation framework applied the pre-test and post-test to evaluate the trainees' gained knowledge, and the tests were implemented during *two* terms: *first*, before conducting the training program, and *second*, after completing the training program.

Another difference in the proposed framework is the use of intangible indicators to evaluate the organization benefits and costs level such as the teacher subject performance, students' achievements and supervisors' performance improvement. These indicators include the creative projects done by the ES in the field.

Finally, the proposed framework encourages the utilization of modern methods to evaluate the training programs such as online evaluation over the internet, as the ES trainees are sent throughout Oman provinces after the training program. Hence, the internet is a suitable way for them to be in contact with the central trainers and evaluators.

#### **d) The Rationale for the Proposed Evaluation Framework**

The present research highlights the weaknesses in the current process of evaluating training programs by the MOE in Oman. Hence, the following is the rationale for the proposed framework in developing the current evaluation training programs practices.

First, the rationale for designing the proposed framework is that each evaluation level builds upon the preceding level, meaning that each level is related in sequence.

Second, the evaluation process within the proposed framework should be done from the very beginning as each evaluation level has different aspects to look into, and evaluation findings at each level could be used to determine whether a training program should be continued or not.

Third, the aspects within the framework have been sourced from the theoretical framework that has been developed based on established research in the field of training evaluation models which are: Kirkpatrick's four-level evaluation, Brinkerhoff's six-stage evaluation model, Phillips's five-level ROI framework, Bushnell's IPO Model for evaluating training and Wade's High-IMPACT model.

Finally, the flow within the six level proposed framework has been integrated and aligned with the MOE's existing framework.

#### **5.7 Recommendations: Further Research**

This research makes the following recommendations for future research in the field of training program evaluation, as the current implementation of evaluation practices by the MOE of Oman may need more studies to explore and identify problems regarding the current evaluation practises implementation. The recommendations are to:

1. Investigate the current implemented evaluation practice of training programs provided by the MOE in Oman for other supervisors' jobs such as laboratory supervisors and private school supervisors.

2. Explore the current implementation by the MOE of Oman for training programs in the different ES subject departments.
3. Apply the proposed evaluation training program framework in other government services in Oman.
4. Adopt the proposed evaluation framework to evaluate the training program effectiveness in, either public or private sector organizations.

## 5.8 Summary

In conclusion, this chapter highlights the findings of this research in detail. The findings of data analysis reveal **fifteen themes that have emerged**, showing the principles regarding the implementation of the current MOE evaluation process. This chapter has provided the analysis of interview questions based on the respondents' views regarding current evaluating practises, observations and document analysis. This chapter concludes with a proposed framework that could be taken into consideration for evaluating training programs. This proposed framework, if utilized, could improve the impact of MOE's evaluation training programs, and may assist to achieve better results concerning training effectiveness.

From the problem statement discussed in Chapter 1, it was evident that there was a need to explore the implementation of current evaluation by the MOE of Oman in the selected training programs for ES. Therefore, this research investigated the implementation of the evaluation structure based on six evaluation levels, and highlighted the participants' perceptions regarding the current evaluation. Participants' suggestions and recommendations for improving current evaluating practices were obtained. To gain in-depth understanding of the problem, this research applied three instruments for data collection which are interview, observation and document analysis. These instruments were deemed appropriate for the qualitative research approach. The findings of the data

analysis in this research revealed fifteen main themes and fifty-seven sub-themes. These findings were presented according to the four research questions and organized according to three evaluation phases: planning, short-term levels and long-term levels. These reflected the processes that were practiced currently in the MOE of Oman.

The investigation covered the evaluation aims, aspects, timing, tools and methods, and significance of the results that obtained at each of the evaluation level. Overall, the findings showed that the participants perceived that there were many limitations in the current evaluation process, and these could be overcome with suitable recommendations as discussed in this research. It was evident that major changes are required at all the evaluation levels, especially the need to upgrade current skills in evaluation, a more systematic approach and usage of new methods for collecting and analysing results for evaluation purposes. An independent body must be set up to undertake training program evaluation to ensure objectivity of results. Finally, this research concluded that the MOE has to be proactive in reaching a higher level of evaluation results that reflect the training effectiveness. Hence, this research proposed a framework that could be taken into consideration for evaluating training programs.

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**Appendix A - 1**  
**The Selected Training Programs**

- **The first training program title: “Improve the Administrative Skills”**

a) **Number of trainees:** 60 Senior Supervisors

b) **Expected objectives:**

1. Improve the effectiveness of teamwork.
2. Improve the communication skills and teamwork.
3. Enhance the senior supervisors' administrative skills.
4. Instill best practices and positive attitude among senior supervisors.

c) **Training materials’ topics:**

1. Methods to encourage colleagues’ motivation.
2. Practical methods and approaches to manage the teamwork.
3. Practical plans to develop job performance.
4. Applying principles of effective administration.

- **The second training program title: “Prepare and Build the Educational Curriculum”**

a) **Number of trainees:** 35 Educational Supervisors

d) **Expected objectives:**

1. The trainees will be able to design the curriculum according to the global developments and changes, and link them with local society situation and requirements.
2. The trainees will gain different knowledge skills in designing, planning, building and analysing the curriculum.
3. The trainees will be able to utilize some of the existing universal methods in designing and developing the curriculum.

**c) Training materials topics:**

1. Strategizing in presenting information on learning sources.
2. Building and designing self-learning activities.
3. Approaches to Analysis of the curriculum.
4. Stages in designing and developing the curriculums.
5. Electronic content design skills.

**Third training Program Title: “Qualify the Educational Supervisors”**

**a) Number of trainees:** 250 new Educational Supervisors

**b) Expected objectives:**

1. Improving trainees' skills of training program design.
2. Improving trainees' knowledge and skills in adopting action research approach.
3. Practicing communication skills.
4. Enhancing self-development ability
5. Identifying job's duties and responsibilities

**c) Training materials’ topics:**

1. Building high level thinking questions.
2. Methods in analyzing the student results.
3. Specialist workshop.
4. Supervisors’ duties and responsibilities.
5. Action research.
6. Educational supervision types and approaches.
7. Training program design.
8. The training presentation skills.



## Appendix A - 2

### Training Provider Interview Questions

*First, thanks for contributing your opinions and sharing your work experience and knowledge of my research topic “ES Training Program Evaluation”.*

*Conception and thought of evaluation of training programs for educational supervisors (ES)*

1. Let us discuss why the MOE was concerned to evaluate the training programs.
2. Could you talk about your roles and responsibilities in evaluating the training program?
3. Currently, what are the followed process by the MOE in carrying out the evaluation?

*The current process in carrying out the evaluation of training programs for ES*

1. What are the aims of the evaluation of planning level, short-term levels and long-term levels?
2. What are the aspects of the evaluation of planning level, short-term levels and long-term levels?
3. What are the carry out time of the evaluation of planning level, short-term levels and long-term levels?
4. What are tool and methods applied in evaluation planning level, short-term levels and long-term level?
5. What are the obtained significant results of evaluation planning level, short-term levels and long-term levels?

*Perception regarding the implementation of evaluation by the MOE in the ES training program*

1. In reference to the previous question, does the MOE pay enough attention to evaluate the training program?

2. Based on your roles and responsibilities in evaluating training program, do you think the evaluation process cover what it is supposed to evaluate?

*Challenges faced in the current evaluation of training program for ES*

1. As the evaluation of training program is implemented within several processes, what do you think are the factors that effects the evaluation of the training, either before or during the training?
2. What are the other factors affect the evaluation of the training program impact in the work context?

*Recommendations for improvement of the evaluation of training program for ES*

1. Do you think the current evaluation practices needs to be improved? What are your suggestions?
2. Is there any comments or recommendations relevant to what has been discussed before we end our interview?

Thank you for your assistance

### **Appendix A - 3**

#### **Training Evaluator Interview Questions**

*First, thanks for contributing your opinions and sharing your work experience and knowledge of my research topic “ES Training Program Evaluation”.*

##### *Conception and thought of evaluation of training program for ES*

1. Could you tell me about your roles in the implementation of the training program?
2. Could you tell me about your responsibilities in evaluating the training program that are relevant to your job?
3. Could you explain more about the adopted standards of evaluation level relevant to the site of the training programme?

##### *The current process in carrying out in evaluating the training programs for ES*

1. How does the MOE implement the evaluation process of training programs? Are there any series procedure?
2. What are the current practices of evaluation the training program?
3. Could you explain how the evaluation planning level planned before training programme could be included officially in the PDP?
4. Before the delivering the training program content, what are the evaluated process that the MOE has followed?
5. During the delivering of training program centrally, what are the evaluated practice process that been taken by the MOE?
6. After the training program delivery is over, are there any followed up evaluations carried out by the MOE?

##### *Perception regarding the implementation of the evaluation training program for ES by the MOE*

1. Does the MOE give enough consideration in evaluating training programs?

2. Based on your roles and responsibilities in terms of carrying out evaluation training program, do you think it covers what it is supposed to evaluate?

*Challenges faced in the current process of evaluation the training program for ES*

1. Could you talk about some of the challenges faced during the central implementation of the evaluation training program?
2. What are the factors affecting the evaluation of the impacts of the training in the work context?

*Recommendations for improvement of the evaluation of training program for ES*

1. If you think that the current evaluation training program needs to be improved, what are your suggestions?
2. Is there any comments or recommendations relevant to what has been discussed before we end our meeting?

Thank you for your assistance

## **Appendix A - 4**

### **Trainer Interview Questions**

*First, thanks for contributing your opinions and sharing your work experience and knowledge of my research topic “ES Training Program Evaluation”.*

*Conception and thought of evaluation the training program for ES*

1. Could you tell me what your responsibilities are in the implementation of the training programs?
2. Why should we consider evaluating the training programs?
3. Could you tell me about your roles in evaluating the training program relevant to your job?

*The current process in carrying out the evaluation of training programs for ES*

1. Could you explain the system applied in achieving the aims of evaluation training programme in the MOE, especially the long-term implementation of the evaluation process?
2. What are the current practices in evaluating the training program?
3. Before delivering the training program, what are the evaluation process taken by the MOE?
4. What are the evaluation process taken during the delivery of the training program?
5. Is there any follow up of evaluation carried out by the MOE once the training program is over?

*Perception regarding the implementation of evaluation by the MOE in the training program for ES*

1. In reference to the previous question, does the MOE give enough consideration in evaluating the training programs?

2. Based on your roles and responsibilities in carrying out evaluation training program, do you think the evaluation covers what it is supposed to evaluate?

*Challenges faced in the current evaluation of training program for ES*

1. Could you discuss about the challenges faced during the central implementation of the evaluation of training program?
2. What are other factors affected to find out the training impacts in the work context?

*Recommendations for improvement of evaluation of training program for ES*

1. If you think that the current evaluation of training program needs to be improved, so what are your suggestions?
2. Is there any comments or recommendations relevant to what has been discussed before we end our meeting?

Thank you for your assistance

## **Appendix A - 5**

### **Trainee Interview Questions**

*First, thanks for contributing your opinions and sharing your work experience and knowledge of my research topic “ES Training Program Evaluation”.*

*Conception and thoughts on the evaluation of training program for ES*

1. Could you tell me what your responsibilities are in the training program provided?
2. Why should we consider in the implementing of the evaluation of training program?
3. Could you tell me about your roles in evaluating the training program relevant to your job?

*The current process in carrying out the evaluation of training program for ES*

1. Explain how close is the relationship between the knowledge and skills delivered in today's topic with your job's need?
2. About the new knowledge and skills you have obtained from today's topic, how confident are you about applying them in your work?
3. In your opinion, what aspects of today's training are the most helpful to you?
4. For today's training, how have the training materials, hand-outs, audio-visual materials and the exercises or assignments helped you at work?
5. Do you find the delivery methods are be well proportioned between theory and practice, individual work and group work, and exercises and discussion?
6. Can you describe your level of satisfaction of the trainer capability on the following components: knowledge of subject, presentation/delivery, format-making the materials clear, audio visual aids, replying the participants questions/answering the questions, amount of participants interaction, time allotted for activities adhering to time?

7. Did you find the recent training program worth attending and why, in terms of acquiring new skills and knowledge, new ideas to apply at work, innovative way of increasing productivity and contribution towards organization performance?
8. The purpose of the training program was to help you with the job function and new knowledge and skills, so what is your current level of skills, how well you are applying it at your workplace, and how often do you get to use it in your work?
9. Has your level of confidence in using the newly acquired skills and knowledge changed since the training program?

*Perception regarding the implementation of evaluation by the MOE in the training program for ES*

1. Does the MOE give enough consideration in evaluating training programs?
2. Based on your roles and responsibilities in terms of carrying out evaluation training program, do you think the evaluation covers what it is supposed to evaluate?

*Challenges faced in the current evaluation of training program for ES*

1. Could you talk about the challenges faced during the central implementation of the evaluation training program especially within the processes of evaluating?
2. What are the other factors effected to obtain the impacts of the training in the work context?

*Recommendations for improving evaluation of training program for ES*

1. If you think that the current evaluation of training program needs to be improved, what are your suggestions?
2. Is there any comments or recommendations relevant to what has been discussed before we end our meeting?

Thank you for your assistance



## **Appendix A - 6**

### **Superior Interview Questions**

*First, thanks for contributing your opinions and sharing your work experience and knowledge of my research topic “ES Training Program Evaluation”.*

*Conception and thoughts on the evaluation of training program for ES*

1. Could you tell me about your responsibilities in the training program?
2. Why should be considered in evaluating training program?
3. What are your role in evaluation of the training program that are relevant to your job?

*The current process in carrying out the evaluating of training program for ES*

1. How would you describe employees’ work efficiency before and after the pervious training program?
2. What are your expected aims for evaluating the performance of this program?
3. What types of performance measures are you using for these programs?
4. How long is needed to measure the impacted result of this training program?
5. How has the improvement from training program been utilized by the department to increase employees’ work efficiency?
6. Have you modified the measures you are using as you gain experience with performance measurement and evaluate the usefulness of the results you obtained?
7. For any employee who has been attending training program or any kind of development activities, are you applying, or do you plan to apply specific performance measurement that has impacted your work?
8. What are the criteria in selecting employees for this program?
9. How does the organization contribute towards achieving high-level performance knowledge and skills?

10. In your opinion, is performance measurement a useful tool for understanding how effective your organization is in achieving the expected purpose of the training program?
11. How long does the organization require in evaluating the impact of training program?
12. Regarding the current practice of evaluation the organization at the MOE, what policy system implementation or process, positions of the personnel involved, elements/aspects that indicate the achievement, performance measurement tools?
13. What benefits the organization get from the training programme in the following aspects: work practices, management/team skills, initiative, and climate/culture?

*Perception regarding the implementation evaluation of the MOE in the training program for ES*

1. Does the MOE give enough consideration in evaluating training programs?
2. Based on your roles and responsibilities in terms of carrying out evaluation training program, do you think the evaluation covers what it is supposed to evaluate?

*Challenges faced in the current evaluation of training program for ES*

1. Could you talk about the challenges faced during the central implementation of the evaluation of training program especially within the processes of evaluating?
2. What are the other factors affecting to assess the impacts of the training in the work context?

*Recommendations for improving evaluation of training program for ES*

1. If you think that the current evaluation of training program of educational supervisor needs to be improved, what are your suggestions?
2. Is there any comments or recommendations relevant to what has been discussed before we end our meeting?

Thank you for your assistance

## **Appendix A - 7**

### **Observation Guide**

The researcher will keep a daily journal that will be used to describe the observation made during each day visit to the Central Training Center and attending the selected training programs halls, in the MOE or trainees work context. Based on suggestions by Creswell (2008), the steps of direct observation are:

1. The selection site will be chosen (three training programs) to be observed, after the selection the researcher obtains the required permission needed from the gatekeepers to gain access to the site.
2. The researcher initially will slowly immerse himself in the site by looking around, and getting a general sense of the site and taking limited notes.
3. At the training programs event site the researcher will identify who to observe (training providers, training evaluators, trainers and trainees), what to observe (the way evaluator deal to evaluate and observe the trainers and trainees), when to observe (two occasion during conducting training program, first 8-10 am, and second 10:30am – 12:30 pm), and how long to observe (5 months)
4. The researcher will be a non-participant observer at the first few visits to the site, and if necessary, he might change his role.
5. In order to obtain the best understanding of the site and the individual multiple observations will be conducted over time. Initially, the researcher will engage himself in broad observation and noting the general landscape of training program activities and events. After getting familiar with the site the researcher will begins to narrow down his observation to specific aspects
6. The researcher will design some means of recording notes during an observation.

7. The researcher will be considering the initial information to be recorded during the observation (for instance activities by training evaluators, training providers, trainers, trainees bosses and trainees in term of dealing with training program evaluation implementation process)
8. The description of the events, activities and people in the site will be recorded by the researcher. He also will record his personal thoughts that relate to his insights, hunches, or broad ideas or themes that emerge during the observation.
9. The researcher will try to make himself known to the people that he observed but remain unobtrusive.
10. After observation, the researcher will slowly withdraw himself from the Centralization Training Centre site and workplace context. However, he will thank the participants and inform them of the use of data gathered.

**Appendix A - 8**  
**Relevance Document Summary Form**

Site:

Document No.:

Document name:

Date received:

Code: doc

The summary of the relevant documents will be based on the following questions:

1. Where are the documents located or the events to get it?
2. When was the document was first implemented?
3. What is the issue aim of the document?
4. What kind of context structure describes the document?
5. Which roles are associated with the document?
6. Who is responsible of applying the document?
7. What are the obvious significances indicated from the document and to whom?

## **Appendix A - 9**

### **Document Review Guide**

Based on Creswell (2008) the following are the guidelines for collecting data from document review:

1. First, the researcher will identify the relevant documents that can be used in order to provide corroboration and useful information to answer the research questions (for example annually MOE schedule training events schedule, the MOE guide to evaluate the impact from training programs, and training program evaluation daily and finally forms).
2. After locating relevant documents, permission will be sought to use them from the appropriate individuals in charge of the materials (for example the directors of the training and evaluation training departments, training specialists, and the senior educational supervisors).
3. The researcher might ask the participants to keep a journal, whether they agree with the request he will provide them specific instructions about procedures which included topics, format to use, the length of journal entries, and the importance of writing their thoughts.
4. The researcher will examine the documents for their accuracy, completeness, and usefulness of the documents for the purpose of answering the research questions.
5. Information will be recorded from the documents, including taking notes about the documents or optically scanning them.

**Appendix A - 10**  
**List of the Experts**

N	Name	Qualification
1-	Said Salim Saif Al-Amri	Degree of Doctor of Philosophy
2-	Nasser Salim Nasser Al-Ghanbousi	Degree of Doctor of Philosophy
3-	Salim Abdullah Al-Sukili	Degree of Business and Economics
4-	Issa Mohamed Al- Dfai	Degree of Doctor of Philosophy
5-	Khalifa Al-Mfurgi	Degree of Doctor of Philosophy
6-	Hamed Mohameed Al-Fahdi	Master in Educational Management
7-	Said Sultan Al-Bosaidi	Master in Educational Curriculum
8-	Mubark Salim Al-Seabi	First Degree in Education
9-	Khalid Khalfan Ambosaidi	First Degree in Education

## Appendix B - 1

### Form for Prepared Training Program Description

Ministry of Education  
Development Human Resource General Directory  
Centralisation Training Centre

Training program title: .....

Type of the program: .....

The department of suggested program	
The performing department	

Program type	Performed place	Training halls number	Female number		Male number		Total of the trainees
			Accommodation	Without Accommodation	Acom.	Without Accom.	
Centralize	- Centralize training centre						
	- other place						
Decentralize	-all educational provinces						
	- Specific educational provinces (... )						
Overseas							

The suggested time to implement the program ( From - To )	First suggested period	
	Second suggested period	
	Third suggested period	
The number of the implementation days		
The number of the delivery hours	Theory	Practice
		Total

Targeted trainees	Filed	Specialist	Number
-------------------	-------	------------	--------



			Centralize	Decentralize
Teachers	Teachers			
	Senior Teachers			
Supervisors	Supervisors			
	Senior Supervisors			
School administrative	School Principals			
	School Principal Assistances			
Supporting job in school	Social Specialist			
	Learning Sources Specialist			
	Laboratories Technical			
Staff	General Director			
	General Director Assistance			
	Director			
	Director Assistance			
	Head Section			
	Technical			
Trainers				
Rationale for implementing the program (studies, researches, reports, trainees' needs...etc.)				
1				
2				
3				

The expectation objectives of the program	
1	
2	
3	

N	The suggested titles of the training materials	The application method to deliver the material
1		
2		
3		

(Include theory and practice)

#### Program finances cost

N	Item		Detail	Number	Total cost	Comments
1	Training material preparation		80 Omani Rial (O.R)			
2	Training material review		5 O.R			
3	Performance delivering training	Centralize	10 O.R			
		Decentralize	10 O.R			
4	The internal expert cost		250 O.R			
5	The internal expert cost		700 O.R			
6	The travelling ticket		74 O.R			
7	Transpiration		40 O.R			
8	Provided meals/food in the accommodation		5 R.O for each trainees			
9	Vehicles rental		20 R.O ( small size)			
			30 R.O (big size)			
10	The cost of the accommodation in the province (whether provide)					
11	The cost of evaluation decentralize program					Fill in be evaluation training department
12	Other items					
Totally:						

## Appendix B - 2

### Form for Evaluating Pre-Designed Plan of Training Content

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

Evaluating pre-designed plan of training content form  
(Use as guide to the executed of the training which should be designed and informed by them before two month from implementing the training program)

Training coordinator: ..... -Mobile number: .....  
General Directory name: ..... - Department/ Section: .....  
Program Type: -Meeting ( ) -Conference ( ) -Workshop ( ) -Others ( ) : defined it:  
Implementing: - As scheduled ( ) - Deferred ( )  
The target trainees: .....

Item	Clarification
Expected objectives	
Expected outcomes (knowledge, attitudes and skills )	
Included Topics	
The duration for each topic	
Suggested trainers	
Evaluation training: (Compulsory and optional tools): Please specify the optional tools	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>- During training</p> <p>a) Compulsory applied the current evaluation form</p> <p>b) Optional form to use:</p> <ol style="list-style-type: none"> <li>1. Observational training program form</li> <li>2. Observation clippings form</li> </ol> </div> <div style="width: 50%;"> <p>- After delivered training are there follow up to evaluate the training impact in the workplace: Yes( ) No ( )</p> <p>- In term there is follow-up to evaluate trainees' application, so please use the following forms:</p> <ol style="list-style-type: none"> <li>a) Measuring the impacted of training Questionnaire</li> <li>b) Measuring the impacted of training evaluation form</li> </ol> <p>- Proposed follow-up plan:</p> <ol style="list-style-type: none"> <li>a) Date of the first visit:</li> <li>b) Date of the second visit:</li> <li>c) Date of the third visit:</li> </ol> </div> </div>

## Appendix B - 3

### Training Program Observation Form

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

Program title: ..... Date: .....  
Target participant: ..... Number of attendance: .....  
Title of training materials: ..... Job title: .....  
Trainer's name: ..... Title's job: .....


Item	Descriptive	Good	Satisfied	Weak	Details
Trainer	Delivered instructions are attractive				
	Delivered methods appropriate to be applied				
	Administrated the training session				
Trainees	Trainees listened to the trainer				
	Trainees involved in the dissections & activities				
	Trainees voiced about their training benefited				
	Train write notes for the important presented points and ideas				
Training materials	Presented serialised				
	Suitability to targeted trainees				
	Clearness, and uncomplicated for trainee				
Activities and application practice	Assist to achieve skill				
	Multiples				
	appropriate frequencies				
Training services	Suitability of training hall				
	Appropriate of equipment				
	Other comments:				

The duration of the observation:  
Signature:

The name of observer:

**Appendix B - 4**  
**Clipping Comments Form**

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment



I dislike in the program

.....


.....

.....

.....

.....

THANKE YOU



I like in the program

.....

.....

.....

.....

.....

THANKE YOU

## Appendix B - 5

### Form for Evaluating Trainer's Performance

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

(This form use for the training programs which will be delivered by more than a trainer)

Training title: ..... Implementation period: .....

Perform Training by: ..... Place: .....

Name (optional): ..... Job title: .....

(Your chosen indicate you real view that could help us in improving the training program)

Fields	N	Assessment Items	Excellent	Very good	Good	Satisfied	Weak
			5	4	3	2	1
Training material	1	Contributed in improving my work					
	2	Inquired my personal expectations					
	4	physical production quilted					
	5	Competences/capabilities					
Application instruction and teaching resource	6	Well prepared					
	7	Adopted multiple training instructions (role play, case study, discussion, .... etc)					
	8	The usage of available teaching resources					
	9	Efficiency activities					
Trainer performance	10	Qualified in training object					
	11	Linked between the theorise to practice					
	12	Interaction with the participants					
	13	Utilize teaching resources					
	14	Ability delivered the knowledge					
	15	Organized and administrated the training sitting					

Do you have any comments you would like adding it?

.....  
.....

Thank you, your view important for us....

## Appendix B - 6

### Form for Evaluating Trainee's Performance

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

Trainer name: .....

Job title: .....

Training title: .....

Period date: from ..... to.....

(Your chosen indicate your real view that assisting us in improving training programs)

N	Assessment Items	Excellent	Very good	Good	Satisfied	Weak
		5	4	3	2	1
Administrative organize						
1	Applicable to training held timing					
2	Applicable to resets time					
3	Applicable to training hall					
4	Available of prerequisite training apparatus					
5	Supported from the organizers					
Trainees						
6	Balanced to the system rules inside training hall					
7	Interested to attend the training over training sitting					
8	Respective when they deal with other partners, trainer and supervisor					
9	Positively involved during the training					
10	Balanced in their discussion relevance to the training objects					

Comments:

.....  
.....

Trainer signature.....

## Appendix B - 7

### Form for Evaluating Satisfaction Level

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

Program title:..... Implementation Date: .....

Perform Training by:..... Place: .....

Name(optional): ..... Job title: .....

(Your chosen indicate your real opinion which assisting us in developing the training program)

Put a sign (✓) in front of the option you deem appropriate for each item of the following items:

N	Assessment Items	Excellent	Very good	Good	Satisfied	Weak
		5	4	3	2	1
Administrative organize						
1	Applicable to training held date					
2	Applicable to resets time					
3	Applicable to training hall					
4	Available of prerequisite training apparatus					
5	Supported from the organizers					
Training objectives						
6	Identified the program objectives from the beginning of the training					
7	Program contributed in improving my job					
8	Program inquired my personal expectations					
9	The degree of training met the related sited aims					
Training material						
10	Training material duration presented					
11	Training material physical produced					
12	Training material duration presented					
13	Activities competency					
Instructions and teaching resource						
14	Teaching resource prepared					
15	Multiple training instruction ( role play, case study, discussion, .... etc)					
Trainer						
16	Qualified in training material					
17	Linked between the theorise to practice					
18	Interaction with the participants					
19	Utilize teaching resources					
20	Ability delivered the knowledge					
21	Organized and administrated the training sitting					



- Advantages of the training program from your point of view:

.....

- What are the most important aspects that you can apply in your work field:

.....

- What are the most important animadversions of the training program from your point of view :

.....

- What are your suggestions and recommendations you thought that it will improve the training program:

.....

Thank you, your opinion important for us....

## Appendix B - 8

### Form for Evaluating Trainee's Learning Level

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

*First:* Program general information

Program title:..... Implementation period: .....to .....

Trainer name:..... Job title: .....

Number of trainees: .....

*Second:* Information relevance evaluation learned level:

- The used tools to evaluate trainees' learning: exam (    ), project (    ), others (    ): defined it:
- Scale of the evaluation results obtained:
  - a- (100-90) excellent
  - b- (89-80) very good
  - c- (79-65) good
  - d- (64-50) satisfied
  - e- less than (49) lowest

N	Participants name	Mark
1		
2		
3		
4		
5		
6		
7		
8		
9		
The marks average		

## Appendix B - 9

### Form for Training Impact Assessment

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

- Is there any followed up evaluation going to carry out?    Yes (    )                      No (    )
- Type of the follow-up: Visit to the work place (    ), Phone contacting(    ), Internet contacting (    ), Others (    ); defined it:
- Evaluation follow-up occasions date:
  - a) The first date: .....
  - b) The second date: .....

The participants' status whom been evaluated:

Name	Job	Workplace

Result of followed-up

The topics and area gained from the training	Application area	Comments

The above items filled up by the trainer, or the performed department, or the province Training Centre.

The followed up members:

1. Name: ----- Sign: .....
2. Name: ----- Sign: .....

Certify by,  
Centralisation Training Centre or Human Resource Development Directory

## Appendix B - 10

### Form for Evaluating Trainees' Application level

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

(This form fill up after training program finished within 1-3 months)

The following parts are the delivered training materials' title of the previous attended training program, so give your opinion degree regarding the efficiencies of the training and the applied in your work:

- 5- Mean extremely high degree
- 4- Mean high degree
- 3- Mean average degree
- 2- Mean weak degree
- 1- Mean not applied

The training material's title	The efficiency level of the training					The applied level					Application area
	1	2	3	4	5	1	2	3	4	5	

**Appendix B - 11**  
**Form for Evaluating the Impact from the Training**  
**At the Organizational Level**

Ministry of Education  
Development Human Resource General Directory  
Department of the Training Impact Assessment

The report include the following parts:

*First:* General information of the training program:

Title: ..... Period: .....  
Performed department: ..... Place: .....  
Targeted trainees: ..... Number of trainees: .....

*Second:* Realized comment during evaluate follow-up of the training

-----  
-----

*Third:* The impact from training

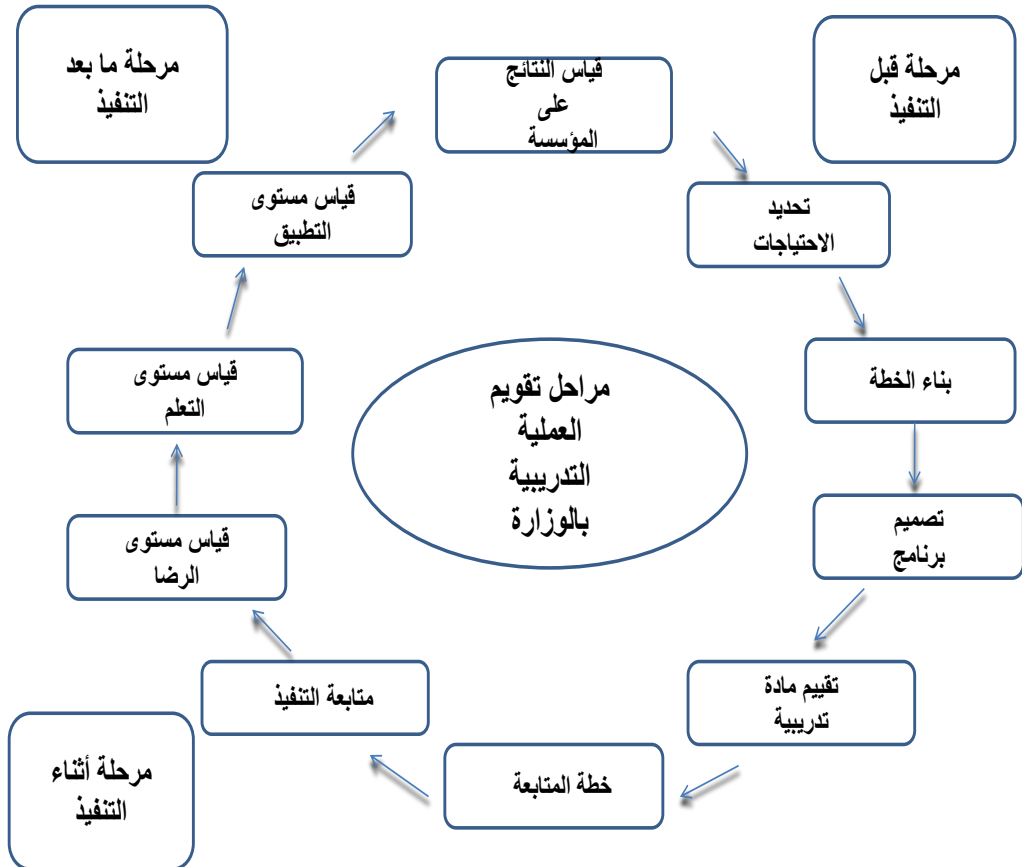
Number of trainees	The average results of first measure	The average results of second measure	The average results of third measure	Comments

*Fourth:* Conclusions and recommendations:

The evaluation of the organization level: this level requires us to prepare specific measure for the level of the current change in the general performance of the MOE because of training programs and the MOE's targeted result of the student. Therefore, it is important to connect between the changes in the academic level of the student and the training programs. The responsibility to evaluate this level is lies with the Department of Training Impact Assessment with assistance from other official agencies in the MOE.

Appendix C - 1  
The MOE's Existing Framework Process

مراحل تقويم العملية التدريبية بوزارة التربية والتعليم بسلطنة عمان



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السيادة / المديرية العامة للتربية والتعليم بمحافظة مسقط

السلام عليكم ورحمة الله وبركاته

**الموضوع: تسهيل مهمة الباحث**

أود إقادتكم بأن الناضل / زاهد بن علي بن خلفان الخوسني - طالب دراسات عليا دكتوراه  
بالجامعة الماليزية يقوم بإجراء دراسة بعنوان (تقويم البرامج التدريبية للمشرفين التربويين : دراسة حالة  
لبرامج مختارة في وزارة التربية والتعليم بسلطنة عمان) : ويرغب المذكور في إجراء تطبيق أداة الدراسة  
على عينة من المشرفين / المواطنين بمديرتكم .  
عليه المرجو التكرم بتسهيل مهمة الباحث في تطبيق أداة دراسته ، وذلك وفق الإجراءات  
المسؤول بها لديكم . وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحث مباشرة على  
هاتف رقم ( ٩٩٤١٢٤٢٢ ) .  
شاكراً لكم كريم تعاونكم .

وتفضلوا بقبول فائق التقدير والإحترام ،،

جنينة بنت محمد المكيّة  
مستشارة الوزير لتطوير البرامج التعليمية  
المكلفة بأعمال مدير المكتب الفني للدراسات والتطوير

Appendix C - 3  
Approval Letters from Different Agencies - 2

١٢/١٢  
٢٠١٧/١٢/٢٥  
ص.م.د.  
١٢٧٨ / ١٦



المكتب الفني للدراسات والتطوير

المحترمة

الدكتورة / المديرية العامة للمديرية العامة للتقويم التربوي

السلام عليكم ورحمة الله وبركاته ،،،

الموضوع: تسهيل مهمة باحث

أود إفادتكم بأن الفاضل / زايد بن علي بن خلفان الخوسني - طالب دراسات عليا دكتوراه  
بالجامعة الأميركية يقوم بإجراء دراسة بعنوان (تقويم البرامج التدريبية للمشرفين التربويين : دراسة حالة  
لبرامج مختارة في وزارة التربية والتعليم بسلطنة عمان ) ، ويرغب المذكور في إجراء تطبيق أداة الدراسة  
على عينة من المشرفين / الموظفين بمديريةكم .  
عليه المرجو أنكم بتسهيل مهمة الباحث في تطبيق أداة دراسته ، وذلك وفق الإجراءات  
المتبع بها لديكم ، وفي حالة وجود أي استفسار يمكن للمعنيين لديكم الاتصال بالباحث مباشرة على  
هاتف رقم (٩٦٤١٢٤٢٢) .  
شاكراً لكم كريم تعاونكم .

وتفضلوا بقبول فائق التقدير والإحترام ،،،

/ جعتي بنت محمد اللمكية  
مستشارة الوزير لتطوير البرامج التعليمية  
المكلفة بأعمال مدير المكتب الفني للدراسات والتطوير

المكتب الفني للدراسات والتطوير - وزارة التربية والتعليم - طريق الملك عبدالعزيز - الرياض ١١٦٦٦  
هاتف : ٩٦٤١٢٤٢٢ - فاكس : ٩٦٤١٢٤٢٢ - البريد الإلكتروني : info@fey.gov.sa



## Appendix C - 4

### Form for the Designed Training Program Description

وزارة التربية والتعليم  
المديرية العامة لتنمية الموارد البشرية  
مركز التدريب الرئيسي

#### استمارة توصيف برنامج الإبناء المهني لـ (.....)

اسم البرنامج: .....  
نوع البرنامج : ☐ مشغل ☐ ورشة ☐ لقاء ☐ ملتقى ☐ ندوة ☐ برنامج تدريبي ☐ مؤتمر تصنيف البرنامج  
: ☐ تطويري ☐ علاجي ☐ إثرائي ☐ تأسيسي

	الجهة/الجهات المقترحة للبرنامج
	الجهة /الجهات المشرفة على تنفيذ البرنامج

نوع البرنامج	مكان التنفيذ	عدد القاعات	عدد الإناث		عدد الذكور		إجمالي المشاركين
			بدون سكن	سكن	بدون سكن	سكن	
<input type="checkbox"/> مركزي	<input type="checkbox"/> مركز التدريب الرئيسي <input type="checkbox"/> خارجي						
<input type="checkbox"/> لا مركزي	<input type="checkbox"/> جميع المناطق التعليمية <input type="checkbox"/> المناطق (.....)						
<input type="checkbox"/> خارج السلطنة							

الفترة المقترحة لتنفيذ البرنامج (من - إلى)		الفترة المقترحة الأولى:
		الفترة المقترحة الثانية :
		الفترة المقترحة الثالثة :
عدد أيام التنفيذ للبرنامج		
عدد الساعات التدريبية للبرنامج		نظري عملي إجمالي

الفئة المستهدفة		المجال	التخصص	العدد	
				مركزي	لامركزي
<input type="checkbox"/>	المعلمون	<input type="checkbox"/> المعلمون <input type="checkbox"/> المعلمون الأوائل			
<input type="checkbox"/>	المشرفون	<input type="checkbox"/> المشرفون <input type="checkbox"/> المشرفون الأوائل			
<input type="checkbox"/>	إدارات المدارس	<input type="checkbox"/> مدير مدرسة <input type="checkbox"/> مساعد مدير مدرسة			
<input type="checkbox"/>	وظائف المساندة بالمدرسة	<input type="checkbox"/> منسق شؤون مدرسية			
		<input type="checkbox"/> أخصائي اجتماعي			
		<input type="checkbox"/> أخصائي أنشطة مدرسية			
		<input type="checkbox"/> أخصائي قواعد بيانات			
		<input type="checkbox"/> أخصائي مصادر تعلم			
		<input type="checkbox"/> أخصائي نفسي			
<input type="checkbox"/>	الموظفون	<input type="checkbox"/> فني مختبرات مدرسية			
		<input type="checkbox"/> أخصائي توجيه مهني			
		<input type="checkbox"/> مدير عام <input type="checkbox"/> نائب مدير عام			

			<input type="checkbox"/> مدير		
			<input type="checkbox"/> نائب مدير		
			<input type="checkbox"/> رئيس قسم		
			<input type="checkbox"/> وظائف فنية		
				المديرون	<input type="checkbox"/>

م	مبررات استحداث البرنامج التدريبي ( دراسات – بحوث – تقارير – احتياج تدريبي ... )
١	
٢	
٣	
٤	
٥	
٦	
م	الأهداف المتوقعة تحقيقها من البرنامج (مع مراعاة شروط صياغة الهدف التدريبي)
١	
٢	
٣	
٤	
٥	
٦	
٧	

م	العناوين المقترحة لأوراق العمل	الأسلوب التدريبي المناسب لورقة العمل	معد ورقة العمل	**المسمى الوظيفي لمعد ورقة العمل
١				
٢				
٣				
٤				
٥				
٦				
٧				
٨				
٩				

( يشمل الجانب النظري والعملي )

\*\* مراعاة موازنة الخبرات بين ديوان عام الوزارة والمناطق التعليمية في إعداد أوراق العمل.

## التكلفة المالية للبرنامج

م	البند	البيان	العدد	التكلفة الإجمالية	ملاحظات
١	إعداد المادة التدريبية	٨٠ ريال للورقة			
٢	مراجعة ورقة العمل	٥ ريال للورقة			
٣	قيادة حلقات	مركزي	١٠ ريال للساعة		
		لا مركزي	١٠ ريال للساعة		تكلفة جميع المناطق التي سينفذ بها
٤	تكلفة خبير محلي	٢٥٠ ريال لليوم التدريبي			
٥	تكلفة خبير خارجي	٧٠٠ ريال لليوم التدريبي			شامل تكاليف التدريب وتذكرة السفر والإقامة
٦	تذاكر السفر لصاللة للمشاركين /المدرّب الزائر	٧٤ ريال للمشارك /المدرّب الزائر			
٧	بدل نقل مسندم	٤٠ ريال للمشارك			
٨	بدل نقل الوسطى	٢٠ ريال للمشارك			
٩	بدل تدريب للمشاركين	بتغذية وسكن			يعتمد على الدرجة المالية للمشاركين
		بدون تغذية وسكن			
١٠	المواد الخام المستخدمة للتدريب	تذكر بالتفصيل مع السعر			
١١	التغذية للمشاركين بالسكن	٥ ريال للمشارك/اليوم			
١٢	استئجار حافلة	٢٠ ريال لليوم/صغيرة			
		٣٠ ريال لليوم /كبيرة			
١٣	تكلفة التسيكين للبرامج المنفذة في المناطق ( إن وجد )				خاص بالمناطق التي يتم فيها تسكين المتدربين
١٤	تكلفة تقييم البرنامج اللامركزي من قبل دائرة تقييم العائد التدريبي				يعبأ من قبل دائرة تقييم العائد التدريبي
١٥	بنود أخرى				
<b>الإجمالي :</b>					

خاص : يعبأ من قبل دائرة تقييم العائد التدريبي:

آلية التقييم المقترحة للبرنامج والمشاركين فيه					
الملاحظات	الجهة المسؤولة		نوع الآلية		
	المناطق التعليمية	ديوان عام الوزارة	اختيارية	إلزامية	
ترسل إلى الجهة المسؤولة قبل شهرين من بدء البرنامج	المشرف الأول	مركز التدريب الرئيس		- مراجعة المادة التدريبية وبرنامجها الزمني	قبل التنفيذ
يقوم بتعبئتها أخصائي التدريب أو أحد أعضاء فريق اللجنة المنظمة للبرنامج	مركز التدريب	دائرة تقييم العائد التدريبي	استمارة ملاحظة برنامج تدريبي		أثناء التنفيذ
يقوم بتعبئتها المتدرب	الجهة المنفذة للبرنامج	الجهة المنفذة للبرنامج	قصاصة الملاحظات		
	القسم المنفذ للبرنامج	دائرة تقييم العائد		- استمارة تقييم ختامي	
إرسال النتائج إلى دائرة تقييم العائد التدريبي أو مركز التدريب بالمنطقة باستخدام برنامج أكسل في إدخال البيانات معد من قبل دائرة تقييم العائد ويكون شرطاً لاستخراج الشهادات	المدرّب أو فريق المدرّبين	المدرّب أو فريق المدرّبين		- اختيار أداة واحدة على الأقل مما يأتي لقياس مستوى التعلم : * اختبار قبلي وبعدي * بحث أو تقرير * عرض في نهاية البرنامج	
تسلم الاستمارة في المناطق إلى مركز التدريب	مركز التدريب بالمنطقة	دائرة تقييم العائد التدريبي		- استمارة متابعة أثر التدريب	بعد التنفيذ (تطبق استمارات هذه المرحلة للبرامج المختارة لتطبيق أدوات دليل تقويم العائد عليها)
ترسل إلى دائرة تقييم العائد بعد ٣ أشهر من تنفيذ البرنامج كحد أقصى	مركز التدريب بالمنطقة	الجهة المشرفة على تنفيذ البرنامج		- (أ) استمارة قياس العائد من التدريب الموجهة للمسؤول المباشر	
ترسل إلى دائرة تقييم العائد بعد ٣ أشهر من تنفيذ البرنامج كحد أقصى	مركز التدريب بالمنطقة	الجهة المشرفة على تنفيذ البرنامج		- (ب) استمارة قياس العائد من التدريب الموجهة للمتدرب نفسه	

## Appendix C - 5

### Form for Evaluating Pre-Designed Plan of Training Content

وزارة التربية والتعليم  
المديرية العامة لتنمية الموارد البشرية  
دائرة تقييم العائد التدريبي

#### استمارة خطة تصميم برنامج تدريبي

منسق التدريب:  
المكتب:  
اسم المديرية:  
الدائرة/القسم:  
البرنامج نوعه: - ملقى / ندوة / ورشة تدريبية - أخرى

تاريخ التنفيذ: / /  
ينفذ: - في موعده - مؤجل من فترة سابقة (في حالة عدم الإبلاغ عن التأجيل برسالة رسمية مع الموعد المقترح يعد البرنامج لاغياً)

الفئة المستهدفة: العدد:

البند					التوضيح
الأهداف					
المخرجات المتوقعة (معارف، المجاهات، مهارات)					
الموضوعات التي سيتم تحقيق					
المدة الزمنية لكل موضوع					
المدرسون المقترحون					
<p>1. أثناء التنفيذ:</p> <p>- الإلزامية: استمارة التقييم الختامي</p> <p>- الاختيارية:</p> <p>أ. استمارة ملاحظة برنامج تدريبي.</p> <p>ب. قصاصة الملاحظات</p>					<p>ب. بعد التنفيذ: هل ستم متابعة البرنامج بعد التنفيذ؟</p> <p>لا نعم</p> <p>في حالة متابعة المتدربين بعد التنفيذ يرجى اختيار الأدوات المستخدمة</p> <p>أ. استبانة قياس أثر التدريب</p> <p>ب. استمارة متابعة أثر التدريب:</p> <p>خطة المتابعة المقترحة: تاريخ الزيارة الأولى</p> <p>تاريخ الزيارة الثانية</p> <p>تاريخ الزيارة الثالثة</p>
<p>تقويم البرنامج:</p> <p>(أدوات إلزامية واختيارية)</p> <p>يرجى تحديد الأدوات الاختيارية</p>					

## Appendix C - 6

### Form for Evaluating Training Material

وزارة التربية والتعليم  
المديرية العامة لتنمية الموارد البشرية  
مركز التدريب الرئيسي

استمارة مراجعة مادة تدريبية

- ١- مسمى البرنامج التدريبي: -----
  - ٢- تاريخ التنفيذ: -----
  - ٣- الجهة المنفذة: المديرية: ----- الدائرة: -----
  - ٤- عنوان المادة التدريبية: -----
  - ٥- اسم معد المادة التدريبية: -----
  - ٦- تاريخ إعداد المادة التدريبية: -----
  - ٧- نوع المادة التدريبية: ☐ جديدة ☐ معاد تقديمها ☐
  - ٨- الفئة المستهدفة: -----
  - ٩- بنود التقييم:
- أولاً: الإخراج العام للمادة التدريبية:
- ١- صفحة الغلاف

م	البند	توافر البند		ملاحظات
		نعم	لا	
١	مسمى البرنامج التدريبي			
٢	مسمى المادة التدريبية			
٣	اسم معد الورقة ومسماه الوظيفي			
٤	جهة العمل			
٥	الجهة المنظمة للبرنامج التدريبي			
٦	تاريخ إعداد المادة التدريبية			

٢- التوصيف العام للمادة التدريبية:

م	البند	توافر البند		ملاحظات
		نعم	لا	
١	المقدمة			
٢	أهداف المادة التدريبية			
٣	المهارات المتوقعة اكتسابها			
٤	الفئة المستهدفة			
٥	المدة الزمنية للتنفيذ			
٦	الأساليب والأنشطة التدريبية المستخدمة			
٧	التسلسل في العناوين الفرعية وتمييزها			
٨	وضوح الخط			
٩	التوثيق في الهوامش			
١٠	وضوح الترقيم			

١١	حدثا المرجع (في العشر سنوات الأخيرة)		
١٢	التنوع في المرجع (عربية وأجنبية)		
١٣	التوثيق العلمي في صفحة المرجع		
١٤	أن لا يقل عدد المرجع عن خمسة مراجع		
١٥	الفهرس		
١٦	الخاتمة		

ثانيا: توصيف المادة التدريبية:

م	البند	توافر البند		ملاحظات
		نعم	لا	
١	ارتباط المحتوى بالأهداف المراد تحقيقها.			
٢	وضوح المادة العلمية			
٣	تجنب التكرار			
٤	سهولة الأسلوب وسلامة اللغة			
٥	أن لا تقل عدد الصفحات عن المعدل المطلوب لكل ساعة تدريبية			
٦	التوثيق العلمي للاقتباسات			
٧	أن لا يقل عدد الأنشطة عن نشاطين لكل ساعة تدريبية			
٨	تحديد الوقت لكل نشاط			
٩	المجموع الكلي			

توقيع لجنة المراجعة :

١- الاسم: \_\_\_\_\_ التوقيع : التاريخ:  
٢- الاسم: \_\_\_\_\_ التوقيع : التاريخ:  
٣- الاسم: \_\_\_\_\_ التوقيع : التاريخ:

يعتمد،، مدير مركز التدريب الرئيسي

الشروط الواجب مراعاتها:

١. كتابة المادة العلمية بخط (Deco type Naskh special) بنمط رقم (١٦).
٢. مراعاة قواعد البحث العلمي وحقوق الملكية الفكرية عند كتابة المادة التدريبية.
٣. أن يتم تسليم المادة التدريبية كمادة علمية وليس كمادة عرض .
٤. يرفق مع المادة التدريبية العرض التقديمي ( power point ) إذا كان متوفرا على قرص (CD).
٥. توثيق المرجع بالطريقة العلمية كما يلي:  
١- الاسم الأخير للمؤلف ، بقية الاسم ( سنة النشر )، عنوان المرجع، رقم الطبعة، دار النشر، بلد النشر .  
مثال:- توفيق، عبدالرحمن (١٩٩٨)، تقييم التدريب، ط١، مركز الخبرات المهنية للإدارة (بميك)، القاهرة.  
٢- أن تكون المرجع مرتبة ترتيب أبجدي.  
٣- عند الاقتباس يمكن توثيق المرجع إما في الهامش أسفل الورقة أو نهاية الاقتباس بكتابة المرجع كالتالي: ( الاسم الأخير للمؤلف / رقم الصفحة) أو ( رقم المرجع في صفحة المرجع / رقم الصفحة).  
٤- أن تمثل الكتب والدراسات أغلب المرجع ( أي إذا استعان معد المادة التدريبية بمراجع إلكترونية يجب أن تمثل الكتب والدراسات أربعا على الأقل.

**Appendix C - 7**  
**Training Program Observation Form**

وزارة التربية والتعليم  
المديرية العامة لتنمية الموارد البشرية  
دائرة تقييم العائد التدريبي

**استمارة ملاحظة برنامج تدريبي**

التاريخ:  
عدد الحضور:  
عدد ساعات  
المسمى الوظيفي:

البرنامج:  
الفئة المستهدفة:  
عنوان ورقة العمل:  
التنفيذ:  
اسم المدرب:

البند	الوصف	جيد	مقبول	ضعيف	التفصيل
المدرّب	يعرض المادة بطريقة جذابة				
	يعرض جوانب عملية قابلة للتطبيق				
	يدير الجلسة التدريبية بأسلوب جيد				
المتدربون	ينصت المتدربون للمدرّب أثناء العرض				
	يشارك المتدربون في النقاش والأنشطة				
	يعبر المتدربون عن استفادتهم من الورشة				
	يدون المتدرب أهم ما يعرض عليه				
المادة التدريبية	متسلسلة في العرض				
	مناسبة للفئة المستهدفة				
	واضحة، وغير غامضة للمدرّب				
الأنشطة والتطبيقات العملية	تساعد على إكساب مهارة				
	متنوعة				
	تكرارها مناسب				
الخدمات التدريبية	مناسبة القاعة التدريبية				
	توفر الأجهزة والأدوات				
ملاحظات أخرى:					

مدة الملاحظة: اسم المتابع: التوقيع

Appendix C - 8  
Form for Clipping Comments

وزارة التربية والتعليم  
المديرية العامة لتنمية الموارد البشرية  
دائرة تقييم العائد التدريبي

استمارة قصاصة الملاحظات



**لم يعجبني في البرنامج:**

.....

.....

.....

.....

شكرا لك...



**أعجبني في البرنامج:**

.....

.....

.....

.....

شكرا لك...



## Appendix C - 9

### Form for Evaluating Trainer's Performance

وزارة التربية والتعليم  
- المديرية العامة لتنمية الموارد البشرية  
دائرة تقييم العائد التدريبي

#### استمارة تقييم مدرب ( استمارة 6 ) (\* تستخدم في البرامج التدريبية التي ينفذها أكثر من مدرب)

مسمى البرنامج : ..... الفترة الزمنية : .....  
الجهة المنفذة : ..... مكان التنفيذ : .....  
الاسم ( اختياري ) : ..... الوظيفة : .....  
( إن اختيارك للإجابة التي تعبر عن رأيك الحقيقي يساعدنا في تطوير البرامج التدريبية )

المحاور	م	بنود التقييم	ممتاز	جيد جداً	جيد	مقبول	ضعيف
	1	أسهامها في تطوير المهام الوظيفية الحالية	5	4	3	2	1
	2	تحقيقها للتوقعات الشخصية					
المادة التدريبية	3	مدة عرضها					
	4	جودة إخراجها					
	5	كفايتها					
	6	وسائل الإيضاح معدة جيداً					
	7	تنوع أساليب التدريب ( لعب الدور ، دراسة الحالة ، المناقشة ، ... الخ )					
الأساليب والوسائل	8	استغلال الوسائل المتاحة					
	9	كفاية الأنشطة					
	10	التمكن من المادة التدريبية					
المدرّب	11	الجمع بين الجانب النظري والعملي					
	12	التفاعل مع المشاركين					
	13	توظيف وسائل الإيضاح					
	14	القدرة على توصيل المعلومات					
	15	تنظيم وإدارة الجلسة					

1. هل لديك أي ملاحظات تود إضافتها ؟

.....  
.....

شكراً لك ، رأيك يهمنا ،،،

**Appendix C - 10**  
**Form for Evaluating Trainee's Performance**

وزارة التربية والتعليم  
المديرية العامة لتنمية الموارد البشرية  
دائرة تقييم العائد التدريبي

**نموذج تقييم أداء المتدرب ( استمارة 7 )  
( يقوم بتعبئتها المدرب في ختام البرنامج التدريبي )**

اسم المدرب : ..... الوظيفة : .....  
اسم البرنامج : .....  
الفترة من / / إلى / /

( إن اختيارك للإجابة التي تعبر عن رأيك الحقيقي يساعدنا في تطوير البرامج التدريبية )  
\* ضع علامة ( √ ) أمام الخيار الذي تراه مناسباً لكل بند من البنود التالية :

م	بنود التقييم	ممتاز	جيد جداً	جيد	مقبول	ضعيف
1	2	3	4	5	6	7
<b>التنظيم الإداري</b>						
1	ملاءمة تاريخ عقد البرنامج					
2	ملاءمة أوقات الراحة					
3	ملاءمة القاعة التدريبية					
4	توفير الأدوات اللازمة للتدريب					
5	الدعم والمساندة من القائمين على البرنامج					
<b>المتدربين</b>						
6	ملتزمون بقواعد النظام داخل القاعة التدريبية					
7	حريصون على التواجد داخل القاعة طوال فترة الجلسة التدريبية					
8	يتعاملون مع زملائهم والمدرب و مشرف القاعة برقي واحترام					
10	يشاركون بإيجابية داخل قاعة التدريب					
11	ملتزمون في مناقشاتهم لمحتوى البرنامج					

الملاحظات : .....

.....

توقيع المدرب .....

**Appendix C - 11**  
**Form for Evaluating Satisfaction Level**

وزارة التربية والتعليم

المديرية العامة لتنمية الموارد البشرية

دائرة تقييم العائد التدريبي

**استمارة تقييم ختامي لبرنامج تدريبي ( استمارة 8)**

( تستخدم للتقييم في ختام البرنامج التدريبي )

اسم البرنامج : ..... تاريخ التنفيذ : .....  
الجهة المنفذة : ..... مكان التنفيذ : .....  
الاسم ( اختياري ) : ..... الوظيفة : .....  
( إن اختيارك للإجابة التي تعبر عن رأيك الحقيقي يساعدنا في تطوير البرامج التدريبية )  
\* ضع علامة ( √ ) أمام الخيار الذي تراه مناسباً لكل بند من البنود التالية :

م	بنود التقييم	ممتاز	جيد جداً	جيد	مقبول	ضعيف
		5	4	3	2	1
<b>التنظيم الإداري</b>						
1	ملاءمة تاريخ عقد البرنامج					
2	ملاءمة أوقات الراحة					
3	ملاءمة القاعة التدريبية					
4	توفير الأدوات اللازمة للتدريب					
5	الدعم والمساندة من القائمين على البرنامج					
<b>الأهداف</b>						
6	الإلمام بأهداف البرنامج منذ بداية تنفيذه					
7	إسهام البرنامج في تطوير مهام وظيفتي الحالية					
8	تحقيق البرنامج لتوقعاتي الشخصية					
9	مدى تحقيق البرنامج للأهداف التي وضعت من أجله					
<b>المادة التدريبية</b>						
10	مدة عرض المادة التدريبية					
11	جودة إخراج المادة التدريبية					
12	كفاية المادة التدريبية					
13	كفاية الأنشطة					
<b>الأساليب والوسائل</b>						
14	إعداد وسائل الإيضاح					

15	تنوع أساليب التدريب ( لعب الدور ، دراسة الحالة ، المناقشة ،... الخ )						
المدرّب							
16	التمكن من المادة التدريبية						
17	الجمع بين الجانب النظري والعملي						
18	التفاعل مع المشاركين						
19	القدرة على توظيف وسائل الإيضاح						
20	القدرة على توصيل المعلومات						
21	تنظيم وإدارة الجلسة						

- إجابيات البرنامج التدريبي من وجهة نظرك :

.....

.....

.....

- اذكر أهم الجوانب التي يمكنك تطبيقها في مجال عملك :

.....

.....

.....

- اذكر أهم الملاحظات على البرنامج من وجهة نظرك :

.....

.....

.....

- اذكر أهم مقترحاتك وتوصياتك التي ترى أنها تطور البرنامج التدريبي :

.....

.....

.....

شكراً لك ، رأيك يهمنا ،،،

## Appendix C - 12

### Form for Follow-up of Training Effectuated

#### استمارة قياس العائد من التدريب (استمارة 15)

\* يتم تعبئتها من قبل المسنول المباشر ( المعلم الأول أو المشرف التربوي أو مدير المدرسة ).

( هذه الاستمارة لقياس العائد من التدريب نتيجة خضوع المذكور للبرنامج التدريبي المشار إليه أعلاه ، عليه نرجو تكميم بوضع الدرجة الملائمة أمام كل بند حتى نتمكن من قياس مدى تحقق أهداف البرنامج من خلال تطبيق ما اكتسبه من مهارات في مجال عمله )

اسم المدرسة : ..... اسم المعلم : ..... التخصص : .....  
البرنامج التدريبي : ..... التاريخ : .....

الأسئلة	ممتاز (5)	جيد جدا (4)	جيد (3)	مقبول (2)	لا ينطبق (1)	المجموع	ملاحظات
أولاً: المعلومات والخبرات							
(1) هل حدث تجديد في معلوماته؟							
(2) هل زادت خبراته نتيجة التدريب؟							
(3) هل أصبح لديه القدرة على الابتكار في العمل؟							
(4) درجة إلمامه باللوائح و القوانين ؟							
(5) هل زادت معرفته بالبحث والاطلاع ؟							
(6) هل تقدم بمقترحات جديدة ؟							
(7) هل زادت قدرته على حل المشاكل؟							
ثانياً: الأداء							
(1) هل ارتفع معدل الأداء؟							
(2) هل يعتني بالتفاصيل؟							
(3) جودة العمل ( الإنتاج ).							
(5) هل يحافظ على الأدوات والأجهزة والوسائل؟							
(6) هل يحرص على عدم وجود فاقد في الخامات والوقت؟							
ثالثاً: النواحي السلوكية:							
(1) الولاء للعمل والإيمان بأهدافه .							
(2) الانتظام في العمل والمحافظة على المواعيد .							
(3) التعاون مع الزملاء .							
(4) احترام اللوائح والنظم الخاصة بالعمل.							
(5) مدى التجاوب مع التوجيهات والتعليمات							

أعد التقييم : بتاريخ : / / 20م

- الاسم :

الوظيفة :

التوقيع :

يعتمد:،،،