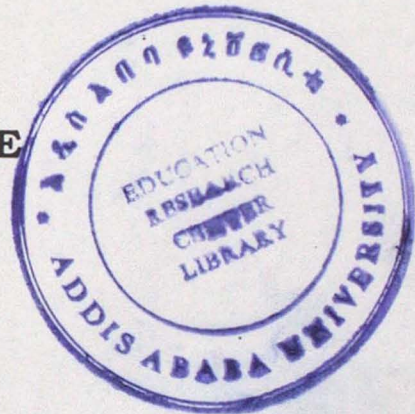


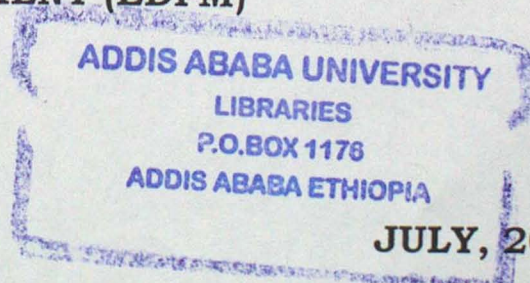
**THE PRACTICES AND PROBLEMS OF STAFF TRAINING AND
DEVELOPMENT IN SELECTED GOVERNMENT TVET COLLEGES
IN ADDIS ABABA**

BY:

KIBRESHA WOLDE



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT (EDPM)**



**JULY, 2010
ADDIS ABABA**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVRSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN HUMAN RESOURCES
MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT**

BY:

KIBRESHA WOLDE

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TVET organizational structure

Acronyms

ASTD: American Society for Training and Development

HRD: Human Resources Development

HRM: Human Resource Management

MoE: Ministry of Education

TNA: Training Need Assessment

TVET: Technical and Vocational Education and Training

Abstract

The purpose of this study was to identify the major problems encountered in staff training and development of four selected government TVET Colleges in Addis Ababa City Administration (Addis Ababa Tegnareid TVET, General Wingate TVET, Misrak TVET, and Nifas Silk TVET colleges) and to suggest possible alternative solutions and recommendations based on the findings of the study. The overall objective of the national Technical and Vocational Education and Training (TVET) strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia at middle level that contributes for sustainable social and economic development. The general objective of the study was to identify staff training and development factors and to investigate the general situation of staff training and development practices and problems in selected government TVET Colleges in Addis Ababa City Administration over the last three years (2000-2002 E.C.). Descriptive survey method was employed for the study and questionnaires, guided interview and document analysis were used as data gathering tools. The data collected from the population representative sample was analyzed using percentages and frequency distribution rating scale. The Likert scale and Chi-Square Test for Goodness of Fit was used to identify the magnitude of the relationships among opinions of the respondents. The study indicated government TVET colleges in the region did not give due attention for staff training and development programs and there were no mechanisms for monitoring and evaluation of employee training and development programs. As a result, employee training and development in the region did not contribute for institutional and employee development. It was found that government TVET colleges in the region did not maintain records of staff training and development programs. There were no staff HRD professionals in all sample colleges in the colleges. This fact adversely influences the monitoring and evaluation aspects of employee training and development programs. Consequently, government TVET colleges in the region could not evaluate employee training and development programs. The study also found that the colleges had no a standard to evaluate the effectiveness of staff training and development programs. Generally, employee training and development in government TVET colleges in Addis Ababa was impeded by factors such as absence of transparency during employee selection for training and developing, lack of training resources, absence of training and development plans in the short-term and strategic plans of the colleges. Government TVET colleges in Addis Ababa must appreciate employee training and development programs to minimize the skill gaps and update the workforce with the recent technological advancements for better performance in their service delivery. Thus, government TVET colleges in Addis Ababa should formulate and implement appropriate employee training and development policy and incorporate in their college legislatives and they should focus on staff training and development programs to abreast the employees with dynamic skill requirements of work environment.

CHAPTER ONE

1. The Problem and Its Approach

1.1. Background of the Study

Today, more organizations than ever are attempting to identify current and future training and development needs and to develop programs that enable employees to perform at the desired level. This holds true for all organizations, particularly educational institutions (Prichett, 1996; Tayeb, 1997). Human resources planning, training and development activities must be considered in academic institutions due to knowledge exploitation, technology transfer and high demand of skilled labor for the economic development of a country.

From the beginning of the 21st century, the progress made in industrialization was due to the high capacity of the trained workforce. Therefore, the economic development in the world seems to have depended entirely on the knowledge based skill development. In the last few decades, most of the countries in the world paid much attention to the development of human resources. But it must be stated that greater attention was given to development of Vocational and Technical skills. It is necessary to organize the Technical and Vocational Education and Training (TVET) as an accepted system and to introduce the required levels of skilled workforce ([http:// www. astd.org](http://www.astd.org)).

Vocational instruction is an important part of each state's public education system. In fact, given the current concerns about skills gap, especially for technical skills, vocational education has become even more critical (Carnevale, & Gainer 1989). Technical and Vocational Education and Training (TVET) is designed to develop skills, abilities, work habits and attitudes encompassing knowledge and information for the world of work. It is an integral part of the total education program which contributes to the development of good citizens by enhancing their physical, social, civic, cultural and economic competencies.

Ethiopia had its formal Technical and Vocational Education and Training (TVET) since 1942. However, after 52 years, that is, in 1994/95 there were only 14 government TVET schools in

the country. In 2004/2005, the number of public TVET institutions became 108 with 25 fields, both industrial and commercial (MoE, 2005). In Ethiopia, TVET has been reforming its overall system in the framework of the Engineering Capacity Building Program (ECBP) since November 2005. ECBP consists of four components; one of it is TVET system reform.

The overall objective of the national TVET strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia at middle level that contributes for sustainable social and economic development. In pursuing the objective stated above, there are principles that guide and define benchmarks for the further development and implementation of the TVET system. Some of the guiding principles include training based on market demand–orientation, quality education, technology transfer, self-employment, cooperative and in-company training and flexibility in TVET system and life–long learning, (National Technical and Vocational Education and Training, TVET Strategy, 2008).

Addis Ababa, being the capital city of Ethiopia and the seat of the union is the heart of socio–cultural, economic and political center of most industrial and commercial activities. Among the main productive contributors of the city’s development are TVET programs. In a nutshell, an appropriate technical and Vocational training system results in producing competent workforce with required knowledge and skills.

Organizations must appreciate staff training and development programs to minimize the skill gaps of the employees and update them with the recent technological changes for higher productivity. Highly skilled, qualified, motivated, flexible and creative TVET instructors and support staff are the backbone of any TVET system (TVET strategy, 2008).

There are seven government TVET Colleges in Addis Ababa City Administration. These are Entoto TEVT, General Wingate, Addis Ababa Tegnareid, Nefas Silk TVET, Misrake TVET, Akaki TVET and Ethio–China TEVT Colleges. A number of organizations have been facing frightening challenges in arriving at dependable and quality workforce due to less emphasis given to staff training and development. This may be the case in Addis Ababa government

TVET Colleges. To this effect, public TVET Colleges in the region are expected to have a strong base of their human resources management in general and staff training and development in particular. In practice, however, a number of challenges hindered staff training and development programs in Addis Ababa government TVET colleges.

Hence, identifying these challenges in government TVET Colleges of Addis Ababa and suggesting some possible solutions regarding to staff training and development through research seems to be timely and valuable for dependable human resources management practices and for rendering quality training service in government TVET colleges of Addis Ababa.

1.2. Statement of the Problem

In today's competitive work environment, organizations can not be successful unless they are supported by people possessing the required skills and knowledge. In this regard, educational institutions are expected to provide and determine the quality and composition of the human resources through training and development of their staff. On top of this, the skills, abilities, and talents of human resources needed by the economy are determined by the education system of the country. For this reason, most nations at present treat education as a core productive asset of their economies. This implies that competitive global economy has become depending on the quality of its workforce through training and development than a stock of other non-human resources (Tayeb, 1997). It is through appropriate training and development and wise use of the basic human resources that other resources (material and financial) would be acquired and used effectively and efficiently (Mathis and Jackson, 1997; Tayeb, 1997; Cowling and Mailer, 1981).

Staff Training and development focuses on changing or improving the knowledge, skills, and attitudes of individuals. Training typically involves providing employees the knowledge and skills needed to do a particular task, though attitude change may also be attempted. Staff developmental activities, in contrast, have a longer-term focus on preparing for future work responsibilities, while also increasing the capacities of employees to perform their current jobs

(Mondy and Noe, 1981).Graham and Bennett (1998) summarize that training is expected to bring greater productivity and quality ,less scrap or spoiled work ,greater versatility to new methods, less need for close supervision, fewer accidents and greater job satisfaction, lower labor turnover and less absenteeism.

The major factors that hinder sustainable development of TVET sector in Ethiopia include: unutilized human resources, untrained human resources, lack of TVET concrete policy for human resources development, lack of qualified trainers for human resources development in TVET, lack of inter educational level linkages between secondary and technical-vocational training, technical-vocational skills are underestimated in society, and so on (TVET strategy, 2008).

This research study particularly focused on staff training and development practices in government TVET colleges in Addis Ababa that makes it different from other studies which emphasized on other aspects of TVET programs such as resource utilization and management practices, mismatch between TVET training and job opportunities for trainees, apprenticeship programs and quality of training and gender issues in government TVET colleges in Addis Ababa City Administration.

In Ethiopia, TVET is facing challenges to prepare sufficient number of people with right skills to meet market demands. Matching skills, Knowledge, and attitudes to the needs of the employment is increasingly challenging in the current context of globalization due to the constant transformation of occupations.

However, there are a number of problems related to staff training and development in public TVET Colleges in Addis Ababa City Administration. There are indications that government TVET colleges in Addis Ababa lack human resources planning and staff training and development programs. Public TVET colleges in the region suffered from top management commitment towards staff training and development programs. Staff training in public TVET colleges is not based on training need assessment. There are no appropriate monitoring and

evaluation mechanisms for staff training and development programs in government TVET colleges in the city.

Hence, the purpose of this research was to identify the major problems encountered in staff training and development of four selected government TVET Colleges in Addis Ababa City Administration and to suggest possible alternative solutions based on the findings of the study.

Although the support staff is expected to play an integrated role for the success of government TVET programs, no attention is given for this non-teaching staff regarding to professional training and development. Besides, low quality and theory-driven training due to shortage of qualified instructors and lack of practical skills particularly in industrial disciplines hindered TVET developments in Addis Ababa government TVET colleges. Consequently, it was found valuable to conduct research that refers to the major practices and problems of staff training and development in the region. Thus, this study was conducted with the intention of answering to the following basic questions.

1. To what extent are staff training and development programs integrated with organizational development and staff career development in public TVET Colleges in Addis Ababa?
2. What are the major factors that influence effective and efficient staff training and development in the public TVET Colleges of Addis Ababa?
3. What efforts could public TVET Colleges in Addis Ababa exert in alleviating training and development problems?
4. What mechanisms are used by government TVET Colleges to monitor and evaluate employee training and development programs?

1.3. Objectives of the Study

1.3.1. General Objective

In view of the questions stated above, the general objective of the study was to identify staff training and development factors and to investigate the general situation of staff training and development practices and problems in selected government TVET Colleges in Addis Ababa City Administration over the last three years (2000-2002 E.C.)

1.3.2. Specific Objectives

In addition to the main objectives stated above, this research also attempted to address the following specific objectives.

- To identify staff training and development problems in public TVET Colleges of Addis Ababa City Administration.
- To assess the mechanisms of monitoring and evaluation of staff training and development programs in the city.
- To assess the attitude of top management towards staff training and development programs in the colleges.
- To assess the relationship between staff training and development and organizational development and staff carrier development in the public TVET colleges.
- To identify staff training and development factors in government TVET Colleges in the city.

1.4. Significance of the Study

The timely available and access to precise and reliable information on staff training and development is a pre-requisite in designing relevant vocational training programs which address the short-term and long-term objectives of government TVET Colleges in Addis Ababa Administrative Region. This study assessed the current general situation of staff training and development practices in selected government TVET colleges in Addis Ababa.

So, the findings of this research:

- Might help the respective public TVET Colleges in providing a general insight about the situation of their staff training and development plans.
- May provide valuable inputs and direction for the TVET Colleges in designing and executing their staff training and development programs.
- The study may also give some clues for interested researchers who want to pursue further and in-depth study on the subject matter.

1.5. Delimitation of the Study

There are seven government TVET colleges in Addis Ababa City Administration. This study was delimited to four selected government TVET Colleges in the city. As a result, the respondents of this research were the staff members of Addis Ababa Tegnareid TVET College, General Wingate TVET College, Nefas Silk TVET College and Misrak TVET College. This study was also delimited to formal training in government TVET colleges in Addis Ababa. Therefore, the study was conducted on the selected government TVET Colleges on the human resources element of staff training and development practices of the city.

The reasons why this research was delimited to these government colleges were: it is practically difficult to assess and manage the staff training and development practices of the seven government TVET Colleges in Addis Ababa City Administration, the staff training and development problems seem to be nearly similar in government TVET Colleges in Addis Ababa and two of the selected TVET Colleges (Addis Ababa Tegnareid and General Wingate TVET) have rich experiences in rendering training services for years and the other two colleges (Misrak TVET and Nefas Silk TVET) are recently established colleges.

1.6. Operational Definitions

Career development: is the lifelong process of managing learning, work and transitions in order to move towards a personally determined and evolving preferred future (Hiebert 2002).

Career planning: the process by which one selects career goals and the paths to those goals (Mathis, 1997).

Development: a planned process of learning experiences intended to enhance employees' contributions to organizational goals and it is more future oriented (Heneman 1989).

Off-the-job training: is a training activity which takes place outside the work station; the actual training location may be in the company classrooms or outside the company (Robbins 1999).

On- the-job training: the most widely used training method which takes place on the job. It is learning by doing (Robbins 1999).

Organizational development: the process of affecting change in the organization (Robbins 1999).

Socialization: the process of adapting new employees while joining an organization (Hiebert 2002).

Training: is a learning experience enhancing specific skills and abilities related to current position Jobs (Mathis 1997).

1.7. Organization of the Study

This research report is organized into five chapters. The problem and its settings which describes the background of the study, statement of the problem, objectives of the study, delimitations and limitations of the study, and significance of the study were treated in chapter one. The review of related literature dealing with the research problem is outlined in chapter two. Research design and methodology which includes method of research, sources of data, sampling techniques and sample size, data gathering tools, procedures of data collection and, methods of data analysis were presented in chapter three. Chapter four treats presentation, analysis, and interpretation of data. The final chapter recapitulates the study in the form of summary of findings, conclusions and recommendations.

CHAPTER TWO

2. Review of Related Literature

2.1. Emergence and concepts of Human Resources Training and Development

During the 1960s and 1970s, professional trainers realized that their role extended beyond the classroom training. The move toward employee involvement in many organizations required trainers to coach and counsel employees. Training and development competencies therefore expanded to include interpersonal skills such as coaching, group process facilitation, and problem solving. The 1980s saw even greater changes affecting the training and development field. In the 1990s, efforts were made to strengthen the strategic role of human resource development, that is, how it links to and supports the goals and objectives of the organization. There was also an emphasis within American Society for Training and Development (ASTD) and elsewhere on performance improvement as the particular goal of most training and human resource development efforts, and on viewing organizations as high performance work systems (<http://www.astd.org>).

Another significant historical event was the outbreak of World War I. To meet the huge demand for military equipment, many factories that produced non-military goods had to retool their machinery and retrain their workers, including the semiskilled. For instance, the U.S. Shipping Board was responsible for coordinating the training of shipbuilders to build warships. To facilitate the training process, Charles Allen, director of training, instituted a four-step instructional method referred to as "show, tell, do, check" for all of the training programs offered by the Shipping Board. This technique was later named job instruction training and is still in use today for training workers on the job (Carnevale & Gainer, 1989).

Human resource development is a title which represents the latest evolutionary stage in the long tradition of training, educating and developing people for the purpose of contributing towards the achievement of individual, organizational and societal objectives. Human resource development can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet

current and future job demands. Learning is at the core of all human resource development efforts. Human resource development activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. Human resource development programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of human resource (Langbert, 2000).

Although both apprenticeship programs and factory schools provided training for skilled workers, very few companies during this time offered training programs for the unskilled or semiskilled workers. This changed with the advent of two significant historical events. The first was the introduction of the Model T by Ford in 1913. The Model T was the first car to be mass-produced using an assembly line, in which production required only the training of semiskilled workers to perform several tasks. The new assembly lines cut production costs significantly, and Ford lowered its prices, making the Model T affordable to a much larger segment of the public. With the increased demand for the Model T, Ford had to design more assembly lines, and this provided more training opportunities. Most of the other automobile manufacturers who entered the market used assembly line processes, resulting in a proliferation of semiskilled training programs.

The historical antecedents of training have contributed towards the current perception of training. In many crafts and guilds the purpose of training was to enable indentured apprentices to work for a period of years under the supervision of a master craftsman. Eventually, the apprentices learned the skills required of that occupation and would produce a complex piece of work, a 'masterpiece', incorporating much of what they had learned. This would then enable them to become members of the specific guild. Hence, today, we have the term 'Master's degree' which illustrates that the person is, or should be, fully conversant with that area. Training focuses on learning related to the present job (McLagan, 1989).

An often referred source of definitions has been the Manpower Services Commission's (1981) Glossary of Training Terms which defines training as "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities". Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. The European Centre for the Development of Vocational Training defines training as: activity or program of activities designed to teach the skills and knowledge required for particular kinds of work (CEDEFOP, 1996).

Training and development is a planned, continuous effort by management to improve employee's competency levels and organizational performance. Thus, training and development activities have the potential to align employees. Although the terms may be used interchangeably, a distinction is made between training and development. Training is defined as a planned process to modify attitude, knowledge, or skill behavior through learning experience related to the current job to achieve better performance in range of activities. It is the systematic modification of behavior through learning which occurs as a result of education, instruction and planned experience (Training and Development for TVET Program module, St. Mary's University College, 2006)

From the above discussion, one can infer that for any organization to perpetuate there is a basic need for training and development for human resources; the most important asset of an organization. Successful employees placed on the jobs need training and development programs to perform their duties effectively and efficiently. Since TVET colleges are the means to transfer technology, they must update their staff constantly through training and development programs. Therefore, public Technical and Vocational Educational and Training (TVET) colleges in Addis Ababa have to give due attention to staff training and development programs for both academic and support staff. From the historical background of staff training and development, one can also recognize that employee training and development function is not a fashion which occurred in the 21st century rather it was a means of scaling up productivity in the early era of human development.

2.2. The Relationship Between Human Resource Management and Human Resource Training and Development

In some organizations, training is a stand-alone function or department. In most organizations, however, training or human resource development is part of a larger human resource management department. Human resource management can be defined as the effective selection and utilization of employees to best achieve the goals and strategies of the organization, as well as the goals and needs of employees. An important point to stress is that the responsibility for human resource management is (or, at least, should be) shared by human resource specialist and line management.

How the human resource management function is carried out varies from organization to organization. Some organizations have a centralized human resource department with highly specialized staff, but in other organizations, the human resource management function is decentralized and conducted throughout the organization.

The most comprehensive way to present the human resource management function is to examine the activities carried out by a large human resource management division. Primary functions of human resource management are directly involved with obtaining, maintaining, and developing employees. Secondary functions either provide support for general management activities or are involved in determining or changing the structure of the organization (Nadler, & Nadler, 1989).

As Carnevale & Gainer (1989) stated, human resource development can be a stand-alone function, or it can be one of the primary functions within the human resource management department. The structure of the human resource development function and its scope has been shaped by the trends faced by organizations. An American Society for Training and Development (ASTD) sponsored study by Pat McLagan sought to identify the HRD roles and competencies needed for an effective HRD function. The study identified four trends affecting modern human resource development: greater diversity in the workforce, more people involved in knowledge work; which requires judgment, flexibility, and personal commitment rather than

submission to procedures, greater expectations of meaningful work and employee involvement, and a shift in the nature of the contract between organizations and their employees.

The ASTD study documented a shift from the more traditional training and development topics to a function that included career development and organization development issues as well. The study concluded the relationship between HRM and HRD as a "human resource wheel". It identifies three primary HRD functions: training and development, organization development, and career development as discussed below.

Training and development focus on changing or improving the knowledge, skills, and attitudes of individuals. Training typically involves providing employees the knowledge and skills needed to do a particular task or job, though attitude change may also be attempted. Developmental activities, in contrast, have a longer-term focus on preparing for future work responsibilities, while also increasing the capacities of employees to perform their current jobs. Training and development activities begin when a new employee enters the organization, usually in the form of employee orientation and skills training. Employee orientation is the process by which new employees learn important organizational cultures and norms, establish working relationships, and learn how to function within their jobs. The HRD staff the hiring supervisor generally share the responsibility for designing the orientation process, conducting general orientation sessions, and beginning the initial skills training. Skills and technical training programs then narrow in scope to each the new employee a particular skill or area of knowledge (<http://www.astd.org>).

Once new employees have become proficient in their jobs, HRD activities should focus more on developmental activities-specially, coaching and counseling. In the coaching process, individuals are encouraged to accept responsibility for their actions, to address any work – related problems, and to achieve and to sustain superior performance. Coaching involves treating employees as partners in achieving both personal and organizational goals. Counseling techniques are used to help employees deal with personal problems that may interfere with the achievement of these goals. Counseling programs may address such issues as substance abuse,

stress management, smoking cessation, or fitness, nutrition, and weight control. Human resource training and development professionals are also responsible for coordinating management training and development programs to ensure that managers and supervisors have the knowledge and skills necessary to be effective in their positions. These programs may include supervisory training, job rotation, one-day seminars, or college and university courses (Steinmetz, 1979).

Organization development is an organization-wide application of behavioral science knowledge to the planned development and reinforcement of a firm's strategies, structures, and processes for improving its effectiveness. It is a major means of achieving change in the corporate culture. Although organizational development does not produce a blueprint for how things should be done, it does provide an adaptive strategy for planning and implementing change. In addition, it insures a long-term reinforcement of change and it focuses on issues such as survey feedback, quality circles, sensitivity training, and teambuilding within organizations (<http://www.ahrd.org>).

Various factors affect employees' behavior on the job they perform. To bring about desired changes in employee behavior, organizations must be transformed into market-driven, innovative, and adaptive systems if they are to survive and prosper in the highly competitive global environment. Many firms are beginning to face this urgent need by practicing organization development and staff training and development approaches that involve the entire system of the organization. Organizational development is defined as the process of enhancing the effectiveness of an organization and the well-being of its members through planned interventions that apply behavioral science concepts. Organization development emphasizes both macro and micro organizational changes: macro changes are intended to ultimately improve the effectiveness of the organization, whereas micro changes are directed at individuals, small groups, and teams. For example, many organizations have sought to improve organizational effectiveness by introducing employee involvement programs that require fundamental changes in work expectations, reward systems, and reporting procedures.

Organization development is a series of techniques and methods that managers can use in their

action research program to increase the adaptability of their organization. In the words of organizational theorist Warren Bennis, organizational development refers to a "complex educational strategy intended to change beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges and the dizzying rate of change itself." The goal of organization development is to improve organizational effectiveness and help people reach their potentials and realize their goals (Mondy & Noe, 1981).

The role of the HRD professional involved in an organization development intervention is to function as a change agent. Facilitating change often requires consulting with and advertising line managers on strategies that can be used to effect the desired change. The HRD professional may also become directly involved in carrying out the intervention strategy, such as facilitating a meeting of employees responsible for planning and implementing the actual change process (Mondy & Noe, 1981).

Career development is "an ongoing process by which individuals' progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks." (Nadler & Nadler, 1989). It involves two distinct processes: career planning and career management. Career planning involves activities performed by an individual, often with the assistance of counselors and others, to assess his or her skills and abilities in order to establish a realistic career plan whereas career management involves taking the necessary steps to achieve that plan, and generally focuses more on what the organization can do to foster employee career development. There is a strong relationship between career development and training and development activities. Career plans can be implemented, at least in part, through an organization's training and development programs (Nadler & Nadler, 1989).

The HRD philosophy is that people perform better when they feel trusted and see meaning in what they are doing. In the HRD system, corporate growth plans are not kept secret. Long-range plans for the organization are made known to the employees. Employees are helped to prepare for change whenever such change is planned; in fact, the employees help to facilitate

the change. Major changes are discussed at all levels to increase employee understanding and commitment. Most people want to know the possibilities for their own growth and career opportunities. Because managers and supervisors have information about the growth plans of the company; it is their responsibility to transmit information to their subordinates and to assist them in planning their careers within the organization. Of course, the plans may not become a reality, but all are aware of the possibilities and are prepared for them (Nadler & Nadler, 1989).

It can be realized from the aforementioned statements, although there is a strong relationship between human resource management and human resource training and development the former focuses on dealing with managerial functions while the latter concerns more in developing and achieving employees and organizational objectives. Besides, human resources managers should integrate training and development programs with career development and organizational development strategies to achieve employees and organizational objectives.

2.3. Strategic Human Resource Development

Strategy, according to Johnson and Scholes (1993), is concerned with a number of dimensions: the range of an organization's activities, the matching of the organization's activities to the environment and the matching of the organization's activities to available resources. They also state strategy as the direction and scope of an organization over the long term: ideally, which matches its resources to the changing environment and in particular its markets, customers or clients so as to meet stakeholder expectations.

A current challenge (or opportunity) for HRD professionals is to play a more strategic role in the functioning of their organization. Progress has been made in moving toward a more "strategically integrated HRD." In particular, HRD executives and professionals should demonstrate the capability of HRD in three primary ways: directly participating in their organization's strategic management process, providing education and training to line managers in the concepts and methods of strategic management and planning, and providing training to all employees that is aligned with the goals and strategies of the organization.

A number of strategic pressures have contributed to the increasing importance and strategic roles of HRD (McLagan and Suhadolnik; Garavan and others, 1995) and these include: accelerated rate of change, focus on quality of products, globalization of business, increased flexibility and responsiveness of organizations, increased pressure to demonstrate the contribution of human resources, new competitive structures and new technology. With all these pressures it is apparent that HRD contributes in a variety of ways and at all organizational levels to provide support in achieving both individual and organizational goals.

Similarly, Beer and Spector (1989; in Garavan and others, 1995:6) also maintain that strategic HRD can be viewed as a proactive, system-wide intervention, with it linked to strategic planning and cultural change. This contrasts with the traditional view of training and development as consisting of reactive, piecemeal interventions in response to specific problems. HRD can only be strategic if it is incorporated into the overall objectives of an organization. It is in this way that the HRD function attains the status it needs to survive and to have a long term impact on overall organizational performance and respond to significant competitive and technological pressures.

In the present environment, sources of competitive advantage are quickly overcome by competitors and, thus, the only source of competitive advantage is the ability of an organization to learn more quickly than others. This learning does not occur in an abstract form within the organization but in the minds of individuals and groups. For this reason, Drucker (1993) talks about the post-capitalist society and emphasizes the fact that value now resides inside the heads of the employees and much less within the capital assets of the organization.

Building on this understanding of value residing with the employees has been a recognition that, unlike capital assets which can be used up and also depreciate over time, the value of individuals could actually increase. For this reason and from a strategic perspective there is increased emphasis on the investment in human assets through training and development (Drucker, 1993)

Strategic HRD enables: the organization to respond to changes and opportunities through the identification and delivery of HRD interventions, individuals, supervisors, line managers and top managers to be informed of their roles and participate in HRD delivery, management to have operational guidelines which explain the reasons for investment in HRD, information to be disseminated which explains the training, education, development and learning opportunities available for employees, a policy statement to explicitly describe the relationship between the objectives of the organization and the HRD function, positive public relations awareness for new and potential employees to know that skills deficiencies will be provided for, the continuous assessment of learning and development opportunities for its employees and thereby enabling them to advance their careers and support organizational growth, clearly specified objectives and targets that enable the HRD function to be evaluated against strategic requirements, policies which relate the HRD function to the other operating functions, and training, education, development and learning opportunities to have a coordinated role within a systematic process (Harris, 1994).

2.4. Human Resource Development and Roles

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by coaching or counseling facilities (Manpower Services Commission, 1981:15). Garavan and others (2000) conducted a detailed investigation of a HRD and associated literature, and suggested that there was a philosophical debate about whether HRD should promote performance or learning. Where HRD is considered to be part of HRM it is concerned with performance; and where it is part of adult education the emphasis is learning. They maintained that it was difficult to make a clear statement about what should be included in HRD even though it is maturing as a subject. There would thus appear to be a professional need to define the territory of HRD, no matter how limited it may be, in order that those involved with it either as deliverers or receivers can have a reasonable understanding of what it encompasses. Some of the definitions of human resource development are as follow:

Human resource development is the integrated use of training and development, career development, and organization development to improve individual and organizational effectiveness (McLagan and Suhadolnik, 1989). Human resource development is organized learning experiences in a definite time period to increase the possibility of improving job performance growth (Nadler and Nadler, 1990).

Human resource development is the study and practice of learning of increasing the learning capacity of individuals, groups, collectives, and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness (Chalofsky, 1992). Human resource development is the field of study and practice responsible for the fostering of a long-term, work-related learning capacity at the individual, group, and organizational level of organizations (Watkins, 1989). Human resource development encompasses activities and processes which are intended to have impact on organizational and individual learning (Stewart and McGoldrick, 1996).

In spite of all the definitions available, 'there are no universally accepted definitive statements of the meaning of HRD' (McGoldrick and Stewart, 1996). HRD is still a young discipline and still in the process of developing and finding a clearer identity for itself. What is clear from the definitions of HRD above and the contributory areas of training, education, and development and learning, is that HRD refers to learning at the individual, group and organizational levels to enhance the effectiveness of human resources with the purpose of achieving the objectives of the organization.

There are three main areas with which human resource development is involved, namely, individual, occupational, and organizational development. These identify the three major areas in which training and development requirements occur within an organization. Boydell (1971), in his work on the identification of training needs, maintained that these were the broad categories in which training and development interventions would occur: individual development which addresses such areas as skill development, interpersonal skills, and career development of employees; occupational and group development which frequently occur for

groups of workers such as the need to integrate cross-functional workers through a teambuilding program, or for informing and training employees about new products and services. It also applies to specific occupational groups, for instance, programs for childcare workers in new procedures or to implement new legislation and, organizational development which encompasses the whole organization and may involve the introduction of a new culture or ways of operating. Robbins (1993) describes organizational development as, "A collection of planned change interventions, built on humanistic-democratic values that seek to improve organizational effectiveness and employee well-being."

Chalofky (1992) suggested that the core of the HRD profession should reflect what essentially HRD was in order to separate it from other professions. He said that this core should contain the philosophy, mission, concepts, theories, roles and competences of HRD. Arising from the research conducted on behalf of the American Society for Training and Development, McLagan and Suhadolnik (1989) identified eleven roles that indicate many of the dimensions carried out by HRD professionals. These are researcher, marketer, organizational change agent, needs analyst, program designer, HRD materials developer, instructor/facilitator, individual career development advisor, administrator and evaluator and HRD manager.

As one can deduct from the aforementioned discussion, human resource development managers in modern organizations must engage in a variety of activities to integrate individual, occupational and organizational prospects through staff training and development programs. Human resource development managers as in any organization, in technical and vocational colleges should focus on employees and organizational development through appropriate training and development programs to cope up with the fast changing work environment to minimize skill gaps of their employees. Traditional human resource training and development practices in government TVET colleges in Addis Ababa require appropriate roles that should be played by the HRD professionals.

2.5. Importance of Staff Training and Development

Staff training and development programs help remove performance deficiencies in employees. This is particularly true when the deficiency is caused by lack of ability rather than motivation to perform organizational activities. There is greater stability, flexibility, and capacity for growth in an organization. Training contributes to employee stability in at least two ways: they become efficient after undergoing training and efficient employees contribute to the development of the organization. Organizational development renders stability to the workforce. Training also makes the employees versatile in operations. Staff training and development benefits both an organization and its employees (Taylor & Lippt, 1975).

2.5.1. The Benefits of Training and Development to the Organization

Staff training and development leads to improved profitability and or more positive attitudes towards profit orientation, improves the job knowledge and skills at all levels of the organization and the morale of the workforce by identifying organizational goals. It also helps create a better corporate image and improves relationship between bosses and subordinate. Staff training and development also provides information for future needs in all areas of the organization and for effective decision-making and problem solving skills. Besides, it improves the productivity and quality of operations by creating appropriate climate for growth and communication within the organization (Taylor & Lippt, 1975).

2.5.2. The Benefits of Training and Development to the Employees

Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized, aids in encouraging and achieving self-development and self-confidence, helps employees handle stress, frustration and conflict, provides information for improving leadership, knowledge, communication skills and attitudes, increases employee job satisfaction and recognition, moves employees towards personal goals while improving interactive skills, and provides the trainees an avenue for growth in the future (Taylor & Lippt, 1975).

2.6. The Training and Development Process

Major adjustments in the external and internal environments necessitate corporate change. Once the need for change is recognized and the factors that influence intervention are considered, the process of determining training and development needs begins. Essentially, two basic questions must be asked regarding staff training and development programs: "What are the organization's training needs?" and "What do the organization want to accomplish through training and development efforts?" After stating the training and development objectives, management can determine the appropriate methods for accomplishing the programs. Various methods and media are available; the selection depends on the nature of the training and development goals. Naturally, training and development must be continuously evaluated to facilitate change and accomplish organizational objectives.

In a dynamic environment, it is especially important for firms to provide training initiatives that address several critical needs such as: to guide individual employees in planning and managing their careers, to help managers coach and mentor employees and to help managers and employees deal with change (Mondy & Noe, 1981).

2.6.1. Staff Training and Development Policy

Policies are general statements that guide actions and procedures in decision making. In a work context, a policy can be thought of as "an expression of intention" which gives general guidance for the conduct of affairs. Thus, an organization's policy for training and development establishes the broad framework for its training and development plan. The plan, in turn, expresses the organization's priority training interventions and the strategies to be followed during a given period of time (Harrison, 1997).

An organization's philosophy towards training and development of employees is reflected in its policy which governs the priorities, standard and scope of its training and development activities. All organizations should have a training and development policy; it may be explicit or implicit. Some training and development policies are the outcome of a planned human

resource management approach; others are reactive responses to the changing work environment. Some are written, others not; some are regarded as being semi-confidential; others are promulgated to all staff. Training and development policies could be formulated at national level or specific to certain organizations. The training and development policy of an organization usually includes range of policies dealing with human resources management. It sets out what the organization is prepared to do in terms of training and developing the staff (Harrison, 1997).

2.6.2. Establishing Training and Development Objectives

Clear and concise objectives must be formulated for training and development programs. Without this, designing meaningful training and development programs would not be possible. Worthwhile evaluation of training and development program's effectiveness would also be difficult without clear objectives. The objectives of staff training and development should give a clear sense of direction for both the organization and the workforce and it should attract employees' attention. It should also provide clarity about the task to be carried out and it should guide as a basis for planning action (Harrison, 1997).

The training and development objectives should be specific, measurable, achievable, relevant, time bounded, exciting and recorded. With these types of objectives, managers may determine whether a person has obtained the necessary knowledge from the training or not.

2.6.3. Organizational Change and Staff Training and Development

Change involves moving from one condition to another, and it affects individuals, groups, and entire organizations. All organizations experience change of some sort, and the rate at which change takes place is accelerating. The most prominent changes occurring today in organizations include the followings: Changes in organizational structure caused by mergers, acquisitions, rapid growth, and downsizing; changes in technology and the way people work, resulting largely from computerization, and diverse human resources training and development programs (Mondy & Noe, 1981).

Everyone is affected by change. As change agents, managers and staff specialists involved with training and development must understand the difficulties associated with change and the ways to reduce resistance to change. Because of the impact of change on the organization and its employees, change should be undertaken only when a real need for it exists. Of course, circumstances in the external or internal environments may make change desirable or even necessary. Basically, the impetus for change comes from a belief that the organization and its human resources can be more productive and successful after change occurs. However, if change is to be successfully implemented, it must be approached systematically. There may be a tendency for employees to feel, "We have always done it this way, so why argue with success?" However, a firm's past success guarantees neither future prosperity nor even survival (Mondy & Noe, 1981).

Reducing resistance to change is crucial to success. At times, this may be extremely difficult because it usually requires shifts in people's attitudes. However, if resistance can be reduced, or even eliminated, change can be implemented more effectively. Bringing about a change in attitude requires trust and respect between the people attempting to implement the change and the individuals affected by it (Mondy & Noe, 1981).

2.6.4. Levels of Training and Development Need Analysis (TNA)

To compete effectively, firms must keep their employees well trained. The question often asked is this: "What type of training is needed?" A study conducted by the Olsten Corporation found that for three levels of employees-management, support staff, and professional or technical employees; the skills most needed were basic computer, written communications, listening, and interpersonal communications. In today's highly competitive business environment, undertaking training programs simply because other firms are doing it is asking for trouble.

Training is designed to help the organization accomplish its objectives. Determining organizational training needs is the diagnostic phases of setting training objectives. Just as a patient must be examined before a physician can prescribe medication to deal with an ailment,

an organization or an individual employee must be studied before a course of action can be planned to make the employee function better. A systematic approach to addressing bona fide needs must be undertaken. Accordingly, three types of need analysis are often performed to determine an organization's training and development needs: organization, task and individual analyses (Boydell, 1993).

2.6.4.1. Organizational Analysis

In this context, organization analysis examines the entire firm to determine where training and development should be conducted. The firm's strategic goals and plans should be studied along with the results of human resource planning. This is the first way to diagnose training needs which considers the organization as a system. An important part of the company's strategic human resource planning is the identification of the knowledge, skills, and abilities that will be needed by employees in the future as both jobs and the organization change. Both internal and external forces that will influence the training of workers must be considered. The problems posed by the technical obsolescence of current employees and an insufficiently educated labor pool from which to draw new workers should be confronted before those training needs become critical.

Organizational wide analyses focuses on the overall affairs of the training need of an organization in light of its objectives, performance of the different categories of employees by identifying skill gaps and gross training needs of the organization. The starting point of training need analyses is the grand plan of the organization. For organizational analyses: documents study, annual plan, performance reports, customer survey, and interview with management members and key stakeholders could be employed.

Organizational analyses also can be done using various operational measures of organizational performance. On a continuing basis, detailed analyses of human resource data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed,

training objectives can be developed. Specific sources of information and operational measures for organizational-level needs analyses may include grievances, accident records, observations, exit interviews, complaints from customers, and quality control data (Boydell, 1993).

2.6.4.2. Occupational Analysis

The second way to diagnose training needs is through analyses of the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. Training needs can be identified by comparing the requirements of jobs with the knowledge, skills, and abilities of employees.

In conducting task analysis, two primary factors should be determined: importance and proficiency. Importance relates to the relevance of specific tasks and behaviors in a particular job and the frequency with which they are performed. Proficiency is the employee's competence in performing the assigned tasks. At this level, learning needs are expressed as the knowledge, skills and attitudes that are required to carryout specific duties within a job. Occupational level analyses consists of breaking down the job into component tasks, level of competence and listing the relevant skill and knowledge required to perform each task (Boydell, 1993).

2.6.4.3. Individual analysis

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances a good human resource information system can be used to help identify individuals who require training in specific areas. To assess training needs through performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training must be designed to help the employee overcome the weaknesses (Boydell, 1993).

Individual analysis deals with two questions: "Who needs to be trained?" and "What kind of training is needed?" The first step in a person analysis is to compare employee performance with established standards. If the person's work is acceptable, training may not be needed. Because of the need to reduce costs, some firms feel that "sheep-dip training"-in which all employees are trained whether they need it or not should be avoided. However, another school of thought is that no employee is exempt from the need for self improvement and professional development. Tests and role playing and use of assessment centers may also be helpful in conducting person analysis. The results of career planning programs may prove to be quite revealing as well (Boydell, 1993).

Although employee training needs are obviously an important first step in providing training and development programs, a recent study indicated that the Chief Executive Officer's (CEO's) vision and values were credited by eighty percent of the respondents as the most important factor influencing management development programs. The CEO's role was viewed as more critical than the firm's strategic plan, its operating needs, or its corporate culture (Boydell, 1993).

Another way to assess individual training needs is by asking employees. Both managerial and non-managerial employees can be surveyed, interviewed, and tested. The results can inform managers about what employees believe their problems are and what actions they recommend. A survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. Sources of information for individual survey may include questionnaires, job knowledge tools, skill tests, attitude surveys, records of critical incidents, data from assessment centers, and role playing results (Yekunoamlak 2009, 2nd modified version).

From the afore-stated statements, one can realize that all the three levels of training needs analyses are interrelated and the data collected from each level is critical to a thorough and effective training need assessment of an organization. Training managers, especially HRD

professionals have to make all the levels of training need analyses before conducting training activities.

2.6.5. Training and Development Methods

When a person is working on a car, some tools are more helpful than others for certain tasks. The same logic applies to various training and development methods. Some methods are more applicable to managers and professional and others to operative employees. The majority of training and development methods generally apply to all employees. Training and development methods are used both on and off the job. Often, learning at the same time they are performing jobs is not feasible for employees. Thus, although a large portion of training and development takes place on the job, many training and development programs occur away from the work setting (Mondy & Noe, 1981).

On-the-job training is an informal approach to staff training that permits employees to learn job tasks by actually performing them. It is the most commonly used approach to training and development. With on-the-job training, there is no problem for participants in latter transferring what they have learned to the task. Individuals may also be more highly motivated to learn because they see clearly that they are acquiring the knowledge they need to perform their jobs. At times, however, the emphasis on production may detract from the training process. The trainee may feel so much pressure to perform that learning is negatively affected. Firms should be selective about who provides on-the-job training. Often technical trainings are conducted inside organizations since they are usually skill based. The trainers can be either supervisors or peers. However, the main requirement is that they have a good work ethic and can correctly model desired behavior (Mathis, 1997).

Training in on-the-job locations tends to be viewed as being very applicable to the job, it saves the cost of sending employees away for training, and it often avoids the cost of outside trainers. However, trainees who are learning while working can incur costs in the form of lost customers and broken equipment, and they may get frustrated if matters do not go well (Mathis, 1997).

In contrast to on-the-job training, the major concerns with off-the-job training are cost and the application of what is learned to the work situation. These trainings are used away from the workplace. One major advantage of off-the-job training is that the trainer may convey a great deal of information in a relatively short period of time. The effectiveness of this method can be improved when groups are small enough to permit discussion, when the trainer is able to capture the imagination of the trainees, and when multimedia can be used in an appropriate manner (Mathis, 1997).

Training seminars, courses, and presentations can be used in both job related and developmental training. Lectures and discussions are the major parts of off-the-job training. The numerous management development courses offered by trade associations and educational institutions are examples of off-the-job training. It uses training techniques such as case discussions, films, videotapes and other electronic devices to enhance the learning experience (Mathis, 1997).

Regardless of whether programs are presented in-house or by an outside source, a number of training and development methods are used to impart information and skills to managers and operative employees. These methods are discussed as follow.

Coaching

Coaching is an on-the-job approach in which a manager provides instruction on a one-to-one basis. The trainee, in addition to having the opportunity to observe, is assigned significant tasks requiring decision making skills. The experiences provided must teach the individual to be flexible and adaptive and to have a broad perspective. These characteristics, along with the ability to value and use diversity, are essential in organizations. To be effective, coach counselor managers must have a thorough knowledge of the job and how it relates to the firm's goals. They should also have a strong desire to share information with the trainee and be willing to take the time which can be considerable for this endeavor. The relationship between the supervisor and subordinate must be based on mutual trust and confidence for this approach

to be effective. Every manager will not be a good candidate to serve as a coach. The basic problem is that many people who have become successful managers became so using skills that are different from the ones needed today. For this reason, some organizations are institutionalizing coaching as training and development method (Mondy & Noe, 1981).

Mentoring

Mentoring is an approach to training and development in which the trainee is given the opportunity to learn on a one-to-one basis from more experienced organizational members. The mentor is usually an older, experienced executive who serves as a host, friend, confidant, and advisor to a new firm member. The mentor can be located anywhere in the organization. The relationship may be formally planned or it may develop informally. There have even been suggestions that mentoring is necessary for an individual to make it to the top and that lack of it is the reason women and minorities have encountered the glass ceiling. For mentoring to work, the parties' interests must be compatible, and they must understand each other's personalities. Getting trainers and trainees together can obviously have advantages. In a mentoring relationship, this combination has the potential for positive results.

From the above discussion, one can deduct that coaching and mentoring are a one-to-one training approaches which creates a strong relationship between the trainee and trainer. The mentor is usually an older and experienced executive who serves as training advisor for an organization. Coaching and mentoring methods can be used to train few employees for special training purposes. These methods seem costly because they are based on individual training.

Business Games

Simulations that represent actual business situations are referred to as business games. These simulations attempt to duplicate selected factors in a particular situation, which are then manipulated by the participants. Business games involve two or more hypothetical organizations competing in a given product market. The participants are assigned roles, such as president, controller, and marketing department heads. They make decisions affecting price

levels, production volumes, and inventory levels. Their decisions are manipulated by a computer program, with the results simulating those of an actual business situation. Participants are able to see how their decisions affect other groups and vice versa (Mondy & Noe, 1981).

Case Study

The case study is a training method in which trainees solve simulated business problems. The individual is expected to study the information given in the case and make decisions based on the situation. If the trainee is provided a case involving an actual company, he or she is expected to make research on the firm to gain a better appreciation of its financial condition and business environment. Case study can provide stimulating discussions among participants, as well as excellent opportunities for individuals to defend their analytical and judgment abilities. It appears to be an ideal method to promote decision-making abilities within the constraints of limited data. Typically, the case study method is used in the classroom with an instructor who serves as a facilitator (Mondy & Noe, 1981).

Videotapes

The use of videotapes continues to be a popular training method. This method may be especially appealing to small businesses that cannot afford more expensive approaches. In addition, videotapes provide the flexibility that is designed by any firm. An illustration of the use of videotapes is provided by behavior modeling. Behavior modeling has long been a successful training approach that uses videotapes to illustrate effective interpersonal skills and to show how managers function in various situations. The trainees observe the model's actions. Behavior modeling has been used successfully to train supervisors in such tasks as conducting performance appraisal reviews, correcting unacceptable performance, delegating work, improving safety habits, handling discrimination complaints, overcoming resistance to change, orienting new employees, and mediating between individuals or groups in conflict (Mondy & Noe, 1981).

In- Basket Training

This method is a simulation in which the participants are given a number of business papers as memoranda, reports, and telephone messages that would typically cross a manager's or team leader's desk. The papers, presented in no particular order, call for actions ranging from urgent to routine handling. The participants are required to act on the information contained in these papers. In this method, the trainee assigns a priority to each particular situation before making the decisions called for by each one (Mondy & Noe, 1981).

Role Playing

Role playing generally focuses on emotional (mainly human relations) issues rather than actual ones. The essence of role playing is to create a realistic situation, as in case study, and then have the trainees assume the parts of specific personalities in the situation. In role playing, participants are required to respond to specific problems they may actually encounter in their jobs. Rather than hearing about how a problem might be handled or even discussing it, they learn by doing. Role playing is often used to train such skills as interviewing, grievance handling, performance appraisal, conference leadership, team problem solving, effective communication, and leadership style analysis (Mondy & Noe, 1981).

Vestibule Training

This method utilizes equipment which closely resembles the actual ones used on the job. However, training takes place away from the work environment. A special training area or room is set aside from the main production area and is equipped with furnishings similar to those found in the actual production area. The trainee is then permitted to learn under simulated conditions, without disrupting ongoing operations. A primary advantage of vestibule training is that it relieves the employees from the pressure of having to produce while learning. The emphasis is on learning the skills required by the job (Mondy & Noe, 1981).

Sensitivity Training

Sensitivity training method uses small number of trainees, usually fewer than twelve in a group. Trainees meet with a passive trainer and gain insight into their own and others behavior. The objectives of sensitivity training are to provide the participants with increased awareness on their own behavior and how others perceive them and increased understanding of groups' processes. The drawback of this method is that once the training is over the participants are themselves again and they resort to their old habits (Mondy & Noe, 1981).

Job Rotation

In job rotation, employees move from one job to another to broaden their experience. This breadth of knowledge is often needed for performing higher level tasks. Rotational training programs help new employees understand a variety of jobs and their interrelationships. Job rotation has much potential as a training and development method, but it also has some potential problems. The new hires may have such short assignments that they feel more like visitors in the development than a part of the workforce. Because they often do not develop a high level of proficiency, the new hires can lower the overall productivity of the work group. In addition, employees who observe or have to work with an individual rotating through their department may resent having to help a fast-track employee who may in time become their boss (Mondy & Noe, 1981).

Programmed Instruction

A training method that provides instruction without the intervention of an instructor is called programmed instruction. With this training method, information is broken down into small portions (frames). The learner reads each frame in sequence and responds to questions, receiving immediate feedback on response accurately. If the trainee responds correctly, he or she proceeds to the next portion, otherwise repeats the portion. The primary features of this approach are immediate reinforcement and the ability of trainee to proceed at their own pace. Programmed instruction material may be presented in a book or by more sophisticated means, such as computers.

The main drawback of this training method is considerably the cost of preparing books, manuals, and other machinery and equipments (Mondy & Noe, 1981).

Computer-Based Training

This method has the advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility of instruction. The increased speed of presentation and decreased dependence on an instructor are another advantages of this approach. It is an extension of the programmed instruction method. It may also utilize multimedia, which enhances training with audio, animation, graphics, and interactive video using the computer. Instruction can be provided either in a central location or a satellite office. In this method trainees are required to pass periodic safety examinations. Their computer-based testing system presents safety materials followed by tests. This method enables employees to take tests at their workstation terminals throughout the plant when it fits into their work schedule. On the downside, some trainees object to the absence of human facilitator in certain computer-based training programs. Another disadvantage is the cost of hardware and software.

Technology is revolutionizing the way training and development programs can be delivered. It allows human resources department to provide on-demand information that can be updated constantly and distributed nationally or globally. Computer-based training is clearly more than a fad. In fact, a vast majority of large organizations use computers in training their staff (Mondy & Noe, 1981).

Cyber Learning

As organizations move rapidly toward just-in-time (JIT) delivery of information, training and development professionals must have the expertise to develop strategies that optimize a firm's technological capabilities. Cyber learning is a term used to identify these high-tech training methods, some of which are discussed as follow (Mondy & Noe, 1981).

Training people for a high-tech world is a growing necessity. E-mail on the Internet may be used for distributing course materials and sharing information. Interactive training on the Internet and Intranets also permit trainees to take information on-line. Intranets, proprietary electronic networks, permit delivery of programs that have been developed specifically for an organization's training needs. Organizations may share a little of their intranet with outsiders but probably not all. Just-in-time (JIT) training becomes feasible with computers and the Internet or intranets (Mondy & Noe, 1981).

Training through Simulation

A simulator is any kind of equipment or technique that duplicates as nearly as possible the actual conditions encountered on the real job. Simulation then, is an attempt to create a realistic decision making environment for the trainee. It presents likely problem situations and decision alternatives to the trainee, for instance, activities of an organization may be simulated and the trainee may be asked to make a decision in support of the activities. The results of the decisions are reported back to the trainee with an explanation of what would have happened, had the activities actually been made in the workplace. The trainees learn from this feedback and improve their subsequent simulation and workplace decisions.

The advantage of simulation is the opportunity to create an environment similar to real situations on the workplace. The shortcomings of this method are the difficulty to duplicate the pressures and realities of actual decision making on the job and individuals often act differently in real-life situations than they do in acting out a simulated exercise (Mondy & Noe, 1981).

From the aforementioned statements, one can recognize that there are many types of training methods. The method to be applied in a training program depends on the situation and the scope of the training necessitated in the organization for the intended training program. Training programs could be facilitated by technological advances such as using Internet and e-training methods.

2.6.6. Implementing Training and Development Programs

A perfectly conceived training program can fail if management cannot convince the participants of its merits. Participants must believe that the program has value and will help them achieve their personal and professional goals besides organizational goals. The credibility of staff training and development may depend on a series of successful programs.

Implementing training and development programs is often difficult. One reason is that managers are typically action oriented and feel that they are too busy for training and development. According to one management development executive, "Most busy executives are too involved chopping down the proverbial tree to stop for the purpose of sharpening their axes." Another difficulty in program implementation is that qualified trainers must be available. In addition to possessing communication skills, the trainers must know the company's philosophy, its objectives, its formal and informal organization, and the goals of the training program. Training and development requires more creativity than perhaps any other human resource function (Mondy & Noe, 1981).

2.6.7. Evaluating and Monitoring Staff Training and Development Programs

Training and development programs must be monitored carefully, especially during its initial phases. Training implies change, which employees may resist vigorously. Others may sit back waiting, perhaps even hoping, that the program will fail. Participant feedback is vital at this stage because there may be bugs in any training and development program. The sooner these problems are resolved; the better will be the chances for the training and development programs to success.

Obviously, the credibility of training and development can be greatly enhanced if the tangible benefits to the organization from such programs can be shown. Thus, the training and development department must document its efforts and clearly show that it provides a valuable service. Organizations have taken several approaches for evaluating and monitoring staff training and development programs as discussed below.

2.6.7.1. Participants' Opinions

Evaluating training and development program by asking the participants' opinions of it is an inexpensive approach that provides a response and suggestions for improvements. However, obtaining feedback from participants after they have returned to their jobs is sometimes difficult. The emphasis is on getting information about skills transfer to the job. These responses are recorded and the results are stored in a database that is accessible to managers. This automated system has increased the use of evaluations, reduced data collection time, and provides a standard measure for evaluating the transfer of skills and behavior to the job (Mondy & Noe, 1981).

2.6.7.2. Extent of Learning

Some organizations administer tests to determine what the trainees in a training and development have learned. The pretest-posttest control group design is one evaluation procedure that may be used. In this procedure, the same test is used before and after training. It also calls for both a control group (which does not receive the training) and an experimental group (which does). Trainees are randomly assigned to each group. Differences in pretest and posttest results between the groups are then attributed to the training provided (Mondy & Noe, 1981).

2.6.7.3. Behavioral Change

Tests may indicate fairly accurately what trainees have learned, but they give little insight into whether the training leads participants to change their behavior. For instance, it is one thing for a manager to learn about motivational techniques but quite another matter for this manager to apply the new knowledge. Training should bring some sort of desired behavioral change (Mondy & Noe, 1981).

2.6.7.4. Accomplishment of Training and Development Objectives

Still another approach to evaluating training and development programs involves determining the extent to which stated objectives have been achieved. The problem here is that many

training programs dealing with broader topics are more difficult to evaluate. Therefore, training and development programs could be evaluated by monitoring whether the stated goals are achieved or not (Mondy & Noe, 1981).

2.6.7.5. Return on Staff Training and Development Investment

In return on investment evaluation, the training's monetary benefits are compared with its costs. The return on investment may be calculated by subtracting the costs from the total benefits of the training to produce the net benefits. Next, the net benefits of the training are divided by the costs incurred for the program. This is the task of making cost benefit analysis for the training program. A key factor is developing an approach that is acceptable to top management because training and development programs necessitate top management commitment (Mondy & Noe, 1981).

2.6.7.6. Benchmarking

Benchmarking uses exemplary practices of other organizations to evaluate and improve training and development programs. By some estimates, up to 70 percent of American firms engage in a type of benchmarking. Most of this effort involves monitoring and measuring a firm's internal processes, such as operations, and then comparing the data from similar organizations that excel in those areas. The use of benchmarking is expanding beyond core organization operations and is being used by training functions. Because training programs for individual firms are unique, the training measures should be broad. Benchmarking often raises questions such as about the cost of training, the ratio of training staff to employees, and whether new or more traditional delivery systems are to be employed in staff training and development programs. This information could then trigger the firm to follow up with interviews or site visits to determine whether that phenomenon represents the best practice (Mondy & Noe, 1981).

As training and development becomes more crucial to organizational success, determining model training practices and learning from them will become increasingly important. In

evaluating the training and development programs, managers should strive for proof that the program is effective. Although such proof may be difficult to establish, the effect of training on performance should at least be estimated to show whether the training achieved its desired purpose. In spite of problems associated with evaluation, human resource managers responsible for training and development must continue to strive for solid evidence of the training contributions in achieving organizational goals (Mondy & Noe, 1981).

From the above discussion, one can deduct that organizational aggregate annual plan should incorporate human resource training and development programs and appropriate monitoring and evaluation mechanisms should be devised. Public technical and vocational colleges in Addis Ababa are expected to have training benchmark for effective evaluation and monitoring of their training and development programs to compare their performance status with similar institutions in the regions.

2.7. Factors Influencing Training and Development

Obviously, change is one of the factors that impact training and development programs in organizations. Employee training and development is influenced by factors such as top management commitment, technological advances, organizational complexity, behavioral science knowledge and learning principles and performance of other human resource functions.

In addition, all managers should be committed to and involved in the training and development process. According to one prominent director of corporate management development, "The primary responsibility for training and development lies with line managers, from the president and chairperson of the board on down. Training and development merely provides the technical expertise." To ensure effective staff training and development programs, top managers must be convinced that there will be tangible payoff if resources are committed to these programs. Although training is not the only reason for Motorola's success, it is obviously an important factor. Individuals involved with training and development must know more than the topic to be presented in a training program. In addition to having a thorough understanding of their

organization, they must be aware of current behavioral science knowledge and basic learning principles. The purpose of training is to change employee behavior, and information must be learned if change is to occur (Mondy & Noe, 1981).

Most of these concepts clearly relate to the management and development of human resources. For example, behavior that is rewarded or reinforced is more likely to recur. As the security and success of most employees today lies in their level of knowledge and skills, the motivation to participate in and perform well in training and development programs should be easily obtained. Successful accomplishment of other human resource functions can also have a crucial impact on training and development programs. For instance, if recruitment and selection efforts attract marginally qualified workers, a more extensive training and development program will be needed to train entry-level workers. Training and development efforts may also be influenced by the firm's compensation package. Firms with competitive pay systems or progressive health and safety programs will find it easier to attract qualified workers. Reputations in these, and other human resource management areas may substantially influence the type of training and development required for their staff members.

2.8. Current Status of TVET staff Training and Development in Ethiopia

Traditionally, Technical and Vocational Education and Training (TVET) in Ethiopia has been fragmented and delivered by different providers at various qualification levels. Public TVET institutions under the education sector, concentrating on middle level technical training at post grade ten levels, are complemented by the employer-based in-house TVET schemes of public and private companies. There are indications that TVET lacks effectiveness and efficiency. The shortage of qualified and skilled instructors, especially in industrial disciplines represents the most severe obstacle to TVET development in Ethiopia. The quality of TVET instructors has suffered by low reputation of their profession and they are often unmotivated. Most of the existing TVET instructors lack practical skills, that is, they are not competent to provide TVET in accordance with the Ethiopian occupational standards. This is the result of training system that long emphasized theoretical knowledge disregarding the importance of practice skills and

appreciation of the world of work (National TVET strategy, 2008).

Special emphasis is given for developing systematic further education and training schemes to continuously upgrade the competencies of existing TVET instructors and support staff to facilitate life-long learning through training and developing programs. Further training will address the entire range of necessary competencies of TVET staff, through practical training, occupational theory and technological enhancement, as well as pedagogical, didactical and methodological competencies. Education is one of the crucial and core factors of TVET system in building middle level trained labor force in different disciplines based on skilled labor demand in the industrial and commercial sectors. Therefore, TVET responds to capacity building needs emerging in different sectors such as trade and industry, agriculture, health, and other social affairs in Addis Ababa administrative region (National TVET strategy, 2008).

Some of the guiding principles of TVET programs include demand-orientation, that is, the TVET has to respond to the skills needs and qualification requirements in the labor market. TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards improving employability in the labor market along with self-employment. The other principle is quality and relevance of the TVET training which strives for quality standards through training the staff and conducting occupational knowledge and skill assessment and certification. Flexibility to respond the changing occupational requirements and life-long learning are other guiding principles of the TVET system (National TVET strategy, 2008).

The overall objective of the national TVET strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy at middle level (National TVET strategy, 2008).

2.8.1. Government TVET Instructors Training and Development in Addis Ababa City Administration

Highly skilled; qualified, motivated, flexible and creative instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To increase the supply of instructors with relevant training and further training, TVET instructors training at higher education is currently strengthened and new programs are being developed. The previous qualifications structure for TVET teachers is revised and new Bachelor qualifications programs are introduced. The new qualifications are based on the professional standards of the engineering and other revised degree programs and combined with pedagogical, methodological and didactical modules. The new TVET staff training and development program emphasizes on strengthening practical competencies and the appreciation of practical work among TVET instructors. Repeated internships in industries during the training of TVET teachers should be applied by higher institutions (National TVET strategy, 2008).

Access to the TVET staff training profession is open to those from various educational and professional backgrounds. Generally; people with technical competencies and previous work experience are the preferred target group of TVET instructors' profession. Tailor-made preparatory and bridging courses should be offered by higher education institutions to allow different target groups to meet the entry requirements for degree level TVET instructor training, notably: graduates from the TVET system, preferably after some years of practical work experience, other skilled practitioners from the world of work are encouraged to join the TVET instructors' profession. Bridging courses for academic upgrading should be offered to ensure mobility with the higher education system. TVET academic staff should take and pass the Ethiopian occupational standard test as a precondition to become TVET instructors of the system. In order to improve the quality of TVET instructors, training and further training and capacity building programs for academic and non teaching staff should be offered. This includes the establishment of TVET research capacities and programs at the universities in order to cross-fertilize teaching and research in TVET centers (National TVET strategy, 2008).

2.8.2. Government TVET Support Staff Training and Development in Addis Ababa City Administration

Apart from building the competence of TVET instructors, the TVET system should invest sufficient resources and efforts into human resources training development among TVET administrative and management staff and those stakeholders involved as council and board members at different levels in the governance of TVET. Specific target groups for such human resource training and development include: members of TVET councils at Federal and State levels, administrative staff in TVET executive bodies, officers or TVET agency at Federal, State, Zonal and Woreda levels, moderators and facilitators of occupational standard setting panels and test items development panels, coordinators and head masters of TVET institutions, and members of TVET institution management and board of directors (National TVET strategy, 2008).

In the light of the considerations outlined above, a new organizational structure of the TVET system is established with autonomous TVET authorities at Federal and State levels and governed by TVET Councils. Since TVET is a cross cutting issue in capacity building interventions to all sectors, the Federal Agency set up as an autonomous organ with its own legal personality and reporting to an appropriate body. This enables TVET to harmonize a comprehensive and integrated staff training and development for government TVET colleges (National TVET strategy, 2008).

From the above discussion, one can deduct that the TVET reform envisaged requires competent and dedicated leadership and a strong management at all levels. The organizational set up of the TVET system must insure an effective and real influence of the various stakeholders to guarantee the system is steered with competence and drawing on the wide range of TVET expertise. Furthermore, to appropriately respond to the changing requirements of the society, it needs to provide for substantial operational flexibility that allows for interaction with the different sectors, organizations, and interest groups in the region through staff training and development programs. To this end, management capacity building training and development

must be provided to TVET colleges' management bodies and to other support staff thorough problem and need analyses.

From the aforementioned statements, one can also recognize that responsibility for TVET teaching staff training and development rests with TVET institutions themselves and higher education sectors in the Ministry of education. Appropriate oversight mechanisms should be designed to ensure a close coordination between the higher education institutions and TVET sectors in the planning and implementation of staff training and development programs. Furthermore, there should be appropriate mechanisms for monitoring and evaluation of staff training and development programs in public TVET colleges. The state TVET authorities, excellent TVET institutions and other concerned organizations should play a great role for staff training and development programs in government TVET colleges in Addis Ababa to attain TVET objectives.

CHAPTER THREE

3. Research Design and Method

This part of the research deals with method of research, sources of data, sampling techniques and sample size, data gathering tools, procedures of data collection, and methods of data analysis.

3.1. Method of Research

According to Srinivas (2008), the research method employed is determined by the purpose of the research. As mentioned earlier, the main purpose of this study is to assess the status of staff training and development practices in selected government TVET Colleges in Addis Ababa City Administration. Descriptive survey method was employed in this study with the assumption that it is convenient for the researcher to reveal the problems of staff training and development in selected government TVET Colleges in Addis Ababa. The descriptive survey method is selected for this study on the ground that it helps in obtaining relevant information about the existing staff training and development problems in the region. It is also assumed that this method could assess the major constraints that adversely affect the design and implementation of staff training and development programs in the government TVET colleges of Addis Ababa.

3.2. Sources of Data

The data for this research study was gathered both from primary and secondary sources. Accordingly, the primary data was collected from staff members of selected TVET colleges (Addis Ababa Tegbareid TVET, Nifas Silk TVET, General Wingate TVET, and Misrak TVET) of Addis Ababa City Administration which includes instructors, section heads, college deans and other non-teaching staff members. Besides, TVET Agency in the Ministry of Education and Addis Ababa TVET Agency directors were the primary sources of this study. Secondary data was obtained from annual TVET reports, vocational educational abstracts, journals, books, TVET policies and strategies and, related document analysis.

3.3. Sampling Techniques and Sample Size

As said by Bowerman & O'Connell (2003), if information obtained from the sample is required accurate mirror of the population under study, the sample should be randomly selected. The target groups; instructors and supporting staff were selected by stratified method followed by random sampling technique. According to Koul (1996), if the number of samples selected from each stratum is proportional to the total number of units in the strata, the efficiency of simple random sampling increases.

Hence, Stratified sampling method was used to select sample public TVET colleges from Addis Ababa Sub Cities (ten in number) in such a manner that the samples could represent each stratum in proportion to its size in the population. Stratification factor, the TVET colleges' location was used since government TVET colleges in the region are found in the Sub-Cities of the region. The stratified random sampling method was used to give equal chance for each member of the population under study.

Thus, using the above procedure out of the total number of population of 600 staff members in the respective TVET colleges, 30% of the population, that is, a sample of 180 respondents (120 from teaching staff, two third of 30% sample and 60 from the support staff, which is one third of 30% sample) were drawn randomly from the selected government TVET colleges, that is, from Addis Ababa Tegnare-id, Entoto TVET, Misrak TVET, and General Wingate TVET colleges of Addis Ababa. Besides, purposive sampling technique was used in selecting the deans of the colleges for this study to get first hand relevant data and guided interview was conducted with two of TVET agency higher officials in Addis Ababa and with TVET Agency representative in the Ministry of Education.

Table 3.3.1 Population Size of Selected TVET Colleges.

S/n	Sample TVET Colleges	Instructors			Administrative Staff			Grand Total
		M	F	Total	M	F	Total	
1.	A.A. Tegbareid TVET	95	25	120	25	40	65	
2.	General Wingate TVET	84	20	104	15	35	50	
3.	Misrak TVET	85	15	100	10	25	35	
4.	Nifas Silk TVET	80	16	96	12	18	30	
Total		344	76	420	62	118	180	600

Source: From human resources offices of the colleges.

Table 3.3.2 Sample Size of Respondents

S/n	Sample TVET Colleges	Instructors			Administrative Staff			Grand Total
		M	F	Total	M	F	Total	
1.	A.A. Tegbareid TVET	27	7	34	8	13	21	
2.	General Wingate TVET	24	6	30	5	12	17	
3.	Misrak TVET	24	4	28	3	8	11	
4.	Nifas Silk TVET	23	5	28	4	7	11	
Total		98	22	120	20	40	60	180

Source: From the survey study

To determine the sample size by strata from each sample college, the student researcher used the following formula: (Abebayehu.etal.1999:108)

$$n^k = \frac{N^k * n}{N}$$

where, n^k - Sample size of k^{th} strata,
 N^k - Population of the k^{th} strata
 N - Total population size
 n - Total sample size

3.4. Instruments of Data Collection (Data Gathering Tools)

In order to obtain information that is pertinent to the subjects of the study, three basic data gathering tools namely; survey questionnaires, interviews and document analysis were used. Both close-ended and open-ended questionnaires were employed in gathering data from selected TVET instructors and support staff members. Guided interview questions were conducted with deans, TVET Agency directors, and TVET Agency higher official in the MoE to triangulate the data obtained from TVET staff members. Relevant document analysis was also used in getting data for this study.

Questionnaire was favored in this study because it enabled the researcher to secure data from relatively large number of population at a time and for its nature that allows the informants to express their idea and opinion freely. Guided interview was favored to get additional information especially from top management's view in relation to the problem under study. It was used purposively in order to triangulate the data obtained from TVET staff members (instructors and support staff). Document analysis was used in order to enrich the data obtained through other instruments and to solicit information that cannot be obtained through such tools.

3.5. Procedures of Data Collection

The data gathering tools were designed on the basis of review of related literature. The questionnaires and interview questions were developed and analyzed in line with the basic questions of the study. The questionnaire was translated into Amharic in fear of English language problem for some support staff respondents in government TVET colleges of Addis Ababa. This is attached with documents of this study.

In order to maintain the validity and reliability of the questionnaires, pilot test was made in one of government TVET colleges in Addis Ababa, at Entoto TVET College and examined by educational expert in order to check errors related to language, ideas, contents, and other grammatical errors. Based on the feedback from pilot test, the necessary corrections were made and restated as required. Moreover, reliability test was made and the result was 0.75. Then the

final adjusted questionnaires were distributed to the target groups of the study. During questionnaire and interview administration, the student researcher made clear the objectives of the study to the respondents in order to avoid any confusion and the time convenience of the respondents and interviewees was considered so as to maximize the rate of return from the questionnaires and the interview questions.

3.6. Methods of Data Analysis

The data collected from the population representative sample was analyzed using percentages and frequency distribution rating scale. The Likert scale and Chi-Square Test for Goodness of Fit was used to identify the magnitude of the relationships among opinions of the respondents and the statistical tool, Ms- SPSS (Statistical Package for Social Sciences) was employed to analyze the collected data.

CHAPTER FOUR

4. Presentation, Analysis, and Interpretation of Data

This chapter deals with presentation, analysis, and interpretation of the data collected through questionnaires from TVET instructors and support staff and interviews conducted with TVET deans, Addis Ababa TVET Agency representatives, and TVET representative in the MoE. It also deals with relevant document analysis from selected TVET colleges in the region.

For this study a total of 180 copies of questionnaire (120 for TVET instructors and 60 for TVET support staff) were distributed to respondents drawn from the selected TVET colleges. Out of the total distributed questionnaires, 160 (88.89%) were filled in and returned. Moreover, interview was conducted with Addis Ababa TVET Agency representatives and with TVET representative in the MoE. The collected data were analyzed and interpreted by the student researcher.

As one can recognize from table 4.1, most of the instructors in the TVET Colleges in Addis Ababa City Administration were males (85.71%) compared with the number of female instructors which constitute only (14.29%). Response from the interview conducted with sample TVET deans indicated that females were not encouraged to join technical and vocational education in the higher education of Ethiopia for technical and vocational instructor career positions. There were also attitudinal and cultural problems in perception towards vocational education in the society in general. That was why the number of female instructors in colleges was by far less than that of male instructors as replied by sample deans of TVET Colleges in Addis Ababa Administration.

Regarding to the ages of the respondents, considerable number of them 45 (42.86%) were between 30-40 years of old. This indicates that TVET Colleges in Addis Ababa comprise many young instructors to implement TVET strategies and programs in the city. The table 4.1 also shows that 25.71% of the respondents in the sample data were in the ages between 41 and 50 years and 19.05% were less than 29 years of old while 12.38% of them were above 51 years old.

4.1. Characteristics of TVET Instructors

Table 4.1 Sex, age, academic level, academic rank, and teaching experience in TVET Colleges by number and percentage.

s/n	Variables	Characteristic Categories	Respondents	
			No	%
1.	Sex	a. Male	90	85.71
		b. Female	15	14.29
		Total	105	100.00
2.	Age	a. Less than 29	20	19.05
		b. 30-40	45	42.86
		c. 41-50	27	25.71
		d. above 51	13	12.38
		Total	105	100.00
3.	Academic Level	a. MA/MSc	18	17.14
		b. .BA/BSc	82	78.10
		c. Diploma	5	4.76
		Total	105	100.00
4.	Academic Rank	a. Graduate Assistant I	10	9.52
		b. Graduate Assistant II	30	28.57
		c. Assistant Lecturer	50	7.62
		d. Lecturer	15	14.29
		Total	105	100.00
5.	Work experience in TVET College (in year)	a.1-2	25	23.81
		b.3-5	40	38.10
		c.6-10	25	23.81
		d. Above 10	15	14.28
		Total	105	100.00

Source: From the survey study

As to the academic level of the respondents, most of them 82 (78.10%) were BA/BSc holders, 18 (17.14%) and 5(4.76%) were second degree (“A” Level instructors) and diploma (“C” Level instructors) respectively. This indicates that there are many “B” Level instructors (first degree holders) in the TVET Colleges. This implies that government TVET Colleges in the region lacks adequate number of second degree holders to launch degree programs to develop the colleges. The study revealed that there is a need for training and developing TVET trainers at each academic level.

Regarding to the academic rank of the respondents, most of them 50 (47.62%) were Assistant Lecturers in the sample data of the TVET Colleges of the region. The table also depicts that 40% of the instructors were Assistant Graduate I and Assistant Graduate II while the remaining 14.29% were Lecturers in the sample data obtained from the colleges.

The teaching/training experiences of the instructors in the TVET Colleges as indicated in the above table were, 14.28% of them had above 10 years, more than half (61.91%) of the respondents had one to five years teaching/training experience and the remaining 23.81% had six to ten years of training experience in the TVET institutions. This implies that considerable number of trainers in the region is less experienced which need training for their career development.

As shown in table 4.2, more than half (56.34%) of the support staff in the sample data of government TVET Colleges in Addis Ababa were female workers and considerable number of (45.45%) the support staff members were between 41 to 50 years old. Regarding to the academic level of the support staff, about half (50.91%) of the respondents had diploma in different professions such as accounting, secretary, purchasing, information technology, and so forth. The table also depicts that 18.18% of the respondents had first degree and 18.18% of them had 10+2 certificate and the remaining 12.73% were grade 12 complete and below grade 12.

4.2. Characteristics of Respondents (TVET Support Staff)

Table 4.2 Sex, age, academic level, work experience in TVET Colleges, and current job position by number and percentage.

S/n	Variables	Characteristic Categories	Respondents	
			No	%
1.	Sex	a. Male	24	43.64
		b. Female	31	56.34
		Total	55	100.00
2.	Age (in year)	a. Less than 29	10	18.18
		b. 30-40	15	27.27
		c. 41-50	25	45.45
		d. above 51	5	9.10
		Total	55	100.00
3.	Academic Level	a. MA/MSc	0	0
		b. BA	10	18.18
		c. Diploma	28	50.91
		d. Certificate(10+2)	10	18.18
		e. Grade 12 and below	7	12.73
		Total	55	100.00
4.	Current job position	a. Administrator	20	36.35
		b. Accountant	15	27.27
		c. Librarian	5	9.10
		d. Registrar officer	10	18.18
		e. General Service	5	9.10
		Total	55	100.00
5.	Work experience in TVET College (in	a.. 1-2	5	9.10
		b. 3-5	10	18.18
		c. 6-10	15	27.27
		d. Above 10	25	45.45
		Total	55	100.00

Source: From the survey study

The current job positions of the non-teaching staff in the sample data included were administrators (36.35%) , accountants (27.27%), (librarians 9.10%), registrar officers and general service workers, 18.8% and 9.10% respectively. Regarding to the work experience of the support staff in the sample data of the TVET colleges, 45.45% of the respondents had above 10 years of work experience in their respective qualifications. One can also recognize that 27.28% of the respondents had one up to five years of work experience and the remaining 27.27% of the support staff respondent had six up to ten years of current job related work experience.

4.3. General Information Regarding to Staff Training and Development Practices

Based on the data obtained from respondents from sample instructors and support staff of the TVET colleges, the following data were processed and analyzed in getting relevant information about the general practices of staff training and development in the colleges.

In today's dynamic environment, organizations should have strong employee training and development department in their organizational structure that can update employees to current job knowledge and skill requirements. This holds true in government TVET colleges in Addis Ababa region since they are the source of skilled manpower for the labor market.

There is no training and development section in all of the sample colleges in Addis Ababa as replied by the respondents from the questionnaires. This fact is supported by the deans of the respective colleges during interview; all the deans said that there is no training and development section in their colleges. This indicates that much attention is not given for staff training and development programs in the government TVET colleges in Addis Ababa City Administration.

Table 4.3 revealed that only 15.63% of the respondents attended short- term or long-term training programs in the last three years in the government TVET colleges in the region because of lack of budget (18.52%), less emphasis given to training and development by top management (37.04%), and absence of training planning (44.44%) as replied by the respondents of the study. Most of the respondents (60%) replied that the training offered was not relevant to their job positions. This shows

a statistical significant associated with change ($\chi^2=3.61$, $X_G=2.39$) for sample TVET instructors in government colleges and ($\chi^2=3.43$, $X_G=2.22$) for the support staff of the colleges.

Table 4.3. General Information Regarding to Staff Training and Development Practices

S/n	Items	Respondents		Rank order
		No	%	
1.	Is there employee training and development section in your college?	0	0.00	2
	a. Yes	160	100.00	1
	b. No	160	100.00	
	Total			
2.	Have you attended any short/long term training and development for the last three years?	25	15.63	2
	a. Yes	135	84.37	1
	b. No	160	100.00	
	Total			
3.	If your response for item number 2 above is "Yes", how many times you attended?	15	60.00	1
	a. Once	5	20.00	2
	b. Twice	5	20.00	2
	c. More than	25	100.00	
	Total			
4.	If your response for item number 2 above is "Yes", was the training relevant to your position?	10	40.00	2
	a. Yes	15	60.00	1
	b. No	25	100.00	
	Total			
5.	If your response for item number 2 above is "No", what was the reason(s)?	25	18.52	3
	a. lack of budget	50	37.04	2
	b. less emphasis by management	60	44.44	1
	c. absence of training plan	135	100.00	
	Total			
6.	Is there training and development coordinator in your college?	20	12.50	2
	a. Yes	140	87.50	1
	b. No	160	100.00	
	Total			
7.	If your response for item number 6 above is "No", who facilitates training and development programs?	40	28.57	2
	a. General administration	30	21.43	3
	b. Personnel manager	70	50.00	1
	c. By committee	140	100.00	
	Total			
8.	Did the trainers in your college use all the available resources (for instance, machines) for training?	120	75.00	1
	a. Yes	40	25.00	2
	b. No	160	100.00	
	Total			
9.	If your response for item number 8 above is "No", what is (are) the reason(s)?	12	30.00	1
	a. due to skill gap	2	5.00	3
	b. lack of commitment by trainers	26	65	2
	c. lack of commitment by top management	40	100.00	
	Total			

Based on the data obtained, 25% of the respondents replied that trainers in the government TVET colleges do not use all the available resources (for instance the machines) for training due to skill gap (30%) and lack of commitment by trainers which constitute 5% of the respondents and lack of top management commitment for staff training and development (65%) as replied by respondents. This fact is also supported by the TVET deans who said that the latest technological training machines and equipments need intensive training and development for instructors to use them for training in the TVET colleges as replied during interview.

The support staff in government TVET colleges in Addis Ababa is not given due attention regarding to training and development programs as replied by the Addis Ababa TVET Agency director during interview, even though this part of the TVET staff is as equally important as the teaching staff for the full implementation of the TVET strategies in the region.

The study also revealed only 12.5% of the sample colleges in the region had employee training and development co-coordinator /facilitator; hence this sub task of the human resource management function was being performed by general administrators and staff committee members as replied by the respondents.

The aforementioned statements imply that there is a skill gap in government TVET colleges in the region. Therefore, emphasis should be given to staff training and development programs by respective government bodies such as TVET college management, Addis Ababa TVET Agency, and by the TVET Agency representative in the Ministry of Education.

As shown by table 4.4.1, more than half (62.5%) of the respondents agreed that the practice of staff training and development in government TVET colleges did not bring changes in the colleges. The interview conducted with TVET Agency representative in the Ministry of Education also revealed that government TVET colleges in Addis Ababa need attitudinal and functional changes for their staff members to develop the colleges and abreast with technological advancements. The interviewee also added that training and development function plays a great role in developing the human resources of the TVET colleges as well as the institutions.

4.4. Discussions Related to the Basic Questions of the Study.

4.4.1 Extent of Staff Training and Development Contribution towards colleges' development and employees' development for the last three years (2000-2002 E.C).

Table 4.4.1 Frequency Distribution of respondents' data regarding to employee training and development contribution towards organizational and employees' development.

S/n	Items	Respondents										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1.	Training and development has incorporated in strategic plan.	10	6.25	5	3.13	20	12.50	125	78.13	0	0.00	160	100.00
2.	Training and development enhanced college development.	10	6.25	10	6.25	0	0.00	100	62.50	40	25.00	160	100.00
3.	Employees perform better after training and development.	5	3.13	10	6.25	0	0.00	110	68.75	35	21.88	160	100.00
4.	Training and development has brought organizational change.	5	3.13	5	3.13	0	0.00	100	62.50	50	31.25	160	100.00
5.	Training and development is used for career development.	10	6.25	10	6.25	30	18.75	80	50.00	30	18.75	160	100.00
6.	Training and development had employees growth orientation.	5	3.13	5	3.13	0	0.00	100	62.55	50	31.25	160	100.00
7.	Training and development was related with career development	20	12.5	40	25.00	10	6.25	80	50.00	10	6.25	160	100.00

Key: 5- Strongly agree, 4- Agree, 3- Undecided, 2- Disagree, 1- Strongly disagree

According to the response obtained from respondents of sample data most of (78.13%) government TVET colleges in Addis Ababa did not include staff training and development programs in their strategic plan and more than half (62.5%) of the respondents agreed that employee training and development did not enhance the development of government TVET colleges in the city. Government TVET colleges in the region did not succeed after training and developing their staff

members as 68.75% of the respondents replied that employees did not perform better after training and development. This fact is supported by the Addis Ababa TVET Agency Director during the interview by stating that even though training and development is given for the staff members of the colleges, there was no significant change in TVET performance in producing qualified competent workforce that matches the world of work.

Employee training and development should focus on career development and growth orientation for staff members of the organization. It should have dual purpose; organizational development and employees' development. The study, however, revealed that more than half (68.75%) of the respondents disagreed that employee training and development in government TVET colleges had career development and employee growth orientation in the region for the last three years. Therefore, it was difficult to judge that staff training and development in government TVET colleges had related with employee career development since more than half (56.25%) of the respondents agreed employee training and development was not directed at staff career development. The data analysis also indicated that staff training and development contribution towards institution development in the colleges to have statistically associated with ($\chi^2=9.01$, $X_G=6.24$) and ($\chi^2=9.21$, $X_G=5.88$) for instructors and support staff respectively. This implies that staff training and development in the region did not enhance for institutional development.

It is obvious that staff training and development should address both organizational development and employee career development by updating employees to cope up with new technological advancements for organizational effectiveness. Organizations transform from the previous state to new processes and technologies both in size and complexity through employee training and development activities. Individuals in the organizations also develop their careers though training and development. Hence, training and development interventions in organizations should focus on achieving both organizational and employee goals.

Table 4.4.2 Major Problems encountered during Staff Training and Development in Government TVET Colleges in Addis Ababa (since 2000 E.C.)

SS/n	Items	Respondents										Total	
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Top management committed For staff training	5	3.13	10	6.25	0	0.00	100	62.50	45	28.13	160	100.00
2.	Absence of training need assessment	120	75.00	20	12.50	0	0.00	10	6.25	10	6.25	160	100.00
3.	There was clear training and development policy.	4	2.50	10	6.25	0	0.00	110	68.75	36	22.50	160	100.00
4.	Transparency during employee selection for training	7	4.38	5	3.13	0	0.00	100	62.50	48	30.00	160	100.00
5.	No training and development planning	10	6.25	10	6.25	30	18.75	80	50.00	30	18.75	160	100.00
6.	Lack of training resources	5	3.13	5	3.13	0	0.00	10	6.25	50	31.25	160	100.00
7.	Less attention is given for support staff	20	12.50	40	25.00	10	6.25	80	50.00	10	6.25	160	100.00

Key: 5=Strongly Agree, 4= Disagree, 3=Undecided, 2= Disagree, 1= Strongly Disagree

Source: From the survey study

In any organization, top managers play a great role for effective training and development program since they allocate resources and make decisions on major activities of the organization. Hence, top management should commit for effective training and development programs in educational institutions. However, the study revealed that top managers in government TVET colleges in the region were not committed for staff training and development programs as replied by 90.63% of the respondents in the sample data. Most of the respondents (87.5%) agreed that there was no training need assessment in the colleges.

Most of the respondents (91.25%) in the sample data agreed that government TVET college lack clear employee training and development policy which shows a statistical significant associated with ($\chi^2=9.38$, $X_G =5.44$) for instructors and ($\chi^2=9.01$, $X_G =5.12$) for the support staff. Also 92.5% of the respondents agreed that government TVET colleges were not transparent in selecting employees for training and development programs. More than half (68.75%) of the respondents agreed that the colleges did not include training and development plan in their annual plans. Besides, 93.8% of the respondents disclosed that training and development was impeded by lack of training resources such as poor allocation of budget, training facilities, and training specialists. Data analysis of this study also revealed that less attention was given for the support staff of TVET colleges regarding to training and development programs as indicated by 66.25% of the respondents.

Generally, employee training and development in government TVET colleges in Addis Ababa was impeded by factors such as lack of commitment by top management, absence of transparency during employee selection for training and developing , lack of training resources, and absence of training and development plans in the short-term and strategic plans of the colleges.

Data analysis of table 4.4.3 indicated that all sample colleges did not attempt to develop employee training and development section. All respondents replied that government TVET colleges in Addis Ababa did not assign qualified training and development personnel. Most of the respondents (93.75%) replied that the effort made by the colleges to incorporate staff training and development in their annual plan and to allocate sufficient resources for staff training and development was very low. The Chi-Square Test revealed that the effort made to alleviate employee training and development problems in the region was very low, statistically associated with ($\chi^2 = 9.28$, $X_G =4.32$ and $\chi^2 =9.34$, $X_G =4.88$) for instructors and the support staff respectively. This fact implies that TVET managers in the region did not emphasis on staff training and development programs. This hindered the development of the TVET Colleges and their employees.

Table 4.4.3 Efforts made by TVET Colleges to alleviate Employee Training and Development problems.

S/n	Attempts made to	Respondents										Total	
		5		4		3		2		1		No	%
		No	%	No	%	No	%	No	%	No	%		
1.	develop staff training and development sect	0	0	0	0	0	0	20	12.5	140	87.5	160	100.00
2.	assign employee training and development personnel	0	0	0	0	0	0	60	37.5	100	62.5	160	100.00
3.	incorporate employee training and develop plan	0	0	0	0	10	6.25	30	18.75	120	75	160	100.00
4.	allocate sufficient resources for training and development programs	0	0	0	0	0	0	40	25.0	120	75	160	100.00
5.	analyze training and development needs	0	0	0	0	10	6.25	80	50.0	70	43.75	160	100.00
6.	update employees to current work situation	0	0	0	0	5	3.13	75	46.88	80	50.0	160	100.00

Key: 5= Very high, 4=High, 3= Medium, 2= Low, 1= Very low

Regarding to training and development need analysis, most of (93.75%) the respondents said that the effort made by the colleges was very low. Besides, government TVET colleges in the region did not make effort to update the employees for the current work situation as replied by the respondents of the sample data.

Training and development is an ongoing process in any organization used to perform duties effectively and efficiently. It is essential to help develop skills and also update the knowledge of employees. In today's dynamic work environment, training and development is not only an activity that is desirable, but also it is a must for organizations to maintain a viable and knowledgeable workforce.

in the TVET colleges in the region which is associated statistically with ($\chi^2 = 3.56$, $X_G = 2.86$ and $\chi^2 = 3.61$, $X_G = 2.55$) for instructors and support staff respectively. From this fact, one can deduct that TVET colleges in the region did not make continuous evaluation to get feedback from employee training and development programs.

Employee training and development should be evaluated during training and after training and development. However, most of the respondents (93.75%) replied that there were no monitoring and evaluation mechanisms for training and development programs. In the survey made, TVET colleges in the region did not have the practice of monitoring and evaluating employee training and development during and after the programs. Most of the respondents (84.38%) agreed that the colleges did not discuss and receive feedback from the participants of the training and development programs.

Generally, the overall practice of employee training and development in government TVET College in Addis Ababa was not satisfactorily for the last three years as replied by most of the respondents (81.25%) from the sample data. This indicates that TVET colleges in the region should give due attention for employee training and development function to update their workforce with rapid changing skill and knowledge requirements for sustainable economic development of this country.

CHAPTER FIVE

5. Findings, Conclusions and Recommendations

This chapter summarizes the major findings of the study analysis, the conclusions; based on the findings and pertinent recommendations of the study.

The purpose of this study was to identify the major problems encountered in staff training and development of four selected government TVET Colleges in Addis Ababa Administrative Region (Addis Ababa Tegbareid TVET, General Wingate TVET, Misrak TVET, and Nifas Silk TVET colleges) over the last three years (2000-2002 E.C) and to suggest possible alternative solutions and recommendations based on the findings of the study.

The general objectives of the study were as follow:

- To examine the general situation of the current staff training and development practices and problems in the selected government TVET Colleges in Addis Ababa City Administration.
- To investigate staff training and development factors in the public TVET Colleges in the city.

Thus, this study was conducted with the intention of attempting to answer the following basic questions.

1. To what extent are staff training and development programs integrated with organizational development and staff career development in public TVET Colleges in Addis Ababa?
2. What are the major factors that influence effective and efficient staff training and development in the public TVET Colleges of Addis Ababa ?
3. What efforts could public TVET Colleges in Addis Ababa exert in alleviating training and development problems?
4. What mechanisms are used by government TVET Colleges to monitor and evaluate employee training and development programs?

Descriptive survey method was employed to conduct the study. Questionnaires, interviews, and document analysis were used as data gathering tools.

5.1. Major Findings of the Study

Based on the analysis of the study, the following findings were identified.

5.1.1. Employee Training and Development in Government TVET Colleges in Addis Ababa did not enhance Colleges' and Employees' Development.

It is obvious that staff training and development should address both organizational development and employee career development by updating employees to cope up with new technological advancements for organizational effectiveness. Organizations transform from the previous state to new processes and technologies both in size and complexity through employee training and development activities. Individuals in the organizations also develop their careers through training and development. Hence, training and development interventions in organizations should focus on achieving both organizational and employee goals.

Harris and DeSimone (1994) state that those programs that are designed to develop people in organizations should be integrated to long-term plans and strategies of the organization. In relation to this, Gomez et al. (1995) state that the training and development programs offered should meet the development needs of both the organization and the employees, otherwise it will become futile exercise, source of frustration and wastage of resources which does not contribute to the development of employees and organizational goal achievement.

The data analysis in the study indicated that government TVET colleges in the region did not incorporate staff training and development issues in either in their strategic plans or annual institutional plans. Staff training and development was not related with career development of the employees. It was found that training and development offered could not enhance the colleges' development and employees' development. The study also revealed that staff training and development in government TVET colleges in the region could not contribute for the success of organizational and individual goals as confirmed by 91.25 % of the respondents.

5.1.2. Government TVET Colleges' Management did not give due attention for Staff training and Development Programs.

Employee training and development is an ongoing process in any organization used to perform duties effectively and efficiently. It is essential to help develop skills and knowledge that fits for the world of work (Randall S. Schuler, 1998).

It was found that top managers of TVET Colleges were not committed for employee training and development programs. Particularly, the support staff of government TVET College was adversely influenced as regard to training and development programs. The study also revealed that TVET colleges had no clear training policy that could be used for staff training and development purpose. Lack of transparency, absence of training need analysis and poor allocation training and development resources were among the major findings of the study.

The study also found that TVET colleges had no training and development section and the related qualified human resource managers to facilitate employee training and development activities replied by 100% of the respondents of the sample data. As a result, there were indications that some TVET trainers and support staff members had some sort of skill gap to run the machines and the equipments especially in the technical disciplines.

Generally, employee training and development in government TVET colleges in Addis Ababa was impeded by factors such as lack of commitment by top management, absence of transparency during employee selection for training and developing , and lack of training resources, training and absence of training and development plans in the short-term and strategic plans of the colleges. It was found that government TVET colleges in the region did not attempt to alleviate problems that hinder staff training and development programs.

5.1.3. Government TVET Colleges in Addis Ababa lack appropriate Mechanisms for Monitoring and Evaluation of Staff Training and Development Programs.

Training and development evaluation is needed for various reasons. According to Kenney et al. (1979) the major reasons for conducting training and development evaluation are: it enables the effectiveness of an investment in training and development to be appraised, provides feedback about trainees and training method and so can aid learning while doing the program, it indicates the extent to which objectives have been met and the results of evaluation can be used to improve subsequent training programs, and provides data which can justify cost benefit analysis of training and development programs.

It was found that government TVET colleges in the region did not maintain records of staff training and development programs. There were no staff training and development human resources professionals in all sample colleges in the region. This fact adversely influences the monitoring and evaluation aspects of employee training and development. Consequently, government TVET colleges in the region could not evaluate employee training and development programs. The study also found that the colleges had no a standard to evaluate the effectiveness of staff training and development programs.

The study also indicated that there were no responsible human resources specialists who discuss and receive feedback from prospective staff trainees after training and development programs. Therefore, the overall practice of monitoring and evaluation of staff training and development in government TVET colleges in the region was very low.

5.2 Conclusions

After thorough analysis of the study based on the basic research questions and summary of the findings the following conclusions were drawn from the study.

Employee training and development is any attempt to improve current or future performance by increasing employees' ability to do jobs. The need for training and development can arise for many reasons. Job applicants with insufficient skills may be hired; technological changes that result in new job skills can occur; or organizations can redesign jobs based on new concepts.

Thus, training and development programs need to be designed in a systematic, realistic, and logical ways with complete understanding of training and development needs of the organization and the employees to bring the desired results. It helps the organization to grow, adapt to economical, social, political, and technological developments. Moreover, training and development is crucial to employees' personal growth in enlarging their capacity to successfully handle greater responsibilities and foster greater satisfaction to employers and managers of an organization.

The overall objective of Technical and Vocational Educational Training (TVET) in Ethiopia is to produce skilled and competent workforce for the labor market at middle level. Staff training and development policies have greater importance in providing guidance, direction and frame work to design and implement training and development programs. However, the findings of the study revealed that there was no training and development policy in the government TVET colleges in the region. Besides, the colleges did not have staff training and development plans.

Conducting training and development needs assessment is an essential process which helps to identify performance gap and to determine whether training and development programs are the most cost effective solutions for the organizations. It is obvious that conducting training and development programs without making need assessment would have a risk of overcrowding, missing the desired target and wasting the limited resources (Brown, 2002).

However, the findings of the study indicated that there were no practice of assessing employee training and development needs in all government TVET colleges in the region. From this fact, it can be concluded that staff training and development programs conducted in the colleges were not based on continuous, systematic and comprehensive analysis of tasks, individuals and organizations. As a result, the attempts made to develop staff training and development programs could not achieve their intended goals. Thus, employees were not exposed to appropriate training and development programs that could improve their knowledge, skills, and attitudes and enhance the overall performance of the TVET colleges.

Staff training and development was not given due attention by government TVET colleges in Addis Ababa. The colleges had no staff training and development section in their organizational structures. They also suffered from lack of human resources specialists for staff training and development functions.

To sum up, government TVET colleges in Addis Ababa could contribute a lot for the economic development of the country by updating their employees to technological advancements through intensive and continuous training and development programs.

5.3. Recommendations and Policy Implications

Based on the major findings of the study, the following recommendations were forwarded.

- Government TVET colleges in Addis Ababa should formulate and implement appropriate employee training and development policy and incorporate in their legislatives for enhancement of both employees and the institutions.
- There should be appropriate training and development standards such as performance, work, and quality standards that could serve as monitoring and evaluation of employee training and development in government TVET colleges in the region.
- TVET managers in the region should be action oriented regarding to staff training and development programs. They should commit for employee training and development programs by allocating sufficient resources.
- TVET colleges in the city should incorporate employee training and development plans in their annual and strategic plans.
- Government TVET colleges in the region should conduct training and development need analysis before conducting any training and development program. Training should not be for the sake of training.
- Designing and implementing staff training and development programs should be regulated and guided by sound training and development policy. Therefore, it is recommended that government TVET colleges in the region should formulate and implement employee training and development policy.
- Finally, government TVET colleges in the region should devise and deploy appropriate monitoring and evaluation mechanisms for staff training and development programs.

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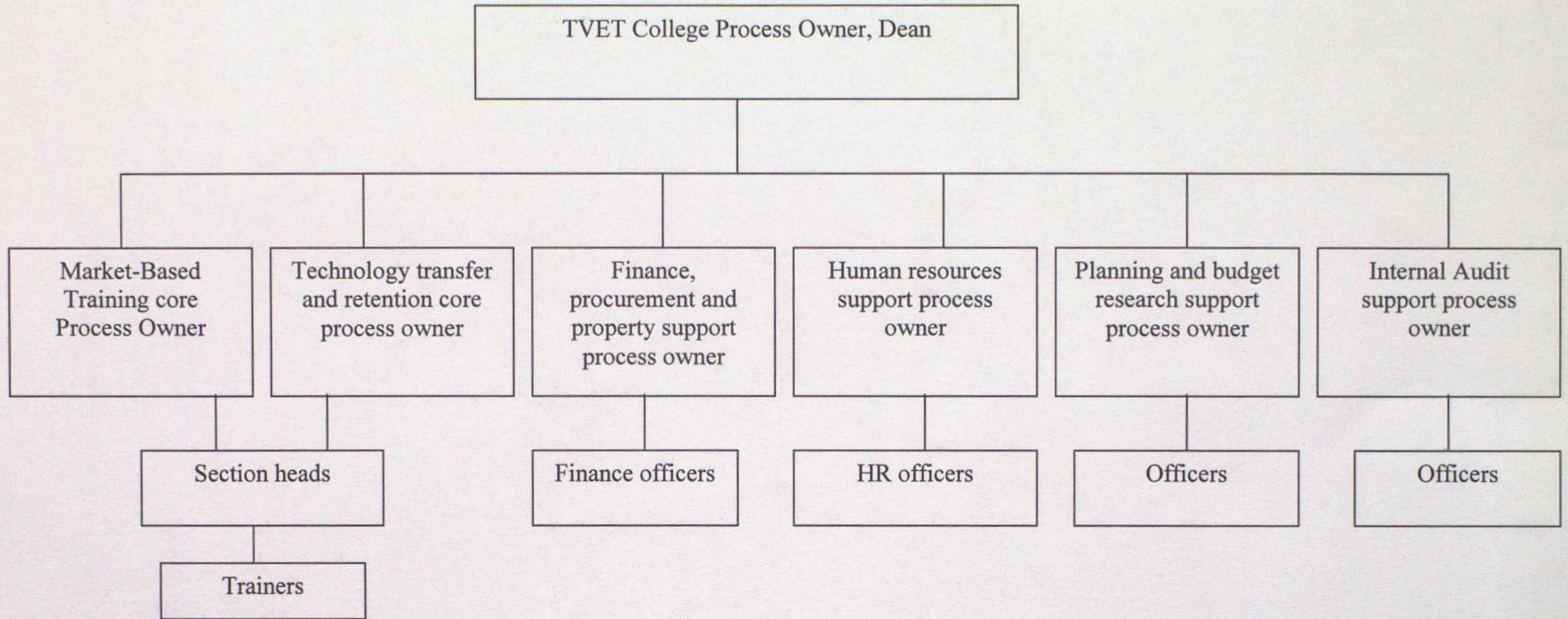
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APPENDICES

**The Organizational Structure of Government TVET
Colleges in Addis Ababa City Administrative Region Based on BPR**



Addis Ababa University
School of Graduate Studies
College of Education

Questionnaire to be filled by Instructors in selected public TVET colleges in Addis Ababa

The purpose of this questionnaire is to collect information about the practices and problems of staff training and development in selected public TVET colleges in Ad Addis Ababa region since 2000 E.C.

The study is purely academic and be assured that your response to the items of this questionnaire will remain confidential except for this research study. Therefore, you are kindly requested to give genuine response with great consideration.

Thank you in advance for your frank & prompt response.

Note: No need of writing your name.

Section 1: Preliminary Information

Put "X" mark in the boxes wherever necessary.

- 1.1. Name of your college _____
- 1.2. Your department or section _____
- 1.3. Age: below 25 25-30 31-40 41-60 above 60
- 1.4. Sex: Male Female
- 1.5. Your highest academic qualification: Diploma BSc/BA
MSc/MA PH.D
- 1.6. Your current academic rank: Graduate assistance I
Graduate assistance II
Assistance lecturer lecturer state if any _____
- 1.7. Experience in training TVET trainees: less than 1 year 1-2 years
3-5 years 6-10 years above 10 years

Section II

General information regarding to staff training and development programs conducted since 2000 E.C in your college.

Put "x" mark in the boxes wherever necessary.

1. Did your college provide any short-run or long-run training and development for employees since 2000 E.C?
A. Yes B. No
2. Have you ever attended any short or long term training programs since 2000 E.C?
A. Yes B. No
3. If your response for item number 2 above is "Yes", who organized the training?
A. your college C. Ministry of Education
B. scholarship abroad D. TVET Agency
E. please, specify if any others _____
4. If your response for item number 2 above is "Yes" did the program (s) you have attended relevant to your job?
A. Yes B. No
5. Is there training and development section in your college?
A. Yes B. No
6. Is there human resources manager in your college?
A. Yes B. No
7. If your response for item number 6 above is "No", who perform the activities of human resources manager?
A. General administration D. Other assigned personnel
B. By committee E. Please, specify if any other _____
C. Personnel manager
8. Did you take any training to cope with new technology and make TVET training practical since 2000 E.C?
A. Yes B. No

9. If your response for item number 8 above is "Yes", how often you attended?

A. once

C. sometimes

B. Twice

D. Specify, if any other _____

10. Did the trainers use all the available machines for training purpose since 2000 E.C?

A. Yes

B. No

11. If your response for item number 10 above is "No", what is (are) the reason(s)?

A. due to skill gap

C. Lack of commitment

B. Lack of training

D. specify, if any other _____

12. Did your college have given attention to the support staff regarding to training and development since 2000 E.C.?

A. Yes

B. NO

13. If your response to question number 9 above is "No", what is (are) the reason(s)?

A. lack of budget

C. lack of commitment by managers

B. due to less emphasis

D. Please, specify if any others _____

Addis Ababa University
School of Graduate Studies
College of Education

Questionnaire to be filled by Support Staff in Selected Public TVET Colleges in Addis Ababa

The purpose of this questionnaire is to collect information about the practices and problems of staff training and development in selected public TVET colleges in Addis Ababa region since 2000 E.C.

The study is purely academic and be assured that your response to the items of this questionnaire will remain confidential except for this research study. Therefore, you are kindly requested to give genuine response with great consideration.

THANK YOU IN ADVANCE FOR YOUR FRANK AND PROMPT RESPONSE!!

Note: No need of writing your name.

Section I: Preliminary Information

Put 'X' mark in the boxes wherever necessary.

- 1.1. Name of your college _____
- 1.2. Your department or section _____
- 1.3. Age: below 25 25-30 31-40 41-60 above 60
- 1.4. Sex: Male Female
- 1.5. Your highest academic qualification: Certificate Diploma BSc/BA
MSc/MA Specify if any other _____
- 1.6. Your current position in the college _____
- 1.7. Work experience: less than 1 year 1-2 years 3-5 years
6-10 years above 10 years

Table.1 Extent of staff training and development integration with organizational development and staff carrier development in the college since 2000 E.C.

Use the symbols as follow.

SA-stands for “Strongly Agree”, A-stands for “Agree”, ND-stands for “Not Decided”,
D-stands for “Disagree”, SD-stands for “Strongly Disagree”

Put “✓” sign under the alternatives given corresponding to the statements

No.	Item	SA	A	ND	D	SD
1	The college in which I work has incorporated staff training and development in its strategic plan.					
2	Staff training and development has provided in the college.					
3	Staff training and development provided in the college has enhanced organizational development.					
4	Staff training and development provided in the college has increased service quality and effectiveness.					
5	Staff training and development provided in the college has contributed little in solving practical problems.					
6	The college in which I work has staff training and development policy.					
7	Staff training and development in the college has conducted based on planned intervention.					
8	Most of the training and development activities in the college have aimed at organizational change processes.					
9	Employees have performed better on the job after training and development programs.					
10	Training and development offered in your college has brought changes towards organization development					
11	The college has used training and development programs for staff carrier development.					

Interview Questions

The purpose of this interview was to help the researcher collect relevant information related to the basic questions of the study. This interview was conducted with two of the higher officials in Addis Ababa TVET Agency and TVET deans regarding to public TVET Colleges' staff training and development practices.

The interview questions were as follow.

1. What were the contributions of staff training and development to public TVET colleges' and employees' development in Addis Ababa?
2. What were the main constraints of employee training and development in your college?
3. What are the possible solutions to alleviate staff training and development problems?
4. Would you mention some of the mechanisms for monitoring and evaluation of employee training and development programs?

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ-ትምህርት ኮሌጅ

የሰው ሀብት አመራር የድርጅት ልማት ክፍል

ይህ መጠየቅ የተዘጋጀው በአዲስ አበባ በመንግስት TVET ኮሌጆች ውስጥ ለአሰልጣኞችና ለቢሮ ሰራተኞች የሚሰጡትን የሰው ሀይል ስልጠናና ልማት ክንውን ለመገምገምና ጠቃሚ የመፍትሄ ሀሳብ ለመጠቀም ነው።ይህ ጥናት ከ2000 ዓ.ም ጀምሮ ያለውን የሰው ሀይል ስልጠናና ልማት ይመለከታል።

ይህ ጥናት ሙሉ በሙሉ ትምህርታዊ ሲሆን መጠይቁም የተዘጋጀው ለጥናቱ ጠቃሚ የሆነ መረጃ ለማሰባሰብ ነው።ስለዚህ ለቀረቡት ጥያቄዎች እርስዎም የሚሰጡት ምላሽ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ ይኖረዋል።በመሆኑም የእርስዎ ትክክለኛና ያልዘገዩ ምላሽ ለጥናቱ ጠቃሚ በመሆኑ መጠይቁን በጥንቃቄ እንዲሞሉልኝ በትህትና እጠይቃለሁ።

ማሳሰቢያ

1. ስምዎን መፃፍ አያስፈልግም።
2. ለትክክለኛ መልስ በተሰጠው ሳጥን (ሰንጠረዥ) ውስጥ መርጠው የ «✓» ምልክት ያድርጉ።
3. ክፍት ቦታ ለተሰጡ ጥያቄዎች ተገቢውን መልስ ይፃፉ።

መጠይቁን በመሙላትና በመመለስ ለሚያደርጉልኝ ትብብር በቅድሚያ ምስጋና አቀርባለሁ።

ክፍል ሁለት

ጥናቱ በተመለከተ የቀረበ መጠይቅ

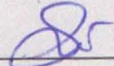
ቀደም ሲል በኮሌጁ ስለተሰጡት የሰው ሀይል ስልጠናና ልማት ፕሮግራሞች አጠቃላይ መረጃ (ከ 2000 ዓ.ም ጀምሮ) ለመጠይቆቹ በአስፈላጊው ቦታ የ «ሀ» ምልክት ያድርጉ።

1. ከ2000 ዓ.ም ጀምሮ እርሶም በሚሰሩበት ኮሌጅ ለሰራተኞች የአጭር ወይም የረጅም ጊዜ ስልጠናና ልማት ተሰጥቷል ወይ?
ሀ. አዎን ለ አልተሰጠም
2. እርስዎ የአጭር ወይም የረጅም ጊዜ ሙያዊ ስልጠና ተሳትፈው ያውቃሉ ወይ ?
ሀ አዎን ለ አልተሳተፍኩም
3. ከላይ ለጥያቄ ቁጥር 2 መልስዎ አዎን ከሆነ ስልጠናው ያዘጋጀው ማን ነበር?
ሀ ኮሌጁ ሐ የሀገር ውስጥ የት/ት እድል
ለ የውጭ የት/ት እድል መ ትመህርት ሚኒስቴር
4. ከላይ ለጥያቄ ቁጥር 2 መልስዎ አዎን ከሆነ ስልጠናው እርስዎን ከተመደቡበት የሥራ መደብ ጋር ተዛማጅነት ነበረው ወይ?
ሀ አዎን ለ አልነበረውም
5. ከላይ ለጥያቄ ቁጥር 2 መልሰው አልተሳተፍኩም ከሆነ ያልተሳተፍበት ምክንያት ምንድን ነው? _____
6. እርስዎ በሚሰሩበት ኮሌጅ የሰው ሀይል ስልጠና ልማት አስተዳደር የሥራ ክፍል / section / አለ?
ሀ አዎን አለ ለ የለም
7. እርስዎ በሚሰሩበት ኮሌጅ ከ2000 ዓ.ም ጀምሮ የሰው ሀይል ስልጠናና ልማት አስተዳደር ሀላፊ ተመድቦ ያውቃል?
ሀ አዎን ለ አልተመደበም
8. ከላይ ለጥያቄ ቁጥር 7 መልስዎ « አልተመደበም » ከሆነ የሰው ሀይል ስልጠናና ልማት አስተዳደር ሥራ ማን ያከናውናል ::

Declaration

I, undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Kibresha Wolde

Signature 

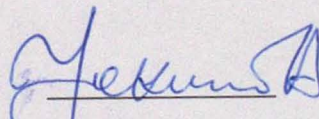
Place: A.A.U.

Date of submission: June/07/2010

This thesis has been submitted for examination with my approval as university advisor.

Yekunoamlak Alemu (PH.D)

Advisor


Signature

03/07/2010

Date of Approval

