

**A STUDY ON ACTUAL AND EXPECTED SITUATIONS IN THE
TRAINING PROCESS IN KULIYAPITIYA EDUCATION ZONE,
SRI LANKA**

BANDULANI BASNAYAKE

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY**

2010

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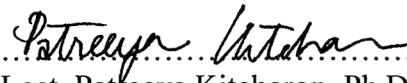
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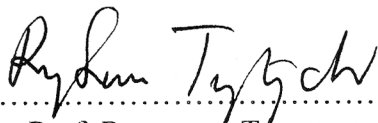
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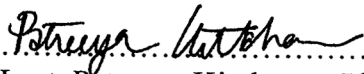
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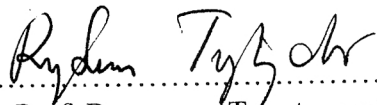
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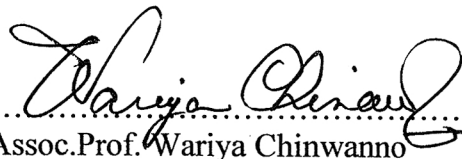
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Finally, I would like to dedicate this thesis to my loving daughter and son to stimulate their learning achievements, future success, attain aspiration and improvements.

Bandulani Basnayake

**A STUDY ON ACTUAL AND EXPECTED SITUATIONS IN THE TRAINING
PROCESS IN KULIYAPITIYA EDUCATION ZONE, SRI LANKA.**

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ABSTRACT

The purposes of this study were to investigate and compare the actual and expected situations in the training process in Kuliypitiya education zone, Sri Lanka. The population of this study was composed of 1,031 primary teachers from 164 schools in Kuliypitiya education zone, Sri Lanka. The research sample consisted of 288 primary teachers from 41 schools in Kuliypitiya education zone, Sri Lanka. The schools were selected using a stratified sampling method to ensure a proportionate representation of schools according to the school divisions in the zone. Teachers were selected using simple random sampling by division. The instrument used to collect the data was a questionnaire, which consisted of four steps: identifying training needs, training program planning and curriculum development, training organization, and training evaluation and follow-up. The data was analyzed by a computer package to obtain frequency, percentage, mean and standard deviation. The t-test was performed to compare actual situations and expected situations in the training process.

From the findings, it is recommended that there should be overall improvement of the training process in the Kuliypitiya education zone. A more effective and systematic training process could be used to improve the development of human resources. This study is to serve as a reference for future research in educational training processes.

**KEY WORDS: TRAINING PROCESS/ACTUAL SITUATION/ EXPECTED
SITUATION/HUMAN RESOURCE DEVELOPMENT**

138 pages.

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CHAPTER I

INTRODUCTION

1.1 Background and significance of the problem

In a world where the rate of change was increasing daily, our organization must change just as fast if it hopes to survive. “Every organization had to prepare for the abandonment of everything it does” (Peter Drucker, 1999). Several Economic changes had altered employment and occupational patterns globally. The growth of technology had led to many changes throughout organization of all types and it affects worldwide. A new paradigm of knowledge and technology-oriented national and economic development had galvanized organizations to be ready in terms of systems and mechanisms (Nassara Hongron, 2005).

Global and technological changes had not only changed the workforce and the competition, it had changed the issues faced by human resource management as well. Human resource challenges and organizations include economic and technological changes, workforce availability and quality concerns, demographics and organizational restructuring. Human resource can provide a core competency for the organization, which may represent unique capabilities of the organization.

The kinds of concerns stemming from rapidly changing technologies involve a whole set of individual, organizational and societal issues. All descriptions of future work organizations characterize them as requiring more complex cognitive skills. The required skills are the abilities to assess information, understand work systems, deal with new technologies as the workplace changes and develop interpersonal skills. Therefore to cope with this, organizations must develop a new training system and should be moving away from the traditional method of transmitting knowledge and instead should be helping people to learn. The attitude of

individuals to personal development was changing. Individuals realized that training and development were lifelong process, that the ability to learn did not necessarily decline sharply with age that personal development was important for both individual growth and occupational success (Robert L. Mathis, John H. Jackson, 2004).

In general, out of those changes in the organization, Human resource management was one of the crucial and it was important to formal systems in an organization to ensure effective and efficient use of human talent to accomplish organizational goals. Many factors determine whether an organization will be successful, human resources are only one of them.

According to Nadler (1989), human resource development was a strategy of developing skilled manpower. Nadler defined human resource development as a series of organized activities conducted within a specified time, and designed to produce behavioral change. According to him, it has three components, employee education, employee training and employee development. The difference between training and education was that while training minimizes individual differences, education maximizes them. Development however, was an on going process involved in both training and education, was meant for ever improving knowledge, skills and attitudes. There were some relations among education, training and development. Training defines as a learning with job-specific objectives which enhances knowledge, skills and abilities. Training has a short-term focus. Education defines as learning related to future roles or positions for which the individual was prepared. Education should relate to career- pathing and succession planning. Education had a short- and long-term focus. Development was defines as a learning for the general growth of the individual and/or the organization. Development has a long-term focus ([http // www.incoming.com](http://www.incoming.com)).

The competitive pressures facing organizations today require employees whose knowledge and ideas were current, and whose skills and abilities can deliver results. As organizations compete and change, training becomes even more critical than before. Employees who must adapt to the myriad of changes facing organizations

must be trained continually in order to maintain and update their capabilities. Also, managers must have training and development to enhance their leadership skills and abilities. The effective training produces productivity gains that more than offset the cost of the training.

Training was a systematic process of human resource development, aimed at increasing skills and knowledge of personnel as well as changing attitude and working behavior in accordance with goals of an organization (Naranan Suriyamanee, 1999). It can raise awareness and provide people with the opportunity to explore their existing knowledge and skills. There are many different kinds of training for many different audiences, including service providers and service users. But to be effective, training should be based on the needs of the people who are being trained.

Training needs should be identified by both participants and their managers. It should not only meet the needs of people being trained, but should meet the needs of the organization or project they are working for, and contribute to better services or standards for service users. A training need was the gap between what somebody already knows, and what they need to know to do their job or fulfill their role effectively. By identifying training needs trainers can decide what the objectives of the planned training should be. The first step in identifying training needs was to assess the current level of knowledge and skills of the participants. The second step was to clarify what skills, knowledge and attitudes people need to do their jobs or tasks (<http://www.healthlink.org.uk>).

Effective implementation of training required use of a systematic training process. The training process was composed of continuous operational steps, including needs analysis and survey, planning and developing curricula, implementing, evaluating and following up the training (Naranan Suriyamanee, 1999). Using such a process reduces the likelihood that unplanned, uncoordinated, and haphazard training efforts will occur.

Training systems were viewed by both organizations and individuals as a positive step in providing skills and opportunities. For that to occur, training systems must be more carefully designed and more carefully evaluated to ensure that they are meeting the expectations of both the organizations and the individual trainees.

A systematic training would increase working of the personnel so that they could carry out their responsibilities more effectively and efficiently. Such a change would ultimately be beneficial to the school performance at present and in the future. Moreover, knowledge obtained from the training could be readily applied to work, making personnel in line with present situations (Thera Kanchanarak, 2002: 2). At any rate, the success of training depends largely on many related factors, such as, trainers, training atmosphere and training materials. The most crucial factor was a trainer as he/she was an actual conductor and director of a training session. (Oraphan Pornsrima, 1994) Past experiences indicated that trainers and training were under qualified as training sessions, patterns and atmosphere were conventional without utilization of new technologies (Thera Kanchanarak, 2002: 2). Another commonly found problem was that trainers were deficient in teaching skills, unprepared in terms of content and training objectives, exaggerative and did not keep time (Arun Raktham, 1994, cited in Thera Kanchanarak, 2002: 2). In addition, the selection of trainers was another significant factor that could pose problematic to the training. It was discovered that trainers' ability and skills in selecting training techniques inappropriate to contents, characteristics and negative impacts on learning effectiveness (Phongphat Satayarat, 1979, cited in Thera Kanchanarak, 2002: 2). As a sequence, to achieve training goals, considerations on knowledge, ability, maturity, experience and professional teaching skills of a trainer should be taken into account (Naranan Suriyamanee, 1997). A trainer should possess a variety of qualifications, ability to pass on knowledge and trainer's ethics. This was because a trainer was the most important individual in charge of effective and highly beneficial training (Krit Amphot and others, 1995, cited in Thera Kanchanarak, 2002: 2).

Training was a process of learning that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and

behaviors to enhance the performance of teachers. In short, training was about knowing where the teachers stand at present and where teacher will be after point of training. Training is about the acquisition of knowledge, skills and abilities through professional development.

Finally, the theme of teacher professionalism had struck a resounding chord. It had generally meant that the profession had committed itself to a higher level of competencies and continuous skills upgrading. In return, the government agreed to less micro-management and higher pays, based on the understanding that teachers could be trusted to make complex decisions in an independent and responsible manner. Sri Lanka, as to be a developing nations introducing large-scale programs of teacher training, had requested the formulation of a shared vision of what constitutes “good teaching” and “good teacher training” (<http://www.unesco.com>).

Few teacher-training systems were up to the challenge. Where teachers were educated at the university level, usually the case for secondary teachers, there was overemphasis on subject matter content, at the expense of didactics. In the normal schools or teacher training colleges preparing primary teachers, pedagogy got the lion’s share but academic standards were weak. Both types of institutions were cut off from the school system, as the practicum was “too little, too late” and poorly supervised, leaving the student-teachers unprepared for the reality of the classroom, the real locus of educational change. Methodologies were traditional and teacher-centered, based on lectures. The trainers' classroom experience was at best stale, if not nonexistent. Few programs were designed as preparation to a profession, going beyond skills to instill competencies into teachers, especially the crucial abilities to reflect on their own classroom practice, to continuously assess students, and Professional Development (PD) as a Lifelong Learning Activity.

Furthermore, Kuliyaipitiya educational zone was aware that the success of the new reforms would depend mainly on the success of the teacher preparation programme, which had to take into consideration many things. Firstly, education sector was aware that most of the teachers had been nurtured in the old system. Their

knowledge was based on the traditional schemes and textbooks. Most of them were teaching what they themselves had learnt directly from these sources. Old habits die hard, and it was very difficult to foster new habits. The programmes were knowledge-based. They were quite secure in the knowledge that they knew what they were teaching. Changes made them less secure, involving the need to re-learn new subject matter and new methodologies.

Teaching plays a central role in all educational reforms. To play this role schools need skilled teachers to be ready to cope with the knowledge explosion, to manage an ever growing complex educational system and to integrate into their programmes new subjects and new technologies. The teacher training was not always correctly aligned in most teacher training programmes. Teachers also need proper adjustment to adapt to the use of new technologies. (Teeluck Bhuwanee, 2001: 16).

There have been a number of specific problems commonly associated with the training programmes in Kuliyaipitiya education zone. Those are as follows: (Quality circle report, 2008)

- lack of training interest of trainees
- incorrect attitude toward training
- bad understanding of structural training process
- lack of a wide range of experience of trainers
- lack of training methodology
- unsuited training aids
- delivery of training is not properly
- training content are irrelevant
- the training does not address the individuals real needs

Every year government will budget money through Education Sector Development Framework Programme (ESDFP) for training. The value of money and effort suggests that training was important. The success of education development should start from the teachers by forming them into successful training. Such knowledge and skill enhancing activities enable teachers to achieve the performance.

Education zonal office in Kuliyaipitiya had a tradition of educating teachers for a wide range of subject related matters. But the current system of teacher training did not provide a satisfactory foundation of professional development for teachers in Kuliyaipitiya education zone, Sri Lanka. Therefore, the researcher likes to have a better understanding of the actual situation and expected situation of the training process in Kuliyaipitiya education zone.

Therefore, the researcher was much interested in studying the training process in Kuliyaipitiya educational zone, Sri Lanka. Kuliyaipitiya education zonal mission is to work with the maximum dedication for empowering our school system through efficient and productive management of all the resources, so that the community within the Kuliyaipitiya Education Zone can achieve the goals of education.

1.2 Research questions

1.2.1 What was the actual situation of training process in Kuliyaipitiya Education Zone, Sri Lanka?

1.2.2 What was the expected situation of training process in Kuliyaipitiya Education Zone, Sri Lanka?

1.2.3 What were the differences between the actual and the expected situations of training process in Kuliyaipitiya education zone, Sri Lanka?

1.3 Research objectives

This study explored the on training process in Kuliyaipitiya education zone in Sri Lanka. The specific objectives were:

(1). To investigate the actual situation of training process in Kuliyaipitiya education zone, Sri Lanka.

(2). To investigate the expected situation of training process in Kuliyaipitiya education zone, Sri Lanka.

(3). To compare the actual situation and the expected situation towards training process in Kuliypitiya education zone, Sri Lanka.

1.4 Scope of the study

The study investigated the training process in Education zone of Kuliypitiya, as the main sector development strategy to achieving the zonal performance.

The scope of the study was designed as follows:

1.4.1 Scope of contents

This study focused on overall characteristics of training process of primary teachers with an emphasis on training needs analysis, training programme and curricular development plans, training organization, evaluation and follow-up of the training.

1.4.2 Scope of area

The area of investigation was in North Western Province, Kuliypitiya Education Zone of Sri Lanka, which includes 5 education divisions, 164 schools, 20 directors, 60 in-service teacher trainers and 3,060 teachers, it includes 1,035 primary teachers.

1.4.3 Scope of time

This study focused on the phenomena of the training process of the primary education sector development and impacts of the training on teachers from the time of January to September 2009.

1.5 Research hypothesis

The actual situation of training process was different from the expected situation of the training process in Kuliypitiya education zone, Sri Lanka.

1.6 Expected outcomes

1.6.1 To recognize the training process of the Kuliyaapitiya education zone.

1.6.2 More effective and more systematic training process could be used as to develop and improve the human resource development in Sri Lanka.

1.7 Definition of terms

Training process: referred to a training activity designed to transfer knowledge of the participants in the order to generate knowledge, skills and positive attitude toward development. The process is continuous and interconnected to every step from training needs analysis, training programs planning and curriculum development, implementation, evaluation and follow up.

Training needs analysis: referred to an ongoing process of gathering data to determine what training needs exists, so that training can be developed to help the organization accomplish its objectives. Conducting needs analysis is the fundamental to the success of a training program. Training needs analysis can be diagnosed through organizational analysis, job analysis and individual analysis.

Training program planning and curriculum development: referred to address the assessed needs. Effective training considers defining training objectives, concepts, and different approaches to training, choosing trainers and trainees and allocating the budget.

Training organization: referred to implementation of a training program, so that it could efficiently achieve the goals. It includes training managers defining steps and responsibilities for training and roles of training staff.

Training evaluation and follow-up: referred to measure training outcomes and compare outcomes to objectives.

Responsible characteristics: referred to three main characteristics, the training organizer, trainer and trainee.

Education administrators: referred to administrators of the education zone.

In-service teacher educators: referred to trainer, subject experts, who have specific skills in order to run a successful training.

Teachers: referred to trainee or participants, success of a training session depends partly on choosing the most appropriate participants.

Demographic data: referred to personal information of every teachers like age, position, working experience, professional level, related section and responsible subject.

Age: referred to the lifespan of teachers calculated from the year of birth up to the present which was divided into 3 groups like 20-30 years, 31-40 years and more than 40 years old.

Position: referred to the present working position which was divided into 3 groups like education administrator, in-service teacher trainer and teacher.

Working experience: referred to the total number of years the teachers has been working at their schools calculated from start up to the present which was divided into 4 groups like less than 1 year, 1-5 years, 6-10 years and more than 10 years.

Professional level: referred to the highest educational level that the teachers obtained which was divided into 4 groups like trained, untrained, bachelor's degree and post graduate.

Related section: referred to the section that teachers always comprise when they taught which was divided into 2 groups like primary education and secondary education.

Responsible subject: referred to the present subject that they always used when they taught.

Schools: referred to an organization where teachers are employed to guide and direct the learning experience to students.

Actual situation of the training process: referred to present condition of training process.

Expected situation of the training process: referred to look forward for desirable improvement of training process.

Education Development Unit: referred to implementing the educational development programs and conducting the teacher training programs for each subjects by the supporting of educational sector development framework program.

1.8 Conceptual framework

From literature review and related studies on training process, the researcher set up the training process into 4 steps:

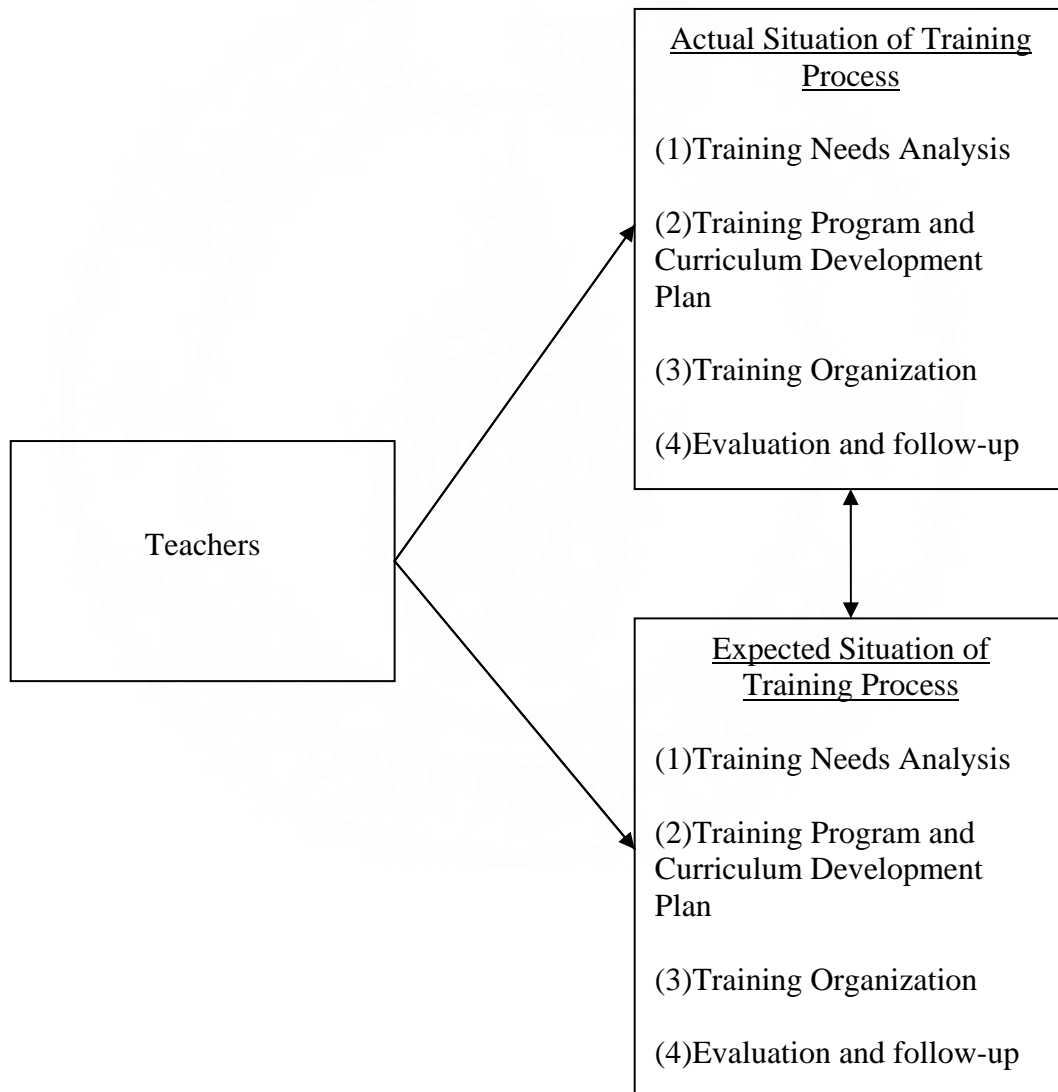


Figure 1.1- Conceptual Framework

CHAPTER II

LITERATURE REVIEW

This research aimed at studying the training process in Kuliyaipitiya Education Zone, Sri Lanka. The researcher collected various theories and research works to the topic as a guideline for the research and categorized under the following topics.

- 2.1 Concepts of human resources development
 - 2.1.1 Definitions of human resources development
 - 2.1.2 Developing human resources
- 2.2 Concepts of training
 - 2.2.1 Definition of training
 - 2.2.2 Differences between training and education
 - 2.2.3 Benefits of training
 - 2.2.4 Types of training
 - 2.2.5 Training process
- 2.3 Theories
 - 2.3.1 Theory of adult learning
 - 2.3.2 Expectancy theory of motivation
- 2.4 Education system in Sri Lanka
 - 2.4.1 Historical background of education system
 - 2.4.2 Structure of the education system
 - 2.4.3 Structure of the school system
- 2.5 Teacher training in Sri Lanka
 - 2.5.1 Teacher training structure
 - 2.5.2 Teacher education Institutions
 - 2.5.3 Reforms to teaching and qualification structure
 - 2.5.4 Teacher training programmes and their mechanism

2.5.5 The structure of Kuliyaipitiya Education Zone

2.5.6 The Education Development Unit

2.6 Related researches

2.1 Concepts of human resources development

2.1.1 Definitions of human resources development

Leonard Nadler (1989) defined human resources development “Human resources development was letting employees receive learning experiences within the timeframe provided, which let them improve their work abilities and promote their advancement” by focusing on the development only on the working side, which could be categorized into 3 human resources development activities: Training, Education and development. These had the following important meanings and issues:

Training placed emphasis on the employee’s present work and their needed to learn and have experience that was relevant to raising their work abilities, such as being promoted to a position with extra duties, or doing a job that used much knowledge and abilities, or doing a task that was more difficult than normal. After the employee passed the training course, it was hoped and expected that the employee could take the knowledge, understanding, and skills that were received during the training and modify them for immediate use.

Development had its emphasis on initiating changes in development for an organization wanting growth. The development was related to arranging programs in order to create learning of experiences for individuals in an organization so they could have more initiative ability, as well as encouraging changes for the organization’s benefit.

Ray A Killian (1989 : cited in the office of the Permanent Secretary for Public Health, 1998: 14) defined human resources development in economic meant as

follows: “Human resources development meant advance planning in regards to the individual employees in an organization in order to let them be ready to tackle the tasks assigned to them in a way that would best serve the organization, taking care of them so they had the physical, emotional and mental capacity, as well as the knowledge and abilities, to do their assigned jobs successfully”.

Human resources development was combining the various roles of humans that were relevant to individual development, career development and the development of the organization in order to let the organization members work towards the goals that the organization had set, and focusing on the overall development of a better system (Pace, Smith & Mill: 1991) The characteristics of human resources development activities could be divided into 3 main categories, as follows:

Individual Development – This was increasing the potential of an organization’s employees by arranging for training for them in various curriculums, both in the subjects directly related to the work itself and the subjects that were more centered on developing the individual’s skills with working.

Career Development – This was arranging for employees to test their interests, talents and values, or was an arranged seminar, as well as letting the supervisors learn how to give counsel in their subordinates’ troubled careers and advise them on career planning.

Organization Development – This was being able to have the organization continue to work effectively and had the people in that organization worked happily and had a good quality of life by doing good work.

Boonlerd Lerdpipatanasakul (2002: 17) concluded that human resources development as a process, that increased skills, knowledge, abilities and experiences for individuals by way of training, education or development. There was advance planning involved in order to make the employees ready in the various sides of the job,

or with the entire overall structure, as per different situations in an integrated, suitable and effective way. It was also the promotion of advancement in work for all levels of organization employees in order to retain those individuals who were able and smart to stay in the organization for a long time and let them work happily as well as have a good quality life and workplace, which would lead to them meeting the organization's set goals effectively.

From the above conclusions, that the human resource development can improve the organizations effectiveness by providing employees with the skills, knowledge and abilities, that will enhance their actual and future job performance.

2.1.2 Developing human resources

Development represented efforts to improve employees' ability to handle a variety of assignments and to cultivate capabilities beyond those required by the current job. Development benefited both experiences and abilities may enhance organizational competitiveness and the ability to adapt to a changing environment.

Development differed from training because it focuses on less tangible aspects of performances, such as attitudes and values.

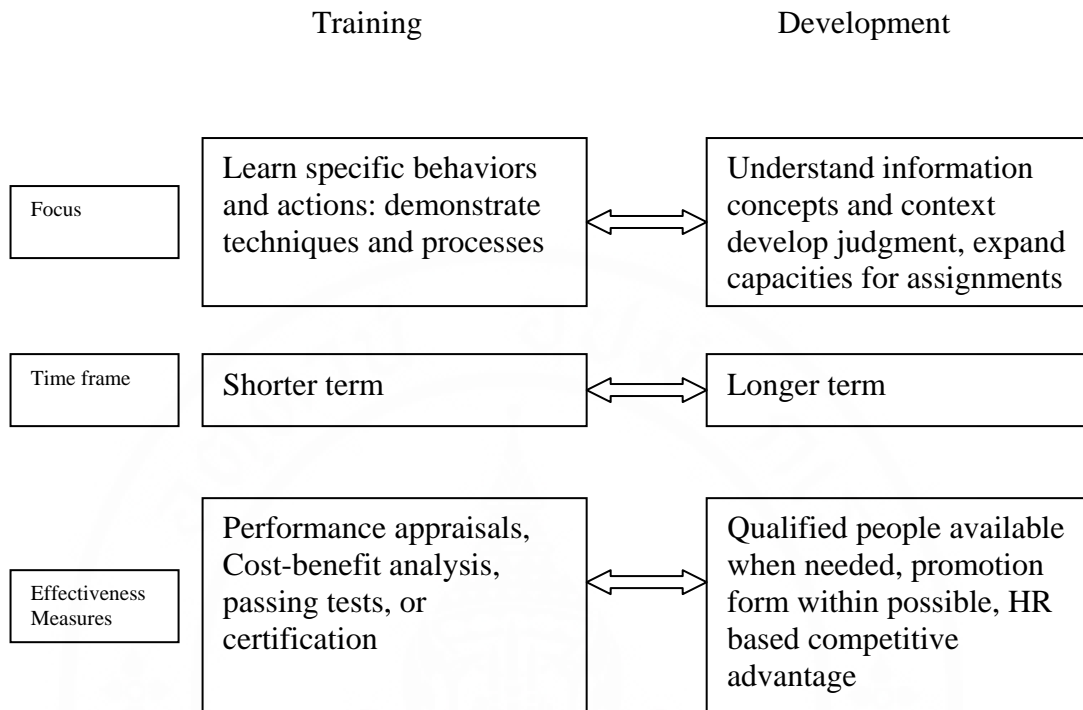


Figure 2.1: Development vs. Training

From the meaning of above, the role of the Human Resource Development (HRD) was to improve the organizations effectiveness by providing employees with the knowledge, skills and attitudes that would enhance their current or future job performance. At the same time, effective training must address the personal needs of employees and help them to learn, grow and cope with the issues that are important to them.

Training provided employees with the knowledge and skills to perform more effectively. This allows them to meet current job requirements or prepares them to meet the inevitable changes that occur in their jobs.

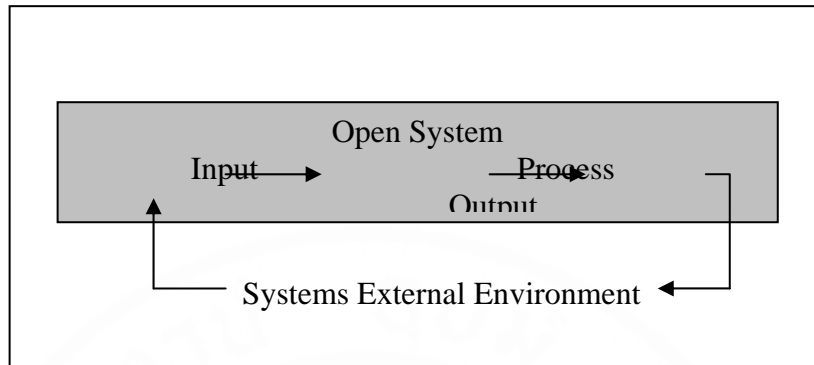


Figure 2.2: Training as an Open System
(P.Nick Blanchard & James W. Thacker, 2007:5)

The system depended on the environment for the input that keeps the system active. The environmental inputs were transformed, into outputs by the systems processes. The systems outputs flow into the environment and might or might not influence future inputs into the system. In effective systems, the system output influenced the environment to supply input to the system that support the system.

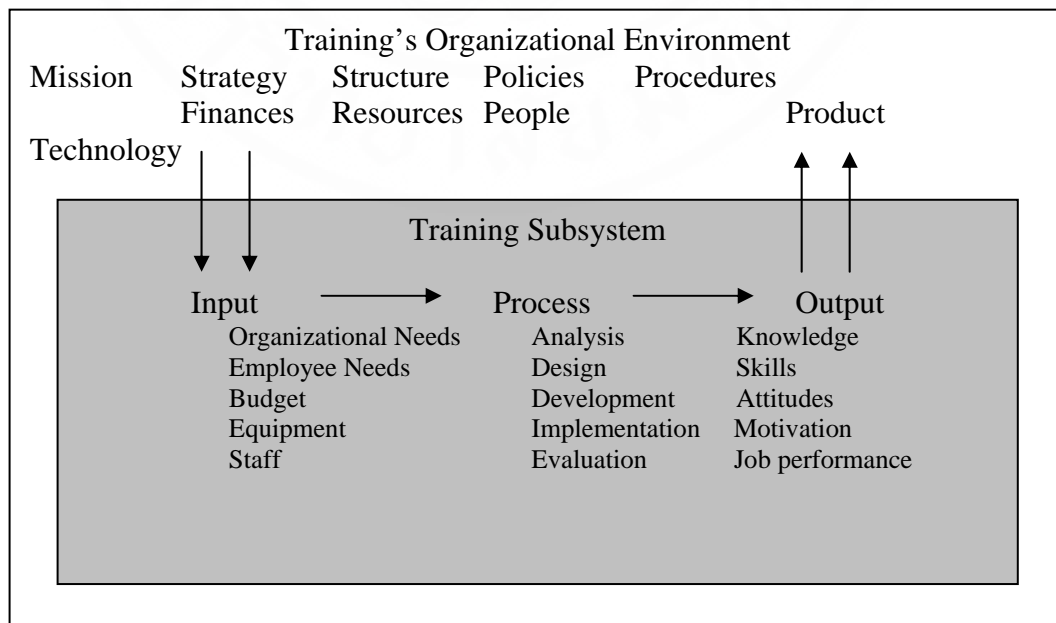


Figure 2.3: Training as a Sub-System
(P.Nick Blanchard & James W. Thacker, 2007: 5)

Training could be seen as a subsystem within the larger Human Resource Unit. The organization's mission, strategies, resources and the like all represent sources of input into the training subsystem. If the training department was part of a larger human resource function, then these inputs would be filtered through that system. Organizational and employee needs, training budgets, staff, equipment and so all inputs into from the organization to the training subsystem. Training processes transformed these inputs into usable output for the organization.

2.2 Concepts of training

Apart from education and development, training was a form of human resource development. It was systematic learning process to create on increase knowledge, skills, ability and attitude in order to enhance working efficiency (Chuchai Smithikrai, 1999: 19).

Nowadays, state and private agencies put significance on human resource development through training because training focused principally on job development (Nassara Hongron, 2005: 14). Therefore, post-training assessment could yield results within a short period of time. Moreover, training was lower in cost and risks than education and development (Boonlert Phairin, 1992: 19).

2.2.1 Definition of training

Training was a part of a development process in an organization and a crucial part of human resource development at a national at national level. Several attempts had been made to define "training", which could be tentatively summarized as follows:

Sherman (1996: 231) concluded that training was organization-initiated processes aimed to increase knowledge of its personnel. Although the initial objective of training was to achieve organization's goals, a good training should enable trainees to achieve their personnel goals satisfactorily.

George (1998: 12) defined training as an increase in decision making potential of personnel by providing circumstances in such a way that these personnel had an opportunity to obtain knowledge and exchange opinions and attitude from one another. It also brought about creativity and learned modern technology and concepts within and outside the organization.

Jatuporn Kharuhabodi (2001: 52) defined training as a method of increasing working knowledge, comprehension, skill and attitude of workers so that their according to present and future situations. To efficiently achieve the objectives, training should be carried out in accordance with human learning nature. Hence, administrators were required to use different training procedures suitable for objectives of training.

Thera Kanchanarak (2002: 12) defined training as a systematic enhancement process in terms of knowledge, skills and attitude in order to achieve personal and organizational goals.

Boonlerd Lerdpipatanasakul (2002: 19) defined training as a process or activity that helps to create learning that affects the enhancement of an individual in 3 ways: knowledge, understanding and skills or expertise, experience and attitude as well as change their behavior as per the objectives set. This made the trained individual able to do his assigned work more effectively.

Nassara Hongron (2005: 15) defined training as a systematic process of human resource development to create and enhance learning ability, experience as well as changing attitude and working organizational needs and objectives could be attained.

From the above definitions, it could be summarized that training as a systematic process of equipping people with the specific attitudes, skills and knowledge needed to carry out their responsibilities in order to close the gap between an individuals present performance levels and desired performance levels.

2.2.2 Differences between training and education

Theera Prawalaphruek (1995: 4, cited in Thera Kanchanarak, 2002: 13) explained the differences between training and education as follows:

Education as a process aimed at providing various experiences to learners in order to develop their mental, physical, emotional, social aspects and professional experience. It took a long period of time and courses and educational standards were established. For instance, at the undergraduate level, fundamental education was provided to prepare the learner for life, job and growth in the changing and sophisticated society. Curriculum would focus on basis skills and broad perspectives; hence, specialization was not met. It was a preparation for learners to enter job markets and different professions, which was a major responsibility of colleges and universities.

Training as a knowledge and skill enhancement process for trainees to perform their efficiently and it took a short period of time. Courses were skill-specific and types of training varied according to the policy and needs of an organization. Training created qualified personnel with in-depth knowledge and specialization in particular fields. Organizations were in charge of organizing training courses as a part of their personnel development processes.

Moreover, Somwang Khureeratana (1995: 8, cited in Thera Kanchanarak, 2002: 15) pointed out the differences between training and education that training, education and development differed in their processes. A prominent aspect of training was that it was a mechanistic process and expected behavior could be defined and predictable. It was also practice or review focused. The process of education, however, was continues and organic, making it difficult to predict personal changes. The difference could be illustrated in the following table:

Comparative issues	Training	Education
1. Course	Practice and content-specific	Basic knowledge in general long and continuous
2. Objective	Change behavior in terms of knowledge, skills, practice and attitude	Provide basic knowledge and experience for livelihood
3. Learner	Personnel in an organization	Students
4. Instructor	Specialists	Teachers
5. Time	Short and definite	Long and definite
6. Venue	Within or outside organization	Schools, Universities or educational institutes
7. Budget	Less Investment	More investment

Figure 2.4: Training vs. Education

Thera Kanchanarak (2002: 15) indicated that specialists and teachers were different in their instructional techniques and strategies. Therefore, they had to use appropriate strategies for their target audience in order to achieve their goals, be it training or education.

Nassara Hongron (2005: 16) indicated that training was closely related to education and development, because each one aimed to change individual's behaviors in terms of knowledge, skills and attitude. As for education, it was a process of changing individual's behavior so that they could have knowledge about and attitude toward different issues very broadly. The major aim was that they could use these attributes as a foundation for earning a living and living in the society. In addition, education had no time limit so it could be done continuously for the whole lifetime.

From the above conclusions, training was not education. Education seeks to maximize the differences between people, while training aims to standardize individual performance to required levels.

2.2.3 Benefits of training

Numerous researchers had studied the benefits of training, which could be summarized as follows:

Wexley and Latham (1991: 255) proposed the benefits of training as follows:

1. To improve self awareness levels of an individual.
2. To increase job skills of an individuals.
3. To enhance motivation of an individual.

Singer (1992: 17) stated that training created good working knowledge, ability, skills and attitude of personnel from the beginning to the present moment of their careers.

Chanchai Ajinsamachan (1992: 7) stated that training was a process of changing job-related knowledge, skill and attitude of personnel with an emphasis on vocational orientation and practical orientation.

Gordon (1994: 225) pointed out the benefits of training that it was an essential instrument to correct and encounter changes by increasing the quality and modernity of knowledge, skills and competence of operational staff, which in turn raised the productivity of the organization.

Naranan Suriyamanee (1999: 201) stated the three benefits of training as follows:

1. To increase knowledge and understanding as well as developing new and modern concepts.
2. To enhance job-related skills and expertise.
3. To adjust job-oriented attitude and behavior suitable for and in accordance with organization's needs.

Thera Kanchanarak (2002: 18) mentioned that training helped develop personnel in terms of knowledge, ability, skills and positive attitude, making objectives, Strategies and goals of an organization achievable.

Nassara Hongron (2005: 22) cited training was positively beneficial to worker, administrators and the organization, creating operational guidelines systematically and in the same directions to reach the goals. Moreover, it accommodated rapid socio- economic, environmental and technological changes. Personnel could work with quality in terms of knowledge, attitude and skills.

From the benefits mentioned above, it could be seen that training was beneficial to equip person for a lifetime to cope with the change. Moreover, that personal development is important for both individual growth and occupational success. It helped educate employees regarding the mission, strategy and objectives of the organization and how these objectives translated to each employee's job behaviors.

2.2.4 Types of training

There were different criteria for classifying training types. (Werther, 1993: 135, Sherman, 1996: 255, Chouchai Samittikai, 1995: 6) however, they were classified into three major types as follows:

1. Training types according to objective

Pre-service training, it was a study of fundamental subjects in schools and university in order to meet market needs.

Induction or orientation, it was a training intended for new recruits to had accurate knowledge about the organization and their jobs.

In-service training, which included on-the-job training, vestibule training and off-the-job-training.

2. Training types according to venues

2.1 Internal training, it was a training organized within an organization by using facilities of the organization, such as its auditorium or training center.

2.2 External Training, it was a training organized outside an organization as its facilities could not accommodate all trainees.

3. Training types according to characteristics of trainees

3.1 Training to increase skills included technical, managerial and inter-personal skills training.

3.2 Training according to levels of trainees included supervisory, managerial and executive training.

4. Training types according to the period of entrance organization and the positions of trainees (Araya Dilakanan, 1999: 7; Wijit Awakul, 1997: 82; Naranan Suriyamanee, 1997: 7)

4.1 Pre-service training or orientation, it was an important in guaranteeing a good transition for new employees and it should be organized in the first week of work. Contents for an orientation should include history of the organization, missions and responsibilities, objectives and policies, regulations, benefits and welfare, opportunities in career program and self development.

4.2 In-service training, it was carried out for new employees and employees who were enable to work more efficiently. The training was divided into the following categories:

4.2.1 On-the-job training was a method of instruction and systematic operations. Supervisor's transmitted job related knowledge, techniques and concepts to their subordinates through actual practices at the work site. This procedure created trust and good relations between supervisors and subordinates as well as a positive working atmosphere because the training was a one-to-one basis (Cholada Laungpikak, 1999: 3)

4.2.2 Skill and knowledge training was a result from scientific and technological progress. It was organized to equip personnel with up-to-date knowledge and techniques as well as developing job skills for maximum efficiency.

4.2.3 Supervisory training focused on staff at the head supervisory positions of the organization. It emphasized on fundamental knowledge and administration, such as, job instrument, job relation, job methods and job safety.

4.2.4 Managerial training focused on staff at department heads or middle level managers to better understand administrative and managerial principles so that they could administer and manage people more efficiently. Topics of training included administrative psychology, leadership, orders, creativity development and the art of motivation.

4.2.5 Executive development focused on high-level staff in charge of policies and operations of the organization. It enabled administrations to have insight knowledge and expertise on organizational administration. Topics included strategic planning and decision making or organization development.

4.2.6 Special purpose program might not be directly related to jobs, but provided employees knowledge about other issues. It might be organized by the agency or employees were sent to attend training sessions conducted by other agencies.

4.2.7 Self study emphasized on self-learning and development by employees themselves.

In conclusion, training can be designed to meet a number of different objectives and can be classified in various ways as follows:

(1).Required and regular training complies with various mandated legal requirements and services (new employee orientation).

(2).Job/technical training enables employees to perform their jobs, tasks and responsibilities well (Product knowledge, technical processes and procedures, customer relations).

(3).Interpersonal and problem solving training addresses both operational and interpersonal problems and seeks improve organizational working relationship (Interpersonal communication, managerial/supervisory skills, conflict resolution).

(4).Developmental and innovative training provide a long-term focus to enhance individual and organizational capabilities for the future (best practices, executive development and organizational change).

2.2.5 Training process

The process was organized step by step with clear annual operation plans and goals that are in line with organizational policies. (Danoi Thianput, 1998: 25).

For the process of human resources development training in organizations, this meant the process related to the training and development of human resources called “The critical Events Model”. This model gave importance to the training process in a systematic way; it had been divided into 9 steps, with each step having an assessment that would reflect on that step, for analysis and consideration of the changes and appropriateness before going on to the next step. Each step was integrated with each other (Nadler and Nadler, 1982).

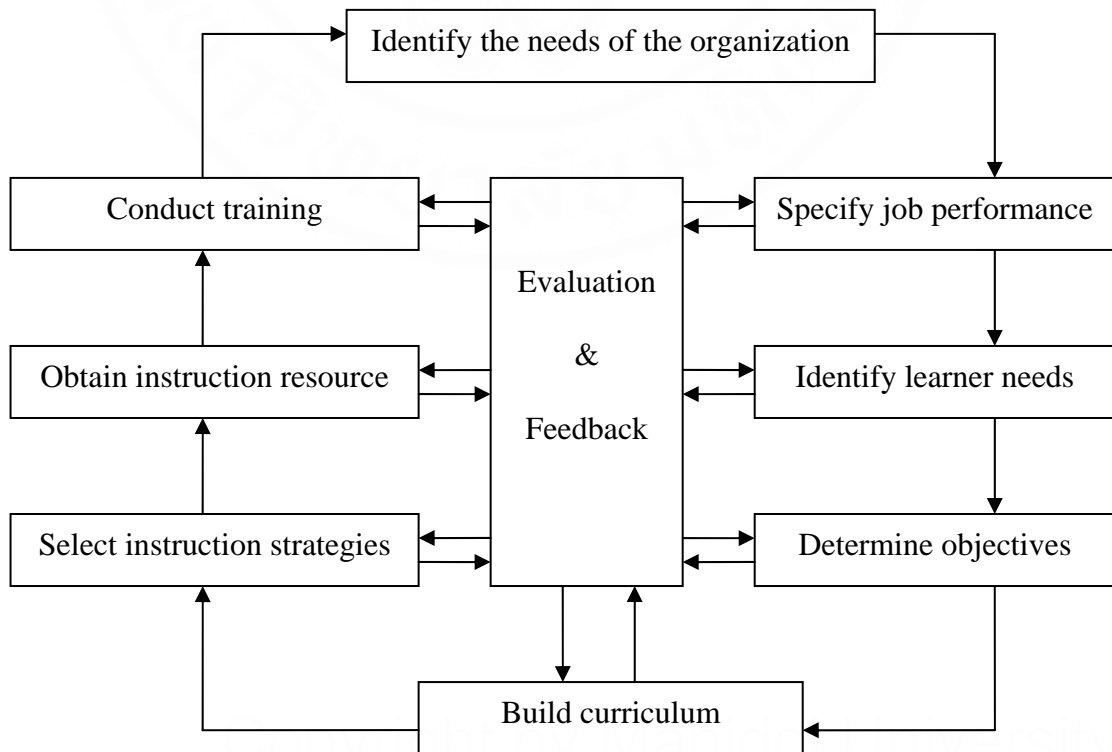


Figure 2.5 - The Critical Events Model (Nadler and Nadler, 1982)

1. Identify the needs of the organization – for this step the human resources developer needed to search for the organization's problems and whether those problems could be creative opportunities for training and development, which was a statement of the necessity of the training.

2. Specify job performance – This was stating the work in the position of the employee, to see what needed to be done in order to be successful and meet the objectives effectively, and what skills, knowledge, abilities and expertise was needed.

3. Identify learner needs – Stating the needs at the organization level and the work that needs development was the step of stating the need of learners in receiving training and saying whether after training they would be able to work in their positions effectively and solve the organization's problems.

4. Determine objectives – creating a learning program or training program would need clear objectives. A survey of job performance would tell what problems need solving in what way, and this would be good to change so that the people could work as per the standards of the job.

5. Build curriculum – this was the step where the content and topics that would meet the needs of the objectives were set. The emphasis was on creating knowledge, skills and a good attitude as well as changing the behavior of the people in a way that was relevant to the objectives of training and the needs of the organization.

6. Select instruction strategies – Techniques that are to be used in the training are set. They should be stimulating and able to give the learners knowledge and skills that were set, thus making it necessary to choose the various learning techniques that support learning so that the training will be successful.

7. Obtain instruction resource – this was setting the kind of instruments and tools would be used, or the various media that would help support the training program in order to let it be successful in imparting knowledge to the learners. Choosing the equipment needs consideration about what would be best for the budget, expenses, complication, time frame and results.

8. Conduct training – this was where the training itself takes place. The human resources developer needed to give various conveniences, the training of the location, media and set program would need to be checked to see if they were

according to the plan. Testing the learning of the participants from time to time also needed to be done.

9. Evaluation and feedback – in every step there would be evaluation and consideration of the results or feedback, in order to see if there were any problems and impacts, whether the training was worth it and appropriate in proceeding to the next step, and what kind of benefits did the personnel develop as per the objectives set. It could be to confirm the confidence in the program that was created giving benefits to the organization as planned.

Pont (1991: 3) cited that training process as dynamic and changing and organized the cycle of training process into five stages:

1. Needs analysis for training
2. Training design and planning
3. Media development
4. Training organization
5. Evaluation

The final stage, evaluation, could be carried out at any stages in order to improve training organization. The five stages could be illustrated into following diagram:

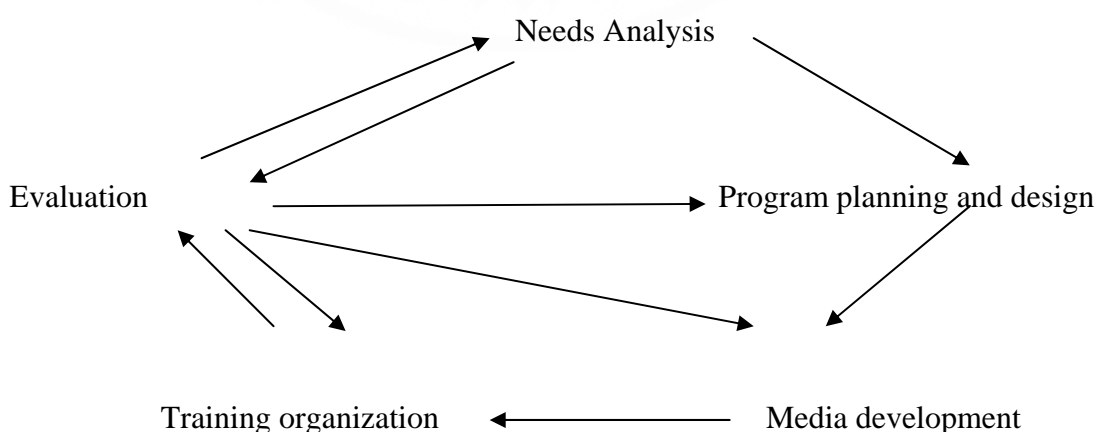


Figure 2.6 - Pont's training cycle

Gordon (1994: 92) defined four steps of training as follows:

Step 1 – identifying training needs

Step 2 – planning according to the needs

Step 3 – carrying out the training

Step 4 – evaluating the training



Figure 2.7 - Gordon's training cycle

The training system could be illustrated in the following diagram.

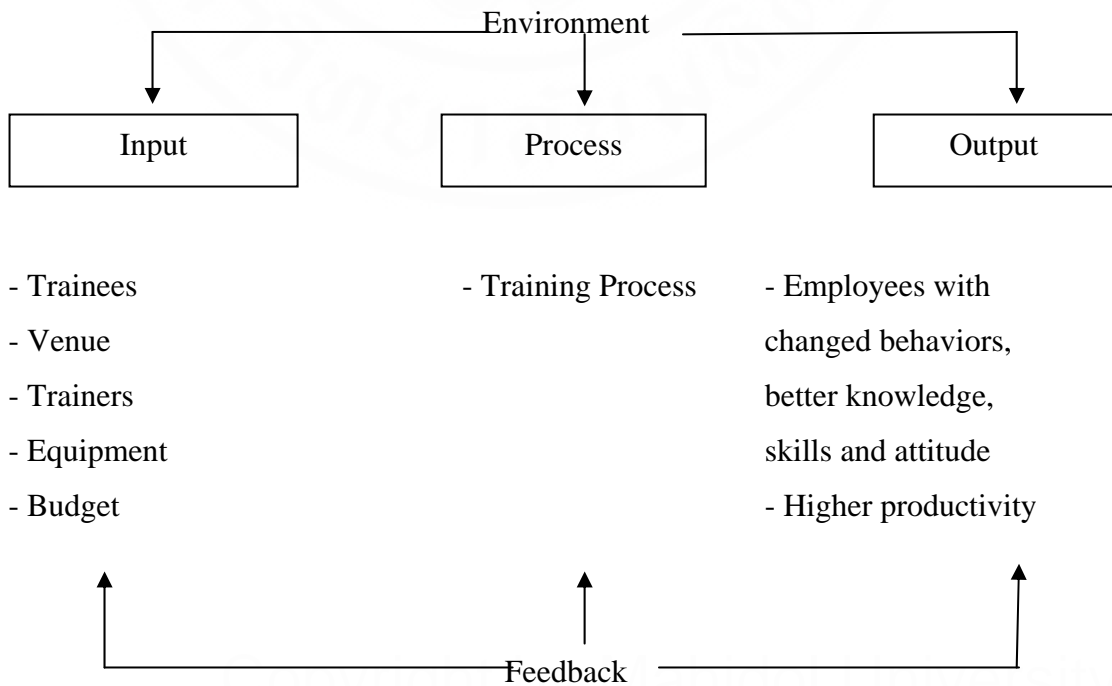


Figure 2.8 - A Training System

(Adapted from Naranan Suriyamanee, 1999:10)

A training process according to Naranan Suriyamanee (1999: 14) could be summarized as follows:

1. Analyzing training needs.
2. Planning a training program and developing a curriculum.
3. Organizing a training program.
4. Evaluating the training.
5. Following-up the training.

It could be seen that the training system was continuous and cyclical, using feedback as more inputs to achieve organization needs. Different types of training system were proposed as follows:

Rogoff (1987, cited in Araya Dilakanon, 1999: 12-13) designed a wheel of training system, which comprised four steps.

1. Gather data. This step found out who did what and why. It collected fundamental data to uncover training needs.
2. Analyze data. This step analyzed data on personnel, job description and responsibilities and operational problems in order to define training objectives.
3. Develop solution. This step was concerned with developing teaching materials and curriculum, selecting training techniques, developing and writing-up evaluation form.
4. Take action. This step deal with organizing a training program and evaluating its results.

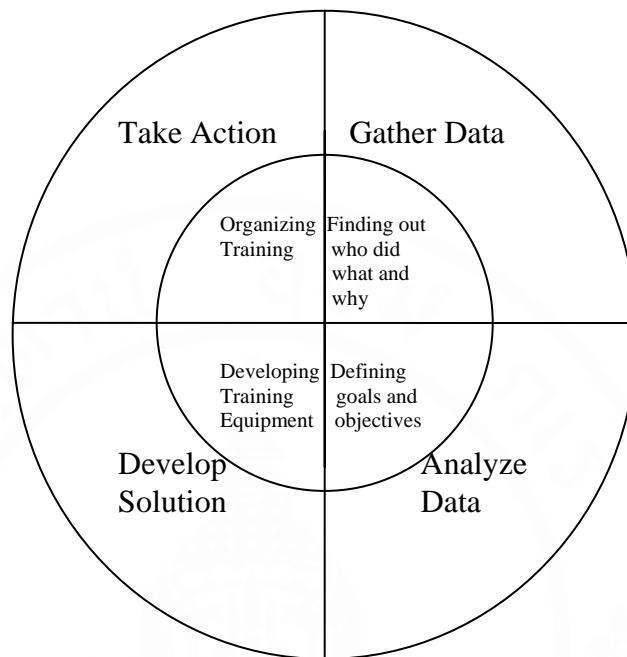


Figure 2.9 - Wheel of training of Rosalind L. Rogoff (1987)

Milkovich and Boudreau (1994: 494) summarized training steps in the following diagram.

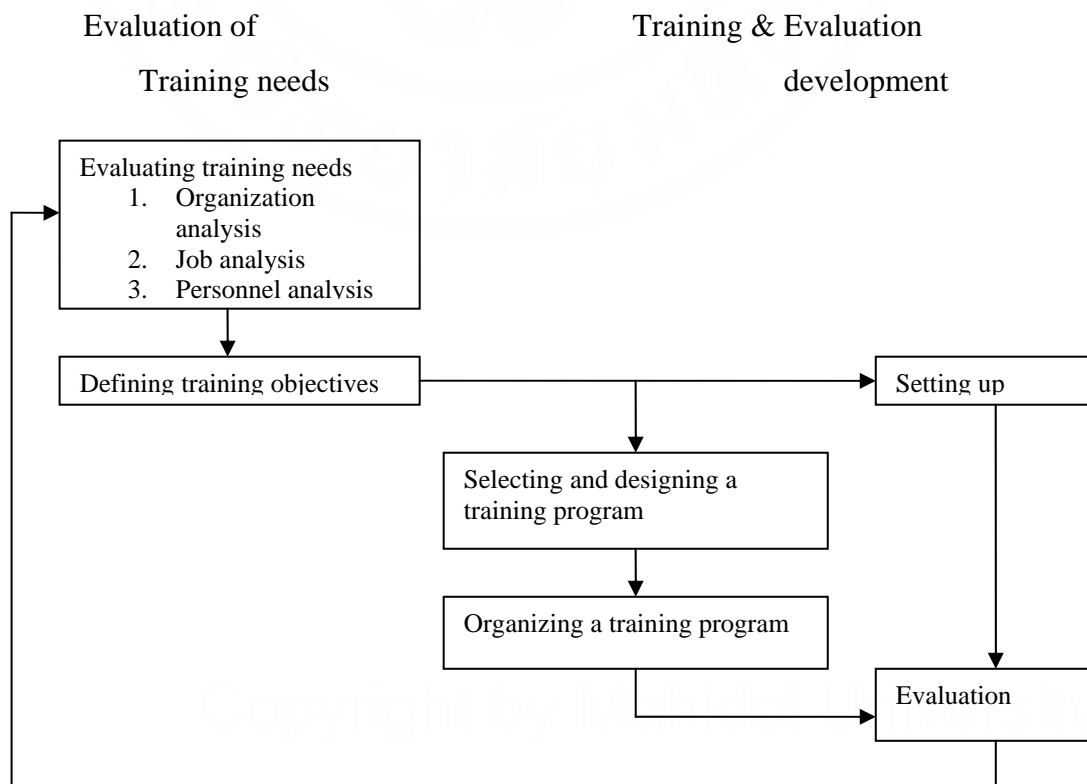


Figure 2.10 - A Training process of Milkovich and Boudreau (1994:494)

Hangreaves and Jarvis (1998: 91-92) stated that training process is cyclical, consisting of four steps as follows.

1. Analyzing training needs of the organization and employees.
2. Defining training objectives, developing a curriculum and designing a training program.
3. Organizing a training program.
4. Evaluating training activities.

Areerat La-Ongnual (2004: 25) stated training is a systematic process with clear and sequential operation steps. Training process is composed of three important steps as follows:

1. Planning
2. Implementing
3. Evaluating

Nassara Hongron (2005: 26) cited the concept on training process was used as a guideline, which could be summed up into four steps as follows.

1. Analyzing training needs.
2. Planning a training program and developing a curriculum.
3. Organizing a training program.
4. Evaluating and following-up of the training.

In conclusion, that training was the continuous process from the beginning to the end. Each step was important. There were factors taken into consideration such as input, process, output and feedback. Effective training was based on four main aspects as follows:

1. Training needs analysis
2. Training programme and curriculum development plans
3. Training organization
4. Evaluation and follow-up

2.3 Theories

2.3.1 Theory of adult learning

Adult education and training was an important and developing field of activity. The field of adult learning was pioneered by Malcom Knowles and he identified the characteristics of adult learners as follows: (Stephen Lieb: 1991)

1. Adults were autonomous and self-directed. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class would help them reach their goals (e.g., via a personal goals sheet).

2. Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge - experience base. To help them do so, they should draw out participants' experience and knowledge which was relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.

3. Adults were goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciated an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

4. Adults were relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related

to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

5. Adults were practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson would be useful to them on the job.

6. As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Speck (1996) noted that the following important points of adult learning theory should be considered when professional development activities were designed for educators.

1. Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the real world was important and relevant to the adult learner's personal and professional needs.

2. Adults wanted to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus professional development needs to give participants some control over the what, who, how, why, when and where of their learning.

3. Adult learners needed to see that the professional development learning and their day-to-day activities are related and relevant.

4. Adult learners needed direct, concrete experiences in which they apply the learning in real work.

5. Adult learning had ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.

6. Adults needed to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.

7. Adult learners came to learning with a wide range of previous experiences, knowledge, self-direction, interests and competencies. This diversity must be accommodated in the professional development planning.

8. Adults need to participate in small – group activities during the learning to move them beyond understanding to application, analysis, synthesis and evaluation. Small – group activities provide an opportunity to share, reflect and generalize their learning experiences.

9. Transfer of learning for adults was not automatic and must be facilitated. Coaching and other kinds of follow – up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

From the above conclusions, adult learning needed to be understood and implemented while conducting training in order to make the training very effective.

2.3.2 Expectancy theory of motivation

The expectancy theory of motivation was suggested by Victor Vroom. (<http://www.valuebasedmanagement.net>). Vroom hypothesizes that effort, performance and motivation must be linked. Expectancy is the belief that increased effort will lead to increased performance. This is affected by such things as:

1. Having the right resources available.
2. Having the right skills to do the job.
3. Having the necessary support to get the job done.

2.4 Education system in Sri Lanka

2.4.1 Historical background of education system

Formal education system in Sri Lanka had a long history. Theravada canon preserved in Ceylon, and it was fading in India. That was a great contribution to the system of ancient education in our country. Earlier Buddhist monks dwelt in caves and these caves became Education Centers. During 3rd century B.C Mahinda Thero's cave

dwelling paved way for the birth of Vernacular Education System in Sri Lanka was mainly based on Buddhism and its principles and it aimed at self fulfillment.

In the ancient education system there were two stages; the temple school which provided primary and secondary education and *pirivena* catered for higher education.

In 16th A.D. with the arrival of western rulers, indigenous system of education decline. They started Missionary Schools in which Christianity was given prominence. Thus the responsibility of education was transferred from the lands of Buddhist monks to the priests in newly built church.

However with the independence granted in 1948, education system expanded C.W.W.Kannangara, the Minister of education during that period, introduced free Education System. Schools were established island wide students were able to receive formal education despite their caste and class. Universities were also established country to facilitate their higher education. Thus there was a rapid expansion in the education system in Sri Lanka.

Subsequently with the advancement of technology and diversified requirements of the society, a requirement arose to expand the depth of subject matter taught in traditional subjects. In addition when common people became aware of education, they paid more for the attention on quality education rather than quantity education. Parents were inquisitive on the competency of their children rather than the number of exercise they done.

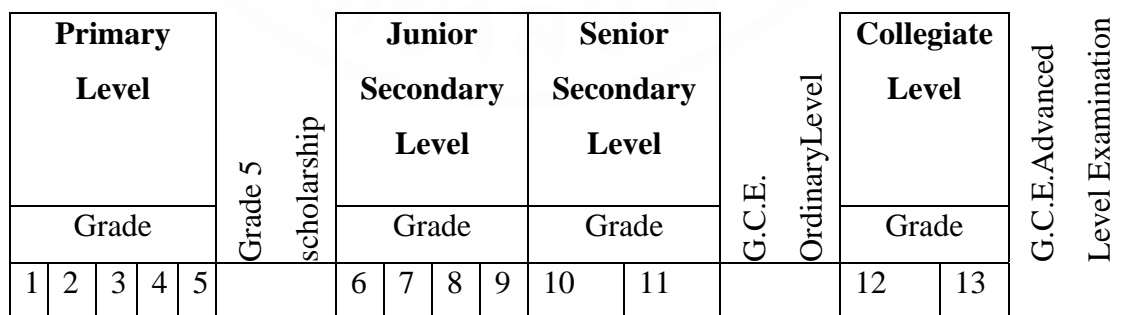
As a result regularly the syllabus contents were changed and teaching methodologies were introduced. Teacher's dominance in the classroom diminished and the student became the prominent figure. Learning was given more emphasis rather than teaching. Teachers were compelled to make their lessons more interesting. Apart from that people cried for equal rights in education. Their complain was that the authorities provide all the facilities to the schools in cities and neglect the schools in remote areas. Then the government paid its attention on this matter and decided to

allocate money for each and every school to get best performances on its primary and secondary education.

Several projects have been implemented to improve the education system in Sri Lanka in 2008.the Education Sector Development Framework Programme (ESDFP) was continued in 2008 to promote equitable access to basic education (Grade1-9) and Secondary education (Grade10-13) improve the quality of education, enhance the economic efficiency and equity of resource allocation and distribution within the education system and strengthen education governance and service delivery. A school based teacher development programme has been implemented to enhance the knowledge of teachers, and teacher centers have been established through the island in order to ensure the professional development of teachers serving in the school system.

The prevailing system of education was compulsory education to all from 5 to 14 year of age. (Education for all, 2008: 5-7).

2.4.2 Structure of the education system



The government policy, though not enshrined in the constitution, was to provide free education from primary stage to the first degree level of university education. Preschool education was a subject devolved to the provincial authorities while local government bodies and the private sector are expected to establish and run these schools. According the stages of education can be classified as follows,

(1) **Pre-School Education** - from 3 to 5 years is provided by the local authorities, religious bodies, voluntary organizations and the private sector.

(2) **General Education** - from 5 to 18 years is sub divided into three levels as:

Primary Education – from 5 to 9 years covering grades 1 to 5

Junior Secondary Education – from 10 to 13 years covering grades 6 to 9

Senior Secondary Education – covering two years leading to the G.C.E.O/L examination

Collegiate Level - covering two years leading to the G.C.E A/L examination

Grades 10-11 – The primary stage and secondary stage each have a common curricular sitting for 9 subjects with 6 compulsory core subjects.

Grades 12-13 – covering two years leading to the G.C.E.A/L Examination. This stage consist of three curricular streams namely Science, Arts and Commerce streams, sitting for 3 compulsory subjects.

(3) **Tertiary and University Education** – mainly provided at post-secondary technical and professional institutes and universities.

(4) **Vocational Training** – for school leavers provided in various types of training institutes run by the government institutions, the private sector and non-governmental organizations. (Education for all, 2008: 7).

2.4.3 Structure of the school system

At present there are 9678 government schools and 94 private schools. There are also 658 Buddhist centers of learning called Pirivenas, and 200 international schools teaching in English medium.

The schools are categorized by type as indicated below depending on the terminal grade of the school (Education for all, 2008: 9).

1AB Schools – Grade 1 to G.C.E.A/L in all subject streams, Science, Commerce and Arts

1C Schools – Grade 1 to G.C.E.A/L Arts and Commerce streams

TYPE2 Schools – Grade 1 to G.C.E.O/L

TYPE3 Schools – Grade 1 to grade 5 only

2.5 Teacher training in Sri Lanka

There are 17 National Colleges of Education and 10 Teacher Training Colleges. National Colleges of Education are for preparing the teachers required for the system. This was a pre-service training of teacher trainees. Selection of teacher trainees for these colleges is based on the GCE (A/L) performances of the applicants. All categories of teachers required for the system are trained in these colleges through a three-year course. The annual intake for these colleges is 3000 – 3500 depending on the number required for the system. The Teacher Training Colleges are for in-service training of teachers who are in the system for them to get their knowledge updated and the profession upgraded.

In addition to all these long-term training institutes, 100 Teacher Centers have been established island-wide in order to facilitate provincial authorities to conduct short-term training, workshops and discussions etc. in order to update teachers' knowledge. The Ministry of Education has gone to the extent of providing opportunities for dedicated teachers to familiarize themselves to the foreign school environments through organizing study visits annually to more developed countries. It was expected for those teachers to learn about modern approaches in the teaching and learning process and implement the new findings to suit our children. So far a considerable number of teachers and administrators have been provided with this opportunity (Sri Lanka action plan 2008: 5)

2.5.1 Teacher training structure

The Ministry of Education was responsible for the design, implementation, control and maintenance of general education, teacher education and technical education in Sri Lanka. The Education Services Committee, which was an independent body, was responsible for recruitment, promotion, transfer and disciplinary matters of teachers and officers in the Sri Lanka Education Administrative Service. Functions such as curriculum development and preparation of syllabi are mandated To the National Institute of Education. Matters relating to Universities and other Higher Education Institutes are handled by the University Grants Commission.

The National Institute of Education (NIE) was created in 1985 and 17 National Colleges of Education have since been established to give pre-service training to all teachers. The teacher education network today consists of the NIE, 4 university faculties/, 17 Colleges of Education, 4 Teacher Education Institutes, 100 Teacher departments of education Centers and 30 Regional English Support Centers (RESCs) that have been established to provide in-service continuing teacher education for English teachers. In addition to these, some of the universities and the NIE have their own regional centers to offer undergraduate and postgraduate programmes across the country. These programmes help meet current and emerging needs by providing opportunities for both aspiring and practicing teachers to acquire qualifications in education as follows (Analysis Report on the Teacher Training in Sri Lanka – June 2007: 7-8).

1. Primary

The Trained Teachers Certificate was the minimum recognized qualification for Primary and Junior Secondary teachers in Sri Lanka. However, trainee Primary Teachers can also undertake a Trained Teachers Diploma or Bachelor of Education degree. The Trained Teachers Certificate (Primary) was completed at Teacher Training Colleges and comprises two years' course work and one year's practical in-service training. Entry to this course had based up on, three subjects from GCE A' levels and six subjects from GCE O' level examinations. The Bachelor of Education was undertaken at a recognized university and lasts four years. Admission was determined by the University Grants Commission (UGC) on the basis of merit.

The Trained Teachers Diploma lasts three years and requires three A' Level passes. It was first offered in 1985 and continues to be awarded by five Colleges of Education in Sri Lanka.

2. Secondary

Teachers at the Senior Secondary or Pre-University levels are generally required to hold a Diploma in Education. This was a one-year postgraduate course that prepares teachers for the senior secondary level. The course may also be taken over a two year period through the Open University.

Lower Secondary teachers may also hold the Trained Teachers Certificate (Secondary). This was a three year course, completed at Teacher Training Colleges, comprising two years' course work and one years' practical in-service training. Admission was based on three GCE 'A' level and six GCE 'O' level passes. Teachers at this level specialize in subjects such as English, science, mathematics and agriculture.

2.5.2 Teacher education Institutions

Several Institutions are responsible for teacher education.

1. National Colleges of Education (NCEO)
2. Teachers Colleges (TC)
3. National Institute of Education (NIE)
4. Teacher Centers and Regional English Support Centers (RESC)

The National Colleges of Educations were providing the pre-service teacher training. National Institution of Education is entrusted with the curricular development and training of principles, education research and teacher education. National Institute of Education, universities and Provincial Authorities of Education were other main institutions for in service training, Professional development of graduate teachers was provided through Departments of Education. Approximately 100 teacher centers and 30 Regional English Support Centers were established to support continuing teacher education of all teachers in the system. This mechanism has been gradually improved to give schools more flexibility to satisfy the specific needs of every school. (Education for all, 2008: 12)

2.5.3 Reforms to teaching and qualification structure

A Parliamentary Act in 1986, Colleges of Education were established to provide pre-service education in Sri Lanka. However, research undertaken at the time of the general education reforms in 1997 revealed that the distribution of the Colleges was uneven across the provinces, and that the existing Colleges had poor resources.

“Nearly half of the 25 districts had no teacher education institute, while two districts had four or more” 7 Steps were therefore taken to ensure that there was at least one suitable College per province, so new Colleges were established and some of the existing institutions were refurbished.

Previously teachers did not undergo pre-service training, instead they underwent in-service training after being appointed. There were two types of courses for nongraduate teachers: general teaching and specialist subject teaching. Primary education was not considered to be a specialist subject discipline. Pre-service teacher training was currently offered at the National Colleges of Education through a three-year programme, consisting of two years residential training and a one-year internship period in schools. The course itself comprises two years of coursework and one year of practical in-service training for teachers specializing in English, science, mathematics, agriculture or alternatively in primary education. Teachers who qualify from these courses are designated 'trained teachers' and are awarded the Trained Teachers' Certificate.

The educational reforms initiated in 1997, the authorities realized that there was a need for Continuing Teacher Education. A hundred Teacher Centers were therefore established across the country, with at least one Teacher Centre per educational zone, to provide short-term, non-residential continuing teacher education to upgrade teachers' skills at least once every seven years. In addition, some of the Teacher's Colleges were retained as Teacher Education Institutes to offer residential continuing teacher education of a longer duration (Analysis Report on the Teacher Training in Sri Lanka – June 2007: 9-10).

2.5.4 Teacher training programs and their mechanism

ESDFP Programme

In the Education Sector Development Framework Programme have four major policy themes :(Education for all, 2008)

- (1)Increasing equitable access to basic and secondary education
- (2)Improving the quality of basic and secondary education
- (3)Enhancing the economic efficiency and equity of resource allocation
- (4)Strengthening education governance and service delivery

In the second theme of ESDFP conducted seminars, workshops, short-term and long-term trainings. To improve the quality of basic and secondary education, there are 3 key development operations in ESDFP (ESDFP allocation for quality processes, 2009 - Kuliyaipitiya zone).

- (a)Curriculum re-structuring, upgrading and curriculum implementation
 - Improving primary education programme
 - Improving secondary education programme
- (b)Establishment of a teacher development framework which would include school based, on-site teacher development systems
 - Teacher development programme
- (c)Promoting social cohesion, values, ethics and civic consciousness in schools
 - Peace education programme
 - Social cohesion programme
 - Improving quality of education

2.5.5 The structure of the Kuliyaipitiya Education Zone

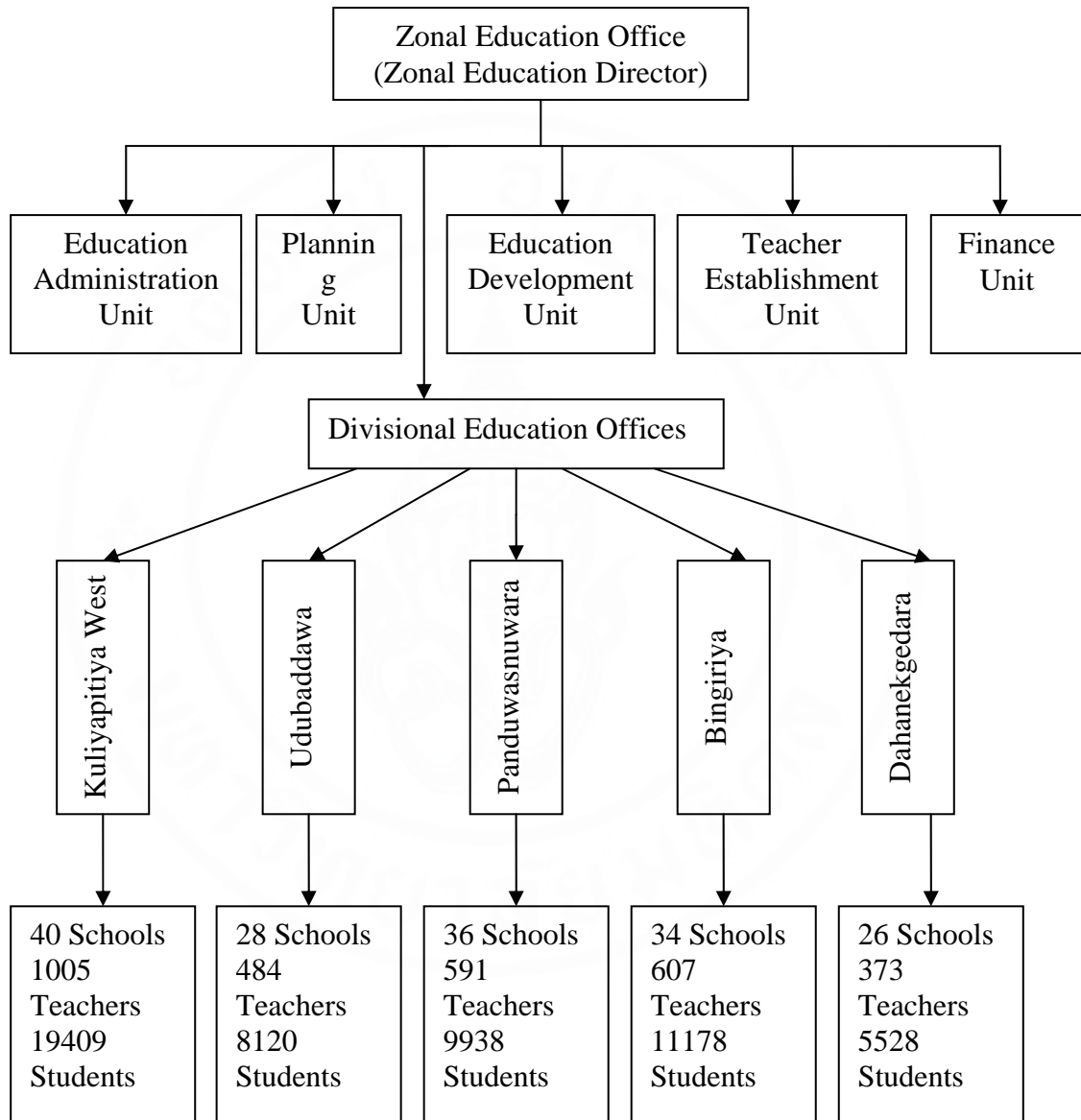


Figure 2.11- The structure of the Kuliyaipitiya Education Zone

2.5.6 The Education Development Unit

2.5.6.1 Mission Statement

The education development unit commitment was to zonal teachers, implement all necessary resources for their progress and to uplift the standard of every assessment in schools, along with formal and special education requirement for better citizens to our society, who have attitudes and skills in all respect.

2.5.6.2 Main functions of education development unit

- 1) Education development at schools
- 2) Supervision of schools
- 3) Training and development
- 4) Curriculum implementation
- 5) Monitoring and evaluation of schools

2.6 Related researches

Long (1990) studied patterns of training evaluation affecting the decision on training efficiency by using the Kirkpatrick model. Evaluation was divided into four types: reaction, learning, behavior and result. The sample group was 152 staff of the management department attending a training session on program management curriculum and they were divided into five groups, while the fifth group was evaluated on the four evaluation types. The findings revealed supported the model in the following ranks from high to low: result, behavior, learning and reaction. Overall, behavior evaluation best affected the decision on training efficiency.

Apichart Patcharapinyopong (2002) studied training and awareness aspects of the Air Quality Management Programme (AQMP) and its Environmental Management Plan (EMP), through interviewing staffs. A database of notes and

documents was used to increase the reliability of this study. Interviews involved the use of a semi structured questionnaire about employee awareness of corporate policies, individual responsibilities and training programmes. Data was collected from 17 respondents who were members of the environmental department and management level employees of other departments in the hotel. The research findings were as follows:

1. The employees from different department needed improved environmental training, awareness and communication programmes.
2. 84.6% respondents responded that they would like to receive more training about the hotel's environmental commitments and programmes.
3. 61.5% of respondents responded that employees were aware of the hotel's environmental programmes.
4. The interview results indicated that there needed to be stronger links between operating procedures and environmental policies. This supports the communication operating responsibilities identified in management programmes.

According to this research finding, it was necessary to further develop the hotel's environmental management plan and cope with the awareness-based model for the environmental improvement.

Areerat La-Ongnual (2004) studied the training process of the water-hyacinth handicraft vocational group, the participation level of vocational group members in the training process, the comparison of participation in the training process which consisted of five factors, namely, age, marital status, educational level, member status and income. The sample size consisted of 150 members of water-hyacinth handicraft vocational groups from three villages in Payao province: Maesaitung, Taimlao and Sanbuaboke village and 15 officers from government and non-government organizations who participate in the vocational groups, by using purposive sampling. The research instruments were questionnaires and interviews. The collected data were analyzed through percentage, mean, standard deviation, t-test and one-way ANOVA analysis.

The research findings revealed as follows:

1. There are three main components of the training process which are planning, operating and evaluating.
2. The participation level of vocational group members was at a middle level.
3. The comparison of participation level of vocational group in the training process affected by five factors, age, marital status, education, income and member status showed no difference.
4. A comparison of participation in the training process organized by the three trainings organizers found no difference.
5. An effect of training indicated that training could develop the community economy and solve community social problems.

Nassara Hongron (2005) studied training process in direct selling business with business owners of different nationalities, different product types and different marketing plans. Structured interviews were used to collect data from 24 companies which were members of the Thai Direct Selling Association (TDSA). The content analysis and t-test were utilized to analyze the data. The findings revealed that most companies carried out the four steps of the training process. Training needs analysis was based on job performance evaluation. Person and organization analysis were employed for data collection and training needs was based on maximum benefits of the organization. Training agencies were in charge of training program planning and curriculum development with an aim of equipping trainees with job-related knowledge. Course content was in line with actual working situation and they focused on product knowledge, selling skills, business aspects and benefits. The techniques mostly used for training operational or on low level, direct salespersons were lecture and brain storming for executive-level salespersons. Training was the responsibility of sales departments and a centralized training approach was used as the pattern of training management. The expected role of training staff was that of a learning specialist. When the training process of direct selling business with different nationalities of business owners, product types and marketing plans was compared overall, the direct selling companies have training agencies directly in charge of the

entire training process and emphasize the role of training staff as training organizers, so that training can be carried out more systematically and efficiently.

Sebastian Kuntz and Kristina Reiss (2006) studied evaluation research on video based in-service teacher training project to report instructional practice and judgments on instructional quality. This study aimed to provide evidence for describe teachers instructional practice and development of the teachers professional knowledge on transfer of training. The evaluation of this project on two levels of observations, at first judgments of the participant teachers and their perception of their own instructional practice and evaluation focused on professional knowledge. This study concentrated on four levels of observations. It includes feedback by participant teachers, analyzed the development of professional knowledge, rated the teachers actions in the classroom by external observers, and identified studies treating possible impacts of teacher training programs and its contents in instructional practice.

Karma Loday (2008) studied an evaluation of training of instructors programme in enhancing the teaching skills of instructors of vocational training institutes of Bhutan based on Stakes Conference Model. The population for this study was 45 instructors who were trained through this programme in three batches. The instrument was a structured questionnaire. Descriptive statistics were used to analyze the data.

The research revealed that most of the instructors had the required teaching experience but most of them were qualified at certificate level only. Most of the instructors had never undergone teacher training before the training of instructors programme and found that they were in need of teacher training. This research finding can be used to suggest how future training of instructor's programmes can be further improved.

Willy L Khomba and Emmanuel Nkumbi (2008) studied the perceptions and practices of teacher development in Tanzania by used mix method. The purpose of this study was to examine support mechanisms for teacher professional development

in selected primary schools. The questionnaire, interview and observation checklist were used to collect the data from 186 respondents in six school districts. Tanzania has been implemented the primary education development program that aimed at the universalization of primary education mechanisms for teacher professional development in selected primary schools. This study suggested developing a teacher professional development model, that is more comprehensive and encompassing and which combines academic advancement in the content areas as well as improvement in pedagogy. The continuous and sustained programs for teacher development largely depend on support of many stakeholders at various levels, so that there is need for the ministry of education to provide resources both human and financial assistance. In addition, teacher professional development should be incorporated in the strategic plan and should be budgeted for.

CHAPTER III

RESEARCH METHODOLOGY

This chapter reviewed the process of conducting research. Research methodology and research tools would be discussed. In addition, the process of data collection would be clarified.

As this survey research was aimed at investigated training process in Kuliyaipitiya Education Zone, Sri Lanka, this chapter was composed of the following issues:

3.1 Population and Sample

3.1.1 Population

3.1.2 Sample

3.2 Research instrument

3.2.1 Instrument construction steps

3.2.2 Quality examination of the research instrument

3.3 Data Collection

3.4 Data Analysis

3.1 Population and Sample

3.1.1 Population

Research population were included the 20 education administrators, 60 in-service teacher trainers and 3,060 teachers from 164 schools in the Kuliyaipitiya Education Zone, Sri Lanka as shown in table 3.1.

Table 3.1 number of schools and teachers in Kuliypitiya Education Zone

Divisions	Number of schools	Number of teachers
Kuliypitiya West	40	1,005
Udubaddawa	28	484
Panduwasnuwara	36	591
Bingiriya	34	607
Dahanekgedara	26	373
Total	164	3,060

The Kuliypitiya education zone conducted over 300 training programs in every year. According to the curriculum content zonal training programs focus on two major categories.

- (1) Primary teacher training programs
- (2) Secondary teacher training programs

Therefore, the researcher planned to study on the training process of primary teacher training programs. The researcher intended to study the population as 1,031 primary teachers. The number of primary teachers in Kuliypitiya education zone, Sri Lanka as shown in table 3.2.

Table 3.2 number of schools and primary teachers in Kuliypitiya Education Zone

Divisions	Number of schools	Number of Primary teachers
Kuliypitiya West	40	300
Udubaddawa	28	176
Panduwasnuwara	36	195
Bingiriya	34	210
Dahanekgedara	26	150
Total	164	1,031

3.1.2 Sample

The researcher selected the primary teachers who worked in schools using stratified sampling. This was to ensure the proportionate representation of schools according to the school divisions.

The sample size was determined by Taro Yamane formula provided by Yamane (1968), specifying the error value at 0.05.

The formula
$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{1031}{1 + 1,031(0.05)^2}$$

$$n = 288$$

Given, n = Sampling size
 N = Population size
 e = Error of random sampling = 5%

The total population of this study was 1,031 primary teachers in Kuliapitiya Education Zone. Therefore, the researcher was taken the sample size as 288 teachers.

The researcher studied only 1/4 of all the schools (164) were proportionately drawn from each division. It was 41 schools in total 10 out of 40 schools from Kuliapitiya West division, 7 out of 28 schools from Udubaddawa division, 9 out of 36 schools from Panduwasnuwara division, 8 out of 34 schools from Bingiriya division, 7 out of 26 schools from Dahanekgedara division, were selected by using simple random sampling as shown in table 3.3.

Table 3.3 number of schools and number of sample schools in Kuliyaipitiya Education Zone

Divisions	Number of schools	Number of sample schools (1/4)
Kuliyaipitiya West	40	10
Udubaddawa	28	7
Panduwasnuwara	36	9
Bingiriya	34	8
Dahanekgedara	26	7
Total	164	41

After determining the total sample size of the respondents and the total sample size of the schools, the sample was 288 primary teachers from 41 schools. It could be meant to got nearly 7 teachers from each school. The number of sample teachers was determined by using simple random sampling.

The teachers of the sample schools were the respondents of the study as shown in table 3.4.

Table 3.4 number of sample schools and sample teachers in Kuliyaipitiya Education Zone

Divisions	No of sample schools (1/4)	No of teacher sample
Kuliyaipitiya West	10	70
Udubaddawa	7	49
Panduwasnuwara	9	63
Bingiriya	8	56
Dahanekgedara	7	50
Total	41	288

3.2 Research Instrument

The instrument for collecting the data in this research was a questionnaire, this section was consisted of construction steps, quality examination, data collection and data analysis as well as statistics was employed to analyze them as follows:

3.2.1 Instrument construction steps

3.2.1.1 Determined the structure of the questionnaire that covers all contents was investigated on the research.

3.2.1.2 Compiled statements concerning the difference between the actual situation and expected situation based on the training process of Kuliya-pitiya Education Zone, texts and research studies in order to exploit them as the data for the construction of the questionnaire.

3.2.1.3 Constructing the questionnaire was based on Likert Scale. A set of questionnaire composed of three parts as follows:

Part 1- Consisting of items on demographic information, e.g., age, position, working experience, professional level, related section, responsible subject,

Part 2 - Consisting of 30 items on training process.

Step 1 - Training needs analysis (1 – 5) 5 questions

Step 2 - Training program and curriculum development plan (6-12) 7 questions

Step 3 - Training Organization (13 – 21) 9 questions

Step 4 - Evaluation and follow-up (22 – 30) 9 questions

The questions were both actual and expected situations towards training process with 5 rating scales based on Likert's method ranged from strongly agree (5) to strongly disagree (1) (Boontham Kitpredaborisut,1997: 249). The scores were as follows:

Positive statement

Strongly agree	= 5
Agree	= 4
Undecided	= 3
Disagree	= 2
Strongly disagree	= 1

The interpretation of mean training process was employed the following criteria (Best, 1989:174-178).

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}} = \frac{5 - 1}{5} = 0.8$$

- 1.00 – 1.80 referred to Lowest
- 1.81 – 2.60 referred to Low
- 2.61 – 3.40 referred to Moderate
- 3.41 – 4.20 referred to High
- 4.21 – 5.00 referred to Highest

Part 3 – Consisted of the additional information on comments and suggestions towards the training process in Kuliypitiya education zone, Sri Lanka.

3.2.2 Quality examination of the research instrument

3.2.2.1 The researcher reviewed literature and studied related studies and collected relevant information from related studies and texts. The data were gathered and used as a guideline in defining issues and scope of question according to the objectives of this study.

3.2.2.2 The researcher submitted the questionnaire draft to 3 specialists in our country to check the content validity, correctness and recommendations.

3.2.2.3 The researcher presented the questionnaire to research advisor to review and correct the content of the questionnaire, verbal appropriateness, literary style and unobvious questions for further improvement and used in the field.

3.2.2.4 The researcher translated the questionnaire into native language.

3.2.2.5 The researcher improved the questionnaire and then tried out with 30 teachers under the Kuliypitiya education zone, in Sri Lanka. They were not the sample group under investigation and the results were used to examine the quality of the instrument as follows:

Test its reliability according to the Cronbach's alpha formula (retrieved [http:// www.ats.ucla.edu/stat/Sps/faq/alpha.html](http://www.ats.ucla.edu/stat/Sps/faq/alpha.html)).

$$\alpha = \frac{k}{k-1} \left(\frac{1 - \sum S_i^2}{S_t^2} \right)$$

α = reliability

K = number of items

S_i^2 = variance of each item

$\sum S_t^2$ = variance of the total scores

The confident value of 0.92 computed in the correlation coefficient of information.

3.2.2.6 The researcher improved and corrected the questionnaire again for its suitability and efficiency with the research advisors before launched to the sample group.

3.3 Data Collection

3.3.1 The researcher asked for permission on a letter from the Faculty dean Office, requesting permission to collect the data from the sample group was addressed to the Zonal Director of Education, Kuliyaipitiya, Sri Lanka.

3.3.2 The researcher distributed the questionnaire and asked for cooperative action to answer the questionnaire to the population involved in this study of Kuliyaipitiya Education Zonal Education Directors, in-service teacher trainers and the sample of teachers.

3.3.3 The researcher made an appointment for the sample to get the completed questionnaire and allowed all respondents 3 weeks to answer the questionnaire.

3.3.4 The researcher collected the questionnaires to compiled, audited, categorized the data and made a statistical analysis.

3.4 Data Analysis

The computer package program was employed to analyze the data. The following statistical techniques steps were used to analyzed the data.

3.4.1 The data of respondent's demographic information was analyzed to obtain frequency and percentage.

Percentage Technique

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Data Frequency

N= Total amount of data

3.4.2 Mean and Standard deviation was used to describe the actual situation and the expected situation of training process.

3.4.3 t-test was exploited to compare the actual situation and the expected situation of training to confirm the assumption.

3.4.4 Figure out mean by the equation below (Boonthum Kitpreedaborisut, 1997:252).

(1) Mean

$$\bar{X} = \frac{\sum X}{n}$$

where \bar{X} = Mean Score

$$\sum X = \text{Sum of score}$$

n = Sample size

(2) Standard Deviation

$$S.D. = \sqrt{\frac{n\sum X^2 - (\sum X)^2}{n(n-1)}}$$

where S.D. = Standard Deviation

$$\sum X^2 = \text{Sum of Square}$$

n = Sample Size

CHAPTER IV

RESULTS

Following the process of data collection as reviewed in earlier chapter, in this chapter, the results of the study acquired during the data collection process would be presented.

This study investigated the actual and expected situations of training process in Kuliyaipitiya education zone, Sri Lanka and compared the actual situation and expected situation of training process. The sample group was composed 288 teachers and the presentation of the findings was in the form of description with tables. The results of this investigation could be summarized as follows:

- 4.1 Demographic data of the sample group
- 4.2 The actual situation of the training process
 - 4.2.1 Training needs analysis
 - 4.2.2 Training program and curriculum development plan
 - 4.2.3 Training organization
 - 4.2.4 Evaluation and fellow-up
- 4.3 The expected situation of the training process
 - 4.3.1 Training needs analysis
 - 4.3.2 Training program and curriculum development plan
 - 4.3.3 Training organization
 - 4.3.4 Evaluation and fellow-up
- 4.4 Comparison of the actual situation and the expected situation of the training process
 - 4.4.1 Training needs analysis
 - 4.4.2 Training program and curriculum development plan
 - 4.4.3 Training organization

4.4.4 Evaluation and follow-up

4.5 Respondents suggestions towards training process in Kuliyaipitiya education zone, Sri Lanka.

4.5.1 Training needs analysis

4.5.2 Training program and curriculum development plan

4.5.3 Training organization

4.5.4 Evaluation and follow-up

4.1 Demographic data of the sample group

The sample group consisted of 288 respondents and analyzed by descriptive statistics such as frequency and percentage. It was revealed that respondent's age, 74% were more than 40 years old, 24.3% were between 31 - 40 years old, and the rest belongs to the age group between 20 – 30 years old.

The results showed that the majority of respondents were teaching service grade II consisted of 71.2%. The remaining were teaching service grade I with 18.4% and teaching service grade III which represents 10.4% of the total sample.

With respect to working experience, more than 87.5% of the respondents have more than 10 years of experience. The respondents who have 6 – 10 years of experience comprise 8%, while 3.8% of the respondents have worked 1 – 5 years, and 0.7% of the respondents have worked less than 1 year respectively.

Most of the respondents were the professional level of trained teachers forming 83% and followed by 8.7% of the sample with post graduate teachers and 8% were bachelor's degree teachers. The remaining 0.3% of the respondents was untrained teachers.

In term of related section 98.3% of the sample was related to primary education, and 1.7% was related to secondary education. Most of the respondents were 96.5% responsible for primary subjects only, while 3.5 % of the respondents responsible for other subject such as English subject. The details were shown in Table 4.1.

Table 4.1 Frequency and percentage of the respondents demographic data

(n= 288)

Demographic Data	Frequency (n)	Percentage (%)
Age:		
20 – 30 years old	5	1.7
31 – 40 years old	70	24.3
More than 40 years old	213	74.0
Position:		
Teaching service grade I	53	18.4
Teaching service grade II	205	71.2
Teaching service grade III	30	10.4
Working Experience:		
Less than 1 year	2	0.7
1 – 5 years	11	3.8
6 – 10 years	23	8.0
More than 10 years	252	87.5
Professional level:		
Trained	239	83.0
Untrained	1	0.3
Bachelor's degree	23	8.0
Post graduate	25	8.7
Related Section:		
Primary education	283	98.3
Secondary education	5	1.7
Responsible subject:		
Primary subjects	278	96.5
Other subjects (English)	10	3.5

4.2 The actual situation of the training process

From the analysis of data, most of the respondents agreed with the overall actual situation of the training process with an average mean score of 3.44. Training needs analysis ($\bar{X} = 3.21$), Training Program and Curriculum Development Plan ($\bar{X} = 3.36$), Training Organization ($\bar{X} = 3.49$), Evaluation and follow-up ($\bar{X} = 4.29$). The most acquired step was evaluated and fellow-up with the mean score of 4.29 and the least acquired step was training needs analysis with the mean score of 3.21.

It was found that the overall actual situation of training process with the meaning of high level, training needs analysis and training program and curriculum development plan with the meaning of moderate level, training organization with the meaning of high level and evaluation and follow up with the meaning of highest level, as shown in table 4.2.

Table 4.2: Mean and Standard deviation of the overall actual situation of Training process

Four Steps of Training Process (Actual Situation)	Consideration		Meaning
	Mean	S.D.	S.D.
1. Training needs analysis	3.21	.7810	Moderate
2. Training Program and Curriculum Development Plan	3.36	.5809	Moderate
3. Training Organization	3.49	.5636	High
4. Evaluation and follow-up	4.29	.4355	Highest
Overall actual situation of training process	3.44	.4942	High

4.2.1 Training needs analysis

From the data analysis, it was revealed that most of the respondents agreed with the training needs analysis aspect with the meaning of moderate level and with mean score of 3.21. The first three items that they most interpreted:

The education development unit has asked, interviewed or observed for information to identify training needs with an average mean score of 3.34 with the meaning of high level (62.1% respondents agreed).

The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work with an average mean score of 3.26 with the meaning of moderate level (55.2% respondents agreed).

Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems with an average mean score of 3.19 with the meaning of moderate level (49.0% respondents agreed).

The result showed that the item “The education development unit has asked, interviewed or observed for information to identify training needs” was topped with an average mean score of 3.34, and it was revealed that the meaning of high level. The item “The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training.” was bottomed with an average mean score of 3.06, and it was revealed that the meaning of moderate level, as shown in table 4.3.

Table 4.3: Mean and Standard Deviation of the Step 1: Training needs analysis
(Actual Situation)

(n = 288)

Training needs analysis	Consideration		Meaning
	Mean	S.D.	
1. The education development unit has asked, interviewed or observed for information to identify training needs.	3.34	1.086	High
2. The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training.	3.06	1.077	Moderate
3. The education development unit has orders by priority the needs, obstacles and problems in each training curriculum.	3.23	0.889	Moderate
4. Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems.	3.19	0.973	Moderate
5. The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work.	3.26	0.993	Moderate
Average	3.21	.7810	Moderate

4.2.2 Training program and curriculum development plan

From the data analysis, it was revealed that most of the respondents agreed with the training program and curriculum development plan aspect with the meaning of moderate level and with the mean score of 3.36. The first three items that they most interpreted:

Activities used in training are appropriate with an average mean score of 3.70 with the meaning of high level (77.4 % respondents agreed).

The content of the curriculum you took is in line with your tasks with an average mean score of 3.67 with the meaning of high level (76.4% respondents agreed).

The curriculum is diverse and meets the development needs of teachers with the mean score of 3.66 with the meaning of high level (78.1% respondents agreed).

However, it was found that following four items had the meaning of moderate level. With regard to the item “The objective of the training curriculum you took in line with your needs, obstacles and problems” had 23.6% respondents interpreted as disagreed, with the mean score of 3.26. Regarding the item “The content of the curriculum is modern, and reflects social conditions and changes in technology” 29.2% respondents disagreed with an average mean score of 3.18. As for the item “The trainer is knowledgeable and effective in knowledge transfer to policy, needs, obstacles or problems” 19.5% respondents interpreted as disagreed, with the mean score of 3.36. With regard to the item “Training media, such as computers and projectors, are appropriate” 57.6% respondents interpreted as disagreed, with the mean score of 2.66.

The result indicated that the item “Activities used in training are appropriate” was the highest with an average mean score of 3.70, and it was revealed that the meaning of high level. The item “Training media, such as computers and projectors, are appropriate” was the lowest with an average mean score of 2.66, and it was indicated that the meaning of moderate level, as shown in table 4.4.

Table 4.4: Mean and Standard Deviation of the Step 2: Training Program and Curriculum Development Plan (Actual Situation)

(n = 288)

Training Program and Curriculum Development Plan	Consideration		Meaning
	Mean	S.D.	
1. The curriculum is diverse and meets the development needs of teachers.	3.66	0.864	High
2. The objective of the training curriculum you took is in line with your needs, obstacles and problems.	3.26	0.918	Moderate
3. The content of the curriculum you took is in line with your tasks.	3.67	0.866	High
4. Activities used in training are appropriate.	3.7	0.836	High
5. The content of the curriculum is modern, and reflects social conditions and changes in technology.	3.18	1.002	Moderate
6. The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems.	3.36	0.963	Moderate
7. Training media, such as computers and projectors, are appropriate.	2.66	1.139	Moderate
Average	3.36	.5809	Moderate

4.2.3 Training organization

From the data analysis, it was revealed that most of the respondents agreed with the training organization aspect with the meaning of high level and with the mean score of 3.49. The first three items that they most interpreted:

Trainees have the opportunity for questioning and comments with the mean score of 4.13 with the meaning of high level (95.8% respondents agreed).

In the preparation for training, pay attention on details such as name badges and plaques, name lists etc. with an average mean score of 4.08 with the meaning of high level (90.3% respondents agreed).

Every step of training was on time, included the opening session, meal and coffee breaks, and closing with an average mean score of 3.73 with the meaning of high level (78.1% respondents agreed).

However, it was found that following three items had the meaning of moderate level. With regard to the item “The duration of training is appropriate” had 37.9% respondents interpreted as disagreed, with the mean score of 3.12. Regarding the item “The training room has proper lighting, sound and temperature” 33.7% respondents disagreed with an average mean score of 2.82. As for the item “Other services and amenities is providing during training” 41% respondents interpreted as disagreed, with the mean score of 2.96.

The result pointed out that the item “Trainees have the opportunity for questioning and comments” was highest with an average mean score of 4.13, and it was indicated that the meaning of high level. The item “The training room has proper lighting, sound and temperature” was lowest with an average mean score of 2.82, and it was indicated that the meaning of moderate level, as shown in table 4.5.

Table 4.5: Mean and Standard Deviation of the Step 3: Training Organization (Actual Situation)

(n = 288)

Training Organization	Consideration		Meaning
	Mean	S.D.	
1. The education development unit provides services to all trainees equally.	3.67	0.864	High
2. In the preparation for training, attention is pay to details such as name badges and plaques, name lists, etc.	4.08	0.713	High
3. Every step of training is on time, includes the opening session, meal and coffee breaks, and closing.	3.73	0.924	High
4. The duration of training is appropriate.	3.12	1.070	Moderate
5. Communications with and dissemination of information to trainees are appropriate.	3.42	1.026	High
6. Documents used in training are clear and easy to understand.	3.48	0.984	High
7. The training room has proper lighting, sound and temperature.	2.82	1.166	Moderate
8. Other services and amenities is providing during training.	2.96	1.121	Moderate
9. Trainees have the opportunity for questioning and comments.	4.13	0.623	High
Average	3.49	.5636	High

4.2.4 Evaluation and follow-up

From the data analysis, it was revealed that most of the respondents agreed with the evaluation and follow up aspect with the meaning of highest level and with the mean score of 4.29. The first three items that they most interpreted:

Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process agree with an average mean score of 3.88 with the meaning of high level (84.8% respondents agreed).

Post-training follow-up method is appropriate with an average mean score of 3.82 with the meaning of high level (81.6% respondents agreed).

Evaluation results can be used to improve training with an average mean score of 3.77 with the meaning of high level (79.1% respondents agreed).

However, among those items of evaluation and follow-up facet it was found that following two items had the meaning of moderate level. With regard to the item “Suggestions from evaluation are used by the education development unit to improve the following training session” had 36.8% respondents interpreted as undecided with an average mean score of 3.38. The item “Evaluation questions cover all areas being evaluated” 33.3% respondent interpreted as undecided with an average mean score of 3.25.

The result indicated that the item “Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process” was the highest with an average mean score of 3.88, it was indicated that the meaning of high level. The item “Evaluation questions cover all areas being evaluated” was the lowest with an average mean score of 3.25, it was revealed that the meaning of moderate level, as shown in table 4.6.

Table 4.6: Mean and Standard Deviation of the Step 4: Evaluation and follow-up (Actual Situation)

(n = 288)

Evaluation and follow-up	Consideration		Meaning
	Mean	S.D.	
1. Evaluation questions cover all areas being evaluated.	3.25	0.919	Moderate
2. Training evaluation results closely match reality.	3.41	0.862	High
3. Evaluation results can be used to improve training.	3.77	0.801	High
4. The evaluation method for coordinating officers and facilitators are appropriate.	3.53	0.851	High
5. Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process.	3.88	0.745	High
6. Suggestions from evaluation are used by the education development unit to improve the following training session.	3.38	0.809	Moderate
7. The suitable for using in pre-test and post-test of training program.	3.76	0.744	High
8. Post-training follow-up method is appropriate.	3.82	0.742	High
9. The interval between the end of training and follow-up of results is appropriate.	3.48	0.907	High
Average	4.29	.4355	Highest

4.3 The Expected situation of the training process

From the data analysis, most of the respondents agreed with the overall expected situation of the training process with an average mean score of 4.27. Training needs analysis ($\bar{X} = 4.23$), Training Program and Curriculum Development Plan ($\bar{X} = 4.25$), Training Organization ($\bar{X} = 4.28$), Evaluation and follow-up ($\bar{X} = 3.89$). The most acquired step was training organization with the mean score of 4.28 and least acquired step was evaluation and fellow-up with the mean score of 3.89.

It was found that the overall expected situation of training process with the meaning of highest level, training needs analysis, training program and curriculum development plan and training organization with the meaning of highest level and evaluation and follow up with the meaning of high level, as shown in the table 4.7.

Table 4.7: Mean and Standard deviation of the overall expected situation of Training process

(n = 288)

Four Steps of Training Process (Expected Situation)	Consideration		Meaning
	Mean	S.D.	
1. Training needs analysis	4.23	.5002	Highest
2. Training Program and Curriculum Development Plan	4.25	.4757	Highest
3. Training Organization	4.28	.4757	Highest
4. Evaluation and follow-up	3.89	.4150	High
Overall expected situation of training process	4.27	.4141	Highest

4.3.1 Training needs analysis

From the data analysis, it was revealed that most of the respondents agreed with the training needs analysis aspect with the meaning of highest level and with the mean score of 4.23. The first three items that they most interpreted:

The education development unit has asked, interviewed or observed for information to identify training needs with an average mean score of 4.24 with the meaning of highest level (92.7% respondents agreed).

Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems with an average mean score of 4.24 with the meaning of highest level (91.7% respondents agreed).

The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work with an average mean score of 4.24 with the meaning of highest level of (94.1% respondents agreed).

These three items obtained the highest value and reached the same average mean score of 4.24. The item “The education development unit has orders by priority the needs, obstacles and problems in each training curriculum” obtained lowest with an average mean score of 4.21 and it was revealed that the meaning of highest level, as shown in table 4.8.

Table 4.8: Mean and Standard Deviation of the Step 1: Training needs analysis
(Expected Situation)

(n= 288)

Training needs analysis	Consideration		Meaning
	Mean	S.D.	
1. The education development unit has asked, interviewed or observed for information to identify training needs.	4.24	0.587	Highest
2. The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training.	4.22	0.613	Highest
3. The education development unit has orders by priority the needs, obstacles and problems in each training curriculum.	4.21	0.596	Highest
4. Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems.	4.24	0.625	Highest
5. The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work.	4.24	0.574	Highest
Average	4.23	.5002	Highest

4.3.2 Training program and curriculum development plan

From the data analysis, it was revealed that most of the respondents agreed with the training program and curriculum development plan aspect with the meaning of highest level and with the mean score of 4.25. The first three items that they most interpreted:

The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems with an average mean score of 4.30 with the meaning of highest level (94.8% respondents agreed).

The curriculum is diverse and meets the development needs of teachers with an average mean score of 4.27 with the meaning of highest level (97.6% respondents agreed).

Training media, such as computers and projectors, are appropriate with an average mean score of 4.27 with the meaning of highest level (90.2% respondents agreed).

However, with regard to following items, item “The curriculum is diverse and meets the development needs of teachers” and item “Training media, such as computers and projectors, are appropriate” which reached the same average mean score of 4.27. Among the item “The objective of the training curriculum you took is in line with your needs, obstacles and problems” and item “Activities used in training are appropriate” which reached the same average mean score of 4.25.

The result indicated that the item “The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems” was highest with an average mean score of 4.30, and it was obtained the meaning of highest level. The item “The content of the curriculum is modern, and reflects social conditions and changes in technology” was lowest with an average mean score of 4.19, and it was obtained with the meaning of high level, as shown in table 4.9.

Table 4.9: Mean and Standard Deviation of the Step 2: Training Program and Curriculum Development Plan (Expected Situation)

(n = 288)

	Training Program and Curriculum Development Plan	Consideration		Meaning
		Mean	S.D.	
1.	The curriculum is diverse and meets the development needs of teachers.	4.27	0.512	Highest
2.	The objective of the training curriculum you took is in line with your needs, obstacles and problems.	4.25	0.577	Highest
3.	The content of the curriculum you took is in line with your tasks.	4.24	0.586	Highest
4.	Activities used in training are appropriate.	4.25	0.578	Highest
5.	The content of the curriculum is modern, and reflects social conditions and changes in technology.	4.19	0.620	High
6.	The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems.	4.30	0.597	Highest
7.	Training media, such as computers and projectors, are appropriate.	4.27	0.743	Highest
Average		4.25	.4757	Highest

4.3.3 Training organization

From the data analysis, it was revealed that most of the respondents agreed with the training organization aspect with the meaning of highest level and with the mean score of 4.28. The first three items that they most interpreted:

Trainees have the opportunity for questioning and comments with an average mean score of 4.40 with the meaning of highest level (100% respondents agreed).

In the preparation for training, pay attention on details such as name badges and plaques, name lists, etc. with an average mean score of 4.38 with the meaning of highest level (97.2% respondents agreed).

The education development unit provides services to all trainees equally with an average mean score of 4.30 with the meaning of highest level (95.9% respondents agreed).

The result pointed out that the item “Trainees have the opportunity for questioning and comments” was highest with an average mean score of 4.40, and it was indicated that the meaning of highest level. The item “The training room has proper lighting, sound and temperature” was lowest with an average mean score of 4.20, and it was indicated the meaning of highest level, as shown in table 4.10.

Table 4.10: Mean and Standard Deviation of the Step 3: Training Organization
(Expected Situation)

(n = 288)

Training Organization	Consideration		Meaning
	Mean	S.D.	
1. The education development unit provides services to all trainees equally.	4.30	0.609	Highest
2. .In the preparation for training, attention is pay to details such as name badges and plaques, name lists, etc.	4.38	0.618	Highest
3. Every step of training is on time, includes the opening session, meal and coffee breaks, and closing.	4.29	0.645	Highest
4. The duration of training is appropriate.	4.23	0.666	Highest
5. Communications with and dissemination of information to trainees are appropriate.	4.25	0.584	Highest
6. Documents used in training are clear and easy to understand.	4.28	0.565	Highest
7. The training room has proper lighting, sound and temperature.	4.20	0.663	High
8. Other services and amenities is providing during training.	4.21	0.636	Highest
9. Trainees have the opportunity for questioning and comments.	4.40	0.491	Highest
Average	4.28	.4757	Highest

4.3.4 Evaluation and follow-up

From the data analysis, it was revealed that most of the respondents agreed with the evaluation and follow up aspect with the meaning of high level and with the mean score of 3.89. The first four items that they most interpreted:

Evaluation results can be used to improve training with an average mean score of 4.38 with the meaning of highest level (99.3% respondents agreed).

The suitable for using in pre-test and post-test of training program with an average mean score of 4.32 with the meaning of highest level (99.3% respondents agreed).

Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process with an average mean score of 4.31 with the meaning of highest level (97.9% respondents agreed).

Post-training follow-up method is appropriate with an average mean score of 4.31 with the meaning of highest level (97.6% respondents agreed).

Among the following items of evaluation and fellow-up facet, there were two items “Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process” and “Post-training follow-up method is appropriate” were reached the same average mean score of 4.31 with the meaning of highest level.

The result indicated that the item “Evaluation results can be used to improve training” was the highest with an average mean score of 4.38, it was indicated that the meaning of highest level. There were two items were lowest, “Suggestions from evaluation are used by the education development unit to improve the following training session” and the item “The interval between the end of training and follow-up of results is appropriate” revealed that the meaning of highest level, which reached the same average mean score of 4.25, as shown in table 4.11.

Table 4.11: Mean and Standard Deviation of the Step 4: Evaluation and follow-up (Expected Situation)

(n = 288)

Evaluation and follow-up	Consideration		Meaning
	Mean	S.D.	
1. Evaluation questions cover all areas being evaluated.	4.28	0.586	Highest
2. Training evaluation results closely match reality.	4.26	0.563	Highest
3. Evaluation results can be used to improve training.	4.38	0.499	Highest
4. The evaluation method for coordinating officers and facilitators are appropriate.	4.30	0.547	Highest
5. Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process.	4.31	0.538	Highest
6. Suggestions from evaluation are used by the education development unit to improve the following training session.	4.25	0.552	Highest
7. The suitable for using in pre-test and post-test of training program.	4.32	0.483	Highest
8. Post-training follow-up method is appropriate.	4.31	0.514	Highest
9. The interval between the end of training and follow-up of results is appropriate.	4.25	0.541	Highest
Average	3.89	.4150	High

4.4 Comparison of the actual situation and the expected situation of the training process

This investigation compared the training process in Kuliyaipitiya Education Zone according to the actual situation and the expected situation. The Table 4.12 illustrated the overall training process of Kuliyaipitiya Education Zone. Comparing the means among the overall training process with the expected situation with an average mean score of 4.27 had greater than the actual situation with an average mean score of 3.44. The findings indicated there were statistically significant difference between the actual situation and expected situation facets of overall training process at the alpha level of 0.05. In other words, the hypothesis “The actual situation of training process was different from the expected situation of the training process in Kuliyaipitiya education zone, Sri Lanka” was accepted.

The below mentioned 4.12 table specified training needs analysis as “Step 1”, training program and curriculum development Plan as “Step 2”, training organization as “Step 3”, evaluation and follow-up as “Step 4”.

Table 4.12: Comparison of the overall training process

Training Process	Actual Situation		Expected Situation		Paired Difference		t value	P value
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Step 1	3.21	0.781	4.23	0.500	-1.02	0.947	-18.211	0.000*
Step 2	3.36	0.581	4.25	0.476	-0.89	0.693	-21.949	0.000*
Step 3	3.49	0.564	4.28	0.476	-0.79	0.639	-21.054	0.000*
Step 4	4.29	0.435	3.89	0.415	0.41	0.402	17.207	0.000*
Overall	3.44	0.494	4.27	0.414	-0.83	0.592	-23.758	0.000*

4.4.1 Comparison of training needs analysis (Step 1)

From the data analysis, the table 4.13 illustrated the each aspect on training needs analysis of the training process. Comparing the means among training needs analysis of the expected situation mean score of 4.23 had more than actual situation mean score of 3.21.

The findings indicated there was statistically significant difference with regard to the all five items of training needs analysis.

The item, “The education development unit has asked, interviewed or observed for information to identify training needs” of the expected situation mean score of 4.24 had greater than the actual situation mean score of 3.34.

The item, “The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training” of the expected situation mean score of 4.22 had greater than the actual situation mean score of 3.06.

The item, “The education development unit has orders by priority the needs, obstacles and problems in each training curriculum” of the expected situation mean score of 4.21 had greater than the actual situation mean score of 3.23.

The item, “Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems” of the expected situation mean score of 4.24 had greater than the actual situation mean score of 3.19.

The item, “The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work” of the expected situation mean score of 4.24 had greater than the actual situation mean score of 3.26, as shown in the table 4.13.

Table 4.13: Comparison of the actual situation and the expected situation of the training needs analysis

	Training needs analysis	Actual Situation		Expected Situation		Paired Difference		t	P value
		Consideration (n = 288)		Consideration (n = 288)		Mean Difference	S.D. Difference		
		Mean	S.D.	Mean	S.D.				
1	The education development unit has asked, interviewed or observed for information to identify training needs.	3.34	1.086	4.24	0.587	-0.9	1.109	-13.809	0.000*
2	The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training.	3.06	1.077	4.22	0.613	-1.17	1.233	-16.064	0.000*
3	The education development unit has orders by priority the needs, obstacles and problems in each training curriculum.	3.23	0.889	4.21	0.596	-0.98	1.051	-15.869	0.000*
4	Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems.	3.19	0.973	4.24	0.625	-1.05	1.165	-15.279	0.000*
5	The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work.	3.26	0.993	4.24	0.574	-0.98	1.176	-14.180	0.000*

*Significant level at 0.05

4.4.2 Comparison of training program and curriculum development plan (Step 2)

From the data analysis, the table 4.14 was displayed the each aspect on training program and curriculum development plan of training process. Comparing the means among the training program and curriculum development plan of the expected situation mean score of 4.25 had more than the actual situation mean score of 3.36.

The findings indicated there was statistically significant difference with regard to the all seven items on training program and curriculum development plan.

The item, “The curriculum is diverse and meets the development needs of teachers” of the expected situation mean score of 4.27 had greater than the actual situation mean score of 3.66.

The item, “The objective of the training curriculum you took is in line with your needs, obstacles and problems” of the expected situation mean score of 4.25 had greater than the actual situation mean score of 3.26.

The item, “The content of the curriculum you took is in line with your tasks” of the expected situation mean score of 4.24 had greater than the actual situation mean score of 3.67.

The item, “Activities used in training are appropriate” of the expected situation mean score of 4.25 had greater than the actual situation mean score of 3.70.

The item, “The content of the curriculum is modern, and reflects social conditions and changes in technology” of the expected situation mean score of 4.19 had greater than the actual situation mean score of 3.18.

The item, “The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems” of the expected situation mean score of 4.30 had greater than the actual situation mean score of 3.36.

The item, “Training media, such as computers and projectors, are appropriate” of the expected situation mean score of 4.27 had greater than the actual situation mean score of 2.66, as shown in table 4.14.

Table 4.14: Comparison of the actual situation and the expected situation of the training program and curriculum development plan

Training Program and Curriculum Development Plan	Actual Situation		Expected Situation		Paired Difference		t	P value
	Consideration (n = 288)		Consideration (n = 288)		Mean Difference	S.D. Difference		
	Mean	S.D.	Mean	S.D.				
1	3.66	0.864	4.27	0.512	-0.61	0.992	-10.454	0.000*
2	3.26	0.918	4.25	0.577	-0.98	1.096	-15.212	0.000*
3	3.67	0.866	4.24	0.586	-0.57	0.938	-10.235	0.000*
4	3.70	0.836	4.25	0.578	-0.55	0.976	-9.603	0.000*
5	3.18	1.002	4.19	0.620	-1.01	1.066	-16.146	0.000*
6	3.36	0.963	4.30	0.597	-0.94	1.059	-15.076	0.000*
7	2.66	1.139	4.27	0.743	-1.60	1.231	-22.116	0.000*

*Significant level at 0.05

*Significant level at

4.4.3 Comparison of training organization (Step 3)

From the data analysis, the table 4.15 illustrated that the each aspect on training organization of training process. Comparing the means among the training organization of the expected situation mean score of 4.28 had more than the actual situation mean score of 3.49.

The findings indicated there was statistically significant difference with regard to the all nine items on training organization. The item, “The education development unit provides services to all trainees equally” of expected situation mean score of 4.30 had greater than the actual situation mean score of 3.67.

The item, “The preparation for training, pay attention on details such as name badges and plaques, name lists, etc” of the expected situation mean score of 4.38 had greater than the actual situation mean score of 4.08.

The item, “Every step of training was on time, includes the opening session, meal and coffee breaks, and closing” of the expected situation mean score of 4.29 had greater than the actual situation mean score of 3.73.

The item, “The duration of training was appropriate” of the expected situation mean score of 4.23 had greater than the actual situation mean score of 3.12.

The item, “The communications with and dissemination of information to trainees are appropriate” of the expected situation mean score of 4.25 had greater than the actual situation mean score of 3.42.

The item, “Documents used in training are clear and easy to understand” of the expected situation mean score of 4.28 had greater than the actual situation mean score of 3.48.

The item, “The training room has proper lighting, sound and temperature” of the expected situation mean score of 4.20 had greater than the actual situation mean score of 2.82.

The item, “Other services and amenities is providing during training” of the expected situation mean score of 4.21 had greater than the actual situation mean score of 2.96. The item, “Trainees have the opportunity for questioning and comments” of the expected situation mean score of 4.40 had greater than the actual situation mean score of 4.13, as shown in table 4.15.

Table 4.15: Comparison of the actual situation and the expected situation of the training organization

	Training Organization	Actual Situation (n = 288)		Expected Situation (n = 288)		Paired Difference		t	P value
		Mean	S.D.	Mean	S.D.	Mean Difference	S.D. Difference		
		1	The education development unit provides services to all trainees equally.	3.67	0.864	4.30	0.609		
2	In the preparation for training, pay attention on details such as name badges and plaques, name lists, etc.	4.08	0.713	4.38	0.618	-0.30	0.818	-6.125	0.000*
3	Every step of training is on time, includes the opening session, meal and coffee breaks, and closing.	3.73	0.924	4.29	0.645	-0.56	0.957	-9.974	0.000*
4	The duration of training is appropriate.	3.12	1.070	4.23	0.66	-1.11	1.172	-16.084	0.000*
5	Communications with and dissemination of information to trainees are appropriate.	3.42	1.026	4.25	0.584	-0.83	1.034	-13.624	0.000*
6	Documents used in training are clear and easy to understand.	3.48	0.984	4.28	0.565	-0.80	1.053	-12.869	0.000*
7	The training room has proper lighting, sound and temperature.	2.82	1.166	4.20	0.663	-1.38	1.168	-20.023	0.000*
8	Other services and amenities is providing during training.	2.96	1.121	4.21	0.636	-1.25	1.148	-18.484	0.000*
9	Trainees have the opportunity for questioning and comments.	4.13	0.623	4.40	0.491	-0.28	0.657	-7.178	0.000*

*Significant level at 0.05

4.4.4 Comparison of evaluation and fellow-up (Step 4)

From the data analysis, the table 4.16 demonstrated that the each aspect on evaluation and fellow-up of training process. Comparing the means among the evaluation and follow up of the expected situation mean score of 4.27 had more than the actual situation mean score of 4.29.

The findings indicated there was statistically significant difference with regard to the all nine items on evaluation and follow up.

The item “Evaluation questions cover all areas being evaluated” of expected situation mean score of 4.28 had greater than the actual situation mean score of 3.25. The item, “Training evaluation results closely match reality” of the expected situation mean score of 4.26 had greater than the actual situation mean score of 3.41. The item, “Evaluation results can be used to improve training” of the expected situation mean score of 4.38 had greater than the actual situation mean score of 3.77.

The item, “The evaluation method for coordinating officers and facilitators are appropriate” of the expected situation mean score of 4.30 had greater than the actual situation mean score of 3.53.

The item, “Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process” of the expected situation mean score of 4.31 had greater than the actual situation mean score of 3.88.

The item, “Suggestions from evaluation are used by the education development unit to improve the following training session” of the expected situation mean score of 4.25 had greater than the actual situation mean score of 3.38.

The item, “The suitable for using in pre-test and post-test of training program” of the expected situation mean score of 4.32 had greater than the actual situation mean score of 3.76.

The item, “Post-training follow-up method is appropriate” of the expected situation mean score of 4.31 had greater than the actual situation mean score of 3.82.

The item, “The interval between the end of training and follow-up of results is appropriate” of the expected situation mean score of 4.25 had greater than the actual situation mean score of 3.48, as shown in the table 4.16.

Table 4.16 : Comparison of the actual situation and the expected situation of the Evaluation and follow up

	Evaluation and follow-up	Actual Situation		Expected Situation		Paired Difference		t	P value
		Consideration (n = 288)		Consideration (n = 288)		Mean Difference	S.D. Difference		
		Mean	S.D.	Mean	S.D.				
1	Evaluation questions cover all areas being evaluated.	3.25	0.919	4.28	0.586	-1.03	1.027	-17.040	0.000*
2	Training evaluation results closely match reality.	3.41	0.862	4.26	0.563	-0.85	1.017	-14.202	0.000*
3	Evaluation results can be used to improve training.	3.77	0.801	4.38	0.499	-0.60	0.893	-11.410	0.000*
4	The evaluation method for coordinating officers and facilitators are appropriate.	3.53	0.851	4.30	0.547	-0.76	0.996	-12.962	0.000*
5	Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process.	3.88	0.745	4.31	0.538	-0.43	0.828	-8.828	0.000*
6	Suggestions from evaluation are used by the education development unit to improve the following training session.	3.38	0.809	4.25	0.552	-0.86	0.959	-15.306	0.000*
7	The suitable for using in pre-test and post-test of training program.	3.76	0.744	4.32	0.483	-0.57	0.908	-10.575	0.000*
8	Post-training follow-up method is appropriate.	3.82	0.742	4.31	0.514	-0.49	0.796	-10.434	0.000*
9	The interval between the end of training and follow-up of results is appropriate.	3.48	0.907	4.25	0.541	-0.77	0.972	-13.391	0.000*

*Significant level at 0.05

4.5 Respondents suggestions towards training process in Kuliyaipitiya education zone, Sri Lanka

Part 3 of the questionnaire was open-ended questions for the respondents to express their suggestions and additional comments on the training process. Out of the total number of the sample group, 163 respondents (56% from the sample) provided additional suggestions and comments, particularly the similar suggestions which could be summarized as follows:

4.5.1 Training needs analysis

- Training program should be based on training needs analysis (n=142)
- Training needs analysis should be systematical (n=116)
- Need systematical training programs according to the training needs analysis and relevant curriculum (n=87)
- Teachers need more training programs for develop creative activities (n=73)
- Need to discuss classroom teaching and learning problems (n=59)
- Determine new techniques are appropriate (n=38)

4.5.2 Training program and curriculum development plan

- Training curriculum content must appropriate to meet the trainees needs as well (n=151)
- Training program must give in maximum value and training program must administrative (n=138)
- Training must be provided various teaching methodologies in accordance with the learners needs (n=111)
- Training must be provided innovative teaching learning activities to motivate trainers (n=74)
- Training program must be provided activities for trainees to practice and promote moral lessons (n=56)
- Training program must be provided activities to encourage trainees to attend their work regularly (n=53)

- Training program must be provided activities for trainees to develop their skills and abilities (n=48)
 - Training program must be promoted team work (n=43)
 - Training must introduce learner centered activities (n=40)
 - Trainer must be knowledgeable (n=37)
 - New techniques must be used (n=34)
 - Time wasting assignments were not appropriate (n=31)
 - Training program preparation and trainer's readiness is appropriate (n=28)
 - Activities used in training programs must appropriate (n=28)
 - Uses of new technology and equipment utilization is appropriate (n=25)
 - Training program and curriculum development plan steps must developed (n=23)
 - Training program must plan on once in every month (n=22)

4.5.3 Training organization

- Training program must be provided appropriate teaching learning techniques to support the trainees' effectiveness (n=148)
 - Technology must be appropriate to apply in teaching learning process (n=133)
 - Trainer must work systematically and efficiently (n=129)
 - Training programs must not organize on Sundays and to be informing before two weeks (n=129)
 - Trainer must knowledgeable and must responsible for enhance ability of trainees to work happily (n=116)
 - Modern equipment and high technology which could be operated conveniently all of the time (n=114)
 - Training room must have proper facilities (n=97)
 - Trainers must demonstrate the modal lessons (n=93)
 - All the teachers must be trained (n=84)
 - Time management must appropriate (n=75)
 - Team work should not be wasting time (n=71)

- Training schedule to be informed 2 weeks before (n=57)
- Place of training program must closer to their workplace (n=56)
- Training programs must organized in divisional wise (n=50)
- Training must be well organized (n=47)
- Need subjective systematic training (n=44)
- Most of training programs have been conducted by the end of the year. That is unreasonable. Training must be conducted at the beginning of the year (n=37)
- Training organization must be developed furthermore (n=23)

4.5.4 Training evaluation and follow up

- Evaluation must be continuously assessed the development of trainees' through various methods (n=128)
- Evaluation results must be used to improve the future training programs (n=115)
- Evaluation objectives must be established to evaluate classroom tasks properly (n=104)
- Evaluation information must be used to make decisions (n=82)
- Post training follow up method should be compulsory (n=56)
- Evaluation must base on trainees efficiency (n=45)
- Evaluation and follow up must be satisfactory of trainees (n=43)
- Evaluation must take place in once in a month, all teachers must train for all grades/multi grades (n=31)
- Develop post-training evaluation method and training program review is appropriate (n=29)

CHAPTER V

DISCUSSION

The objectives of this research were to study the training process of Kuliypitiya education zone, Sri Lanka, to identify the actual and expected situation of training process, and to compare the actual and expected situation of training process, according to the four steps of training needs analysis, training program and curriculum development plan, training organization and evaluation and follow-up. The discussions of the research results on the training process of Kuliypitiya education zone, Sri Lanka were divided into following topics:

5.1 The training process of Kuliypitiya education zone, Sri Lanka

5.1.1 Training needs analysis

5.1.2 Training program and curriculum development plan

5.1.3 Training organization

5.1.4 Evaluation and follow-up

5.2 Comparison of the actual and expected situation of training process

5.2.1 Comparison of training needs analysis

5.2.2 Comparison of training program and curriculum development plan

5.2.3 Comparison of training organization

5.2.4 Comparison of evaluation and follow-up

5.3 Respondents suggestions towards training process

5.3.1 Training needs analysis

5.3.2 Training program and curriculum development plan

5.3.3 Training organization

5.3.4 Evaluation and follow-up

5.1 The training process of Kuliypitiya Education Zone, Sri Lanka

This investigation focused on the training process of Kuliypitiya education zone. In terms of actual situation of training process, it was found that the majority of respondent agreed with the mean score of 4.29 for evaluation and follow-up. The analysis results revealed that the respondent agreed with the mean score of 3.49 for training organization, training program and development plan with the mean score of 3.36, and training needs analysis with the mean score of 3.21. Out of these four steps of actual situation of training process, the evaluation and follow up step had the meaning of highest level, the training organization step had the meaning of high level, the training needs analysis step and training program and curriculum development plan step had the meaning of moderate level. However, there is not much of difference in the mean score. Therefore, the findings of the overall actual situation of training process in Kuliypitiya education zone, Sri Lanka were in the meaning of high level.

In terms of expected situation of training process, it was found that the majority of respondent agreed with the mean score of 4.28 for training organization. The analysis results revealed that the respondent agreed with the mean score of 4.25 for training program and curriculum development plan, training needs analysis with the mean score of 4.23, and evaluation and follow-up with the mean score of 3.89. Out of these four steps of expected situation of training process, the training organization step, the training program and curriculum development plan step and the training needs analysis step had the meaning of highest level, and the evaluation and follow up step had the meaning of high level. Therefore, findings of the overall expected situation of training process in Kuliypitiya education zone, Sri Lanka were in the meaning of highest level.

The analysis results on the training process in Kuliypitiya education zone, Sri Lanka, revealed that the educational development unit carried out the four steps of training, which included training needs analysis, training program and development plan, training organization and evaluation and follow-up. With the findings of Arrerat La-ongnual (2004) revealed that the training process of training was composed of the three components, planning, implementation and evaluation of the training. The

finding was in accordance with Nassara Hongron (2005: 98), stated that the most of companies carried out the four steps of training, which included training needs analysis, training program and development plan, training organization and follow-up.

The findings indicated that training was the continuous process from the beginning to the end. Each step was important. There were factors taken into consideration such as input, process, output and feedback. Effective training was based on these four main aspects. Due to difference on actual situation and expected situation, it was crucial to adjust expected situation of training process. No one step continuously goes systematically, through all the steps suggested on expectancy theory to make an effective training process by increasing motivation to be successful in training.

In addition, the human resource development can improve the effectiveness by providing trainees with the skills, knowledge and abilities, that will enhance their actual and future job performance. The finding was in line with the concept proposed by Nassara Hongron (2005: 98), stated the values and importance of training, knowledge, skill and attitude toward organization needs, so that success and goals could be achieved. The process was organized by step by step, each step was continuous and cyclical for beneficial to equip person for a lifetime to cope with the change. Each step could be organized as follows:

5.1.1 Training needs analysis

Out of the five items in actual situation of training needs analysis, one item fell under the meaning of high level and the rest four items fell under the meaning of moderate level.

In analyzing the actual situation of training needs, it was discovered that 62.1% respondents agreed with the education development unit has asked, interviewed or observed for information to identify training needs. Training programs were not part of an overall strategy for performance improvement that supports organizational goals. Many trainers decide what they want to teach without sufficient regard for what participants need to learn so that organization can succeed. Therefore, all this can be avoided by making an effort to assess the need for training. The findings in line with

Nassara Hongron (2205: 99) stated that training needs analysis was a very significant step to obtain data for program planning and curriculum development so that they were in accordance with trainees' needs and organization problems.

With respect to the education development unit was organized a training curriculum which corresponds to the needs, obstacles or problems the trainee had carried out to their work, 55.2% respondents agreed. If the problem can be solved by training, some form of assessment is needed to help determine the training content. Perhaps the trainee has some prior exposure to the training topic and requires more advanced knowledge and skills to achieve career performance. Chouchai Samittikai (1995: 44) stated that training needs analysis clearly defined training objectives, what needs to occur or what behavior needs changing. It also enabled to design course contents, training techniques and media and other components, resulting in successful, systematic and standard training session.

In addition to the curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems, it was revealed that 49.0% respondents agreed. Without such assessment information, it will be difficult to gear the training curriculum to the trainees needs. Chouchai Samittikai (1995: 48) mentioned about the implementation of organization policies and goals to training needs analysis that if the policies and goals were not carefully considered, it was possible that any training would not meet organizational goals. This concept in line with that devised by Derek and Laura (1991: 440), recommending how to derive training needs analysis that it should start with organization analysis, particularly goals, policies and operational plans.

Out of the five items in expected situation of training needs analysis, all five items fell under the meaning of highest level.

In analyzing the expected situation of training needs analysis, it was discovered that 94.1% respondents agreed with the education unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work. With respect to the education development unit has asked, interviewed or observed for information to identify training needs, 92.7% respondents agreed. As for the training curriculum organized corresponds to policy or can be

applied to solve real needs, obstacles and problems, it was revealed 91.7% respondents agreed. It can conclude that training process in Kuliya-pitiya education zone was not successfully acquired the training needs, due to lack of planning and organizing. Therefore, the education development unit must conduct the training needs analysis to meet the trainees needs.

5.1.2 Training program and curriculum development plan

Out of the seven items in actual situation of training program and curriculum development plan, three items fell under the meaning of high level, and the rest four items fell under the meaning of moderate level.

In analyzing the actual situation of training program and curriculum development plan, it was discovered that 77.4% respondents agreed with the activities used in training were appropriate. Effective training programs must concern about the valuable activities, to be used to ensure the trainees get better value.

With regard to the content of the curriculum you took is in line with your tasks, 76.4% respondents agreed. The training curriculum must provide all the information on what the trainer needs to do and how to do. The findings in line with Wasana Tanjanapun (2003: 83) stated that the content of the training had to be suitable to age, intelligence level, nature of learners, daily relation with the problems.

As for the curriculum is diverse and meets the development needs of teachers, 78.1% respondents agreed. Training curriculum must concern about trainees needs to keep the trainees interest and their complete involvement. The finding was in line with Chuchai Smithikrai (1999: 144) stated that training curriculum must be inline with training objectives, it must be in accordance with actual working situations and must be correct and up to date.

Out of the seven items in expected situation of training program and curriculum development plan, six items fell under the meaning of highest level and rest of the item fell under the meaning of high level.

In analyzing the expected situation of training program and curriculum development plan, it was revealed that the trainer is knowledgeable and effective in

knowledge transfer according to policy, needs, obstacles or problems, 94.8% respondents were agreed. Most commonly, ineffective training is its lack of relevance of trainer's performance and required complexity of the subject matter. The findings inline with Boonlert Phairin (1992: 30) mentioned the role of a trainer as a knowledge transferring individual that a trainer must employ every means to enable his trainees to learn as expected. Furthermore, the finding also corresponded to that Naranan Suriyamanee (1997: 251) stated that to achieve a successful training project, serious consideration should be put on a trainer who had qualification, experience and knowledge in the field of his/her specialization in addition to competent skills.

With respect to the curriculum is diverse and meets the development needs of teachers, 97.6% respondents agreed. The curriculum is an important that a trainee must acquire to accomplish the training needs. This is in line with Wasana Tanjanapun (2003: 85) stated that the concept should cover the content for solving problems, organization and personnel development and the relevance.

In addition to the training media, such as computers and projectors are appropriate, 90.2% respondents agreed. The training program must be equipped with suitable facilities, and it will not be interrupted. The finding is in line with that training media should be appropriate to learners needs since they could lose their interest easily if the media is not suitable to their needs (Naranan Suriyamanee: 1999: 121).

5.1.3 Training organization

Out of the nine items in actual situation of training organization, six items fell under the meaning of high level, and the rest three items fell under the meaning of moderate level.

In analyzing the actual situation of training organization, it was discovered that 95.8% respondents agreed with the trainees have the opportunity for questioning and comments. It is important to provide a chance to questioning because trainees do not understand exactly and need to pronounce.

With regard to the preparation for training, attention is paid to details such as name badges and plaques, name lists, 90.3% respondents agreed. This is very important to ensure everything is in order. In addition to the every step of training is

on time, includes the opening session, meal and coffee breaks and closing, 78.1% respondents agreed. Training program starting on time is very important, to be sure training schedule to be covered.

Out of the nine items in expected situation of training organization, eight items fell under the meaning of highest level, and the rest of the item fell under the meaning of high level.

In analyzing the expected situation of training organization, it was revealed that the 100% respondents agreed with the trainees to have the opportunity for questioning and comments. With respect to the preparation for training, attention is paid to details such as name badges and plaques, name lists, 97.2% respondents agreed. As for the education development unit provides services to all trainees equally, 95.9% respondents agreed. Training must serve all the trainees equally and provide relevant training to them. The future training programs should be in advance and thoroughly via a variety of media. This finding is inline with Sharket Hussain (2004) revealed that teacher training programs need re-evaluation and re-organization to remove the drawbacks.

5.1.4 Evaluation and follow-up

Out of nine items in actual situation of evaluation and follow up, seven items fell under the meaning of high level, and the rest two items fell under the meaning of moderate level.

In analyzing the actual situation of evaluation and follow-up, it was discovered that 84.8% respondents agreed with the evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process. Evaluation is simply measuring the degree to which objectives to be achieved.

With regard to the post training follow-up method is appropriate, 81.6% respondents agreed. In addition to evaluation results can be used to improve training, 79.1% respondents agreed. Important evaluation information contributes for improvement of future training programs.

In addition to the evaluation questions cover all areas being evaluated, 45.9% respondents agreed. With respect to the suggestions from evaluation are used by the education development unit to improve the following training session, 50.7% respondents agreed. Effective, accurate feedback is an essential component of all quality systems. Therefore need to ensure that evaluation of training was perceived as being a positive contribution for the further improvement of training programs.

Out of the nine items in expected situation of evaluation and follow up, all nine items fell under the meaning of highest level.

In analyzing the expected situation of evaluation and follow-up, it was revealed that 61.1% respondents agreed with the evaluation results can be used to improve training. Evaluation must be focused on providing information to improve training. With respect to the suitable for using in pre-test and post-test of training program, 66.3% respondents agreed. Pre-test and post-test are required in evaluation and follow-up of training processes used to develop training. As for evaluation, provides opportunity for trainees to suggest ideas for the improvement of the training process, 64.6% respondents agreed. In addition to the post-training follow-up method is appropriate, 63.9% respondents agreed.

Evaluation of training compares the post training results to the objectives expected by training program and measuring and evaluating it later to see how well it worked. Because training both time-consuming and high costly. Rather than training evaluation internally, some organizations are using benchmark measures of training. This finding is inline with Sebastian Kuntz and Kristina Reiss (2006) revealed that they concentrated four levels of evaluation. It includes feedback from participants, analyzed the development of professional knowledge, rated teachers actions in the classroom by external observers and identified teacher performance form student achievement.

5.2 Comparison of the actual and expected situation of training process

With compare the actual situation and expected situation of the training process, analysis results revealed that there was a significant difference between the actual situation and expected situation. In this investigation, all facets of training process, such as training needs analysis, training program and curriculum development plan, training organization and evaluation and follow-up were significant. A similar picture was obtained from the analysis, majority of respondents perceived the expected situation of training process. Therefore, this study describes the importance of expected situation of training process improvement. In other words, respondents think training process must be improved to achieve high standards of training process.

The development of a training process must consist on training program policy. It must be implemented on the education zone, consist on training program objectives, determine the roles and responsibilities, systematic training process model and expected outcomes. This was in line with Dror (1973) suggests that training policy should include allocating resources, establishing operational goals, establishing a set of other significant values, and considering the context of policy on training performance.

5.2.1 Comparison of training needs analysis

In the analysis results on the training needs analysis, it was revealed that there is significant difference between actual situation and expected situation at the alpha 0.05 level, with regard to the all five items of training needs analysis.

The education development unit has asked, interviewed or observed for information to identify training needs. The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training. The education development unit has orders by priority the needs, obstacles and problems in each training curriculum. Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems. The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work.

These five aspects compared with the actual situation and expected situation, it was found that all five items had statistically significant difference.

This study confirmed to conduct systematical training needs analysis and identify training needs must be relevant for the training process. It was found that the training process in Kuliyaipitiya education zone was not conducted systematical training needs analysis to identify the trainees' needs. This study referred the difference between the actual needs and expected needs. Training needs analysis is a systematic method for determine the training needs. Therefore, education zone must consider about to conduct a training needs analysis for identify training needs, it helps determine whether training can correct the desired performance of trainees. The finding is in accordance with the concept of Gordon (1994: 92) and Chuchai Smithikrai (1999: 49) stated that training needs assessment is a pre-requisite for a systematic training program. In addition, this is inline with Willy L. Khomba and Emmanuel Nkumbi (2008), revealed that continuous and sustained programs for teacher training process largely depends on training needs analysis.

5.2.2 Comparison of training program and curriculum development plan

In analyzing training program and curriculum development plan, it was discovered that there are significant difference between actual situation and expected situation on all seven aspects at the alpha 0.05 level, with regard to the all seven items of training program and curriculum development plan.

The objective of the training curriculum you took is in line with your needs, obstacles and problems. The content of the curriculum you took is in line with your tasks. Activities used in training are appropriate. The content of the curriculum is modern, and reflects social conditions and changes in technology. The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems. Training media, such as computers and projectors, are appropriate. These seven aspects compared with the actual situation and expected situation, it was found that all seven items had statistically significant difference.

This study was identified that there will be possibility to develop training program and curriculum plan for meet the training needs. Thus trainees could acquire

the skills, attitudes and develop their work effectively. The findings in line with Arrerat La-ongnual (2004: 67) stated about the learners could acquire the skills quickly in accordance with their needs and interests.

The findings indicated that the training curriculum must provide learning objectives, trainees motivation to learn, and link between the training curriculum and the methods and necessary media used to provide training. With learning objectives, the trainer must facilitate more effectively. This is in line with Pattarawadee Ratanaphrueck (2004: 71) revealed that the curriculum is also suitable to be used for training, contents and methods were highly suitable, and the trainer were professional, skillful in teaching, motivating trainees, summarizing and simplifying important topics.

Training is now available through a variety of sources. The education development unit must apply the variety of approaches to their training programs, which must be matched to the needs. The training media should be to provide individual satisfaction, particularly through the variety of techniques available, there may be give more satisfaction. It was the most concern item from the respondents. Therefore, relevant authorities should provide suitable resource access and budgetary allocations to equip and enhance the training programs.

5.2.3 Comparison of training organization

From analyzing the training organization, it was revealed that all aspects of training organization are significant difference between actual situation and expected situation at the alpha 0.05 level, with regard to the all nine items of training organization.

The education development unit provides services to all trainees equally. In the preparation for training, attention is pay to details such as name badges and plaques, name lists. Every step of training is on time, includes the opening session, meal and coffee breaks, and closing. The duration of training is appropriate. Communications with and dissemination of information to trainees are appropriate. Documents used in training are clear and easy to understand. The training room has proper lighting, sound and temperature. Other services and amenities is providing during training. Trainees have the opportunity for questioning and comments. These

nine aspects compared with the actual situation and expected situation, it was found that all nine items had statistically significant difference.

As a result of this study confirmed that the training organization is most crucial to ensure that the facilities and the arrangements are specifically congenial to the training program. When organizing the training programs, the education development unit must ensure everything is in order, make sure the materials and equipments are working, and make sure training room is convenient.

5.2.4 Comparison of evaluation and follow-up

In the analyzing results of the evaluation and follow-up results, it was found that there are significant differences between actual situation and expected situation on following five aspects at the alpha 0.05 level, with regard to the all nine items of evaluation and follow up.

The education development unit provides services to all trainees equally. The preparation for training, pay attention on details such as name badges and plaques, name lists, etc. Every step of training was on time, includes the opening session, meal and coffee breaks, and closing. The duration of training was appropriate. The communications with and dissemination of information to trainees are appropriate. Documents used in training are clear and easy to understand. The training room has proper lighting, sound and temperature. Other services and amenities is providing during training. Trainees have the opportunity for questioning and comments. These nine aspects compared with the actual situation and expected situation, it was found that all nine items had statistically significant difference.

The findings indicated that the evaluation must conduct to find out whether the trainees could achieve the task before and after the training. It was focused on continuous learning, enhance the quality of implementing the future training programs and identify the cost benefit on the training program. Therefore, evaluation on the training process is substantial. This is in line with Chuchai Smithikrai (1999: 20) stated that training evaluation would indicate whether training needs and objectives had been achieved. This is in accordance with Arrerat La-ongnual (2004: 68) stated that training program evaluation should emphasized because financially supporting agents required the outcomes of the operation and cost effectiveness of their investments.

5.3 Respondents suggestions towards training process

5.3.1 Training needs analysis

Regarding training needs analysis, it was suggested that training program should be based on training needs analysis, training needs analysis should be systematical, and need systematical training programs according to the training needs analysis and relevant curriculum. Therefore, this finding indicated the education development unit must clearly organize the training program to meet the training needs.

5.3.2 Training program and curriculum development plan

Regarding training program and curriculum development plan, it was suggested that the raining curriculum content must appropriate to meet the trainees needs as well, training program must give in maximum value and training program must administrative, and training must be provided various teaching methodologies in accordance with the learners needs. Therefore, this finding indicated need to have determined the content that facilitate learning and transfer of training and identify the most appropriate method of instructions for training. Decision about training program and curriculum development plan integrated the learning theory and adult learning methodologies are appropriate.

This finding is inline with Sebastian Kuntz and Kristina Reiss (2006), revealed that teachers modified their perception of instructional situations and reported to have introduced more student centered work on activating tasks in their classroom.

5.3.3 Training organization

With respect to training organization, training program must be provided appropriate teaching learning techniques to support the trainees' effectiveness, technology must be appropriate to apply in teaching learning process, trainer must work systematically and efficiently, and training programs must not organize on Sundays and to be informing before two weeks. Therefore, this finding indicated that

the education development unit should be responsible to provide the trainees with the relevant training, to assess further timing and relevant technology, various training components to determine the appropriateness, clarity and flow of material.

5.3.4 Evaluation and follow up

As for evaluation and follow up, evaluation must be continuously assessed the development of trainees' through various methods, evaluation results must be used to improve the future training programs, and evaluation objectives must be established to evaluate classroom tasks properly. Therefore, this finding indicated the good practice dictates that activities are routinely examined to ensure that they are occurring as planned and produced the anticipated results. Outcome of evaluation determines how well training has accomplished its objectives.

Findings indicated that majority of respondents agreed with overall training process must be systematic and need to develop overall training process. The findings inline with Willy L. Khomba and Emmanuel Nkumbi (2008), revealed that the need to develop the training process model that is more comprehensive and encompassing, which combines training organization, training program and curriculum development as well as training needs analysis in theory of the adult learning. At the moment, training programs and curriculum development plan of training process was ad hoc, irregular, unfairly distributed, unplanned and uncoordinated. They revealed that training process should be incorporated in the strategic plan at all steps and should be budgeted by the responsible stakeholder. Therefore, the ministry of education of Sri Lanka, department of provincial education as well as education zone, should provide professional back-up for training programs not only the core subjects, but also all subjects at all levels. The linkage which currently exists with the National Institute of Education (NIE) should be strengthened so as to benefit for the training programs.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The objectives of this research were to study the training process of Kuliyaipitiya education zone, Sri Lanka, to identify the actual and expected situation of training process, and to compare the actual and expected situation of training process, according to the four steps of training needs analysis, training program and curriculum development plan, training organization and evaluation and follow-up.

The sample group consisted of 288 teachers in primary education at Kuliyaipitiya education zone, Sri Lanka. The Quantitative survey method was used as the research method. The research instrument consisted for collecting data was Likert's five rating scale questionnaire. The statistics used for analyzing data were frequency, percentage, mean, standard deviation and t-test. The descriptive statistics like frequency and percentage were used to compute the demographic data. The descriptive statistic like mean and standard deviation were used to calculate the actual situation and expected situation of the data. The t-test was used to compare the actual situation and expected situation of the training process.

The conclusions and recommendations of this study on actual and expected situation of training process in Kuliyaipitiya education zone, Sri Lanka were divided into following topics:

6.1 Conclusions of the research findings

6.1.1 The demographic data of the sample group

6.1.2 Training process in Kuliyaipitiya education zone, Sri Lanka.

6.1.2.1 Training needs analysis

6.1.2.2 Training program and curriculum development plan

6.1.2.3 Training organization

6.1.2.4 Evaluation and follow up

6.1.3 Additional suggestions and recommendations of the training process

6.2 Recommendations

6.2.1 Policy-wise recommendations

6.2.1.1 Recommendations for the zonal education directors

6.2.1.2 Recommendations for the education development unit

6.2.2 Recommendations for further responsible characteristics

6.2.2.1 Recommendation for provincial education department

6.2.2.2 Recommendations for the educational administrators

6.2.2.3 Recommendations for the trainers

6.2.3 Recommendations for further studies

6.1 Conclusions of the research findings

6.1.1 The demographic data of the sample group

The sample in this study was 288 teachers in Kuliyaipitiya education zone, Sri Lanka. The entire sample was primary teachers, aged between 20-30 years old 1.7%, 31-40 years old 24.3%, more than 40 years old 74%, and holding the position of teaching service grade I 18.4%, teaching service grade II 71.2%, teaching service III 10.4%. In terms of working experience, less than 1 year 0.7%, 1-5 years 3.8%, 6-10 years 8.0%, more than 10 years 87.5%. The majority of them 83% had professional level of trained, 0.3% had untrained, 2.0% had bachelors degree, 8.7% had post graduate. Most of them 98.3% had related section for primary education. In terms of responsible subject, 96.5% were responsible for primary subjects, 3.5% responsible for other subject such as English.

6.1.2 Training process in Kuliapitiya education zone, Sri Lanka

In this study an attempt was made to document what the respondents perceived as training process, aimed at expected situation. Majority respondents perceived expected situation of training process as being important, because it can assure that overall improvement of training process. However, most respondents think that it is inadequately supported to enhance training process.

The study findings revealed that the process was composed of four steps, namely, training needs analysis, training program and curriculum development plan, training organization and evaluation and follow-up. From the research findings, it was found that the means among the overall training process with the expected situation with an average mean score of 4.27, had greater than the actual situation with an average mean score of 3.44. The four steps of training process revealed as follows: training needs analysis ($\bar{x} = 4.23$), training program and curriculum development plan ($\bar{x} = 4.25$), training organization ($\bar{x} = 4.28$) and evaluation and follow-up ($\bar{x} = 3.89$). The process of each training step was different as follows.

6.1.2.1 Training needs analysis

The result indicated that the training needs analysis with regard to expected situation was statistically significant difference. When compared to the expected situation, it has been found that the all items are in the meaning of highest level.

With regard to the results, it was revealed that all aspects of the training needs analysis were significantly different between actual situation and expected situation at the alpha 0.05 level.

The results indicated that the education development unit has organized a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work ($\bar{x} = 4.24$) 94.1% respondents agreed, the education development unit has asked, interviewed or observed for information to identify training needs ($\bar{x} = 4.24$) 92.7% respondents agreed and training curriculum organized

corresponds to policy or can be applied to solve real needs, obstacles and problems ($\bar{x} = 4.24$) 91.7% respondents agreed, the education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training ($\bar{x} = 4.22$) 90.6% respondents agreed, the education development unit has orders by priority the needs, obstacles and problems in each training curriculum ($\bar{x} = 4.21$) 91.3% respondents agreed and these were significantly different at the 0.05 level. These interpretations must receive extensive focuses on training needs analysis.

6.1.2.2 Training program and curriculum plan

The results indicated that the training program and curriculum plan with regard to expected situation was statistically significant difference. When compared to the expected situation, it has been found that the six items are in the meaning of highest level and the rest of the item is in the meaning of high level.

With regard to the results, it was revealed that all aspects of the training program and curriculum development plan were significantly different between actual situation and expected situation at the alpha 0.05 level.

The results indicated that the trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems ($\bar{x} = 4.30$) 94.8% respondents agreed, the curriculum is diverse and meets the development needs of teachers ($\bar{x} = 4.27$) 97.6% respondents agreed, training media, such as computers and projectors are appropriate ($\bar{x} = 4.27$) 90.2% respondents agreed, activities used in training are appropriate ($\bar{x} = 4.25$) 95.1% respondents agreed, the objective of training curriculum you took is in line with your needs, obstacles and problems ($\bar{x} = 4.25$) 93.4% respondents agreed, the content of the curriculum you took is in line with your tasks ($\bar{x} = 4.24$) 94.8% respondents agreed, the content of the curriculum is modern and reflects social conditions and changes in technology ($\bar{x} = 4.19$) 91.4% respondents agreed, and these were significantly different at the 0.05 level.

These interpretations must receive extensive focuses on training program design that need to meets the requirements to establish conducive to learning.

6.1.2.3 Training organization

The results indicated that the training organization with regard to expected situation was statistically significant difference. When compared to the expected situation, it has been found that the eight items are in the meaning of highest level and the rest of the item is in the meaning of high level.

With regard to the results, it was revealed that all aspects of the training organization were significantly different between actual situation and expected situation at the alpha 0.05 level.

The results indicated that trainees have the opportunity for questioning and comments ($\bar{x} = 4.40$) 100% respondents agreed, in the preparation for training, attention is pay to details such as name badges and plaques, name lists ($\bar{x} = 4.38$) 97.2% respondents agreed, the education development unit provides services to all trainees equally ($\bar{x} = 4.30$) 95.9% respondents agreed, every step of training is on time, includes the opening session, meal and coffee breaks, and closing ($\bar{x} = 4.29$) 94.8% respondents agreed, documents used in training are clear and easy to understand ($\bar{x} = 4.28$) 94.1% respondents agreed, communications with and dissemination of information to trainees are appropriate ($\bar{x} = 4.25$) 93.1% respondents agreed, the duration of training is appropriate ($\bar{x} = 4.23$) 92.7% respondents agreed, other services and amenities is providing during training ($\bar{x} = 4.21$) 92.0% respondents agreed, the training room has proper lighting, sound and temperature ($\bar{x} = 4.20$) 89.6% respondents agreed, and these were significantly different at the 0.05 level.

These interpretations must receive extensive focuses on proper training organization that can make training programs to succeed more effectively.

6.1.2.4 Evaluation and follow-up

The results indicated that the evaluation and follow up with regard to expected situation was statistically significant difference. When compared expected situation, it has been found that the all nine items are in the meaning of highest level.

With regard to the results, it was revealed that all aspects of the evaluation and follow up were significantly different between actual situation and expected situation at the alpha 0.05 level.

The results indicated that the evaluation results can be used to improve training ($\bar{x} = 4.38$) 61.1% respondents agreed, the suitable for using in pre-test and post-test of training program ($\bar{x} = 4.32$) 66.3% respondents agreed, Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process ($\bar{x} = 4.31$) 64.6% respondents agreed, post-training follow-up method is appropriate ($\bar{x} = 4.31$) 63.9% respondents agreed, the evaluation method for coordinating officers and facilitators are appropriate ($\bar{x} = 4.30$) 61.5% respondents agreed, evaluation questions cover all areas being evaluated ($\bar{x} = 4.28$) 60.4% respondents agreed, training evaluation results closely match reality ($\bar{x} = 4.26$) 62.8% respondents agreed, the interval between the end of training and follow-up of results is appropriate ($\bar{x} = 4.25$) 66.7% respondents agreed, suggestions from evaluation are used by the education development unit to improve the following training ($\bar{x} = 4.25$) 63.5% respondents agreed and these were significantly different at the 0.05 level.

These interpretations must receive extensive focuses on determine whether the training program objectives was met and whether the trainees acquired their success. Evaluation result can be a source of positive reinforcement and an incentive for motivation.

6.1.3 Additional suggestions of the training process

Regarding training needs analysis, it was suggested that training program should be based on training needs analysis, training needs analysis should be systematical, and need systematical training programs according to the training needs analysis and relevant curriculum.

Regarding training program and curriculum development plan, it was suggested that the raining curriculum content must appropriate to meet the trainees needs as well, training program must give in maximum value and training program

must administrative, and training must be provided various teaching methodologies in accordance with the learners needs.

With respect to training organization, training program must be provided appropriate teaching learning techniques to support the trainees' effectiveness, technology must be appropriate to apply in teaching learning process, trainer must work systematically and efficiently, and training programs must not organize on Sundays and to be informing before two weeks.

As for evaluation and follow up, evaluation must be continuously assessed the development of trainees' through various methods, evaluation results must be used to improve the future training programs, and evaluation objectives must be established to evaluate classroom tasks properly.

Findings indicate that majority of respondents were agreed with overall training process must be systematic and need to develop the overall process.

6.2 Recommendations

6.2.1 Policy-wise recommendations

6.2.1.1 Recommendations for the zonal education directors

1. The study implicate as a guideline for the successful training process. It requires the basic steps as crucial components of training process such as training needs analysis, training program and curriculum development plan, training organization and evaluation and follow-up.

2. There should be a systematic method for determining what caused performances to be less than expected or required. Therefore, the education development unit should conduct the training needs analysis before begins to design the training.

3. It would be possible to develop the perfect training program for every training need to be identified and pay attention on effective communication, using modern technology and using new methodologies.

4. The training organization should be well planned to meet the needs with provide services to all trainees equally.

5. Evaluation and follow-up should be well planned with cover the all areas being evaluated, results should be used to improve training and provide opportunity for trainees to suggest ideas for the improvement of the training process.

6. The education zone of Kuliyaipitiya should clearly identify the vision, and should implement the policy and implementation plan, related to the training programs that could be put into practice.

6.2.1.2 Recommendations for the education development unit

1. The education development unit should set up policy for staff development.

2. The education development unit must consider to conduct training needs analysis before begins to design the training program.

3. The education development unit should approve the relevant training program, training curriculum and content in the proposed training programs, so that the training organizer could screen the personnel to acquire more effective training programs.

4. The education development unit should have the closing in order to summarize the training and create the correct understanding together with the content of the training.

5. The education development unit should select the relevant media for training, it would make the trainee gain knowledge and better understanding.

6. The education development unit should realize the benefits of training and held training program progress meeting on once in a month.

7. The education development unit should be organize the training programs for trainers to enhance their training skills.

6.2.2 Recommendations for further responsible characteristics

6.2.2.1 Recommendation for provincial education department

The provincial education department is the organization which has the main responsibility in each province, so they should provide and support all education zones to have their own learning resources both inside and outside zone. Besides, they should provide the necessary budget allocations according to the zonal requirements, and need to create more networks to join the activities among the zone.

6.2.2.2 Recommendations for the educational administrators

1. The educational administrators should have direct experiences about the training policy and should be responsible for the training program. They should ensure that the relevant training program could acquire the policy standards.
2. The educational administrators must encourage adult learning, understand continuously develop adult learning strategies and monitor the training programs.
3. The educational administrator should realize the variety of methods of training program, should have more flexibility to place activity organization and should facilitate in terms of field trips, workshops, seminars, tools and equipments, learning resources and budget as well as coordinate with various departments both inside and outside the zone.

6.2.2.3 Recommendations for the trainers

1. The trainer should bring the evidence and experiences about the training curriculum to be the content of the training for the learners to understand and see the pictures clearly.
2. The trainer should build the teaching content to agree with the curriculum to make the trainees feel that there was no more unnecessary activities.
3. The trainer should be able to transfer knowledge and use the technique to simplify difficulties and create good atmosphere including motivating the learners all the time.
4. The trainer should organize activities to develop learners, it enables learners to enhance their skills, abilities and attitudes.

6.2.3 Recommendations for further studies

1. The researchers should study the relevant statistical packages, before design the research. Because it would more constructive to them, to identify the relevant methodology to be used on their own research and it would accomplish the readiness for the data analysis.
2. The research should focus on training requirements, including the education administrators and in-service teacher trainers.
3. This research is a quantitative one with survey in distributed questionnaire. Even though, research result in overall picture, it is only the interpretations driven by questionnaire. In future research, the research should extend to cover other zones, to make comparison.
4. It is recommended that mix-method research should be taken into consideration for more and wider range to identify in excess findings.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

on

A study on actual and expected situation of training process in
Kuliyapitiya education zone, Sri Lanka

Instructions

1. This questionnaire aims to investigate the training process in Kuliyapitiya education zone, Sri Lanka with the actual situation of training process and expected situation of training process. It is both closed-ended and open-ended, covering all 4 steps of training, which are:

- 1) Training needs analysis
- 2) Training program and curriculum development plan
- 3) Training organization
- 4) Evaluation and follow-up

2. Please consider each phase of the training process and rate your decision with actual situation and expected situation with training on a scale of 1 to 5, where 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Actual situation of training process means: from your experience with the training provided by Kuliyapitiya education zone, Sri Lanka how is the actual training process?

Expected situation of training process means: from your experience with the training currently provided, do you expect that the training will be increased or decreased, relative to the present?

3. Your candid opinions would help towards the improvement of the training process in Kuliyapitiya education, Sri Lanka, provides for its teachers personnel and thus would be highly appreciated.

Part 1 Demographic Data

Instructions Please mark ✓ in the () which most closely matches your status.

1. Age

- () 20 – 30 years () 31 -40 years
() more than 40 years

2. Position

- () Education Administrator
() In-service teacher trainer
() Teacher

3. Working experience

- () less than 1 year () 1-5 years
() 6 – 10 years () more than 10 years

4. Professional level

- () Trained () Untrained
() Bachelor’s degree () Post graduate

5. Related section

- () Primary education () Secondary education

6. Responsible subject (please specify)

Part 2 Training process in Kuliyaipitiya education zone, Sri Lanka.

Instructions Please read each statement and mark ✓ in the box which most closely matches your opinion regarding your decision with actual situation and expected situation with training. Please note that each statement is followed by two scales: the first rating your decision with actual situation of training, the second rating your decision with expected situation of training. Please be sure to mark ✓ in the appropriate box for each scale.

No.	Training Process	Actual Situation					Expected Situation				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	Step 2: Training Program and Curriculum Development Plan										
6	The curriculum is diverse and meets the development needs of teachers.										
7	The objective of the training curriculum you took is in line with your needs, obstacles and problems.										
8	The content of the curriculum you took is in line with your tasks.										
9	Activities used in training are appropriate.										
10	The content of the curriculum is modern, and reflects social conditions and changes in technology.										
11	The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems.										
12	Training media, such as computers and projectors, are appropriate.										

Part 3: Additional Information on your Comments and Suggestions towards the Training Process in Kuliyaipitiya education zone, Sri Lanka

Indication: Please fill out your comments and suggestions

Topic	Comments and suggestions towards the training process
1) Training needs analysis	
2) Training program and curriculum development plan	
3) Training organization	
4) Training Program Evaluation and follow-up	

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APPENDIX B

LIST OF EXPERTS

1. Mr. W. W. Sinhanatha (M.A in special education, Med)
Chief Project Officer
National Institute of Education
Maharagama

2. Mr. K.E.M. Gamini Bandara (Bsc.Mgt.)
Zonal Education Director
Zonal Education Office
Kuliyapitiya

3. Mr. H.A.H.K.Nimal Hettiarachchi (Bed, M.A)
Assistant Director of Education
Zonal Education Office
Kuliyapitiya

APPENDIX C

Table 4.3 (Raw Data): Frequency and percentage of the step 1: Training needs analysis (Actual Situation)

Training needs analysis	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n = 288)	
	n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1 The education development unit has asked, interviewed or observed for information to identify training needs.	15	5.2%	164	56.9%	39	13.5%	44	15.3%	26	9.0%	3.34	1.086
2 The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training.	5	1.7%	136	47.2%	41	14.2%	82	28.5%	24	8.3%	3.06	1.077
3 The education development unit has orders by priority the needs, obstacles and problems in each training curriculum.	5	1.7%	127	44.1%	97	33.7%	47	16.3%	12	4.2%	3.23	0.889
4 Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems.	4	1.4%	137	47.6%	75	26.0%	53	18.4%	19	6.6%	3.19	0.973
5 The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work.	8	2.8%	151	52.4%	49	17.0%	67	23.3%	13	4.5%	3.26	0.993

Table 4.4 (Raw Data) : Frequency and percentage of the step 2: Training Program and Curriculum Development Plan (Actual Situation)

Training Program and Curriculum Development Plan	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n=288)	
	n	%	n	%	n	%	n	%	n	%	Mean	S.D.
	1	17	5.9%	208	72.2%	19	6.6%	37	12.8%	7	2.4%	3.66
2	5	1.7%	144	50.0%	71	24.7%	58	20.1%	10	3.5%	3.26	0.918
3	21	7.3%	199	69.1%	29	10.1%	31	10.8%	8	2.8%	3.67	0.866
4	20	6.9%	203	70.5%	31	10.8%	26	9.0%	8	2.8%	3.70	0.836
5	7	2.4%	137	47.6%	60	20.8%	68	23.6%	16	5.6%	3.18	1.002
6	12	4.2%	151	52.4%	69	24.0%	40	13.9%	16	5.6%	3.36	0.963
7	13	4.5%	79	27.4%	30	10.4%	130	45.1%	36	12.5%	2.66	1.139

Table 4.5 (Raw Data) : Frequency and percentage of the step 3: Training Organization (Actual Situation)

Training Organization	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n = 288)	
	n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1 The education development unit provides services to all trainees equally.	26	9.0%	183	63.5%	42	14.6%	31	10.8%	6	2.1%	3.67	0.864
2 In the preparation for training, pay attention on details such as name badges and plaques, name lists. etc.	68	23.6%	192	66.7%	14	4.9%	12	4.2%	2	0.7%	4.08	0.713
3 Every step of training is on time, includes the opening session, meal and coffee breaks, and closing.	37	12.8%	188	65.3%	16	5.6%	42	14.6%	5	1.7%	3.73	0.924
4 The duration of training is appropriate.	16	5.6%	124	43.1%	39	13.5%	97	33.7%	12	4.2%	3.12	1.070
5 Communications with and dissemination of information to trainees are appropriate.	23	8.0%	156	54.2%	40	13.9%	57	19.8%	12	4.2%	3.42	1.026
6 Documents used in training are clear and easy to understand.	21	7.3%	169	58.7%	34	11.8%	55	19.1%	9	3.1%	3.48	0.984
7 The training room has proper lighting, sound and temperature.	14	4.9%	94	32.6%	45	15.6%	97	33.7%	38	13.2%	2.82	1.166
8 Other services and amenities is providing during training.	6	2.1%	126	43.8%	38	13.2%	87	30.2%	31	10.8%	2.96	1.121
9 Trainees have the opportunity for questioning and comments.	60	20.8%	216	75.0%	4	1.4%	4	1.4%	4	1.4%	4.13	0.623

Table 4.6 (Raw Data) : Frequency and percentage of the step 4: Evaluation and follow-up (Actual Situation)

Evaluation and follow-up	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n=288)	
	n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1 Evaluation questions cover all areas being evaluated.	12	4.2%	120	41.7%	96	33.3%	49	17.0%	11	3.8%	3.25	0.919
2 Training evaluation results closely match reality.	9	3.1%	154	53.5%	78	27.1%	39	13.5%	8	2.8%	3.41	0.862
3 Evaluation results can be used to improve training.	28	9.7%	200	69.4%	33	11.5%	21	7.3%	6	2.1%	3.77	0.801
4 The evaluation method for coordinating officers and facilitators are appropriate.	16	5.6%	165	57.3%	73	25.3%	25	8.7%	9	3.1%	3.53	0.851
5 Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process.	33	11.5%	211	73.3%	25	8.7%	13	4.5%	6	2.1%	3.88	0.745
6 Suggestions from evaluation are used by the education development unit to improve the following training session.	8	2.8%	138	47.9%	106	36.8%	28	9.7%	8	2.8%	3.38	0.809
7 The suitable for using in pre-test and post-test of training program.	19	6.6%	208	72.2%	39	13.5%	16	5.6%	6	2.1%	3.76	0.744
8 Post-training follow-up method is appropriate.	27	9.4%	208	72.2%	34	11.8%	13	4.5%	6	2.1%	3.82	0.742
9 The interval between the end of training and follow-up of results is appropriate.	14	4.9%	171	59.4%	51	17.7%	44	15.3%	8	2.8%	3.48	0.907

Table 4.8 (Raw Data) : Frequency and percentage of the step 1: Training needs analysis (Expected Situation)

	Training needs analysis (Expected Situation)	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n = 288)	
		n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1	The education development unit has asked, interviewed or observed for information to identify training needs.	92	31.9%	175	60.8%	20	6.9%	1	0.3%	0	0%	4.24	0.587
2	The education development unit has asked/sought to learn your needs, obstacles and problems in carrying out your work before organizing training.	92	31.9%	169	58.7%	26	9.0%	1	0.3%	0	0%	4.22	0.613
3	The education development unit has orders by priority the needs, obstacles and problems in each training curriculum.	87	30.2%	176	61.1%	24	8.3%	1	0.3%	0	0%	4.21	0.596
4	Training curriculum organized corresponds to policy or can be applied to solve real needs, obstacles and problems.	95	33.0%	169	58.7%	21	7.3%	3	1.0%	0	0%	4.24	0.625
5	The education development unit has organizes a training curriculum which corresponds to the needs, obstacles or problems you have in carrying out your work.	88	30.6%	183	63.5%	15	5.2%	2	0.7%	0	0%	4.24	0.574

Table 4.9 (Raw Data) : Frequency and percentage of the step 2: Training Program and Curriculum Development Plan (Expected Situation)

	Training Program and Curriculum Development Plan (Expected Situation)	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n = 288)	
		n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1	The curriculum is diverse and meets the development needs of teachers.	87	30.2%	194	67.4%	6	2.1%	1	0.3%	0	0%	4.27	0.512
2	The objective of the training curriculum you took is in line with your needs, obstacles and problems.	91	31.6%	178	61.8%	18	6.3%	1	0.3%	0	0%	4.25	0.577
3	The content of the curriculum you took is in line with your tasks.	88	30.6%	185	64.2%	11	3.8%	4	1.4%	0	0%	4.24	0.586
4	Activities used in training are appropriate.	89	30.9%	185	64.2%	12	4.2%	1	0.3%	1	0.3%	4.25	0.578
5	The content of the curriculum is modern, and reflects social conditions and changes in technology.	84	29.2%	179	62.2%	21	7.3%	4	1.4%	0	0%	4.19	0.620
6	The trainer is knowledgeable and effective in knowledge transfer according to policy, needs, obstacles or problems.	104	36.1%	169	58.7%	12	4.2%	3	1.0%	0	0%	4.30	0.597
7	Training media, such as computers and projectors, are appropriate.	115	39.9%	145	50.3%	21	7.3%	4	1.4%	3	1.0%	4.27	0.743

Table 4.10 (Raw Data) : Frequency and percentage of the step 3: Training Organization (Expected Situation)

	Training Organization (Expected Situation)	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n=288)	
		n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1	The education development unit provides services to all trainees equally.	103	35.8%	173	60.1%	8	2.8%	3	1.0%	1	0.3%	4.30	0.609
2	In the preparation for training, pay attention on details such as name badges and plaques, name lists, etc.	123	42.7%	157	54.5%	3	1.0%	4	1.4%	1	0.3%	4.38	0.618
3	Every step of training is on time, includes the opening session, meal and coffee breaks, and closing.	106	36.8%	167	58.0%	9	3.1%	5	1.7%	1	0.3%	4.29	0.645
4	The duration of training is appropriate.	96	33.3%	171	59.4%	14	4.9%	6	2.1%	1	0.3%	4.23	0.666
5	Communications with and dissemination of information to trainees are appropriate.	93	32.3%	175	60.8%	19	6.6%	1	0.3%	0	0%	4.25	0.584
6	Documents used in training are clear and easy to understand.	97	33.7%	174	60.4%	17	5.9%	0	0%	0	0%	4.28	0.565
7	The training room has proper lighting, sound and temperature.	93	32.3%	165	57.3%	25	8.7%	5	1.7%	0	0%	4.20	0.663
8	Other services and amenities is providing during training.	89	30.9%	176	61.1%	19	6.6%	3	1.0%	1	0.3%	4.21	0.636
9	Trainees have the opportunity for questioning and comments.	116	40.3%	172	59.7%	0	0%	0	0%	0	0%	4.40	0.491

Table 4.11 (Raw Data) : Frequency and percentage of the step 4: Evaluation and follow-up (Expected Situation)

Evaluation and follow-up (Expected Situation)	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Consideration (n = 288)	
	n	%	n	%	n	%	n	%	n	%	Mean	S.D.
1 Evaluation questions cover all areas being evaluated.	99	34.4%	174	60.4%	14	4.9%	1	0.3%	0	0%	4.28	0.586
2 Training evaluation results closely match reality.	91	31.6%	181	62.8%	15	5.2%	1	0.3%	0	0%	4.26	0.563
3 Evaluation results can be used to improve training.	110	38.2%	176	61.1%	2	0.7%	0	0%	0	0%	4.38	0.499
4 The evaluation method for coordinating officers and facilitators are appropriate.	98	34.0%	177	61.5%	13	4.5%	0	0%	0	0%	4.30	0.547
5 Evaluation provides opportunity for trainees to suggest ideas for the improvement of the training process.	96	33.3%	186	64.6%	5	1.7%	0	0%	1	0.3%	4.31	0.538
6 Suggestions from evaluation are used by the education development unit to improve the following training session.	88	30.6%	183	63.5%	17	5.9%	0	0%	0	0%	4.25	0.552
7 The suitable for using in pre-test and post-test of training program.	95	33.0%	191	66.3%	2	0.7%	0	0%	0	0%	4.32	0.483
8 Post-training follow-up method is appropriate.	97	33.7%	184	63.9%	7	2.4%	0	0%	0	0%	4.31	0.514
9 The interval between the end of training and follow-up of results is appropriate.	85	29.5%	192	66.7%	9	3.1%	2	0.7%	0	0%	4.25	0.541

BIOGRAPHY

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