

*Addis Ababa
University*

(Since 1950)



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSSINES AND ECONOMICS DEPARTMENT
OF PUBLIC ADMINISTRATION AND DEVELOPMENT
MANAGEMENT**

**THE EFFECT OF HUMAN RESOURCE DEVELOPMENT ON
ORGANIZATIONAL PERFORMACE: THE CASE OF
ETHIOPIAN ELECTRIC UTILITY SOUTH WESTERN REGION.**

PREPARED BY: - SOLOMON TESFAYE

ID NO: - GSD/0252/07

ADVISOR: FREHIWOT G/HIWOT (PHD. Assistant Professor)

A Thesis Submitted to MPMP Department

ADDIS ABABA, ETHIOPIA

May 2017

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSSINES AND ECONOMICS DEPARTMENT OF
PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT
MASTERS IN DEVELOPMENT MANAGEMENT

THE EFFECT OF HUMAN RESOURCE DEVELOPMENT ON
ORGANIZATIONAL PERFORMACE: THE CASE OF ETHIOPIAN
ELECTRIC UTILITY SOUTH WESTERN REGION.

BY

SOLOMON TESFAYE

Approved By the Examining Board

Chair Person, Dep. Graduate Committee

Signature

Advisor

Signature

Examiner (External)

Signature

Examiner (Internal)

Signature

May 2017

Addis Ababa

Certificate

This is to certify that the thesis entitled “The effect of human resource development on organizational performance in Ethiopian Electric Utility south western region” Submitted to Addis Ababa University for the award of the Degree of Masters in Development management and policy (MDMP) carried out by Ato. Solomon Tesfaye, under the guidance and supervision of Dr. Frehiwot G/Hiwot (PhD)

Therefore, I hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

Researcher’s Name

Date

signature

Adviser’s Name

Date

signature

Acknowledgments

Firstly, I am thankful to the Almighty God with his grace; I could satisfactorily complete my research paper. Then, I am deeply grateful to my principal advisor Frehiwot G/Hiwot (PhD) for her professional suggestions, guidance, and assistance to accomplish this thesis.

Next, my special thanks go to Ethiopian Electric Utility workers for their cooperation in this research work.

Above all, I would like to express my gratitude to my Fiancée Tigist Shiferaw for the endless love, warm support and the teaching on Human Dignity that she gave me.

The acknowledgement can never be complete without mentioning the support I received from my friends, Tewodros Yosef, Nigatu Solomon, Debela Takele and my brother Anteneh Tesfaye who always being in my side.

Finally, I thank all the persons who had been, who are and who will remain part of my life.

Solomon Tesfaye

May 2017

Addis Ababa University

Table of Contents

Certificate.....	i
Acknowledgments.....	ii
Table of contents.....	iii
List of Tables	vii
ABSTRACT.....	viii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background Of the Study	1
1.2 Statement of the problem	2
1.3 Objectives of the study.....	5
1.3.1 General Objective	5
1.3.2 Specific objectives	5
1.4 Significance of the study	6
1.5 Scope of the study	6
1.6 Limitation of the study	7
1.7 Definition of key Terms	7
1.8 Assumptions.....	8
1.9 Organizations of the chapters.....	8
CHAPTER TWO	9
REVIEW OF LITERATURE	9
2.1 Overview of Human Resource Development	9
2.2 Historical Perspective of Human Resource Development	10
2.3 Human Resource Development in Ethiopian Context	11
2.4 Concepts of Human Resource Development	12
2.4.1 HRD Definitions	12
2.5 Components of Human Resource Development Practice	14
2.5.1 Training and Development.....	14
2.5.2 Career Development	15
2.5.3 Organizational Development (OD).....	15
2.5.4 Performance Appraisal.....	15
2.6 Process of Human Resource Development	16

2.7 Process of Training and Development	17
2.7.1 Training policy	17
2.7.2 Human Resource Training and Development Needs Assessment	18
2.7.3 Designing Training and Development Programs	19
2.7.4 Implementation of /HRD/Training and Development Programs	19
2.7.5 Evaluating Training and Development Program/Evaluating HRD Program/	20
2.8 The Benefits of Training and Development.....	20
2.8.1 Individual Benefits from Training and Development Program	20
2.8.1.1 Career Competencies	20
2.8.1.2 Employee Satisfaction.....	21
2.8.1.3 Employee Performance	21
2.8.2 Organizational Benefits from Training and Development Program	22
2.8.2.1 Market Growth.....	22
2.8.2.2 Organizational Effectiveness	22
2.8.2.3 HRD and Employee Retention.....	23
2.9 Problems of Human Resource Development	23
2.10 Effects of HRD on Organizational performance.....	25
2.11 Conceptual Framework.....	27
CHAPTER THREE	28
RESEARCH DESIGN & METHODOLOGY	28
3.1 Methodology of the study	28
3.2 Research design:	28
3.3 Population of the study	28
3.4 Sample Size and Sampling Techniques	28
3.5 Sampling technique	29
3.6 Data gathering tools	29
3.8 Methods of data processing and analysis	30
3.9 Ethical consideration of the study	30
CHAPTER FOUR.....	31
FINDING AND DISCUSSIONS	31
4.1 FINDINGS	31
4.2 Characteristics of the respondents.....	31

4.3 Descriptive analysis	33
4.4 Spearman correlation	40
4.5 DISCUSSION	41
CHAPTER FIVE	46
CONCLUSION AND RECOMMENDATION	45
References.....	48
Appendix.....	i

List of Tables

4.1 Profiles of respondents-----	31
4.2 characteristics of respondents -----	31
4.3.1 Respondents view on overall organizational HRD practice-----	33
4.3.2 Effect of HRD needs assessment method on organizational performance. -----	35
4.3.3 Effect of HRD design method on organizational Performance-----	36
4.3.4 Effect of HRD implementation method on Organizational performance-----	37
4.3.5 Effect of HRD evaluation method on organizational Performance-----	38
4.3.6 Respondents view on organizational performance-----	39

ABSTRACT

The aims of the study are to examine how HRD/ training, education and development affect performance of the organization and to point out the most significant factors that influence the performance of Ethiopian Electric Utility south western region. The researcher had analyzed HRD/ training and development factor that influence organizational performance which are HRD/training and development need assessment, HRD/training and development design methods, HRD/training and development implementations, and HRD/training and development evaluation. A total of 181 questionnaires were distributed to 181 staffs at Ethiopian Electric Utility south western regional offices by hand and all 181 questionnaires were returned for analysis. The data had been entered by Epi data and analyzed using Statistic Package for Social Sciences (SPSS). Research findings revealed the significant relationship between HRD/ training, education and development variables with organizational performance. Thus the study showed that among all variables, HRD evaluation had a major influence on organizational performance and recommended that the organizations should give emphasis to improve its HRD implementation by increasing workers participation in designing training and development implementation programs.

CHAPTER ONE

INTRODUCTION

1.1 Background Of the Study

Human Resources Development (HRD) as a theory is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement.(<http://www.boundless.com>) According to Nadler (1984,p.47) who coined the term, HRD is defined as organized learning experiences in a definite time period to increase the possibility of improving job performance and growth.Human Resource Development is the process of developing and unleashing for the purpose of improving individual, team, work processes, and organizational system performance. (Swanson and Holton, 2001)

McLean and McLean (2001, p.313) have offered the following global definition of HRD after reviewing various definitions across the world:Human resource Development is any process or activity that, either initially or Over the longer term, has the potential to develop adults“ work based knowledge, expertise, productivity and satisfaction, whether for personal or group/ team gain, or for the benefits of an organization, community, nation or ultimately the whole humanity. Another popular definition of Human Resource Development given by Patricia,(1989, p. 49) is “HRD is the integrated use of training and development to improve individual, group and organizational effectiveness.”

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs. (<http://www.wikipedia.com>)

Human resource development is the process of improving individual, group, and organizational performance through training, career development, and organizational development initiatives (Garavan, 2007) but practically in developing countries organizations seen training and development as costing them without benefit.

Ethiopian electric light and power corporation (EEL&P) was established in 1956. Several years later Ethiopian government renamed the company by regulation no. 18/1997 as Ethiopian electric power corporation (EEPCo). Once again in 2006 the company has been officially renamed and split in to two corporate entities, reportedly to facilitate the firm's plan of expansion as Ethiopia increases its electric power generation capacity. The splited company named as Ethiopian Electric power and Ethiopian Electric Utility. The company is working to be a world class utility and contribute towards nation building by ensuring delivery of cost-effective, safe, reliable and high quality power and to enable interconnections across the African continent for exporting surplus power. (www.eeu.gov.et). to achieve its objectives the organization engaged in HRD practices for many years. This research also tried to investigate the effect of HRD practices on organizational performance in Ethiopian electric utility south western regional office.

1.2 Statement of the problem

Human resource being the most vital resource from other resources, HRD/ training and development is very crucial for the success of an organization because it motivates and increases the skill of employees and upgrade the ability of managers to perform their task . The quality of employees and their development through training and development are major factors in determining long term goals. Training and development serves as a bridge and interface to the gap between employees knowledge and skills and what the job requires to

perform effectively (Dessler,1994).Although the training and development program is undertaken by the organization there are issues to be considered regarding the effective and efficient formulation and implementation of the program . In many parts of the world, either in private or public sector, the interest of providing training to their employees is increasing in unprecedented rate (Laird, 1983). This is mainly because organizations are concerned for improving quality, increasing productivity and reducing turn over and cost; besides the overall achievement of organizational goal. Additionally the ever - growing new technology, the social turbulence and the uncertainty about the future are some of the factors that push organizations to train their workforce. That is why now a day,,s training is considered as “a drug prescribed to organizations to overcome their problems” (Swist, 2001:2)

Training and development focus on the improvement of the knowledge, skills and abilities (KSAs) of individuals. Training involves the process of providing KSAs specific to a particular task or job. Development activities in contrast, have a long-term focus on preparing an individual for future responsibilities while increasing the capacity of employees to perform their current jobs. (David, 1994)

Since, every organization is made up of people developing their skills, motivating them to high level of performance and ensuring that they continue to maintain their commitment is essential to achieve organizational objectives (Abdullah, 2009). Once employees have been recruited and selected the next important step is to help them on converting their abilities into skills that contribute to the organizations,, goals . To undertake this, the important issues taken in to account whether or not the need is assessed, an objective is established, and the program is well implemented and close supervision and follow up in the proper functioning of HRD (Getahun, 2007).

However, in developing countries most organizations tend to give less emphasis for employees needs in HRD programs. Hooi Lai Wan (2007) Inadequate need assessment, outdated training and development methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunities to learn skills that improve employees chance of promotion, inadequate opportunity for career growth result employee dissatisfaction and in question organizations HRD practices. (Hooi Lai Wan, 2007).

Ineffective practice of HRD can result different problems such as reduced employees aspiration to learn and apply new skills, decrease employees productivity, lower employees morale, increase an operational error, higher employee turnover and low performance of organizations. (Edgar & Gear, 2005). Problems in HRD systems appear when the capacity building practices failed to accommodate the organizational and employee's needs. Therefore, in improving organizations and employees satisfaction is vital through upgrading the skills, knowledge and attitudinal behavior of employees in the organization.(Edgar & Gear, 2005)

Ethiopian Electric Utility is one of the organizations that has been participating in HRD practices through training and development of its employees for a long period of time. To compete in a global economy, the company needs to introduce new technologies that require more educated and trained workers. But it's difficult to get related published research that address the effect of human resource development/ training, education and development design, implementation and evaluation on organizational performance in government owned business organization. Besides, the information reveals that the existing company HRD practices focus only in non technical staffs. Therefore this research tried to investigate the effect of HRD on organizational performance in Ethiopian Electric Utility south western regional office.

To this end, the research tries to answer the following research questions:

- ❖ Effect of HRD/ training, education and development need assessment on organizational performance?
- ❖ Effect of HRD/Training; education and development design on organizational performance?
- ❖ Effect of HRD/Training; education and development implementation on organizational performance?
- ❖ Effect of HRD/Training; education and development evaluation on organizational performance?

1.3 Objectives of the study

1.3.1 General Objective

- ❖ The main objective of the study is to investigate the effect of human resource development on organizational performance in Ethiopian electric utility south western regional office at jimma Town.

1.3.2 Specific objectives

- ❖ To analyze and determine the effect of HRD practice implementations and HRD evaluation on organizational performance?
- ❖ To examine the relationship between HRD/ training and development needs assessment on organizational performance.
- ❖ To investigate the effect of HRD design and methods on organizational performance.

- ❖ To examine how human resource development administered in the regional office.

1.4 Significance of the study

The research will not only add to works that have been done in this area, but also initiate further researches into the training and development of members of both administrative and non administrative staff and its resultant effect on the achievement of the objective of Ethiopian Electric Utility south western regional office. It will benefit the company in its effort to train and develop its employees. In detail, the study will provide information on the relationship between HRD and organizational performance.

Thus, the importance of this research can be:

- ❖ The primary importance of the study will assist the policy formulating bodies and decision makers to give due emphasis to HRD methods and devise different mechanisms in order to scale up and continuously upgrade the employees expertise to improve organizational performance.
- ❖ The study areas will use it as a guideline to address problems and improve their understanding in the practices of HRD methods and other organizations which have similarity with the study organization can also extrapolate to the findings.
- ❖ Finally, it will serve as a reference for further researchers who have interest relation to this area and it helps the researcher to acquire knowledge and skills.

1.5 Scope of the study

The researcher believes that the study has a wider scope but the researcher is compelled to be confined to Ethiopian electric utility south western regional office. The study focused only on

activities of Human Resource Development that is HRD/Training, education and development practices, which has high effect on achievement of the institutional goals and objectives. Furthermore this study has tried to assess the effect of HRD in relation to organizational performance.

1.6 Limitation of the study

Due to privacy of the study and budget constraint the study concentrated only on the training and development in relation to organizational performance in single regional office. Due to this the finding may not be used for country wide generalization.

1.7 Definition of key Terms

The following definitions of terms used in this study are adapted from related literatures and modified to suit the study.

- Development: means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals
- Human resource development (HRD): is the process of improving individual, group, and organizational performance through training, career development, and organizational development initiatives (Garavan, 2007; Nadler & Nadler, 2012).
- Organizational effectiveness: Organizational effectiveness is defined as the ability of an organization to generate the outcomes the organization wants to full fill (Etzioni, 2012).
- Training and development evaluation: Training and development evaluation is defined as a process to determine the value or meaning of a training program and its effect on an organization (Phillips, 2003)

- Ethiopian Electric Utility: is an integrated electric service provider in Ethiopia.

1.8 Assumptions

All research inquiries have certain assumptions, limitations, and delimitations (Leedey&Ormrod, 2012). Assumptions describe theoretical and methodological suppositions that are made by a researcher.

The following assumptions were presented in the study:

- Participants are representative of the whole population;
- Participants answered the survey questions honestly;
- Participants took time to answer the survey questions accurately; and
- Participants understood the survey questions as intended;

1.9 Organizations of the chapters

The study was organized in to five parts; the first chapter provides background of the study, statement of the problem and basic research questions, objectives of the study, limitation of the study, definition of key terms, and organization of the study. Chapter 2 provides literature review of the most important concepts of HRD and Organizations performance. This chapter will provide an insight into these concepts by focusing on previous research studies in this area and present review literature relevant to the study. Chapter 3 covers research design and methodology. Chapter 4 consists of analysis and interpretation of data. Finally chapter 5 addresses the summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Overview of Human Resource Development

Human Resource Development (HRD) is planned, continuous effort by management to improve employee competency levels and organizational performance through training, education, and Development programs (Mondy and Noe, 1990). Training program is directed toward helping employees effectively perform their jobs after training, while developmental program helps the individual handle future responsibilities, with little concern for current job duties (Werther, 1996). It is a program focused on leadership competency and organizational issues.

Development of human resource is undertaken through formal and non-formal education in order to make workers useful to themselves and the group they are working for (Okotoni&Erero, 2005). The emerging challenge of developing organizational cultures not only support the acquisition, sharing and management of the knowledge that currently resides in individuals in an organization, but also the creation and application of the knowledge for improving business practices and processes (Cedefop, 2002). Meanwhile, human resources development refers to the improvement in knowledge, skill, attitude and endowment of labor force so as to bring about sustained economic growth. In the past, much emphasis was laid on capital and material resources development. However it has now been recognized that access to capital and material resources can only be achieved if human resource is adequately developed. Besides, it has also been realized that human beings are the active agents used in accumulating capital, tapping natural resources, building social, economic and political organization, and for national development.

Education is learning experiences that improve overall competence in a specific direction (Scarpello and Ledvinka, 1988). Either in public or private organizations non managers are much more likely to be trained in the technical skills required for their current jobs, whereas managers frequently receive assistance in developing the skills required in future jobs-particularly conceptual and human relations skills (Stoner & James, 1996).

2.2 Historical Perspective of Human Resource Development

Human experience and the nature of human development have passed through many stages since the very beginning of man's journey. Training in its most simple form was found among our most primitive ancestors. The development of early man was driven exclusively by the need to survive. At this time, what little could be called training and education "consisted of learning how to obtain the necessities of life for self and family, and how to propitiate the unseen powers supposed to be active in nature" (Davidson, 1900, p. 21). Although learning involved the making of simple tools from wood, stone, and fibers, primitive man knew nothing about the productive use of fire and of metals. Harnessing these elements would later become critical to man's further development.

The goals and methods of training continued to be influenced by the many developments which occurred during an extended period in history known as the middle Ages. (Barlow, 1967) characterizes the period spanned by the middle Ages in the following way: The so-called Middle Ages account for approximately a thousand years of history between ancient and modern. Beginning in the early 300's and extending into the early 1300's, the period is divided into two nearly equal parts. The turning point between the early and later middle Ages is marked at 800, when Charlemagne was crowned Holy Roman Emperor (Barlow, 1967 p.18).

Rao (2005), the early part of the century witnessed a concern for improved efficiency through careful design of work. Emphasis of improved efficiency had been shifted to the availability of the managerial focused on the demands. These encompass technical personnel, responses to the new legislation and regulatory framework of the government increased concern for the quality of work. HRD has been growing at a very fast pace in the recent past. Formally it was introduced by Len Nadler in 1969 in American Society for Training and Development Conference (ASTDC). In public sector HRD as a concept it was introduced in 1980s (Rao, 2005). HRD focuses on the developmental aspect of HR with the pragmatic and a flexible approach.

As acknowledged by Rao (2005), HRD concept has passed the following seven chronological sequences.

- The first one is the commodity concept in which HR seen as a commodity that could be bought and sold and wages will be decided on the basis of demand and supply forces.
- Secondly, the factor of production concept that labor is treated as any other factors of production.
- The third, the good will concept it states welfare measures like safety, first aid, rest room to boost up the morale of workers, and enhancing their performance in the organization.
- The fourth concept is the paternalist in which management assumes a fatherly and protective attitude towards employees and signifies to satisfy various needs of employees.
- Fifthly, the humanistic concept which deals about how to improve the productivity, physical, social and psychological needs of workers.
- The sixth concept is about human resource concept which considers employees as the most valuable assets of an organization and continuous effort to realize organizational goals and aspiration of employees.
- The last concept is the emerging concept HRD it states about how employees should be accepted as partners in the progress of an organization to have a feeling that the organization is their own.

2.3 Human Resource Development in Ethiopian Context

The Federal Civil Service Proclamation No. 515/2007 indicates that in Ethiopia under capacity building, HRD needs concerted and integrated efforts which are taken as critical to enhance the capacity of the civil service to implement government policies and strategies effectively and efficiently. HRD is the major task for scaling of best practices and to promote activities in the public service delivery system. To establish government structures with strong implementing capacity needs continuous HRD practices for implementation of the Civil Service Reform Program (CSRP) at all levels of the government structure is important issue (Adebaby&perkins, 2010).

In this 21 century, world economies are driven by creativity and innovation through exploiting human knowledge and ideas. With this understanding, organizations are committed to invest a large share of their resources to build its human capital more than ever before. Accordingly, knowledge and talent management, career planning and performance management are becoming

household terms in most organizations as part of development strategy. It is therefore, imperative to underscore the practices of human resource development in the developing country context/ Ethiopia from a cross- cultural point of view.

Ethiopia is the oldest east African nation that was never colonized with the population of over 92 million. Agriculture has traditionally been the spine of the Ethiopian economy that accommodates 85 percent of the labor force. However, most recently, the growth and expansion of public and private organizations added to the flow of multinational companies in to the country has triggered the need for strategic human resource development practices. It is understood that Ethiopian organizations may not be able to compete in the global economy unless they adopt an effective management of human resources. Moreover there is no doubt that strategic human resource management and development has unparalleled importance to transform the overall socio- economic situation of Ethiopia. (Institute for cross cultural management,Florida)

2.4 Concepts of Human Resource Development

2.4.1 HRD Definitions

Different definitions of HRD enable one to fully understand the term and also to recognize the fact that different sources describe this term in different ways.

According to Nadler & Nadler (1990) HRD is organized learning experiences in a definite time period to increase the possibility of improving job performance growth.

Wilson (2000) stated that HRD shall be taken to mean a process that includes the principles, methods and techniques used to assess and meet the learning and organization development needs of employees and their organizations. HRD has the goal of fostering long-term work-related learning in organizations for purposes for advancing individuals and organizations. Human resource development is the study and practice 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). Since 1991, the Investors in People initiative has been used increasingly by organizations to set goals for training and

developing their employees. It has helped to prove that investments in human potential give payback in organizational performance (Mason, 1997).

Human resource is systematic process of training and growth, by which individual gain apply knowledgeable insight and attitude to manage organization, work effectively. It emphasize the opportunity to apply ones knowledge and need to learn and grow by so doing knowledge is meaningless unless there is opportunity to apply it and this is achieved through exposure. Human resource development as a theory is a framework for the expansion of human capital within an organization through the development of both the organization and individual to achieve performance improvement. Wikipedia, (2012). Adam Smith states the capacities of individual depended on their access to education. It is the integrated use of training, organization and career development effort to improve individual, group and organizational effectiveness. HRD develops the key competencies that enable individuals in organization to perform current and future job through planned learning activities. It is the organized activities arranged within an organization in order to improve performance and /or perform general growth for the purpose of improving the jobs, the individual/or the organization. It includes planning and development, careers development, and organization development. As described by Harris (2008) HRD is organized learning activities arranged within an organization in order to improve performance and personal growth for the purpose of improving job, individuals, and the organization.

Human resource development assumes a direct connection between training and performance outcomes: learning, behavioral change and performance improvement. Training and development programs are equally important for an organization and its employees (Wagar, 1997). Effective programs bring positive changes in behavior, which lead to positive changes in the overall performance of the organization. Training is an investment in organizational personnel, and an investment in staff (stout, 2005). The best outcome that training can alone accomplish is increase in capability of employees (Brinkerhoff, 2006).

According to Becker (1993), the rationale for investing in employee training and development programs is that they reap benefits for the enterprise through higher productivity, and for employees through higher incomes. According to Subedi, (2006), training is a source for improving performance, achieving better organizational goals, rewarding good performance and gaining promotion to higher positions.

There are two main types of training program directly related to HRD: on-the-job training, and off-the-job training. On-the-job training means learning new skills and perfecting old ones while on the job (Becker, 1993; Dessler, 2005). This training occurs when employees work alongside experienced members of staff (Bras and Rodrigues, 2007).

According to Becker (1993), education, training and development-related programs have a positive effect on productivity. Individuals and enterprises will also benefit economically from investments in people. Managers and organizational leaders should think of training expenditure as a source of competitive advantage (Bras and Rodrigues, 2007). An organization's success is associated with the quality of its human capital and well-performed practices of human resource management (Zula and Chermack, 2007).

2.5 Components of Human Resource Development Practice

HRD components which are important for better functioning of a given organization are the following:

2.5.1 Training and Development

A formal definition of training and development is any attempt to improve current or future employee by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. While training is seen to be the process of imparting specific skills, development is said to be the learning opportunities designed to help employees grow. According to Armstrong, (2001) training is the formal and systematic modification of behavior through learning which occurs as a result of education instruction, development and planned experience. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). For training to have a better effect on performance, its design and delivery should be well executed.

Training remains a vital tool to enhancing employee performance. The organizational commitment or the relative strength of an individual's identification and involvement in a particular organization depends on effective training and development programs. (Pool

& Pool, 2007) According to these authors, organizations demonstrating keen insight make provisions for satisfying the training needs of their current workforce.

2.5.2 Career Development

Kebede and Smbavasima (2013) argued that no HRD function can be acceptable to the people of any organization, if it fails to provide opportunities for individual employees to have bright career prospects. It is for the purpose of HRD integrating career planning and development with it. Proper career planning also leads to career development. It develops the career of every individual executive, which results in adequate growth of the career of every employee (Abdullah, 2009). Hence, successful planning is closely linked with career planning and development. He noted that career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles.

2.5.3 Organizational Development (OD)

It focuses on the performance of the organization as a whole (Singh, 2012). According to French and Bell (1999) it is a long-term effort supervised and assisted by top managers, to improve an organization,,s visioning, empowerment, learning, and problem-solving processes. As outlined by Singh (2012), this can be done through an ongoing, collaborative management of organization culture to enhance the effectiveness of an organization and the well being of the employees. Moreover, OD involves tasks that should be attended to both organizational variables (such as: structure and systems) and employees variables (such as: competence, skills and attitudes) (Vijay, 2007).

2.5.4 Performance Appraisal

According to Longenecker, (1997) performance appraisal is two rather simple words that often arouse a raft of strong reactions, emotions, and opinions, when brought together in the organizational context of a formal appraisal procedure. Most organizations throughout the world regardless of whether they are large or small, public or private, service or manufacturing, use performance appraisal, with varying degrees of success, as a tool to achieve a variety of

human resource management objectives. Organizations use different tools and have a number of goals for performance appraisals, often resulting in some confusion as to the true purpose of performance appraisal systems. However, at its core, the performance appraisal process allows an organization to measure and evaluate an individual employee's behavior and accomplishments over a specific period of time (Wiese and Buckley, 1998). (Gomez-Mejia et.al. 2001), stated that performance appraisal as the process of identification, measurement, and management of human performance in organization. Therefore, to make these effective organizations should develop a system that serve as a tool to performance appraisal process.

2.6 Process of Human Resource Development

The process of HRD must be systematic and directed towards the accomplishment of some organizational objectives, such as efficient production method, improved quality of products or services and reducing operational costs. As revealed by Harris et al. (2006), in today's changing environment, employees at all levels need additional capacity building and opportunity to managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous employee's management development programs. Harris et al. (2006) identified five HRD processes which encompass needs assessment, identify and design objectives, implementing actual programs and conducting evaluation and follow up.

2.6.1 HRD Needs assessment: this is the first task that organizations to identify human resource development needs (Charles, 2006). Since human resource development is a need-oriented effort, determining the level, type and duration of the training and development is of prime importance at this stage of the process (Bhupendra, 2009). Therefore, the dominant framework for identifying organization's HRD is needs assessment focusing on organizational analysis, task analysis and person analysis.

2.6.2 Identify and design objectives: Once HRD needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the employee capacity building program is intended to be achieved (Scarpello&Ledvinka, 1988).

2.6.3 Implementation of the HRD Program: As Harris et al. (2006), HRD program is aimed at enabling organizations to achieve objectives and the program is set up after having clear-cut objectives in mind. Moreover, providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs (Chatterjee, 1995).

2.6.4 Evaluation and follow-up: Is the final phase of HRD program to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been equipped (Bhupendra, 2009). It is most commonly interpreted in determining the efficiency and effectiveness of a program in relation to the desired goals and objectives. HRD is doing an investment in people to update their competence (Ahuja, 1988). As indicated by Milkovich and Boudreau (1991), the major reason for management investment in HRD program is that to capacitate employees to perform better to meet organizational objectives. Therefore, evaluation is a crucial mechanism to assess the effectiveness and efficiency of the organization.

Systematic training is likely to make organization efficient and progressive (Rue and Byars, 1992). In the systematic approach to training first the job is analyzed and defined. Then the employees being considered for training are studied whether they satisfy the required standard. Next, training should be given and an appropriate record has to be kept. After that, the performance achieved must be measured and an attempt should be made to evaluate the cost of training compared with the benefits gained by the improved performance of employees. (Graham, 1984)

2.7 Process of Training and Development

2.7.1 Training policy

Policy is a general statement by senior management on how it wishes certain situations to be dealt with. The importance of having a set down policy statement is that it helps to maintain a consistency of different training and development approach throughout the organization and ensures that the senior management's philosophy put in to effect. All organizations may have policies with regard to the training and development functions. But not all have got these in a written form, and some of those which have do not widely publish them even within the organization (Truelove, 1996).

Organization's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. Organization should have different policies for training depending on the class or level of trainees or level of trainees to be trained. Trace (1984) pointed out that training policies are necessary to provide guidelines for those responsible for planning and implementing; insure that company's training resources are allocated to pre-determined requirement, provide for quality of opportunity for training throughout the organization. Most training and development programs that linked to strategic goal and organizations strategy can yield positive results for the organization. Trace (1984).

Therefore, by linking training and development programs; one determines organization needs that are essential to assist the organization with meeting its objectives. Those organizations which do not have a well implemented policy might be ineffective to address the problems of human resource training and development needs of the organization.

2. 7.2 Human Resource Training and Development Needs Assessment

Training needs is a gap that exists between requirements of given job and the actual performance of the trainees (Rudrabasavaraj, 1979). The rapid growth of science and technology changes the job from its original specification. In order to overcome problems caused by various reasons such as retirement, promotion, transfer and death through training and development programs (Milkovich and Boudreau, 1991).

Assessing and identifying training and development needs includes organizational analysis, job analysis, and individual analysis. Organizational analysis deals with identify the overall organizational need and change in strategies (Vohra, 2006).

As a detailed examination of the job, its components, its various operations and the conditions it has to be performed. Every job has the intended standard of performance. Knowledge of the task will assist in identifying what knowledge, skills and attitude the employee should have to perform the job adequately (Mathis and Jackson, 1997).

Individual analysis is another component of diagnosing training needs. An individual obviously needs training when his or her performance falls short of standards that are when there

is performance deficiency. Inadequacy in performance may be due to lack of skills or knowledge or any other problem. The problem of skills or knowledge can be remedied by training. Assessment of training must also focus on anticipated skills of an employee. The technology changes fast and new technology demands new skills. This will help him or her to progress in his/her career path, to handle more challenging tasks which result to a better performance of the organization (Vohra, 2006).

2.7.3 Designing Training and Development Programs

Once an employee's training and development plan is drawn up it is then necessary to design the various training programs that will be offered. In each case then this involves setting instructional objectives, determining program content, and designating on training methods and techniques. The designing work may be done by specially designated training and development professionals especially for programs to be offered several items, or left to the individual instructors (Heneman, 1996).

Programs must be designed in a planned way in such a way that the objectives of the program could help organizations to grow, adapt to technological developments, fulfill social responsibilities and provide greater job satisfaction. Depending on the kind of needs to be addressed a number of TDP can be designed. Besides, it is important to design programs based on training and development principles (Megginson, 1981). According to Tracey (1984), the following principles of training and development have to be considered in designing programs. Training programs must be delivery system that is selected on the basis of training effectiveness, available technology, cost effectiveness and results, training programs must be validated to ensure effectiveness prior to full scale implementation, training programs must provide ample opportunities for trainees to apply and practice newly acquired knowledge and skills.

2.7.4 Implementation of /HRD/Training and Development Programs

After need and objectives have been determined a program designed and trainees and trainers have been selected, the program is conducted or implemented. 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 their personal and professional

goals (Glueck, 1982). In delivering the training and development contents the responsibility of implementing the program largely depends on the trainer. The trainer has to make appropriate decisions in arranging the training environments and seating condition to make trainees comfortable and concentrate on learning (Harris, 1994).

The training and development program should be according to the program design. Qualified trainers who have the abilities to deal with different people and situations are necessary for successful implementation process. Program implementation involves: Deciding the location and organizing training and other facilities, scheduling the training program, conducting the program and monitoring the progress of the trainers.

2.7.5 Evaluating Training and Development Program/Evaluating HRD Program/

Evaluation is trying to assess whether or not T&D efforts are producing relevant and valued output through an efficient and well managed process (Hackett, 1997). Albahussain (2000) defines it as assessing the validity and adequacy of the T&D objectives, appropriateness of the content of the program, the instructional approach and techniques used in reaching the objectives, the material used content of the program and the instructors and the methods used in training. Regarding the last definition, Beevers and Rea (2010) state that T&D evaluation is likely to include validation which concerns whether T&D objectives have been achieved, but evaluation includes other factors like the value of money. Therefore, Beevers and Rea (2010) state that a useful way of viewing evaluation is by recognizing four main purposes of evaluation, prove, to demonstrate that T&D has worked and it has had the desired outcome; control, to check and ensure that T&D initiatives are being delivered in the way that is required; improve, to explore and identify how T&D programs can be adapted and improved, and learn, to aid and reinforce individual learning.

2.8 The Benefits of Training and Development

Both individuals and organization benefit from training and development programs. Some of literatures are views below:

2.8.1 Individual Benefits from Training and Development Program

2.8.1.1 Career Competencies

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs (Dobbs, 2000). Professionals which are placed in the industry of information technology, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Most of the employees recognize the importance of training program and would like to increase their salary (Dillich, 2000). Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future (Feldman, 2000). Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

It is compelling for workers to appraise their profession capabilities to sustain their employment. Due to this situation numerous employees have rehabilitated their attitude to acquire promoted inside their organizations to work and develop out of the organization (Feldman, 2000).

2.8.1.2 Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger, 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Wilson, 2000). Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner, 2000). Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald, 2000). Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses, 2000).

Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the

encounter of different duties, and looking for personal and professional development (Wagner, 2000).

2.8.1.3 Employee Performance

Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and further constructive changes (Satterfield and Hughes, 2007) that serves as increase employee performance (Kraiger, 2002). Arthur et al. (2003) revealed that in distinction with no-training or pre-training conditions; training had commonly positive result on job-related performance. However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training program are also related to technical skills of the employees.

2.8.2 Organizational Benefits from Training and Development Program

2.8.2.1 Market Growth

Employee development programs are important for any organization to stay solvent and competitive in the market. Though it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market. American Society for Training and Development mentioned two motives that are significant for employee's knowledge, first employees identify the worth of training and marketable by organization and second CEOs of the companies understand that how fast information is transferring in current business environment (Fenn, 1999). (Greengard, 2000) described that organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, employee training programs derived through a high price, but have a positive impact on return-on-investment.

Furthermore, employee training and development programs not only increase the profit of organizations but also provide difference within their native market. Organizations can practice training and development opportunities to support them available to the current employees, perspective employees, plus clients of the organizations assists employees to recognize their characters and established that it has prepared people as superior

contributors to business (Petrecca, 2000). Lastly, organizations can utilize employee training and development programs to improve their appearance as best employer in the job market.

2.8.2.2 Organizational Effectiveness

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan, 1984). Exploration on this topic recommends that investment in training and development program can be justified by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000). Bartlett (2001) recommends that one of the glitches that is usually problematic to identify, is proposing an effective calculation of performance of the organization. However, there is an increasing factor that Human resource management practices impacts on attitudes and work-related manners. To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment. Further it has been revealed as certainly correlated to the efficiency of the organization.

2.8.2.3 HRD and Employee Retention

Companies should realize that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger, 1999). Therefore, companies which are providing training and development programs to their employees are getting success in retaining them. Sears has established that in localities where manager provide help to their employees to develop professionally, turnover is almost 40-50 percentage fewer than those stores where association with the managers does not available (Logan, 2000).

On other side, numerous employees participate in employee training programs are not assured of a conventional association between programs and employee retention (Rosenwald, 2000); several managers found that positive learning atmosphere directed to higher retention rates (Dillich, 2000). Organizations that are offering employee development programs are getting success with retaining employees. An effective design of training program can also increase retention among employees. For the description of more effective retention, researchers have recommended that organizations may contain with training and development program that classifies volunteer assignments, requirements, and expectations. The processes of resourcing and development aiming at providing increased skills

to employees have a direct impact on attitudes of employees, such as motivation, commitment and satisfaction (Bartlett, 2001). Specifically, a large body of research considers motivation to be a key determinant of performance (Hadre, 2003). Employee's attitudes and behaviours generally depend on the policies and procedures the organization is employing. Specifically, training and development may convey a message to employees that it is the best interest of organization to have employees stay longer in the firm (Katou&Budhwar, 2007) Therefore satisfying employees need is one mechanism of employee retention.

2.9 Problems of Human Resource Development

HRD activities in organizations can be influenced by different factors. HRD efforts are subject to certain common mistakes and problems. Most of the problems are resulted from inadequate planning and lack of coordination of efforts. According to (Mathis and Jackson, 1997) the common problems in HRD are inadequate needs analysis, trying outdated programs or training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, using courses as the road to development, encapsulated development attitude of managers, availability of resources and financial problems.

The other constraint to training and development is the availability of resources. HRD is an expensive activity that requires expenditure of resources in terms of money, materials and facilities, times and personnel. Organizations that have considerable shortages in either of their resources face problems to conduct HRD programs. It is one of the problems that affect HRD in the organization. The following points are also some of the factors that affect HRD:

2.9.1 Aligning HRD to Strategic priorities: If HRD practitioners want to make an impact and help to drive the success, then they need to focus more on strategy-perhaps avoid addiction to delivery of training programs. They should seek to understand the need of the organization more in order to deliver a learning agenda that enables achievement of goals (Charles, 2006).A Strategic HRD as that development arising from a clear vision about people's ability and potential to provide competitive advantage to an organization (Ozcelik&Ferman, 2006). It is employee development that arises out of the need to actualize the often heard statement by organizations that people are our greatest assets. Strategic HRD is driven by the organizations

goals and operates within these goals to develop human capital and is thus a purposeful way of matching people to the organization. The central focus should be to expand the learning capability that can help generate the knowledge base of the organization and enhance both competitive and collaborative capability (Harrison&Kessels, 2004).

2.9.2 Building Knowledge-Productive Learning Culture: According to Harrison and Kessel (2004), the effectiveness of HRD in contributing to culture change rests on its practitioners' alertness and responsiveness. To new needs in the workplace, on their ability to raise awareness of the importance of a culture of learning. That means, in practice for managers and other employees, and on their production of relevant interventions that can form part of culture's new context. To do this, they require a deep knowledge of culture, of its historical roots, and of its typical impact on workplace behaviors and performance.

2.9.3 Developing Managerial and Leadership Capability: This is another basic challenge that the organizations face in meeting their desired goals. In knowledge economy managers and team leaders increasingly have to master strategizing, organizing and HRD processes relevant to innovative organizational forms (Harrison &Kassel, 2004). Hence, HRD professionals should design and help to implement management development strategies to build interacting types of core competences like: strategic capability, flexibility and learning orientation.

2.9.4 Allocating Sufficient Financial Resources: Financial resources can only be available by a limited amount. But the amount must be adequate to achieve the goals of HRD. Also it is essential not to misuse the financial resources. In short, the failure to continue the HRD course of action after starting it must not be allowed. It is very important to be able to continue financing HRD at all times and regardless of volatile swings in financial budget levels (Habib, 2012).

2.10 Effects of HRD on Organizational performance

The effects of HRD on organizational performance have been extensively studied in the recent past with a positive relationship observed between HRD and firms' performance (Rizov&Croucher, 2008). However, one of the leading challenges in management has been the implementation of effective HRD strategies to enhance performance (Bhatti and Qureshi, 2007). As a result of the emphasis on performance, researchers have stressed on effective HRD strategies. According to Ajay Solkhe (2011), there is a significant relationship between Job

Satisfaction and HRD Climate and any positive change in HRD Climate and its components will bring about positive changes in Job Satisfaction and in turn impact the Organizational Performance in positive manner. Benjamin (2011) in another study found correlation between HRD practices/climate and employee performance, attitude and behavior. Okechukwu&Tonye (2014) in their study found that three major findings in their research: HRD practice of training and development provides their employees with greater intrinsic rewards than other traditional HRD tools; there is a significant relationship between HRD practices (training and development) and increased employees' motivation or commitment and organizational productivity. Thus, Luthans et al. (2010) emphasized a resource-based approach to HRD practices i.e. optimal use of human resources as a key to achieving competitive advantage since it is difficult for competitors to replicate. This resource-based approach has resulted in considerable attention being given to HRD and organizational performance. This background supported that it becomes pertinent to discuss the impact of HRD and organizational performance in the Ethiopian electric utility, western region jimma.

The HRD-performance linkage model is based on the resource-based view (RBV) which states that increasing employees' abilities and motivation, through HRD will ultimately improve organizational performance (Lopez et al., 2005). The central element of the (RBV) of human resources is the positive relationship between HRD and organizational performance (Mayo, 2000; Mabey& Ramirez, 2005).

Employees' attitudes and behaviors generally depend on the HRD policies and procedures the organization is using. Employee's attitudes influence their behavior which subsequently influences organizational performance (Wright et al., 2003). Campbell (1990) in his job performance theory stated that employees' attitudes influence their behavior which in turn influences organizational performance.

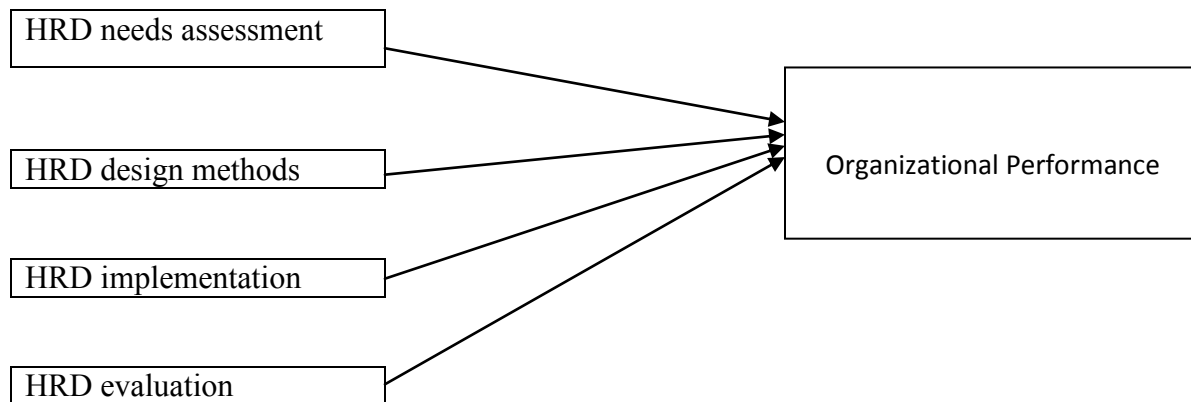
It is argued that employee turnover is heavily influenced by job satisfaction, motivation and organizational commitment (Hardre, 2003). It is also argued that satisfaction usually precedes organizational motivation and commitment while job satisfaction, organizational motivation and commitment are strongly interrelated (Bartlett, 2001). The basic causal pathway of this HRD-performance linkage model is as stated thus:

Resourcing → Development → Skills → Attitudes → Behavior → Performance

Considering this causal pathway, the general framework of the mediating models is indirect linkage or hierarchical linkage through the outcomes of skills, attitudes, and behavior between development and organizational performance (Black, 2001). Bartlett (2001) observed a positive relationship between training and organizational commitment and recommended that human resource development professionals adapt new research methods to demonstrate to organizational decision makers that training and development contributes to desired workplace attitudes which may in turn influence behaviors" such as absenteeism and turnover. Lee and Bruvold (2003) stated that comprehensive training activities are positively associated with productivity; reduced staff intention to leave the organization and increase organizational effectiveness.

2.11 Conceptual Framework

The conceptual framework of this study is developed using the model presented below in figure1.



This model depicts HRD needs assessment have relationship with organizational performance, this model depicts HRD design have relationship with organizational performance, this model depicts HRD implementation have relationship with organizational performance and HRD evaluation have a relationship with organizational performance.

CHAPTER THREE

RESEARCH DESIGN & METHODOLOGY

3.1 Methodology of the study

Any successful research rests upon an effective design of the research work. The design should be such that it tracks all the research questions that needs to be answered. It also facilitates a framework for collecting and analyzing data in the light of identification of “causal connection between variables.” (Bryman& Bell, 2003:40). This research also intended to study the nature of relationship between variables (which are HRD needs assessment, HRD design, HRD implementation and HRD evaluation outcomes) and organizational performance.

3.2 Research design: In this study a mixed approach used. It helps to analyze the consistency of the information gathered and used for detail analysis of the determinants of the impact of human resource development on organizational performance. The qualitative data from various sources used to supplement the quantitative approach.

3.3 Population of the study

Population of the study was all employees at Ethiopian electric utility south western regional office. The source of data for the study was primary and secondary sources. Regarding the primary sources data was collected from all 181 randomly selected samples.

3.4 Sample Size and Sampling Techniques

The sample size for this research was determined by using Yemanes (1967) formula and systematic simple random sampling used to select samples from study populations.

$$n = \frac{N}{1+N(e^2)}$$

Where:

n = the sample size

N=the source population

e = the level of precision

l = designates the probability of the event occurring

$$\text{Therefore: } n = \frac{N}{1+N(e^2)}$$

857

$$n = \frac{857}{1 + 857(0.07)^2} = 165$$

Adding the potential non response rate of 10 % which is 16 peoples;

Therefore; the sample size is 181 respondents used as sample for this study to gather data through designed questionnaire.

3.5 Sampling technique

Systematic sampling technique was used to select every case interval; where the case interval was determined by total population (857) divided by study population (181).

3.6 Data gathering tools

In order to find data on the effect of HRD on organizational performance, questionnaire was develop to collect data on the variables which are HRD/ Training and development need assessment, training and development design, training and development implementation, training evaluation, and organizational performance. The questions made short and clear in order to ensure that it takes the respondents not more than 15 minutes to answer and therefore encourage Participation. To get the respondents in time

convenient time was used such as after tea or coffee break. The questionnaire composes three separate parts; part one all about respondent's profile questions, part two and part three questions regarding HRD practices.

3.7 Data collection procedures

Data was collected from all primary sources. It was collected by using the designed questionnaires. After permission grant from regional office, all the structured questions was filled by selected samples in Ethiopian electric utility south western regional office. The data collection was held in fifteen working days and after completion of data collection the collected data was sorted and prepared for analysis.

3.8 Methods of data processing and analysis

The collected data was entered in to Epi data version 3.01 then exported to spss for statistical analysis and interpretation and draws the conclusions.

3.9 Ethical consideration of the study

In the first place, the department approved the thesis proposal. In addition, the researcher followed scientific and logical procedures in every stage of data collection processes. Accordingly, the respondents was introduced about the purpose of the study then inform approval from the respondents and responsible officials of the organization was obtained to discuss with them and interview them about the subject under study. Therefore, on the basis of these ethical principles, efforts were made and confidentiality was assured and kept throughout the process of the research work.

CHAPTER FOUR
FINDING AND DISCUSSIONS

4.1 FINDINGS

4.1.1 Rate of response: In this study, the respondents were chosen from the staffs who work at Ethiopian Electric Utility south western regional office. A total of 181 questionnaires were distributed to the respondent at data encoding department, finance department, human resource department, power distribution and maintenance department, etc. All 181 questionnaires were returned back to researcher.

Table 4.1.1 Response rate

	Total	%
Questionnaire distributed	181	100
Questionnaire returned	181	100

4.2 Characteristics of the respondents

This section presents the finding about the respondents profile in terms of their gender, Age, Educational background, Employment status and Year of work experience.

Table 4.2 Characteristics of the respondents

		Frequency	Percentage
Age	18-27	39	21.5
	27-37	79	43.6
	38-47	42	23.2
	48-57	16	8.8
	>58	5	2.8
Gender	M	118	65.2
	F	63	34.8
Educational status	Ceteficate	13	7.2
	Diploma	78	43.1
	First Degree	68	37.6
	Second Degree	17	9.4
	Other	5	2.8
Work experience	0-4	36	19.9
	5-9	54	29.8
	10-19	57	31.5
	20-30	23	12.7
	>30	11	6.1
Employment status	Permanent	164	90.6
	Contract	17	9.4

From the total respondents 118 male respondents marked in the first category which is 65.7 % and female respondent constitute 63 or 34.3 % participated in the study.

The age classification of the respondents indicates that very few 2.8 % respondents are above 58 years old, 8.8 % of them are between 48 to 57 years old, 23.2 % are between ages 38 up to 47. The majority respondent's age lies between 28 to 37 and between 18 to 27 years old.

Regarding educational status the respondents categorized from certificate holders up to Second degree holders. 17 respondents have Second degree, 68 of the respondents educational status is First degree, and the majority 78 of them have Diploma and the remaining 13 and 5 of the respondents have certificate and other respectively.

The category of study population employment status also classified in to two. Among the total 181 respondents the massive amount of respondents have permanent employment status which is 90.6 % or 164 and only 9.4 % or 17 workers are contract in their employment status.

Regarding respondents work experience 19.9% of the respondents are fresh employees having 0-4 years of experience, 29.8% have experience between 5-9 years, 31.5% of them have 10-19 years of experience, 12.7% of the respondents have 20-30 years of experience and the remaining 6.1 percent are above 30 year of experience. The majority of the workers or 31.5 % of the respondents have 10-19 years experience.

4.3 Descriptive analysis

Table: 4.3.1 Respondents rate regarding overall organizational HRD practice.

	Yes/No	Frequency	Percentage
Does your organization have good experience of HRD/ practice?	Yes	113	62.4
	No	68	37.6
Does your organization conduct HRD need assessment appropriately?	Yes	108	59.3
	No	73	40.7
Does the organization have high quality HRD implementation program?	Yes	81	44.8
	No	100	55.2
Does the organization have quality practice of HRD evaluation?	Yes	129	71.3
	No	52	28.7
Did the organization HRD practice include all employees?	Yes	42	23.2
	No	139	76.8
Does organizational performance improved in the past three years?	Yes	61	33.7
	No	120	66.3

According to the above table 4.3.1 employees were asked about organizational HRD practice and 113 or 62.4 percent of the respondents reply yes to the above question and 68 respondents or 37.6 percent of them say no to the question. The above result tells us there is good HRD practice in the organization.

The practices of organizational HRD need assessment answered more positively, which is 108 of the respondents or 59.3 % believe that their organization have good HRD need assessment practice but 40.7% or 73 respondents do not support the raised question. The result shows that the company has good HRD needs assessment practice.

Regarding organizational HRD implementation practice, 44.8 % of the respondents support this question and 55.2 percent of them said no to their organization HRD implementation program effectiveness. Therefore the result implied that the study organization HRD implementation practice needs improvement.

In order to know the organization HRD evaluation practice, employees were asked and 28.7 percent of the respondents answered no to the evaluation experience but the majority 71.3 percent of the respondents support the raised issue. This result indicates the organization has good HRD evaluation practice.

Besides this the researcher also raised a question regarding inclusive participation of all employees in the human resource development practice. According to the response rate only 23.2 percent of the respondents or 42 respondents say yes the organization HRD practice include all employees but the majority of the respondents 76.8 percent or 139 of the respondents said no the HRD practice is not inclusive. Therefore the organization has to improve its inclusiveness of HRD practice.

Finally, the last question in the second part of the questioners was organizational performance improved in the past three years? 33.7 percent of the respondents say yes there is improvement in their organization in the last three years, but the majority 66.3 percent of the respondents negatively replied to organizational performance improvement. The result also indicates that the organization have to improve its performance.

The third part of the questionnaire also tried to show the descriptive appearance of independent and dependent variables in the study.

The researcher sought to investigate the influence of HRD/ training, education and development needs assessment on organizational performance in Ethiopian Electric Utility western region. To achieve this, the respondents were required to indicate to what extent HRD/ training, education

and development assessment needs affect the organizational performance. The summary of the findings is presented below.

Table 4.3.2 Effects of HRD/training, education and development need assessments on Organizational Performance.

No	Questions	Frequency		
		SA & A	N	D & SD
Effects of HRD/training, education and development need assessments on Organizational Performance				
Q1	My office conduct good quality of HRD needs assessment?	66	32	83
Q2	In your department HR appropriately identify HRD needs of individuals?	61	30	90
Q3	HRD need assessment had been identified through suitable plan and objectives of the organization?	52	45	84
Q4	HRD need assessment had been identified through proper analysis of the task /jobs?	89	41	51
Q5	In your office HRD need assessment had been identified through correct analysis of performance deficiency?	86	49	48

SA= Strongly Agree, A= Agree, N= Neither, D= Disagree, SD Strongly Disagree

As have seen in the above table 4.3.2 the response level indicates that 66 or 36.4 % of the respondents reply strongly agree and agree to their office conduct HRD needs assessment, 83 respondents responded disagree and strongly disagree but 32 respondents was neutral. For the second question regarding HR individual and office needs assessment 90 respondents disagreed and strongly disagree and 61 reply agree and strongly agree but the remaining 30 respondents reply neither. Regarding need assessment conducted through plan and objectives analysis 84 replied disagree and strongly disagree but 52 respondents gave positive answer and the remaining 45 were neutral in response. Job analysis for HRD need assessment replied more positively. Finally HRD needs assessment analyzed through performance deficiency of employees also replied disagree and strongly disagree by 48 but 86 respondents reply agree and strongly agree. This means that, the result tells the workers participation in organizational HRD needs assessment is less. Therefore, even if the organization had good HRD need assessment practice its participation has to be improved.

The human resource department managers were also asked to explain whether HRD/training, education and development need assessment has been done to figure out whether the employees of the organization needed an enhancement in skills and knowledge to do their job effectively and efficiently in accordance with the organizations,primly set goals, and from the interview, the manager explained that there are times where formal training need assessments were held regularly in the organization and the training and development need assessment comes with new set of rules and procedures for newly introduced HRD programs.

Table: 4.3.3 Effects of HRD/training, education and development design on Organizational Performance

No	Questions	Frequency		
		SA & A	N	D & SD
	Effects of HRD/training, education and development design on Organizational Performance			
Q1	My office prepared proper HRD program plans for its employees and managers.	64	37	80
Q2	My department HRD objectives had been set before preparing and implementing the program?	60	35	81
Q3	The objectives of HRD programs clearly and precisely indicated the expected outcome.	33	45	103
Q4	The main focus of the HRD program was to introduce new methods, procedures, etc. to employees and officials.	68	51	62
Q5	HRD program developed to improve performance deficiency of employees and officials?	61	33	87

Regarding the effects of HRD design method on organizational performance 80 respondents respond disagree and agree, 64 reply strongly agree and agree but 37 were neutral on office plan of managers and employees. 81 respondents respond strongly disagree and agree for Objective setting and 60 respond agree and SA but 35 were neutral. The third question HRD design on organizational performance that indicates the expected outcome the majority 103 respondent's

reply disagree and strongly disagree. Regarding HRD program development for performance deficiency also replied negatively by 87 respondents.

Therefore according to the result of above table HRD design method/ training and development plans and designs had less effect on the organizational performance in this particular organization. This result is against the theories which support HRD design methods have positive effect on organizational performance. Therefore the result shows that the organization is not practicing HRD designs methods appropriately to bring change in organizational performance.

The study further found it necessary to investigate the influence of implementing of HRD/ training and development on organizational performance in Ethiopian electric utility. The findings were as discussed in the subsections herein. The researcher required the respondents to indicate to what extent methods of implementation HRD/training and development programs affected the organizational performance.

Table: 4.3.4 Effects of HRD/training, education and development implementation method on organizational performance.

No	Questions	Frequency		
		SA & A	N	D & SD
Effects of HRD/training, education and development implementation on Organizational Performance				
Q1	The trainer clearly describes what to expect from the training?	60	76	45
Q2	The practical activities of training and teaching method are useful?	38	74	69
Q3	The training part use relevant medias.	65	41	75
Q4	The training program accommodates different learning styles?	50	59	73
Q5	Did The training session flexible and include variety of energizers?	49	70	62

As we seen in the above table 4.3.4the majority of the respondents reply neither to majority of indicating questions regarding the effect of HRD / training, education and development implementation on organizational performance. This implies the organization HRD/training and development implementation practice is not inclusive and participates all the workers and need strong corrective action.According to the information gathered from the respondents the HRD implementation program was not correctly implemented in the past three years.

The human resource manager also claimed on the interview that, the organizations HRD/ training and development implementation become weak in the past three years. The research result also indicates what the respondents and the human resource manger described.

Table: 4.3.5Effect of HRD/Training, education and development evaluation on organizational performance.

The researcher required to investigate the influence of evaluation of HRD/training and development programs on organizational performance in Ethiopian electric utility western regional offices. To achieve this, the respondents were required to indicate the extent at which evaluation of training and development programs have an effect on the organizational performance. The summary of the findings is as presented in Table 4.3.5

No	Questions	Frequency		
		SA & A	N	D & SD
	Effects of evaluating HRD/training, education and development on Organizational Performance			
Q1	Did your office properly kept records of all HRD/training, education and development programs?	65	42	74
Q2	My organization evaluates the HRD/training, education and development programs at every step correctly?	120	33	28
Q3	In my organization HRD evaluated in terms of changes in work behavior?	26	38	117
Q4	In my office HRD program evaluated to improve achievements of learning objectives?	86	35	60
Q5	The office had a proper scheme by which the outcomes or the effect of training and development program is evaluated?	97	23	61

The above table shows that for organization record keeping on HRD programs 65 samples respond agree and strongly agree, regarding evaluation at every step 120 respondents respond agree and strongly agree, whether evaluation conduct in terms of changes in work behavior 117 respond disagree and strongly disagree and HRD evaluation for learning objectives evaluation 86 respond agree and strongly agree. Finally for the last question regarding the outcome of training and development program evaluation 97 respondents agreed and strongly agrees, 61 respond disagree and strongly disagree. Therefore, according to the above result the majority of the respondents positively reply for the indicators of HRD evaluation effect on organizational performance.

Table: 4.3.6 Respondents view on organizational Performance

The study sought to establish the organizational performance of Ethiopian electric utility western region. The findings are summarized in the table below.

No	Questions	Frequency		
		SA & A	N	D & SD
Organizational Performance				
Q1	Employee satisfaction has increased?	39	20	122
Q2	Employee turnover and customer complaint decreased?	44	29	108
Q3	The number and quality of service has increased?	41	39	101
Q4	Organizational electric power sales and profit increased?	77	43	61
Q5	Organization achieved the desired Quality of service?	51	58	72
Q6	Firms overall market share has increased?	65	56	60

The above table finding indicates 122 of the respondents gave disagree and strongly disagree to employee satisfaction has increased, 108 respondents reply disagree and strongly disagree to turnover and complain decreased, 101 respondents disagree and strongly disagree with the number and quality of service increment but 77 and 65 respondents gave positive answer for organizational power sales and profit increment. Generally for the question quality service achievement and overall market share increment 58 and 56 respondents reply neither which shows they don't have any information regarding their company status. From this point we can understand that the organizational improvement is in question.

The interview also shows that, Organizational performance in this organization measured periodically by comparing its current achievement with the primarily set goals with specific time of the year. These set goals are mainly related to profit, customer satisfaction, goods and services, sales and etc...Therefore, according to the interviewee, if the organization achieves its set of goals at each and every evaluation accordingly with the time table, then the organization is said to be in the right truck of successful performance. But the above table indicates that Ethiopian electric utility western regional office is not in the right truck and it needs to be improved to achieve its desired goals. Finally the above descriptive analysis result shows the organizational performance improvement influenced by human resource development.

4.4 Spearman correlation

Spearman rank correlation:Spearman rank correlation is a non-parametric test that is used to measure the degree of association between two variables. It was developed by Spearman, thus it is called the Spearman rank correlation. Spearman rank correlation test does not assume any assumptions about the distribution of the data and is the appropriate correlation analysis when the variables are measured on a scale that is at least ordinal.(<http://www.statisticssolutions.com>)

All correlation analyses express the strength of linkage or co-occurrence between to variables in a single value between -1 and +1. This value is called the *correlation coefficient*. A positive correlation coefficient indicates a positive relationship between the two variables (the larger A, the larger B) while a negative correlation coefficients expresses a negative relationship (the larger A, the smaller B). A correlation coefficient of 0 indicates that no relationship between the variables exists at all. However correlations are limited to linear relationships between variables. Even if the correlation coefficient is zero a non-linear relationship might exist. (<http://www.statisticssolutions.com>)

Correlations					
	HRD Need Assessment	HRD Design	HRD Implementation	HRD Evaluation	Organization Performance
HRD Need Assessment	1.000				
HRD Design	.599**	1.000			
HRD Implementation	.236**	.344**	1.000		
HRD Evaluation	.523**	.501**	.132	1.000	
Organization Performance	.528**	.426**	.095	.524**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

The analysis above shows that the three independent variables have positive influence on organization performance. The correlation matrix implies that the independent variables are very crucial determinants of organization performance as shown by their strong and positive relationship with the dependent variable; organization performance. But the relation between HRD implementation and organizational performance do not show the significant relationship. Thus the significant relation between the variables indicates that having good in one will result being good in the other and vice versa.

4.5 DISCUSSION

In this study, the respondents were chosen from the staffs who work at Ethiopian Electric Utility south western regional office. A total of 181 questionnaires were distributed to the respondents and all questionnaires were returned back to researcher. Demographic questions were asked in order to know the profile of the respondents of this study. From the total respondents 118 were male marked in the first category which is 65.7 %. Among the total respondents the massive amount of respondents has permanent employment status which is 90.6 % and only 9.4 % workers are contract in their employment status. The majority of workers have 10-19 years of experience. According to the descriptive analysis of this research 113 or 62.4 percent agreed that there is good HRD practice in the organization. The practices of organizational HRD need assessment answered more positively, which is 108 of the respondents or 59.3 % believe that their organization have good HRD need assessment practice. Regarding organizational HRD

implementation practice, 55.2% of them do not support their organization HRD implementation program effectiveness; therefore the result implied that the study organization HRD implementation practice needs improvement. In order to know the organization HRD evaluation practice, employees were asked and the majority 71.3% of the respondents supports the raised issue. This result indicates the organization has good HRD evaluation practice. Besides this the researcher also raised a question regarding inclusive participation of all employees in the HRD practice. The majority 76.8 % or 139 of the respondents said no the HRD practice is not inclusive. Therefore the organization has to improve its inclusiveness of HRD practice. Finally, majority (66.3 %) of the respondents do not support organizational performance improvement in the past three years.

The researcher sought to investigate the influence of HRD/ training, education and development needs assessment on organizational performance in Ethiopian Electric Utility western region. To achieve this, the respondents were required to indicate to what extent HRD / training, education and development assessment needs affect the organizational performance.

As we have seen in the descriptive analysis part the response level indicates the response level indicates that 66 or 36.4 % of the respondents reply strongly agree and agree to their office conduct HRD needs assessment, 83 respondents responded disagree and strongly disagree but 32 respondents was neutral. For the second question regarding HR individual and office needs assessment 90 respondents disagreed and strongly disagree and 61 reply agree and strongly agree but the remaining 30 respondents reply neither. Regarding need assessment conducted through plan and objectives analysis 84 replied disagree and strongly disagree but 52 respondents gave positive answer and the remaining 45 were neutral in response, job analysis for HRD need assessment replied more positively. The result also showed that the organization had good HRD need assessment practice, even though, workers participation in organizational HRD needs assessment is less and this has to be improved. The human resource department managers were also asked to explain whether HRD/training, education and development need assessment has been done to figure out whether the employees of the organization needed an enhancement in skills and knowledge to do their job effectively and efficiently in accordance with the organizations,, primarily set goals; and the results indicated that there are times where formal training need assessments were held regularly in the organization and the training and

development need assessment comes with new set of rules and procedures for newly introduced jobs and procedures.

Regarding the effects of HRD design method on organizational performance 80 respondents respond disagree and agree, 64 reply strongly agree and agree but 37 were neutral on office plan of managers and employees. 81 respondents respond strongly disagree and agree for Objective setting and 60 respond agree and SA but 35 were neutral. The third question HRD design on organizational performance that indicates the expected outcome the majority 103 respondent's reply disagree and strongly disagree. Regarding HRD program development for performance deficiency also replied negatively by 87 respondents. This result is against the theories which support HRD design methods have positive effect on organizational performance. Thus the result shows that the organization is not practicing HRD designs methods appropriately to bring change in organizational performance.

The study further found it necessary to investigate the influence of implementing of HRD/ training and development on organizational performance in Ethiopian electric utility. The researcher required the respondents to indicate to what extent methods of implementation HRD/training and development programs affected the organizational performance. The descriptive analysis showed that the respondents reply neither to majority of indicating questions regarding the effect of HRD / training, education and development implementation on organizational performance. This implies the organization HRD/training and development implementation practice is not inclusive and participate all the workers and need strong corrective action. According to the information gathered from the respondents the HRD implementation program was not correctly implemented in the past three years. The human resource manager also claimed on the interview that, the organizations HRD/ training and development implementation become weak in the past three years. The research result also indicated what the respondents and the human resource manger described.

The researcher required to investigate the influence of evaluation of HRD/training and development programs on organizational performance in regional offices. To achieve this, the respondents were required to indicate the extent at which evaluation of HRD/ training and development programs have an effect on the organizational performance. The descriptive result shows that for organization record keeping on HRD programs 65 samples respond agree and

strongly agree, regarding evaluation at every step 120 respondents respond agree and strongly agree, whether evaluation conduct in terms of changes in work behavior 117 respond disagree and strongly disagree and HRD evaluation for learning objectives evaluation 86 respond agree and strongly agree. Finally for the last question regarding the outcome of training and development program evaluation 97 respondents agreed and strongly agrees, 61 respond disagree and strongly disagree. Therefore, according to the above result the majority of the respondents positively reply for the indicators of HRD evaluation effect on organizational performance. Information obtained from the interview reveal that, the human resource manager measure HRD/Training and development effect on employees' performance. Their organization has adopted sound methods to evaluate the effectiveness of their HRD/ training programs. Training in this organizations, like in any other organizations, aim at improving the job performances of skills deficiency of employees or introducing new rules and procedures by improving through developing their job related skills. If a given training results in job related skills of the skill-deficiency of employees, thus their job performance, it said to be an effective which enables the achievement of the organizations' set goals.

Finally the study sought to establish the organizational performance of Ethiopian electric utility western region and from the finding we can understand that the organizational performance improvement is in question. Organizational performance in this organization measured periodically by comparing its current achievement with the primarily set goals with specific time of the year. These set goals are mainly related to profit, customer satisfaction, goods and services, sales and etc...Therefore, according to the interviewee, if the organization achieves its set of goals at each and every evaluation accordingly with the time table, then the organization is said to be in the right truck of successful performance. But the organizational performance table indicates that Ethiopian electric utility western regional office is not in the right truck and it needs to be improved to achieve its desired goals.

The spearman correlation analysis above shows that the three independent variables have positive influence on organization performance. The correlation matrix implies that the independent variables are very crucial determinants of organization performance as shown by their strong and positive relationship with the dependent variable; organization performance. But the relation between HRD implementation and organizational performance do not show the

significant relationship. Thus the significant relation between the variables indicates that having good in one will result being good in the other and vice versa.

There are literatures partially supported this research result that HRD practice methods have positive relationship with organizational performance. Okechukwu&Tonye (2014) in their study found that HRD practice of training and development provides their employees with greater intrinsic rewards than other traditional HRD tools; there is a significant relationship between HRD practices and increased employees' motivation or commitment and organizational productivity. Regarding effect of HRD on organizational performance one of Indian Research results indicated that the impact of HRD on organizational performance is positive and partially supported this research result Dr. M. S. Khan (2014).According to ArunaGAMAGE (2007), an empirical analysis of manufacturing SMEs in Japanresults there is a strong relationship between HRD practices and operational performance. Specifically, workforce training and development have led to the increased skills, attitudes and motivation of employees in manufacturing SMEs in Japan. Thisresearch result also shows that HRD needs assessment and HRD evaluations have positive relationship with organizational performance and improvement in organizations HRD practices leads to improved organizational performance.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

According to the descriptive analysis of this research 62.4 percent agreed that there is good HRD practice in the organization. 59.3 % believe that their organization have good HRD need assessment practice. Regarding organizational HRD implementation practice, 55.2% of them do not support their organization HRD implementation program effectiveness; therefore the result implied that the study organization HRD implementation practice needs improvement. The majority 71.3% of the respondents also support the organization evaluate the HRD programs more effectively. More over Spearman rank correlation used to measure the degree of association between two all variables. The spearman correlation analysis showed that the three independent variables have positive influence on organization performance. Thus the independent variables are very crucial determinants of organization performance as shown by their strong and positive relationship with the dependent variable; organization performance. But the relation between HRD implementation and organizational performance do not show the significant relationship.

Therefore, based on the findings from the study the following conclusions were drawn in relation to the initial objectives of the research.

To examine the effect between HRD needs assessment and organizational performance.

The study had shown that there is a positive relationship between HRD needs assessment and organizational performance, this is presented that HRD needs assessment was systematically conducted in the organization.

To determine the relationship between HRD design and organizational performance.

The study had shown that there insignificant relationship between HRD design and organizational performance in the study organization.

To investigate the relationship between HRD implementation and organizational performance.

The study had shown that there is insignificant relationship between HRD implementation and organizational performance in the study organization.

To determines the relation between HRD evaluation and organizational performance.

The study had shown that there is a positive relationship between HRD evaluation and organizational performance. Among all variables, HRD evaluation had a major influence on organizational performance. This is because it was found that human resource development departments has well organized system of keeping records of training and development programs delivered and majority of the respondents also confirmed that there were systematic practices of evaluating the effectiveness of HRD programs conducted in the organization.

Generally, this study had indicated the importance of human resource development practices specifically HRD need assessments, HRD design and evaluation influencing organizational performance. The research also demonstrated that HRD practice have been shown to be the important elements related to organizational performance.

5.2 RECOMMENDATIONS

Based on the findings of the study, the following suggestions are forwarded:

- One of the strongest and positive HRD parameters in the organization is its evaluation that strongly affects organizational performance, to enhance evaluation; feedbacks from employees on HRD/ training and development should be collected before and after training and development program. This will enable the organization to improve their current and future HRD programs.
- The organizations should give emphasis to improve its HRD implementation by increasing workers participation in designing training and development implementation programs. This can help the improvement of employees as well as the organizational performance.
- Finally, since HRD was found to be a positive predictor of organizational performance, the managements and CEOs of any organization should engage in increasing the qualities and quantities of the HRD program so as to increase their employee's performance and ultimately organizations performance.

References

- Abdullah, H. (2009). Major challenges to the Effective Management of Human Resource Training and Development Activities. *The Journal of International Social Research*.
- Adebabay .A and Perkins, S. J. (2010). Employee Capacity Building and Performance in Ethiopian Public Services.
- Albahssain S. (2000). Human Resource Development: An Investigation into the Nature and Extent of Training and Development in the Saudi Private Manufacturing Sector, PhD Thesis, University of Bradford .
- Armstrong, M. (2005). *Armstrong's Handbook of Human Resources Management Practice*. London: Kogan Page.
- Arthur WJ, Bennett WJ, Edens P, Bell ST. (2003). Effectiveness of training in organizations: a Met-analysis of design and evaluation features. *Journal Applied Psychology*. 88:234–45.
- Aruna GAMAGE (2007) Impact of HRD Practices on Business Performance : An empirical analysis of manufacturing SMEs in Japan.
- Bartel, A.P. (2000). Measuring the Employer,s Return on Investment in Training: Evidence from the Literature. *Industrial Relations*, 39, 3, 502–524
- Bartlett, K.R. (2001). the Relationship between Training and Organizational Commitment: A Study in the Health Care Field. *Human Resource Development Quarterly*, 12, 4, 335–352.
- Bahupedra, T. (2009). Human resource development components.
- Bell, E. and Bryman, A. (2003) „the ethics of management research: An exploratory content analysis“, *British Journal of Management*, 18(1).
- Bhatti, K.K., &Qureshi, T. M. (2007).Impact of employee participation on job satisfaction, employee commitment and employee productivity. *Int. Rev. Bus. Res. Paper.*, 3(2), 54-68.
- Black, W. C. (2001). Invited reaction: The influence of individual characteristics and the work environment on varying levels of training outcomes. *Human ResourceDevelopment Quarterly*, 12(1), 25-31.
- Bras, F. A. & Rodriguez, L.L. (2007). Accounting for firms“ training programs: An exploratory study, 11 (3), 229.

- Bratten, J. & J. Gold. (1999). Human resource management: Theory and Practice, 2nd ed. Hampshire: Macmillan.
- Brinkerhoff, R.O. (2006), Increasing impact of training investment: an evaluation strategy for building organizational learning capability, *Industrial and commercial training*, Vol. 38, No. 6 pp 302.
- Buckley, W. A. (1998). A view on human resource management and challenging issue.
- Campbell, J. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. Dunnette & L. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*. Palo Alto, CA: Consulting Psychologists Press.
- Cedefop, (2002), *Competence and Human Resource Development in Multinational Companies in three European Union Member States*, Luxembourg.
- Chalofsky, N. (1992). A unifying definition of the human resource profession. *Human Resource Development Quarterly*. 3(2), 175-182.
- Charles, F. (2006). Education, training, and technology transfer projects that contribute to Human Resource Development; Tucson, Arizona.
- Central Statistical Agency. (2007). *Summary and Statistical Report of the Population and Housing Census Results*.
- Davidson, T. (1900). *A history of education*. New York: Charles Scribner's Sons.
- Deborah J. Ramsey (2016). *Statistics for Dummies*, 2nd Edition.
- Dobbs, K. (2000, April). Tires Plus takes the training high road. *Training*, 37 (4), 56-63.
- Edgar & Geare, A. (2005). HRM practices and Employees Attitudes: different measures-different results, *Personnel review*, vol. 34 No. 5, pp. 534-9
- Feldman, D. (2000). The Dilbert syndrome: How employee cynicism about ineffective management is changing the nature of careers in organizations. *American Behavioral Scientist*, 43, 1286-1301.
- French, W., & Bell C. (1999). *Organization development: Behavioral science interventions for organizational development*. Upper saddle river, NJ: prentice-Hall.

- Getachew Minas. (1998). Human resource management in the Ethiopian public sector in SenaitSeyoum and AlemayehuSeyoum (eds.): Human Resource Development in Ethiopia. Proceedings of the Seventh Annual Conference on the Ethiopian Economy.
- Getahun, T. (2007). Employees' Opinion about Human Resource Development Practice of National Bank of Ethiopia; a Case Study.
- Gomez Mejia, Luis R. Balkin, David B, and Cardy, Robert L. (2001). Managing Human Resource.
- Gravan, T (2007). A strategic perspective on Human Resource development. Advances in developing Human Resources.
- Habib, M. N. (2012). The Role of Developing Countries Governments in HRD Programs the Egyptian Experience. International Journal of Business and Social Science, Vol. 3 No.
- Hardre, P. L. (2003). Beyond two decades of motivation: A review of the research and practice in instructional design and human performance technology. Human Resource Development Review, 2(1), 54-81.
- Harris, M. M. (2008). Handbook of Research in International Human Resource Management, Lawrence Erlbaum Association, New York.
- Harris, M.M, Werner J. M., and DeSimone R. L. (2006). Human Resource Development 4e Published by Thomson South-western, Indian Edition Akash Press Delhi India.
- Harrison, R and Kassel, J. (2004). Human resource development: key organizational process in a knowledge economy.
- Hooi Lai Wan, (2007). "Human Capital Development Policies: enhancing employees' satisfaction", journal of European industrial training, Vol. 31, pp. 297-322.
- Jacobs, R. L., and Jones, M. J. (1995). Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace. San Francisco: Berrett-Koehler.
- Katou, A. A., & Budhwar, P. S. (2007). The effect of human resource management policies on organizational performance in Greek manufacturing firms. Thunderbird International Business Review, 49(1), 1-35
- Khan, T. M., Khan, A.N. And Mahmood, K. (2012). An Organizational Concept of Human Resource Development – How Human Resource Management Scholars View „HRD“, Universal Journal of Management and Social Sciences Vol. 2, No.5; May 2012

- Kraiger K. (2002). Decision-based Evaluation. In *Creating, Implementing, and Maintaining Effective Training and Development: State-of-the-Art Lessons for Practice*, K Kraiger, pp.331–75. San Francisco, CA: Jossey-Bass
- Laird, Dugan, (1983). *Approaches Training and Development*. Massachusetts: Addison Wisely Publishing Company.
- Lee, C. H., & Bruvold, N. T. (2003). Creating value for employees' investment in employee development. *International Journal Human Resource Management*, 14, 981-1000.
- Logan, J. K. (2000). Retention tangibles and intangibles: More meaning in work is essential, but good chair massages won't hurt. *Training and Development*, 54 (4), 48-50
- Lopez, S. P., Peon, J. M. M., & Ordas, C. J. V. (2005). Human resource practices, organizational learning and business performance. *Human Resource Development International*, 8(2), 147-164.
- Luthans, F., Avey, B., Avolio, B. J., & Peterson, S. J. (2010). The development and resulting performance impact of psychological capital. *Hum. Resour. Dev. Quart.*, 21(1), 41-67.
- Mason, D. (1997). *Achieving Investors in People*. UK: Pearson Professional Std.
- Mathis, R. L. and J. H. Jackson. (1997). *Human resource management*, 8th ed. Minneapolis: West Publishing Co.
- Mayo, A. (2000). The role of employee development in the growth of intellectual capital. *Personnel Review*, 29(4), 521-533.
- McGoldrick, J. (1996). *Human Resource Development: Perspectives, Strategies and Practice*.
- McLean, G.N. and McLean, L.D. (2001). If we can't define HRD in our country, how can we define it in an international context? *HRD International*, 4(3), pp. 313-326.
- Milkovich, G. T. and J. W. Bourdea. (1991). *Human resource management*, 6th Ed. Boston: Richard D. Irwin. Inc.
- Mondy, R. Wayne & Noe, Robert M. (1990). *Human Resource Management*.
- Moses, B. (2000, February 1). Career planning mirrors social change. *The Globe and Mail On-Line*.
- Nadler L. (1984, P.47). *The Handbook of Human Resource Development*. New York: Wiley & John Sons.

- Nadler, L. & Nadler, (1990). *The Handbook of Human Resource Development*. New York: Wiley.
- Okechukwu Agwu. (2014). *Human Resource Development and Organizational Performance in the Nigeria Liquefied Natural Gas Company Limited, Bonny*
- Okotoni, O. & Erero, J. (2005), *Manpower training and Development in the Nigerian public service*, AJPAM vol. xvi no. 1 January.
- Ozçelik, G. And Ferman, M. (2006). *Competency Approach to Human Resources Management: Outcomes and Contributions in a Turkish Cultural Context*, *Human Resource development Review*, 5, 1, 72-92.
- Petrecca, L. (2000, May 1). *Agencies teach skill building*. *Advertising Age*, 71 (19), 12
- Pool S., & P. (2007). *A management development model*. *Journal of Management Development*.
- Rao V.S.P., (2005), *Human Resource Management Excel Books*, 2nd Ed. New-Delhi. pp. 269-276.
- Rizov, M., & Croucher, R. (2008). *Human Resource Management and Performance in European Firms*. *Camb. J. Econ.*, 33, 253-272.
- Rosenwald, M. (2000). *Working class: More companies are creating corporate universities to help employees sharpen skills and learn new ones*. *Boston Globe*,
- Rudrabasavaraji, M. N. (1979). *Dynamic personnel administration: Management of Human Resources*, 2nd Ed.
- Satterfield J.M, Hughes E. (2007). *Emotion skills training for medical students: a systematic review*. *Medical education*, 41:935-41
- Scarpello, Vida G. And Ledvinka, James. (1988). *Personnel/Human Resource management*.
- Sharma, S. C. (2004). *Management System*. New Delhi: Khana Publishers.
- Singh's. (2012). *Key Components of Human Resource Development (HRD): Research Journal of Social Science and Management*, Volume: 01, Number: 09, Jan-2012: RJSSM Page 118.
- Stone, J. (2002). *Human Resource Management: A Critical Text*.

- Stout, S (2005). Encyclopedia of practical management training Vol. 14. New Delhi: Crest publishing house.
- Swanson R.A. and Holton E.F. (2001). Foundations of Human Resource Development. Published by Berrett-Koehler publishers.
- Swist, Jeannette (2001:2). Conducting a Training Need Assessment. www.amxi.com
- Tracey, W. R. (1984). Designing Training and Development Systems. New York: Amacom.
- Truelove.(1996). Administration of training 3rd. Ed.
- Upton, M., Egan, T. M., & Lynham, S. A. (2003). Career development: Definitions, Theories and Dependent Variables. Proceedings of the Academy of Human Resource Development, pp. 728-735. Bowling Green, OH: AHRD.
- Vohra, M. (2008). Management Training and Development. India; New Dellih; Mehara Office Press.
- Wilson, C. (2000, July 26). More companies recognize the impact of learning centers. St. Louis Post-Dispatch, C8.
- Wright, P. M., Gardner, T. M., & Moynihan, L. M. (2003). The impact of HR practices on the performance of business units. Human Resource Management Journal, 13, 21-36.
- Yamane, Taro. (1967): Statistics: An Introductory Analysis, 2nd Ed., New York: Harper and Row.
- Zula, K. J. (2007). The Development and Initial Assessment of an Instrument for Human Capital Planning. Unpublished Doctoral Dissertation. Pennsylvania State University, University Park.

Appendix

Addis Ababa University

College Of Business and Economics

Department of Public Administration and Development Management

Masters in Development Management and Policy

Dear Respondent,

This letter is an introduction to the main reason as to why your participation in this questionnaire is required. This study is a research study on the thesis title Impact of HRD on organizational performance: in case of Ethiopian electric utility south western region. It is in partial fulfillment of one of the requirements for the attainment of the award of masters in Development Management and policy from Addis Ababa University from where I am currently taking on my studies.

My research project endeavors to generate knowledge to be utilized in understanding HRDs,, impact on organizations,, outcome. The study specifically focuses on determine how training and development affect organizations“ performance. As a representative of your company, your views are of importance in my study and I would appreciate you responding to this questionnaire. This is purely for academic purpose and your response will be kept confidential and anonymous. Thank you for your time, co-operation and contribution to my study. I shall be pleased to send you a copy of the findings of the study if you desire so.

Solomon Tesfaye

Part one

Mark the letter (X) in the box provided against your choice.

Demographic Data

1. Gender: Female Male

2. Age: ≥ 58 48-57 38-47 28-37 18-27

3. Educational background: Second degree First-degree Diploma Certificate other (specify) -----

4. What is your job status in the organization?

Permanent contract

5. Number of years you have worked for the organization (in Years)

A. 0-4 B. 5-9 C. 10-19 D. 20-30 E. above 30

6. What is your current job/department in the organization? -----

Part two

Circle the letter provided against your choice for each questions.

1. Does the organization have good experience of HRD/ Training, education and development practices?
A. Yes B. No

2. Does the organization conduct HRD/Training, education and development need assessments?
A. Yes B. No

3. Does the organization implement HRD/training, education and development practices?
A. Yes B. No

4. Did the organization HRD practices include all employees?
A. Yes B. No

4. Does the organization face any challenge for HRD/training, education and development practices?
A. Yes B. No

5. Does the organization evaluate HRD/training, education and development practices for the last three years?
A. Yes B. No

6. Have you been given training, education or development program for the last three year?

A. Yes

B. Yes

7. Does organizational performance improved in the past three years?

A. Yes

B. No

Part three

Please encircle the appropriate number against each statement, according to the scale given below.

Agreement scale

Strongly agree 5	Agree 4	Neither 3	Disagree 2	Strongly disagree 1
---------------------	------------	--------------	---------------	------------------------

No	QUESTION	SCALE				
HRD/Training, education and development Need assessment						
1.	My office conducted human resource and development needs Assessment.	1	2	3	4	5
2.	The human resource department identifies the training and development needs of individuals and the office.	1	2	3	4	5
3.	Training and development needs assessment had been identified through analysis of the plan and objectives of the organization	1	2	3	4	5
4.	Training, education and development needs assessment had been identified through analysis of the task/job?	1	2	3	4	5
5.	Training, education and development needs assessment had been identified through analysis of performance deficiency of employees?	1	2	3	4	5
6.	The trainee's capability and level of motivation was considered in prioritizing needs.	1	2	3	4	5

HRD/Training, education and development design						
1.	My office prepared training, education and development program plans for its employees and managers	1	2	3	4	5
2.	The training, education and development objectives had been set before preparing and implementing the program	1	2	3	4	5
3.	The objectives of the training, education and development programs were clearly and precisely indicated the expected outcomes.	1	2	3	4	5
4.	The main focus of the training program was to introduce new methods, procedures, etc., to employees and officials.	1	2	3	4	5
5.	Training, education and development program was developed to improve performance deficiency of employees and officials.	1	2	3	4	5
HRD/Training, education and development implementation Methods						
1.	The trainer clearly described what to expect from the presentation	1	2	3	4	5
2.	The practical activities of the training and teaching methods were useful	1	2	3	4	5
3.	The training I took part uses different media (videos, charts, diagrams, games etc...)	1	2	3	4	5
4.	The training program I received did not accommodates different learning styles	1	2	3	4	5
5.	The training session is not flexible and did not include variety of energizers	1	2	3	4	5

Evaluating of HRD/Training, education& development Programs						
1.	My organization kept records of all HRD/ training, education and development programs	1	2	3	4	5
2.	My organization evaluate the HRD/ training, education and development program at every steps of the program	1	2	3	4	5
3.	In my organization training, education and development program evaluated in terms of changes in work behavior	1	2	3	4	5
4.	In my office training and development program evaluated to improve achievement of learning objectives	1	2	3	4	5
5.	The office had a scheme by which the outcomes or the effects of training and development program is evaluate	1	2	3	4	5

Organizational performance						
1.	Employee satisfaction has increased	1	2	3	4	5
2.	Employee turnover and customer complaints has decreased	1	2	3	4	5
3.	The number and quality of services has increased	1	2	3	4	5
4.	Organizational electric power sales and profit has increased	1	2	3	4	5
5.	Achieving the desired Quality of service	1	2	3	4	5
6.	Firm"s overall market share has increased	1	2	3	4	5