

Human Resource Utilization in Selected
Government Technical and Vocational Institutes
and Colleges in North Wollo Administrative
Zone

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College of Education and Behavioural Studies

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ACRONYMS

ARS- Amhara Regional State

HR- Human Resource

HRP- Human Resource Planning

HRM- Human Resource Management

NWAZ- North Wollo Adminsrative Zone

RTVETB- Regional Technical and Vocational Education and Training Bureau

TVET- Technical and Vocational Education and Training

ABSTRACT

The main purpose of this study was to undertake the assessment of human resource utilization in some selected TVET institutions in North Wollo Zone. To this end an attempt was made to look how the current practices of HRM and to give recommendations for the identified problems so as to alleviate the existing situations. A descriptive survey method was employed to identify the current status of trainers' management in the sampled institutions. The sampled institutions like Lalibela and Meket TVET institutions and Woldia and Mersa TVET colleges were the focused area. These sample TVET institutions were selected from Amhara Region in North Wollo Zone by using purposive sampling. The participants of the study were 6 principals/deans, 16 Work Process Coordinators, 11 department heads and 124 trainers, total 157. Accordingly, the respondent sampling was carried out through stratified and availability sampling techniques. Information was obtained using questionnaires, interviews and document analysis. Statistical techniques quantitatively like frequency, percentage and mean test were employed to analyze the data obtained from the respondents under the study. The findings showed that the sampled institutions faced problems due to inappropriate planning of the trainers which must be prepared in advance. Trainers were with no information about their weaknesses and strengths through performance evaluation process conducted low rate of usage performance appraisal result for further placement, rewards, motivation. As a result, there were high turnover of trainers in the sampled institutions. Besides that the involvement of principals/deans in assigning trainers for training was low. Finally, certain recommendations were stated briefly on the findings.

CHAPTER ONE

1. Introduction

This part of the study contained with the introduction, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, definition of key terms and organization of the study. The study was focused on a study on human resource utilization in selected TVET institutions in Amhara Regional State in North Wollo Zone.

1.1 Background of the study

In any organization, human resource management is part of the process of management which is focused on the people side of management, seeking to ensure that the objectives of the organization (Riches and Morgan, 1994:p.1). Emphasizing the importance of human resource to organizations, French (1987:p.7) stated that *“it is people-human resources that create organizations and make them survive and prosper. It is their efforts, talents and skills in using other resources such as knowledge, materials and energy that result in the creation of useful products and services”*.

Hence, the primary objective of the HRM function is to ensure that the most effective use is made of its human resources. To achieve this, HR professionals undertake a range of activities around HR planning, sourcing, development, performance management, reward, employee involvement and communications. Moreover, HRM clearly covers a wider activity such as manpower planning, recruitment and selection, training, appraisal and evaluation, wage and salary administration, employee relations, management development, organizational design and welfare (Cowing and Mailer, 1981 cited in Riches and Morgan, 1994: p.3).

In educational establishments, where people, rather than inanimate objects are being ‘processed’, this focus on human resource management is of the utmost importance (Riches and Morgan, 1994: p.1). To support this idea, Chandan (2003: p.272) explained that: there are a number of factors that contribute towards the success of an organization. These factors include capital, equipment, and manpower and so on. Even if these all

factors are important, the human factor is the most significant one, since it is people that use all other resources. Without the productive efforts of workers, the material resources of an institution would be of no use. Furthermore, if the people who are in charge of these resources are not sufficiently qualified, then the utilization of these resources would not be optimal.

To strengthen the above notion, in educational establishments, where people rather than inanimate objects are being processed the primary objective of the HRM function is to ensure that the most effective use is made of its human resources. That means human resource with its utilization of proper management practice is essential to quality training. In relation to the importance of utilization of human resource for quality training in higher education institutions, World Bank (1994:68) cited in Begashaw (2005) stated: *“A highly competent and motivated teaching staff and supportive professional culture are essential in building excellence. Staff members’ qualifications and deployment, and remuneration are central in determining the quality of instruction”*.

Therefore, the basic assumption underlying on the utilization of human resource management aspects of an educational institution is that educational manager has an obligation to motivate, develop, and efficiently and effectively utilize the workforce. This implies that in any educational organization the involvement of the human element is paramount importance. That is why human resource is a resource that has a high value of economic assets of the nation.

Hence, it should be given an expected consideration to the utilization of human resource so as to maintain its quality.

As can be observed from the above mentioned point, people in a given institution are the most important of all institution’s resources.

According to Starratt (2002: p.18) stated that: human resource management maintain that school conditions created through efficient human resource management that result in a better life for teachers and more productive schooling satisfaction. Therefore, the new management emphasizes on creating the conditions of successful work as a means of increasing one’s satisfaction and confidence in a better human resource management practices.

Here is, the concept of the value of human resource for the purpose of this particular study is focused with the question how the quality of this human wealth is available and kept in good condition.

As suggested by Surafel (2004: P.3) it is only when a favourable environment is created for the management and suitable professional improvement of the teaching staff that can be nurtured and consequently the quality of education would be maintained. This can be materialized through proper human resource planning, training, recruitment and selection and performance appraisal. Moreover, it should also be noted that effective use of the academic staff and their professional competence constitute the most crucial issue in teacher management.

Thus, it is important to have proper utilization of human resource management strategies and practices in order to provide quality training and to have motivated staff members that perform duties effectively, human resource management in TVET institutions have to attract and retain competent training staff. Hence, without proper utilization of human resource management practices in TVET institutions, the training staff and supportive staff will be discouraged to perform effectively and efficiently. Consequently, the quality of training will be affected seriously.

If a given organization has better handling or having better conditions in the above mentioned factors it will have better chance for attraction and retention of competent employees; especially training staffs. It seems that the causes to these problems are mainly related to lack of proper human resource utilization issues in TVET institutions of Ethiopia. Basically, this problem is faced in Amhara National Regional State.

Therefore, this study is aimed a study on human resource utilization in government TVET institutions and as a result to suggest some basic solutions for the existing problems pertaining to proper utilization of human resource management.

1.2. Statement of the Problem

The idea of human resource management is very wide. That is, in any organization, whether it is a school or another would have defined goals set to achieve and requires resources to accomplish organizational goals. In particular, HRM involves (Odiorne, 1984: p.70; Riches and Morgan, 1994: 3; French, 1990: p.8) cited in (Begashaw, 2005: p.4) a heterogeneous techniques and practices which include human resource planning, recruitment and selection, motivation, job satisfaction, policies, procedures collective employee relations, employee safety, tenure, improved working conditions, etc. with the following objectives (Ivancevich and Glueck, 1989: P.10).

- Helping the organization reaching its goal;
- Utilizing the skills and abilities of the workforce efficiently;
- Providing the organizations with well trained and well- motivated employees;
- Increasing employee's job satisfaction to the fullest;
- Developing and maintaining quality of work life that makes the employment in the organization desirable;
- Communicating human resource management policies to all employees;
- Helping to maintain ethical policies and behaviour; and
- Managing change to mutual advantage of individuals, groups, the enterprise and the public.

To this effect, the study tries to examine which of the contemporary way of thinking on utilization of human resource is not only employing staff members, but also believes that there should be serious considerations for staff training, skill upgrading programs, motivating and rewarding and creating favourable conditions for training staff members, and management planning so that the goals of an institutions are achieved.

From the above facts, the TVET institutions and colleges in NWAZ seem not on the right way in utilization of human resource management procedures.

Hence, the purpose of this study is to assess, investigate and identify the major problems that affect the human resource utilization in selected Governmental TVET Institutions / Colleges in NWAZ of the ARS.

Accordingly, the study attempts to answer the following basic questions:

1. What is the perception of trainers in government TVET institutions regarding:
 - a) Trainers' performance appraisers and appraisal criteria?
 - b) Trainers' promotion opportunity and promotion criteria?
2. What is the perception of trainers regarding the criteria of institutional human resource planning, recruiting and selection of training staff members?
3. Is there adequate communication between the management parts of the institutions with training staff members?
4. What type of institutional management mechanisms need to be implemented for the effective and efficient utilization of human resource management practices in the selected sample TVET institutions and colleges?

1.3 Objectives of the Study

1.3.1. General Objective

The main objective of the descriptive survey study was to assess the major factors affecting TVET trainers' utilization as human resource in selected Governmental TVET Institutions and colleges in NWAZ.

1.3.2. Specific Objectives

The study will include the following detailed objectives.

1. To see whether the trainers have satisfaction on trainers' performance appraiser, appraisal criteria, trainers' promotion opportunity and promotion criteria or not from the point of view of human resource management.
2. To check whether the TVET institutions follow clear criteria of HRP, recruitment and selection of trainers or not.
3. To examine the extent to which the level of communication and interpersonal staff relationship between management part and the trainers.

1.4. Significance of the study

Of all the resources at the disposal of a person or organization, it is only people who can grow and develop and be motivated to achieve certain desired ends. The attaining of targets for the organization is in their hands and it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing, which is at the heart of human resource management and optimum management (Riches and Morgan, 1994:p.1). As a result, it's important that a firm adopts human resource management practices that make best use of its employees. However, some problems may hinder the effective utilization of the human resource TVET institutions. Hence, conducting this study to identify the major problems affecting the implementation of effective utilization of human resource management practices will have the following contributions:

1. The study may provide information to the problems under the study.
2. The result of this study will have some contributions to the TVET institutions' of decision makers in considering the existing problems as an input.
3. It will also help as stepping stone for others who intends to carry-out in depth study on the problems.

1.5 Delimitations of the study

Human resource management is involving a wider range of techniques and practices designed in the formal organizations with the purpose of promoting employees effectiveness and efficiency towards the accomplishment of organizational goals. Among a wide range of activities, to make the scope manageable, this study was delimited to HRM aspects such as HRP, recruitment and selection, promotion, training, performance appraisal, employee relations, procedures, teaching loads and motivation factors for trainers only. This is because the HRM aspects encompass material and psychological elements whose absence or presence greatly influence human behaviour in the work place to affect efficiency and effectiveness. Therefore the researcher prefers that it is more valuable to study the above mentioned HRM aspects on the government TVET institutions' context in NWAZ. Furthermore, this study is delimited to TVET institutions

of Lalibela and Mekiet, Woldia TVET College, and Mersa TVET and Agricultural College which are offering training from level 1 to level 4.

1.6. Limitations of the Study

During conducting the study, the researcher faced with major constraints of time and budget resources that have direct influence on the study:

- Lack of literature in the area of TVET trainers' utilization where the researcher lives. This forced the researcher to come Addis Ababa by travelling 700k.m for three times and it also forced to stay for a month so that the researcher suffered from economically as well as it affected his work time.
- Since, the sampled institutions were scattered, the unwilling cooperation obtained from some of the respondents to fill in and return questionnaires timely influenced on time compilation of the data.

1.7. Definition of Key Terms

- I. **Human Resource Management** is management functions that help managers recruit, select, train, and develop members for an organization .It refers to a set of programs, functions and activities designed and carried out in order to maximize both employee as well as organizational effectiveness.
- II. **Human Resource Planning** is a process that includes forecasting, developing and controlling functions of human resource management by which an organization ensures that it has the right number of people with the right kind and level of qualifications assigned to the right jobs at the right time doing work for which they are economically useful.
- III. **Human Resource Utilization** is a function that deals with all aspects of a company's employees. Sometimes responsible for the administration of compensation, benefits, equal employment, employee counselling, and all other matters of employer-employee relationship.
- IV. **Performance Appraisal** is the process by which organizations evaluate their employees' job performance.

- V. **Performance management** – A management process for ensuring employees are focusing their work efforts in ways that contribute to achieving the organization's mission.
- VI. **Recruitment** is the process of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted. The result is a pool of applicants from which new employees are selected.
- VII. **Selection** is the process, by which an organization chooses from a pool of applicants, the person or persons who best meet the selection criteria for the position available.
- VIII. **Training** is any attempt to improve current or future employee performance 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.
- IX. **Job Satisfaction:** job satisfaction as an affective or emotional response towards various aspects of an employee's work.

1.8. Organization of the Study

The report of the research study will have five chapters. The first chapter deals with the background of the study and its approach. The second chapter presents the review of the related literature; chapter three deals with the research design and methodology; and, chapter four deals with the analysis and the interpretation of data. Finally summary of the findings, conclusion and recommendations are made in the fifth chapter.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This contains eight parts. The first part deals with the concept of human resource management practices; part two treats human resource planning, part three deals with recruitments and selection processes while the fourth part treats human resource training assessment; the fifth part examines staff performance appraisal; the sixth part deals with effective utilization of trainers; the seventh and eighth parts assess about employees job satisfaction and employees relations respectively.

2.1 The Concept of Human Resource Management Practices

Human Resource Management is relatively new as a field of study. Hence, it has gone through a series of historical events to reach its current level of development. Each one of us has a role to play in meeting the challenge of improving our HRM practices and maintaining a dynamic and progressive approach to managing people. In 21st, increases incorporate performance require attention to HRM practices, a commitment to a consistent view of the future inherent in a strong mission, viable strategic principles and corporate vision (Adams, 2007).

Furthermore, HRM refers to all of the dedicated activity that an organization uses to affect the behaviors of all the people who work for it. Because the behaviors of employees influence profitability, customer satisfaction and a variety of other important measures of organizational effectiveness, managing human resources is a key strategic challenge for all companies (Scullion and Linehan, 2005:p.206). Increasingly, firms are considering the adoption of new work practices, such as problem-solving teams, enhanced communication with workers, flexibility in job assignments, training workers for multiple jobs, and greater reliance on incentive pay.

To emphasize the above mentioned ideas, Chandan (2003:p.272) revealed that: the human resource management function has become increasingly important in today's fast changing world. Several trends, such as global competition, technological dynamics, increasingly knowledgeable and sophisticated customers and more educated workforce, are all forcing companies to organize more responsively. The foregoing definitions

indicate that HR is the performance of all managerial functions involved in planning, recruiting, selecting developing, utilizing, appraising, rewarding and maximizing the potential of the HR to the best achievement of the objective of an organization.

According to (Brattom and Gold, 1994: p.5) stated that *“HRM emphasizes that employees are the primary resource for gaining sustainable competitive advantage, that human resources activities need to be integrated with the corporate strategy, and that human resource specialists help organizational controller to meet both efficiency and equity objectives”*.

Therefore, human resource management is mainly focused with improvement of the effectiveness of human resource existing in each department of the organization and in the organization as a whole.

2.2 Human Resource Management: Planning human resources.

The focus of attention hereunder will be not to deal with the importance of HRM in a greater detail but on human resource planning. It, however, seems logical to begin with the definition of the term HRM itself. According to (Mondy and Noe, 1990: p.4) HRM is defined as “the utilization of human resources to achieve organizational objectives.” To support this idea, the primary responsibility of human resource manager has become coordinating the organization’s human resource actions through a well-conceived human resource management system, one of which is human resource planning (HRP). HRP is the process by which management determines how the organization should move from its current manpower position to its desired position. Through planning, management strives to have the right number and the right kinds of people, at the right places, at the right time, doing things which result in both the organization and the individual receiving maximum long-run benefits. It involves forecasting the organization's future HR needs and planning for how those needs will be met.

Basically, HRP involves the application of the planning concepts to the human resources of an organization in order to obtain and retain the skilled, committed and well-motivated workforce.

In relation to the above ideas, Chandan (2003: p.274) described that: human resource planning is a process which involves objectively systematic assessment of present and future staffing needs of the organization, identifying the available personnel to satisfy the current needs, forecasting the future demand and supply of workers, formulating ,staffing strategies with a view to both short and long range strategic plans and continuously monitoring, evaluating and updating these needs and sources of supply.

Human resource planning will occur as consequence of senior management's belief that the continuing development of those people will be a vital feature of strategy in both its formation and its implementation. Conceptually, HRP is the process of systematically reviewing HR requirements to ensure that the required number of employees with the required skills is available when they are needed (Mondy and Noe, 1990: p.145).

In connection to the above notion Brattom and Gold, (1994:p.130-133) described that: human resource planning facilitates the realization of organization's objectives by providing the right type and the right number of personnel on the basis of forecasting the needs of human resource in the demands of the organization.

According to Mbamba, (1992:p.55) the organization to be effective, HRP must, therefore, be a total activity encompassing the acquisition, utilization, improvement and presentation of the organization's human assets. Thus, educational managers, as planners have the responsibility of forecasting requirements of the education system, how and when to hit the targeted objectives and how best to secure, allocate and utilize resources. Moreover, since conditions in the external and internal environments can change quickly, the HRP process must be continuous allowing flexibility in the area of HRM (Mondy, et.al., 1999: p.150). Furthermore, the purpose of human resource planning is to assure that a certain desired number of people with the required talents will be available at some specified time in the future. In this connection, HRP has two components: requirements and availabilities (Mondy, et.al., 1999: p.149). To emphasize the above notion, forecasting human resource requirements involve determining the number and the type of people needed by skill level and location. This information can be used to forecast the demand for institutional services. It also serves as standard or target against which to judge the adequacy of anticipated future resource availability is to estimate the numbers

and types of employees that will be available in various job categories at the end of the planning period (Heneman et.al., 1996: p.214). Hence, this shows that TVET institutions must have a human resource plan for both the present and future trainers' requirement.

2.3 Staff Recruitment and Selection

Creating an organization facilitates conditions for effective and efficient performance of workers and staffing the organization with the appropriate people has become the most primary task of management of an organization (Haileselasie,1999: p.1).This necessitates the need for entering into the recruitment and selection phases of staffing.

2.3.1 Staff Recruitment

As explained in the aforementioned topic, before the recruitment is done, the managerial question is already answered through the analysis of needs along with the qualitative need for skills through ability specification (Sanyal, 1991: P.71)

According to Castetter (1962: p.174), that is, when the management has defined staffing standards to which it intends to adhere for the present as well as the future, it can then be determined what types of personnel will be needed, the number of each type to be recruited, what the annual staffing requirement will be, what the personnel plan will lost, and hence, what the long term personnel plan for the institution should be. Recruitment, as a human resource management function is one of the activities that impact most critically on the performance of an organisation.

Recruitment, as used herein is, thus, defined as ‘ the first part of the process of filling a vacancy, it includes the examination of sources of suitable candidates, making contact with those candidates and attracting from them’ (Graham, 1983: p.126). Thus, to generate and, if necessary, pare down the poll of candidates from which new employees are subsequently selected is among the primary tasks of recruitment.

As can be seen the above point, Chandan (2003: p.277-278) revealed that: after proper recruitment planning process is finished what the personnel manager needs to do is to recruit potential candidates from the poll of candidates. This process is called recruitment. Recruitment is thus, the consideration of suitable candidates, making contacts with them and attracting applicants from them in an attempt to prepare employees to fill vacancies of the organization.

In relation to the above notion, Brattom and Gold (1994:p.134) suggested that: an organization would wish to recruit and retain those employees deemed by management to be the kind of workers who could be trained to the organization's requirements but there would be less interest in applying the whole package of HRM policies. It may be well to point out also that getting the right person at the right time for the work is not an easy task for human resource management in any organization more so in higher institutions of learning. It is of a challenging task for the very reason that leadership in tertiary level institutions follows, at best, a collegial approach where supervision and control are de-emphasized and individuals enjoys a relatively high level of self-direction (Ayalew, 1995: p.150). This indicates that it is difficult to get easily highly competent and skilled TVET trainers.

2.3.1.1 Sources of Recruitment

The recruitment maybe internal to the organization or prospective candidates can be drawn from outside sources. To what extent the internal sources or external sources for recruitment would be used would depend upon the specific vacancy of the organization as well as its philosophy of operations.

a) Internal Sources of Supply

Internal sources of recruitment refer to recruitment of applicants from within the organization. Accordingly, skills and management inventories, human resources inventories and job posting procedures as well as transfer/promotion procedures are being used as essential tools for internal recruitment (Mondy, et.al., 1999: p.153 and Monappa, 1999: p.223-224).

In relation to the above point, Mondy, et.al. (1999: p.153) revealed that: a skill inventory is information maintained on the availability and preparedness of non-managerial employees to move either into higher level position or laterally in the organization. This information allows an organization to easily identify workers with particular skills and match them as well as possible to the changing needs of the organization.

Internal sources of recruitment are the most common sources within the organization itself. Most organizations have procedures for announcing vacancies through posting

notices, circulating publications announcing at staff meetings and inviting employees to apply. Some promotions may be built in the hierarchical structure and take place automatically on the basis of seniority or when a position at the upper level becomes available. Whenever a higher level vacancy occurs, someone from within the organization is upgrade, promoted or transferred to another department or location.

According to Mondy and Noe (1990: p.184) job posting and bidding procedures are also employed as internal recruitment methods in order to attract qualified and competent employees. Job posting is a procedure for informing employees that a vacant post exist. Job bidding (offering) is a technique that permits employees believe that they possess the required qualifications to apply for a posted job.

As stated by Flippo (1984: p.143) this method is more compatible with adopting the organization to the needs of individuals because it provides flexibility and greater control over career progress and often results in better matches of employee and job.

The internal recruitment process can be very encouraging and motivating for employees since they are assured that they will be preferred over outsiders when the opportunities occur. This reinforces a sense of loyalty among employees for it provides them with an opportunity for advancement and it is economically in terms of money and time since all the energies expended in the process of hiring new candidates from outside are saved.

Therefore, in TVET institutions, internal recruitment may provide individuals with the opportunity to suitable fill in vacant positions as they improve their educational level. Thus, promotion means advancement of workers to higher post, greater responsibilities, higher salary and high status.

b) External Sources of Supply

According to Heneman, et.al. (1996: p.248), external recruitment is the process of seeking out and attempt to attract individuals in external labour markets who are capable of and interested in filling available job vacancies. The major conditions that require external recruitment are to fill entry-level jobs to acquire skills not possessed by current employees, and to obtain employees with different backgrounds to provide new ideas (Mondy and Noe, 1990: p.180).

In connection to the above suggestion, Chandan (2003: p.278-280) suggested that: the external source are carried and many organizations cannot fill their. Manpower needs from within and hence they must look for outside sources. The outside pool of potential candidate includes new entrants to work force the unemployed and retired experienced persons. Some of the sources of external recruitment include:

- Active files of potential candidates kept at the organization
- Employment agencies
- Advertising
- Colleges, universities and other educational institutions
- Professional or trade associations
- Labour unions
- Employee referrals

Therefore, it is better that before any recruitment is made, the recruiter must plan about the nature of the job, the skills and knowledge required for the position and possible means of fulfilling the requirement.

2.3.2. Staff Selection

Selection is a process of choosing a few among those what have been attracted in recruitment process (Saiyaadain, 1988: p.64) in Seyoum (2007: p.26). The staff selection process comes after the staff recruitment with the intention to match the process comes after the staff required and the job description that are indicated in the job description and job specification with the qualification of the individual applicants. Moreover, great attention has given to be paid to selection because it means establishing the “best fit” between job requirements on the other (Monappa, 1999: p.135). The effectiveness of an organization’s to selection process significantly determines the ability of the organization to achieve its goals and to survive and grow in a dynamic environment (Aggrawal, 1993). If an organization is to place the right person on the right job, then proper selection is a must.

To this end, different techniques are used to select personnel. The selection methods, however, is not common for all organizations. It differs from one to another depending on

the situation and needs of the organizations, as well as level of on which selection is made (Monappa, 1999:p.142).

Therefore, selection is a process of screening and choosing the better applicants those with likelihood of success in a job in order to hire.

2.4. Human Resource Training Need Assessment

This is one of the activities that a manager and/or a person who is responsible for the human resource should do before he/she designs human resource training program. Because it enables him/her to identify the area in which he/she decides in advance what is to be achieved through human resource training by applying different resources and the way in which the program is arranged.

No one can work well without adequate job knowledge but in some cases it can be acquired in informal ways through experiences while in their job. But, as far as the accuracy and shorter time of learning concerned formal training is more important than experiences. Moreover, formal training is more important for the employee to enable him/her to get new knowledge which the jobs require and the method of performing the work (Graham, 1983: p.230-231). Since, training constitutes an on-going process in any organization. Successful candidates placed on the jobs need training to perform their duties effectively. Training is any attempt to improve current or future employee performance by increasing any employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge.

As stated by Anderson (2000:p.9), training is a process to change behaviour of employees at work through the application of learning principles. It is the systematic development of the attitude, knowledge and skill behaviour pattern required by an individual in order to perform adequately a given task or job. To strengthen the above notion, the managers and teachers in schools and to a lesser extent colleges are from a common professional background with shared values, training and experience (Bush, 1986: p.6).

In relation to the above points: (Paisey, 1992:P.156 -158) described that: training is a means of inducing professional development. This is particularly true of staffs who are concerned with the design, conduct, content, and evaluation of training courses run by the school itself for its own staff as part as a staff development programme. Training

therefore needs to introduce sharper observation, more penetrating analysis and reflection. Furthermore, the term training tends to be to signify the set of activities used by firms to develop the competency base of their employees. Its objective is to foster learning among the organizational members and to develop enriched and more capable workers who in turn, can enhance organizational competitiveness and effectiveness (Scullion and Linehan, 2005:p.72). Training also address particular deficiencies in individuals, develop specific competencies, focuses on more tangible aspects of improving performance and tends to be oriented towards solving short term performance concerns. This helps to the organization to know the type of training needed by assessing training need. We can arrive at the conclusion that human resource training in an organization is necessary (Sherman, et.al., 1996: p.234). Some of the indicators for the need of human resource training are inefficiency of workers to produce under the established standard and inability to use the materials/ resources properly.

2.4.1. Types of Human Resource Training

There is no single type of training has proved most effective. An organizational culture that supports change, learning and improvement can be a more important determinant of training program's effectiveness than any aspect of the program itself (Gomez-Mejia, 2003: p.262). Some types of training are more effective training remains as much an art as a science.

According to Ramasamy (2001: p.262-263) revealed that the wide variety of human resource training methods have been divided into two main categories which consist of sub-others categories under them. The common types of trainings are on- the-job and off-the-job trainings.

A) **On-the-job Training:** it is a type of training in which an employee learns while actually performing his/her assigned duties in the organization. It has delivered to the employee in different forms.

- On the specific job
- Rotation of position
- Apprenticeship
- Special project

B) **Off- the-job Training:** under this training system, the trainee does not contribute to the organization because he/she spends his/ her fulltime for training purpose in another place out of the organization.

- Special course and lecture
- Conference
- Role playing
- Management game
- Brainstorming and
- Transactional analysis.

Therefore, from the above different scholars points of view, institutions' principal/dean is a key player in the activities of implementing some functions of human resource management at institution level. Moreover, to achieve institutions objectives, attention should be given in assessing institution principal/dean in the field of HRM activities by the concerned officials in the area.

2.5. Staff Performance Appraisal

Performance appraisals are essential for the effective management and evaluation of staffs. As Barlow (1989, p.500) cited in (Brattom and Gold, 1994: p.170) has stated, 'institutionally elaborated systems of management appraisal and development are significant rhetoric in the apparatus of bureaucratic control''. It might be that the idea of control is at the heart of the problem of appraisal in organization. Moreover, Performance appraisal data can determine employee rewards and are also used to validate predictors in the selection process. It is generally accepted that doing appraisal frequently and giving frequent feedback on performance are essential if improvement in performance is to be hoped for or if the aim is to sustain a high level of performance (Scullion and Linchan, 2005:p.97).

In designing staff performance appraisal system, it is necessary to make it clear the purpose and aim of the exercise. The purpose should be clear between the two parties; the appraisee and the appraiser, before stepping into the next stage; otherwise, it will bring dissatisfaction on the part of the staff. Staff performance appraisal is designed for the purpose of aiding personnel manager by providing useful information for reliable

decision. It is the formal, systematic assessment of who employees are well performing their jobs in relation to established standards and communication of that assessment to employees (Wendell, 1990:382).

According to Chandan (2003: p.286-287), performances can be evaluated against some set standards. The formal appraisal plans are designed to meet three objectives. First, performance appraisal provides evidence to justify or validate selections, promotions, transfers or salary increments. Second, the worker learns as to where he stands relative to expectations and whether any changes are required in his behaviour, attitudes, skills or job knowledge. Finally, performance appraisal helps to determine what additional training the employee may need.

To this effect, Wendell (1990: p.388-399) has stated that there are five kinds of performance appraisals which comprise supervisor appraisal, self-appraisal, peer appraisal, subordinate appraisal and ground or committee appraisal. There are a number of performance appraisal methods available and care must be taken to select a method which is most suitable for blue-collar workers, others for white collar workers and still other for executives. In addition, the evaluators must be competent enough in administering these appraisal techniques because some techniques measure productivity while others measure traits and behaviours qualities (Chandan, 2003: p.287-288).

As further explained by Chandan (2003: p.286-288), some of the performance appraisal recommendations are discussed as follows:

1. Narrative technique: in this method the rater simply writes a page or so about the strengths and weaknesses of the employees and makes some personnel recommendations. It provides actual description of performance.
2. Ranking Method: this method simply ranks the person from the 'most valuable' to 'least valuable'. This is the simplest method of separating the most efficient from the least efficient worker.
3. Graphing Rating Scales: A commonly used method that it assesses a person on the quality and quantity of his work divided into a number of factors. These factors can be categorized as employee characteristics and employee contributions. The employee characteristics include qualities such as initiative, leadership,

dependability, cooperativeness, enthusiasm, loyalty, decisiveness, emotional stability, maturity, analytical ability and so on. The employee contributions also include quantity and quality of work, responsibility undertaken, results achieved and devotion to the organization, attitudes towards superiors as well as subordinates and the like. These traits are evaluated on a 'continuous' scale from unsatisfactory to outstanding, where the rater puts his mark somewhere along this scale based on his judgment of that particular trait.

4. Behaviourally anchored rating scales: In this method the rating process is highly job oriented rather than trait oriented. This makes the method more quantifiable. In this technique, the requirements for effective performance as well as the requirements for ineffective performance are identified on the basis of judgment by a specialist and these requirements are 'anchored' at each end of a vertical bar. The bar consists of a series of vertical scales each scale identifying each important dimension of job performance. Each bar scale, generally from 1 to 9, where 1 is the lowest rating on a continuous basis and identifies specific examples of job behaviours. The rater then scores the performance of each behaviour on the appraisal form. This method is designed to reduce the risk and impact of errors that are caused by subjective judgements and a personal prejudice.
5. Critical Incident Method: The critical incident method is based on the principle that there are certain acts or incidents as a result of the employee's behaviour or performance which makes the difference between the success and the failure. These critical incidents, both good and bad are recorded so that the supervisor has some factual basis for discussion during evaluations. For example, if an employee has missed important deadlines, then this could form a basis for unreliability.

These collected incidents are then ranked in order of frequency and importance. One drawback of this method is that unfavourable incidents may occur since critical incidents usually have a subjective evaluation and are difficult to quantify. They also do not lead themselves to comparison or statistical analysis.

2.6. Effective Utilization of Trainers

In order to accomplish the institution's goals, TVET institution as social organizations require manpower, financial, material and time resources. Of all these resources, manpower resource is the most prominent for the accomplishment of any TVET institution. The importance of manpower resource alone cannot, however, guarantee the achievement of predetermined goals. Thus, as stated by Castetter (1962: p.98) staff utilization means:

Developing ways whereby the ablest teachers can be more available to more students. It is recognizing staff differences and making teaching assignments accordingly. It is relieving the instructional staff of routine work, which can be performed effectively by personnel employed for this purposes, such as clerical and instructional assistants. It is assessing staff competencies and maximizing them for instructional purposes.

Teacher utilization involves all of these things and, "at its best" represents "a systematic effort to utilize fully and economically the competencies, time and energies of personnel to the utmost instructional advantage" (Castetter, 1962: p.98). Hence, teacher utilization is a crucial function and represents join the right teacher to the right place in order to get the best out of them (Anderson, 1995: p.606). Since, it is teachers who responsible body both academic and related tasks which are related to what teachers actually do in the class room and to their activities and life in the society. Teachers' classroom instruction roles are directed toward the actual work, i. e., planning of work, selection of appropriate teaching methods, preparation for a course of study and class room management including evaluation of students' progress. Thus, conditions in colleges should be arranged to facilitate effective performance by organizing subjects to be taught so that the right teachers can be in the right place with the right equipment for teaching and doing the predetermined scheme of work. In short, academic staffs in college are the supreme factor of teaching-learning activities (Aggrawal, 1995: p.395). That is, teachers are on the front line towards the achievement of the TVET institutions' goals. Here is, the major emphasis being on the efficient and effective use of trainers to attain the desired goals of TVET institutions.

2.7. Employees Job Satisfaction

As human beings, employees in an organization have thoughts and feelings, which strongly influence their behaviour towards the organization's work content and context. Thus, the satisfaction which people experience in their job is largely the result of the extent to which different aspects of the work situations are relevant to the individuals job related value systems such as opportunity for advancement, job security, opportunity to use ideas, pay, cooperation, working conditions, working hours, communication, recognition and group relationships outside the job (Geol, 1999: p.158).

As stated by Paisey (1992:p.2) job satisfaction is a function of the extent to which one's job is perceived as fulfilling important values satisfaction is determined by the discrepancy between preferred levels of job factors and the actual level. The majority of people at work would seem to need systematic opportunities for the development of natural talent where it exists or the generation of it where it does not. This implies the job monitoring of potential and exposure for growth plus off-the job explicit education and training. From the management point of view the concept of job satisfaction is worth keeping firmly. If a manager can help to increase job satisfaction levels in any way it creates a new asset for the school and almost by definition the greater effectiveness of the school. To achieve this result a number of basic considerations need to be observed. Whilst the manager works to increase job satisfaction among staff members, he or she at the same time works to decrease job satisfaction. If job satisfaction depends upon having a stimulating work content, recognition, achievement, responsibility and advancement, job dissatisfaction may be said to relate more to the contextual factors within which they occur. These are primarily the physical conditions of the workplace, salary levels, and the competence levels of the administration, personal relationships with colleagues at work, and perhaps above all, the kind and level of management exercised, with particular respect to supervision (Paisey, 1992:P.150). In a similar way Paisey (1992:P.9) explained that: - the teacher's job consists of both instructional duties-working with pupils and organizational duties-working with colleagues and other adults inside and outside the school. Employees experiencing high satisfaction levels contribute to organizational

commitment, job involvement, improved physical and mental health, and improved quality of life both on and off the job. Job dissatisfaction on the other hand, culminates in higher absenteeism, turnover, labor problems, labor grievances, attempts to organize labor unions and a negative organizational climate. An efficient and effective human resource will produce quality, productive individuals that will eventually minimize the problems that are related to human resource such as job dissatisfaction, absenteeism, or turnover of employees.

Job satisfaction is actually a complex phenomenon in the minds of employees. In an attempt to explain the complexity and the scope of the individual's job satisfaction to affect his/her feelings both inside and outside the work environment; Davis (1981: p.83) stated that *"Job satisfaction is part of life situation. The nature of one's environment of the job affects one's feelings on the job. Similarly, since job is an important part of life, job satisfaction influences one's general life situation"*.

Therefore, because of such complex effects of job satisfaction on the employee's life organizations need to be concerned about job satisfaction of their employees.

2.8. Employee Relations

The aim is to create a climate in which productive and harmonious relationships can be maintained through partnerships between management and employees. The purpose of staff relations is to ensure effective communication between management and staff to secure maximum cooperation from staff and to motivate staff to give their best by ensuring that they feel fairly treated understands the overall direction and values of the TVET trainees and those of their departments and how decisions that affect them have been reached. The principles that govern staff relations are that where possible:

- Management should communicate regularly and openly with staff;
- Should be consulted on matters that affect them;
- Problems and disputes should be resolved through discussion and consultation;
- Management should devise and encourage activities that contribute to staff well-being.

That is, by operating a compressive, systematic coverage of the employment relationship in all the activities of HR management and by following the appropriate process, HR managers can help to adapt their organizations to the changing environment and can contribute to the success of their organizations (Shaun and Alfred, 2000: p.64-65). In short, effective communication is central to establishing interpersonal relationships that leads to employee participation in decision making is believed to be a strategy to increase their motivation to work and job satisfaction (Riches and Morgan, 1994:p.52).

2.8.1. Good Managerial Relations

One of the causes of human resource utilization effectively that has been received attention in the literature recently is related to employee managerial relations. To this effect, Bruce and Blackburn (1992: P.22-23) have revealed that one of the most important factors to foster job satisfaction among employees is good managerial relations. Those managers who act to maintain good relations with their employees exhibit the following behaviours; help with job related problems, awareness, of employees' difficulties, good communication and regular feed-back, about performance so that employees always know where they stand. Employees want also to have input into decisions that affect them and to feel important, that is, they want to be involved and informed. This activity is considered to be an easy condition to be created by managers in involving as well as with regular feedback of employees.

Pertinent to this aspect and kind of good manager employee relationship, it is also highly commented that line supervisors are in a better position to give consistent, timely and on-going feedback, because regular feedback is believed to be a key to good communications (Armstrong,1996: p.160). Conversely, poor relationship like insensitive, incompetent and unerring managers is reported to have the most negative effect on employee job satisfaction. This includes, according to, Carelle, et.al. (1992:p.726) unfair or biased treatment by supervisor/manager, failure of managers to listen and respond to employee's problems or concerns and problem with management communication credibility.

2.8.2. Co-worker Relations

Effective human resource utilization is significantly affected by the quality of the employee with worker in the work environment who might act as role models. For example, Carell, et.al., (1992:p.726) conclude that the quality of relationships within the work group is very important to employees, especially to the extent that the individual is accepted as part of his/her fellow employees, friends and support of his/her fellow employees. Similarly, Griffin cited in Mitchell and Larson (1987:p.142) explained that employees tend to have a more favourable attitude toward the task when the model in an organization expressed a positive task attitude than when the model expressed a negative attitude. Similar effects can occur in organizations when managers are found to be the role models.

CHAPTER THREE

3. Design and Methodology of the Study

3.1 Method of the Study

The research method employed was determined by the nature of the research topic. Based on these facts, this study assessed and described the current status of utilization of trainer staffs. Hence, the descriptive survey method was appropriate approach for the study.

3.2 Sample Population

From the total number of 62 Governmental TVET institutions in Amhara National Regional State, four (6.6 %) TVET institutions in North Wollo Zone were selected for the study. The choice of the TVET institutions was purposive sampling method since the institutions are more experienced and the total number and diversity of employees/ staffs in these institutions were high. The second intention for using technique is appropriate to avoid the probable focus in a certain geographic area. Therefore, while selecting sample TVET institutions, the number of staffs and geographical area were considered.

3.2.1 Trainers

There were 217 trainers in the four sampled TVET institutions out of these population 124(57.6%) trainers were incorporate in the sample by using availability sampling technique for the manageability of their number. Out of these 124 (57.6%) were included in the sample. The trainers were stratified according to their field of study with an attempt to incorporate, ideas of trainers from all areas of institution in the study.

The total 124 (57.6%) of trainers were randomly selected. The stratified random sampling technique was employed to draw a sample respondent from each department.

3.2.2 Department Heads

There were 19 department heads in the sampled TVET institutions, 11(57.6%) of them were incorporated in the study.

3.2.3 Principals/Deans

There were 10 principals/deans in the sampled TVET institutions, 6(60%) of them were incorporated in the study by using purposive sampling for the manageability of their number.

3.2.4 Work Process Coordinators

Twenty seven work process coordinators of the four selected TVET institutions, 16(57.6%) were taken for the study by using availability sampling technique for the manageability of their number.

Table 1: Sampling of the study groups

N O	Study groups	Total population					Sample population					Total
		Lalibela TVET institute	Mekiet TVET institute	Woldia TVET college	MersaTVET and Agri. Col.	Total	LalibelaTVET ins.	Mekiet TVET institute	WoldiaTVET coll.	MersaTVETandA g/coll.		
1	Trainers (57.6%)	41	21	107	48	217	24	12	61	27	124	
2	Department heads 11(57.6%)	4	3	6	6	19	2	1	4	4	11	
3	Work process Coordinators 16(57.6%)	7	7	6	7	27	4	4	4	4	16	
5	Principals and Deans 6(60%)	2	3	3	2	10	1	1	2	2	6	
	Total	54	34	122	63	271	31	18	71	37	157	

Source: From the sampled institutions

3.3 Instrument of Data

In order to gather first-hand information pertaining to the subjects of the study, questionnaires, and interview questions were prepared and administered. In addition to this document analysis were used.

Questionnaires were used for its appropriateness to secure data from many people at a time and for its natural characteristics that allow in formats express their ideas and opinions freely and confidentially. These questionnaires composed of both open-ended and closed ended items of all the items of the problems.

3.3.1 Questionnaires

Two separate questionnaires prepared:

- a) Thirty three close-ended questions and two open-ended questions on the basis of utilization of HRM practices were prepared and distributed to trainers and department heads. Out of the total 135 randomly selected trainers and department heads, 117 (86.7%) trainers and department heads were properly filled and returned the questionnaires.
- b) Thirty three close-ended and two open-ended question items based the utilization of HRM practices were prepared and distributed to 6 principals/deans and 16 work process coordinators. Out of the total 22 distributed questions 21(95.45%) of them were properly completed and returned the questionnaires.

3.3.2 Interview

Eight unstructured interview items on problems of HRM practices were designed for vice principals/vice deans were not included in the study groups.

3.4. Pilot study

The purpose of the pilot study was to assess the relevance of the instruments designed to collect data for the study. The aim was also to find out ambiguities, omissions and misunderstandings of each item. Given to the study/thesis advisor and they were asked to give their reaction on each item of the instruments. Using the relevant comments and suggestions from the instruments, the pilot study was conducted. The pilot study was conducted in Kobo TVET institution which was not incorporated in the main study. Two department heads, five trainers, one principal and two work process coordinators had participated in the pilot study. Questions were distributed to all the above mentioned parties. After the pilot study was conducted; both reliability and validity were established. In order to improve the reliability Cronbach alpha test was used and the result was 0.72. This indicated that questionnaires were reliable since the results of this pilot test was greater than the cronbach alpha test (0.5). So as to all the items of the instruments were made as pertinent as possible to the study problem. Based on the pilot study's results and the professional's feedback the content validity of the instrument was checked as follows:

- The items were roughly inspected

- The content validity of the instrument, the order of the questions, omissions, vague, items and terminologies were improved and made the items measure what they reported to measure.

3.5. Procedure of Data Collection

The data gathering instruments used in the study was drafted on the basis of the reviewed literature and intended data to be collected. To maximize the quality of the responses and the rate of return the time convenient for the respondent was arranged. The researcher was made the objectives of the study clear to all of the sample respondents at the verge of questionnaire administration in order to avoid confusion and facilitate ease of administration. A close follow up was also made to immediately correct problems arose during the filling of the questionnaires.

3.6. Methods of Data Analysis

The data secured from different sources were tabulated, analysed and interpreted using both quantitative and qualitative research methodology.

Responses to the items were given a scale value ranging from “very high” to on indicating “very low”. Descriptive statistic which includes frequency counts, percentages and mean were used for classify into different variable categories of responses on the problems of the human resource management practices. The views, options, and relating opinions to facts were used in the open-ended questions and interviews made with respondents. In the results section, respondents of all subjects were analysed on each research question.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This part of the thesis deals with the presentation, analysis and interpretation of the data gathered from the sample of TVET institutions and college of the ARS. The data obtained through questionnaires and documents review were analysed and interpreted. One hundred fifty seven questionnaires were distributed to trainers, department heads, work process coordinators and principals and deans. The compositions of respondents were:-

- Trainers and Department Heads, 117 (86.6%)
- Work Process Coordinators, 16(100%)
- Principals and Deans, 5 (83.3%)

Therefore, out of the total distributed questionnaires 138(87.89%) were filled and returned which is reasonable amount in case of survey study to conduct data analysis. Consequently, based on the responses obtained from the sample analysis and interpretation of the data are presented subsequently for each table, in this section of the study.

4.1 Characteristics of the population under study

In order to maximize the study or to get relevant information, different categories of respondents were involved in this study as mentioned earlier. Therefore, the responses and other relevant data were organized and analysed in order to determine the outcome of the study (Table.2).

Table2: The Back ground Characteristics of the respondents

The following table2 is concerned with the respondents of sex ratio, age level, work experience and the required qualification/educational level.

No	Items	Trainers/ department heads (57.6%)		Principals/ Deans (60%)		Work process coordinators (57.6%)		Total	
		no	%	no	%	no	%	no	%
1	Sex: Male	100	85.5	5	100	16	100	121	87.7
	Female	17	14.5	-	-	-	-	17	12.3
	Total	117	100	5	100	16	100	138	100
2	Age: 20-25	86	73.5	-	-	8	6.8	94	68.1
	26-30	27	23.1	-	-	5	31.3	32	23.2
	31-35	3	2.6	3	60	1	6.3	7	5.1
	36-40	1	0.8	1	20	1	6.3	3	2.2
	41 and above	-	-	1	20	1	6.3	2	1.4
	Total	117	100	5	100	16	100	138	100
3	Service level: Below 5	104	88.9	-	-	15	93.8	119	86.2
	6-10	10	8.5	4	80.0	-	-	14	10.0
	11-15	3	2.6	-	-	-	-	3	2.2
	16-20	-	-	-	-	1	6.3	1	0.8
	21 and above	-	-	1	20.0	-	-	1	0.8
	Total	117	100	5	100	16	100	138	100
4	Educational level: Certificate	-	-	-	-	-	-	-	-
	Diploma/C-level	59	50.4	-	-	2	12.5	61	44.2
	Degree /B-level	56	47.9	4	80	14	87.5	74	53.6
	MA/MSc/A-level	2	1.70	1	20	-	-	3	2.2
	Total	117	100	5	100	16	100	138	100

Source: from the respondents of the sampled TVET institutions

As can be observed from table 2 of item one, the majority 85.5 % (100) of the trainers, 100% (5) of principals and deans and 100% (16) of the work process coordinators were found to be males.

Considering the grand total of sex, 87.7% (121) of the respondents were males and 12.3% (17) were females. This may indicate that the participation of females in the areas was low. Thus, the responses of the subject in this study have presented predominantly males idea. It also indicated that the females' participation and

predominantly males idea. It also indicated that the females' participation and employment rate to the training profession in the TVET institutions and colleges has been low. Moreover, the proportion of their representation in this study would obviously take the same pattern.

As shown in item no 2 of Table 2, 68.1% (94) and 23.2% (32) of the respondents fall within the range of 20–25 and 26–30 respectively. While the remaining, 5.1% (7) and 2.2% (3) of the respondents were within the range of the age 31–35 and 36–40 respectively. On the other hand, 1.4% (1) of the respondent falls within the age of 41 and above. From this one can concluded that most of the respondents were young, since they are found in the age of young group.

With regard to service year, as represented in item 3 of table 2, the majority 88.9% (104) of trainers and 93.8% (32) of the work process coordinators have served below 5 years. As observed in the same item of the same table, 8.5% (10) of trainers and 80% (4) of principals and deans have served between 6–10 years. On the other hand, 2.6% (3) of trainers and 6.3% (1) of work process coordinators have served between 11-15 and 16–20 years respectively. Only 20% (1) of principal/dean respondent has served 21 years and above.

As can be observed from the Table, the majority 86.2% (119) of trainers and personnel have no sufficient training experience and management skills in the areas they have been assigned to work.

As can be seen from Table 2 of item 4, all principals and deans 100% (5) had first degree and above. Regarding the work process coordinators 87.5 % (14) of them were degree holders and 12.5 % (2) of them were diploma holders.

As indicated in item 4 in the same Table 2, the qualification of the trainers in the sample provided 47.8 % (56) of them had degree holders while 50.8% (59) had TVET college diploma (C-level trainers). From this notion, it is possible to deduce that the majority of trainers are C-level (diploma holder) trainers. Yet the TVET strategy, education and training policy suggests that trainers ought to have undertaken activates directly pertaining to the training offered at this level, the TVET trainers did not fully attain the desirable level. Thus, from this it can be rightly deduced that these under qualified

trainers were not in a position to provide the required level of quality training to their trainees.

Table3. The Distribution of Trainers and their educational back ground in NWZ with the respective TVET institutions.

This Table is showed that the distribution and educational level of trainers' information used as a secondary data. The information was collected from sampled TVET institutions.

No	Name of the TVET institutions	Number of and Educational level of trainers										Total	
		Certificate		Diploma /C-level		Degree /B-level		MA/MSC		PHD			
		no	%	no	%	no	%	no	%	no	%	no	%
1	Lalibela	-	-	21	51.2	20	48.8	-	-	-	-	41	100
2	Meket	-	-	13	61.9	8	38.1	-	-	-	-	21	100
3	Woldia	-	-	35	32.7	70	65.4	2	1.9			107	100
4	Mersa	-	-	14	29.2	34	70.8	-	-	-	-	48	100
	Total			83	38.2	132	60.8	2	0.9			217	100

Sources: From the Sampled TVET institutions and colleges.

The academic profile of the TVET trainers was supposed to be a university degree as a minimum requirement at middle level TVET programs, especially for level 3 and level 4 offering trainings. The academic status of the existing trainers of the population from the selected TVET assessed with the evidence of documents, the findings from above Table 3 revealed that 38.2% (83) trainers of the total population from sampled TVET institutions were possessed below the standard academic profile. The results illustrated that, only 60.8% (132) and 0.9% (2) trainers fulfilled the minimum academic standard that they held first and second university degree respectively. According to the findings, one may assume that the quality of training is not maintained as required standards.

4.2 Analysis of the current HRM Practices

4.2.1 Human Resource Planning

The technical and vocational education and training sectors hold primary responsibility of generating capable and adequate manpower in different fields. This is because trainers are the most important resources to carry out any activities of the institution and to come up with change and new employment. It is only through people that the organizations are considered as existing supplies of the society with skilled labour in all sectors of specialization accordance with the need to the study of TVET institutions. Therefore, the TVET principals /deans, the first duty of HRM is planning the demand of human resource of the right type of trainers in the right number. With this intention, the researcher was emphasized to verify how the human resource planning of trainers employed currently in the sampled TVET institutions based on the following table 4.

Table 4: Responses given on HRP activities.

In this Table, the question items raised in order to assess the strategic thinking in HRP practices, the need of skilled manpower in HRP activities, the need assessment of trained manpower and the extent of attracting and retaining of skilled manpower in the sampled institutions.

N O	Item	Respondents				Total		Mean value
		Principals/ Deans		Work process coordinators				
		no	%	no	%	no	%	
1	Strategic thinking in HRP practices is-----							
	a. Very low	-	-	-	-	-	-	
	b. Low	-	-	9	56.3	9	42.9	
	c. Moderate	4	80	4	25.0	8	38.1	
	d. High	1	20	3	18.7	4	19.0	
	e. Very high	-	-	-	-	-	-	
	Total	5	100	16	100	21	100	2.7
2	Availability of skilled manpower in HRP activities is --							
	a. Very low	-	-	-	-	-	-	
	b. Low	2	40.0	8	50.0	10	47.7	
	c. Moderate	1	20.0	6	37.5	7	33.3	
	d. High	2	40.0	2	12.5	4	19.0	
	e. Very high	-	-	-	-	-	-	
	Total	5	100	16	100	21	100	2.7
3	The need assessment has been done so far for trained manpower is -----							
	a. Very low	-	-	1	6.3	1	4.8	
	b. Low	1	20	7	43.7	8	38.1	
	c. Moderate	3	60	4	25.0	7	33.3	
	d. High	1	20	4	25.0	5	23.8	
	e. Very high	-	-	-	-	-	-	
	Total	5	100	16	100	21	100	2.7
4	The extent of appealing and retaining of skilled manpower in your institution is-----							
	a. Very low	-	-	1	6.2	1	4.8	
	b. Low	2	40	10	62.6	12	57.1	
	c. Moderate	3	60	4	25.0	7	33.3	
	d. High	-	-	-	-	-	-	
	e. Very high	-	-	1	6.2	1	4.8	
	Total	5	100	16	100	21	100	2.4

Source: from the respondents of the sampled TVET institutions and colleges

training staff resource planning was low. While others, 38.1% (8) from the total respondents the study groups agreed that the application of the strategic thinking of training staff resource planning was moderate. Still other, minority 18.7 % (4) of the total respondents confirmed that the application of the matter was high. The mean value of this item is 2.7. According to the mean value, this showed that the strategic thinking of training staff resource planning was relatively moderate. From this, it is possible to infer that there is a need of improvement clear strategic thinking about trainers resource planning.

The existence of competent and skilled manpower that conduct the activities of human resource planning at each level of educational institutions is crucial. Due to this fact, item 2 in the same Table 4, 40 % (2) and 50 % (8) of TVET Institutions' principals/deans and work process coordinators respectively reported that the availability of skilled manpower was low. While, 20% (1) of the principal/dean and 37.5% (6) of work process coordinators were agreed that the availability of manpower was moderate. Still others, 40% (2) of the principals/deans and 12.5% (2) of the work process coordinators implied that the availability of skilled manpower was high. The result of mean value towards item two is 2.7. Based on this result, the availability of skilled manpower was relatively showed moderate. Therefore, based on the responses of the majority, 47.7% (10) respondents, TVET institutions have less participation of availability of skilled manpower.

As can be seen item 3 in Table 4, the majority 38.1% (8) of the total respondents implied that the need assessment for trained manpower was low. The remaining, 4.1% (1), 33.3% (7) and 23.5% (5) of them agreed as very low, moderate and high respectively. However, the result of mean value towards the item 3 in the same table is 2.7. This mean value indicated that the issue of need assessments of skilled manpower could be moderate. From this finding as the majority interviewee responded that TVET institutions have been conducted inadequate skilled manpower need assessment.

In the last item of Table 4, the respondents 4.8% (1), 57.1% (12), 33.3% (7) and 4.8% (1) of the total respondents were responded very low, low, moderate and very high respectively that rated the appealing and retaining of manpower in TVET institution

based on HRP activities. From the majority responses have clearly observed that the attraction and retention of TVET trainers in HRP activities so far has been done was minimal.

4.2.2 Recruitment and Selection of Trainers

As it discussed in the review of literature part, the first operating function of HRM is concerning with obtaining of proper kind and number of personnel necessary to accomplish organizational goals. With this intention, the researcher was emphasized to verify how the recruitment of trainers employed currently in the sampled TVET institutions based on the following table 5.

Table 5: Respondents given on Recruitment and Selection of TVET Trainers

The following Table 5 tries to show how trainers' recruitment is conducted and how rules, steps, and personnel policies are used to conducted trainers' recruitments and selection.

N O	Item	Respondents				Total		Mean value
		Principals/ Deans		Work process coordinators		no	%	
		no	%	no	%			
1	TVET trainers' recruitment conducted based on HRP is-----						-	
	a. Very low	-	--	-	-	-	42.9	
	b. Low	1	20.0	8	50.0	9	38.1	
	c. Moderate	4	80.0	4	25.0	8	14.2	
	d. High	-	-	3	18.8	3	4.8	
	e. Very high	-	-	1	6.2	1		
	Total	5	100	16	100	21	100	2.8
2	The following necessary steps, rules, personnel policies to conduct the recruitment and selection of TVET trainers is-----						-	
	a. Very low	-	-	-	-	-	47.6	
	b. Low	2	40.0	8	50.0	10	33.3	
	c. Moderate	2	40.0	5	31.3	7	14.3	
	d. High	1	20.0	2	12.5	3	4.8	
	e. Very high	-	-	1	6.2	1		
	Total	5	100	16	100	21	100	2.7
3	The advertising methods for the existing vacancies is-----						-	
	a. Very low	-	-	-	-	-	42.9	
	b. Low	-	-	9	56.3	9	38.0	
	c. Moderate	3	60.0	5	31.3	8	14.3	
	d. High	1	20.0	2	12.5	3	14.3	
	e. Very high	1	20.0	2	12.5	3		
	Total	5	100	16	100	21	100	3.3
4	Availability of skilled and competent manpower to conduct TVET trainers' recruitment and selection is-----						4.8	
	a. Very low	-	-	1	6.3	1	42.9	
	b. Low	-	-	9	56.3	9	38.0	
	c. Moderate	4	80.0	4	25.0	8	14.3	
	d. High	1	20.0	2	12.5	3	-	
	e. Very high	-	-	-	-	-		
	Total	5	100	16	100	21	100	2.6
5	The degree of using appropriate selection methods is--						4.8	
	a. Very low	-	-	1	6.3	1	33.3	
	b. Low	1	20.0	6	37.5	7	38.1	
	c. Moderate	3	60.0	5	31.2	8	19.0	
	d. High	1	20.0	3	18.7	4	4.8	
	e. Very high	-	-	1	6.3	1		
	Total	5	100	16	100	21	100	2.6
6	The extent that employing qualified TVET trainers is --						-	
	a. Very low	-	-	-	-	-	47.6	
	b. Low	3	60.0	7	43.8	10	19.0	
	c. Moderate	1	20.0	3	18.8	4	28.6	
	d. High	1	20.0	5	31.2	6	4.8	
	e. Very high	-	-	1	6.2	1		
	Total	5	100	16	100	21	100	2.9

Source: from the respondents of the sampled TVET institutions

As can be seen in item 1 of Table 5, the majority of the respondents 42.9% (9) of the total respondents (20% principal/deans and 50% work process coordinators) agreed that

trainers recruitment was conducted in the absence of pre-determined plan. The remaining 38.1% (8), 14.2% (3) and 4.8% (1) of the total respondents confirmed that TVET trainers' recruitment was conducted moderate, high and very high respectively. To assured where the exact rate lies, the mean value is calculated and became 2.8. This indicated that TVET trainers' recruitment was conducted at moderate level. Moreover, the majority of the respondents emphasized that the recruitment was conducted in the minimal of human resource plan. This has showed the poor existing method of the TVET sector.

With regard to item 2 of the same table 5, the respondents were asked whether the recruiters followed the necessary steps, rules, and policies in recruitment or not. Accordingly, the majority of the respondents 47.6% (10) of the total respondents replied that necessary steps, rules and policies were not followed in conducting recruitment of trainers. The rest, 33.3% (7), 14.3% (3) and 4.8% (1) of them agreed that the steps were followed moderate, high and very high respectively. As a result, the mean value was calculated as, 2.7. From this finding, the result showed as moderate and it can be deduced that the recruiters of trainers at the TVET institution level and RTVETB might not follow the required steps of the Regional Civil Service Bureau rules and personnel policies of recruitment and selection.

As already indicated, in item 3 of Table 5, the majority of the respondents 42.9% (9) of the total respondents agreed that advertising for the existing vacancies was little. While, the small minority 33.3% (7), 14.3% (3) and 4.8 % (1) of the total respondents responded respectively that advertising for the existing vacancies was moderate, high and very high. Based on this reason, the mean value calculated as 3.3. From the mean value, it is possible to consider that the implementation of advertising for the existing vacancies was moderate. Based on the majority responses, it is possible to say that either there was no existence of trainers' position vacancy advertisement or if it existed its implementation was minimal. Identifying and attracting appropriate applicants depends on the results of institutional advertising both in terms of the importance and the extent to which it reaches the focus audience. This helps to get competent manpower.

As can be observed in item 4 of the above Table 5, the availability of skilled and competent manpower to conduct TVET trainers' recruitment and selection was among the question posed to the respondents in order to measure their views. From this point of view, 4.8% (1), 33.3% (7), 19.0% (4), and 4.8% (1) of the total respondents responded that the availability of skilled and competent manpower was very low, moderate, high and very high respectively. On the other hand, the majority 42.9% (9) of the total respondents replied that the availability of skilled man power to show the trainers' recruitment and selection practices were low. To assure this finding towards item 4, the mean value was calculated as 2.6. According to the mean value of this issue, the availability of skilled manpower to show the trainers' recruitment and selection practices were relatively moderate. In addition to the above responses, the interview supported with TVET vice principals and vice deans officially confirmed that there was a great shortage of skilled and competent manpower at TVET sector since TVET is on the way of technology transfer.

Regarding to item 5 of Table 5, the minority 4.8% (1) and 33.3% (7) of the total respondents revealed respectively that following the appropriate trainer selection methods was very low and low. Whereas, the majority 38.1% (8), 19% (4) and 1.8% (1) have assured respectively that maintaining the procedure and criteria of selection were moderate, high and very high. On the contrary, most of them confirmed in the open ended questions that recruitment and selection, trainers' promotion and assignment were focused at faithful relationship to the management part. The mean value of this point showed as, 2.8. As the mean result indicated that follow the appropriate trainer selection methods was nearly moderate. Recruitment and selection are mostly done centrally at RTVETB without considering the local situation. This event might be created gaps for the administrators of the institutions.

In light of the above items of description, it is possible to infer that there were inappropriate recruitment and selection procedures and criteria. Due to this, careful attention was not given to TVET trainers' recruitment and selection at each level.

As already indicated in item 6 of the same Table 5, the respondents were requested to rate the degree of employing qualified TVET trainers during recruitment. The majority

of the respondents 47.6% (10) of the total respondents suggested that the degree of employing qualified trainers during recruitment was low. On the other hand, the rest respondents, 19% (4), 28.6% (6) and 4.8% (1) of the total respondents responded respectively that employing qualified for TVET trainers were moderate, high and very high. To this debate, the mean value showed as 2.9 and this implied that the degree of employing qualified trainers that are important for the institutional goals was nearly moderate. Thus, based on the responses of the majority, it can be said that the degree of employing qualified trainers that are important for the institutional goals was minimal.

4.2.3 Trainers' Performance Appraisal Management

As various literatures said, the performance appraisal management system includes performance appraisal planning, task assignment, assessing management, evaluation, feedback, control and application of associated incentives as well as procedures that define and regulate areas of freedom, monitoring and evaluating and rewards and penalties for once did in the institute. Subsequently, the accountability component of performance appraisal management may fail or is less effective if various elements of the above are missing, loss or not properly designed or enforced.

The focus of the above notion, the activities of trainers' appraisal performance management system were investigated and analysed based on the responses obtained from the respondents as described below the Table 6.

Table 6: Respondents View on Trainers' Appraisal in TVET institutions.

This table 6 tries to show the respondents' view on trainers' performance appraisal, appraisal criteria and the knowledge of appraisers in TVET institutions.

N O	Item	Respondents (Trainers)		Mean value
		no	%	
1	Trainers' evaluation so as to improve training process is-----			
	a. Very low	21	18.0	
	b. Low	49	41.9	
	c. Moderate	37	31.6	
	d. High	8	6.8	
	e. Very high	2	1.7	
	Total	117	100	2.3
2	The skills and knowledge of appraiser to run the activities of appraising trainers in your institution is--			
	a. Very low	25	21.4	
	b. Low	38	32.5	
	c. Moderate	43	36.8	
	d. High	10	8.5	
	e. Very high	1	0.8	
	Total	117	100	2.5
3	Trainers' performance appraisal conducted based on well-established and clear criteria are--			
	a. Very low	20	17.0	
	b. Low	47	40.1	
	c. Moderate	40	34.2	
	d. High	9	7.7	
	e. Very high	-	-	
	Total	117	100	2.3
4	The degree that the appraising results have been free from bias and favouritism is-----			
	a. Very low	27	23.2	
	b. Low	28	23.9	
	c. Moderate	39	33.3	
	d. High	15	12.8	
	e. Very high	8	6.8	
	Total	117	100	2.1
5	The degree that the output of trainers' evaluation used for retraining, promotion, reward, counselling purpose, motivation etc is-----			
	a. Very low	30	25.6	
	b. Low	45	38.5	
	c. Moderate	31	26.5	
	d. High	7	6.0	
	e. Very high	4	3.4	
	Total	117	100	2.2

Source: from the respondents of the sampled TVET institutions

As item 1 of Table 6 presents the view of trainers' appraisal system. To decide the contribution of appraisal in improving the TVET training process, the trainer of TVET institutions was requested to consider the evaluation of trainers in their institutions, in relation to the effects of improvement of the training process. Accordingly, 18% (21) and 41.9% (49) of trainers have reported respectively that trainers' evaluation had very low and low effect on improving training process. However, other trainers' 31.6% (37),

The mean value of this issue was 2.3. According to the mean value of this point indicated that trainers' evaluation improvement was low. Thus, as the majority responses 59.8% (70) of the total respondents of trainers responded negatively that it is possible to infer that trainers' evaluation improvement was low.

In item 2 of the same Table 6, trainers were asked about the trainers' evaluators have the knowledge and skills of trainers' evaluation appraising activities. Therefore, trainers 21.4% (25) and 32.5 % (38) of the total respondents have negatively indicated that the trainers' evaluators have very low and low degree of knowledge and skills on the appraising activities respectively. Whereas, the remaining 36.8% (43), 8.5% (10) and 0.8% (1) of trainers of the total respondents revealed that the knowledge and skills of appraisers on the appraising activities of trainers have moderate, high and very high respectively. On the other hand, the mean value showed as 2.5, which implied that the knowledge and skills of appraisers on the appraising activities of trainers were relatively moderate. From this finding, as the majority 53.9% (63) of the total trainer respondents have mentioned negatively that the appraisers on the appraising activities of trainers have no sufficient knowledge and skills. Hence, the appraisers' skills and knowledge of implementing of the appraising activities were poor.

As indicated in item3 of the above Table 6 posed that trainers were requested the establishment of trainers' appraisal performance. The majority 17% (20) and 40.1% (47) of the total respondents of trainers answered that the degree of establishment and clarity of criteria of trainers' appraisal performance was very low and low respectively. On the other hand, the remaining respondents 34.2% (40), and 7.7% (9) of the total trainers' respondents responded as moderate and high in the same issue respectively. The mean value was calculated as 2.3, which implied that the clarity of the established criteria of TVET trainers' appraisal performance was low. From this as the majority agreed, it is possible to deduce that there was no sufficient clarity of the established criteria of TVET trainers' appraisal performance.

Regarding to item 4 of the above Table 6, trainers were asked whether or not the degree of appraising results is free from bias and unfair favouritism. As mentioned in the same item of the above Table, 23.2% (27), and 23.9% (28) of the total respondents of trainers

reported that the degree of appraising results were free from bias and unfair favourites as very low and low respectively. While the remaining 33.3% (39), 12.8% (15) and 6.8% (8) of the total respondents of trainers indicated positively that the degree of appraising results were free from bias and unfair favourites as moderate, high and very high respectively.

The mean value of this issue was 2.1, indicating that; the degree of appraising results was not free from bias and unfair favourites. Even though, the responses of this finding had no significant difference between the positive and negative responses, the witnesses obtained from an open-ended question assured that the degree of appraising results was not free from bias and unfair favourites. The respondents have also mentioned that the result of appraising was not timely informed for trainers. That means, they do not get feedback about their performance results.

Item 5 of table 6, the questions posed and corresponding answers of the successes of the trainers appraising is motivation and placement of them at the right position.

With regard to this issue of item 5 in Table 6, revealed that, 25.6% (30) and 38.5% (45) of the total respondents of trainers said that the degree of appraisal placement was very low and low respectively. However, the remaining 26.5% (31), 6 % (7) and 3.4% (4) respondents of trainers said that it was moderate, high, and high respectively.

The mean value was 2.2, which implied that the degree of appraisal placement was found to be low. Thus, it can be inferred that the rate of appraisal placement, promotion and reward of trainers was not sufficient.

The Current Trainers Turnover and Its Reasons

The following table 6 emphasizes the perception of respondents about TVET trainers' turn over. The absence of doing trainers' reward or promotion opportunity based on their performance result might be forced the trainers' mobilization. In light of this, the researcher interested to identify the existing of TVET trainers' turn over and its reason.

Table 7: Respondents Perceptions on Trainers Turnover

This table shows that the perceptions of trainers' turnover, the frequency of turnover and the causes or the reasons of trainers that forced to leave their works.

N O	Item	Trainers/ department heads		Principals/ Deans/Work process Coordinators		Total	
		no	%	no	%	no	%
1	Is there any trainer turnover in the TVET institution?						
	a. Yes	85	72.6	20	95.2	105	76.1
	b. No	32	27.4	1	4.8	33	23.9
	Total	117	100	21	100	138	100
2	In which level of trainers do turnover is frequently seen?						
	a. New employed trainers	26	22.2	2	9.5	28	20.3
	b. Middle level trainers	17	14.5	1	4.8	18	13.0
	c. Senior trainers	14	12.0	1	4.8	15	10.9
	d. Both middle and senior trainers	18	15.4	8	38.0	26	18.8
	e. All	42	35.9	9	42.9	51	37.0
	Total	117	100	21	100	138	100
3	If your answer for item 1 is "yes", what is the common reason for turnover of trainers?						
	a. Low salary						
	b. Evaluation is not supported with sufficient evidence	92	78.6	18	85.7	110	79.7
	c. Boss interference	9	7.7	-	-	9	6.5
	d. Low status of the profession	5	4.3	-	-	5	3.6
	e. others	8	6.8	3	14.3	11	8.0
		3	2.6	-	-	3	2.2
	Total	117	100	21	100	138	100

Source: from the respondents of the sampled TVET institutions

Table 7 shows that the respondents' perception as trainers' turnover in the sampled TVET institutions. According to the results for item 1 of Table 7, the great majority of the respondents 76.1% (105) of the total respondents (72.6% of trainers and 95.2% of principals/deans and personnel) have agreed that there was high TVET trainers' turnover. But, the remaining other few respondents, 23.9% (33) of the respondents (27.4% of trainers and 4.8% of principals/deans and personnel) did not admit the existence of TVET trainers' turnover in their institutions. From the above information, only few respondents revealed as there was no trainers' turnover in their institutions. Documents investigated at each institution and interview conducted with the respective

institutions' vice principals and vice deans explained that there was a high rate of trainers' turnover in each TVET institution.

This perception differences might be due to either the principals/deans and personnel have rarely recognized the movement of trainers or denied the turnover because its impact is more described at institution. Despite the fact that the greater amount of the study groups, 76.1% (105) of the total respondents have revealed the existence of trainers' turnover.

Item 2 of the same table 7, the respondents implied to show the level of trainers that frequently left the job for various reasons. Accordingly, a significance portion, 37.0 % (51) of the total respondents explained that there was a frequent staff turnover from all levels of trainers' (fresh, middle and senior trainers).

On the other hand, some of the respondents, 20.3 % (28) of the total respondents (22.2% of trainers and 9.5% of principals/deans and personnel) reported that fresh trainers commonly left the job more than others. Still, some others, 18.8% (26) of the respondents (12% of trainers and 4.8% of principals/deans and personnel) agreed that both middle and senior trainers had left their job frequently. This response also supported by statistical data observed from documents reviewed in some of the sampled institutions by the researcher while conducting interview with the institutions' vice principals and vice deans. Therefore, based on the majority responses, one can understand that there was high TVET trainers' turnover in the institutions.

Regarding to item 3 of the above Table 7, respondents view on the existence of trainers' turnover was further requested to put their specific reasons. To this issue, the majority of respondents 79.7% (110) of the total respondents (78.6% of trainers and 85.7% of principals/deans and personnel) revealed that the main reason for the trainers' turnover was low salary payment. On the other hand, a few portions of respondents, 8 % (11) responded that one of the main reasons for trainers' turnover was the status of their profession. This result is assured that the common reason of the trainers' turnover was low salary payment. Concerning this point, additional answers were seek through an open-ended questions, the respondents have also explained some other reasons like absence of motivating factors in the institutions, lack of trained administrators etc. To

get more information, interviews were held with sampled TVET vice principals/vice deans. They revealed that, among different factors, the common reason for trainers' turnover was low salary payment for their profession. Since, TVET trainers are vocational skilled professionals, they have better options to get better job and they can be highly payable workers or they can create their jobs.

In general, human resource turnover can be directly connected to human resource management issues. It decides the quality of professional required, how to use them, how to get them and how to control. However, the current activities of HRM practices were inappropriately implemented. This might be due to lack of sufficient payment, absence of rewards, and inappropriate conducive working environment.

4.2.4 Provisions of Training for TVET Trainers

Training is important for an institution to develop the trainers' knowledge and skills to success their job effectively and to adopt them with the sophisticated and fast changes of technology as well as changes within their institutions.

The target of the researcher was to identify how the trainers obtained training and development considered and applied in the sample institutions. Based on this, the following table 8 are analysed, and considered the responses obtained from the current application of trainers' training activities.

Table 8: Responses obtained on Trainers' Selection for Training

In this table, the questions raise about trainers' selection criteria for training and the involvement of principals and deans during selection of trainers.

N O	Item	Respondents				Total		Mean value
		Trainers/Depart ment heads		Principals/Dean s/Work process Coordinators				
		no	%	no	%	no	%	
1	Does your institution set clear criteria for selection trainers for further education?							
	a. Yes	85	72.6	18	85.7	103	74.6	
	b. No	20	17.1	1	4.8	21	15.2	
	c. No sure	12	10.3	2	9.5	14	10.2	
	Total	117	100	21	100	138	100	
2	If your answer for item 1 is 'yes', what is the most acceptable criteria employed in selecting trainers for training on the job?							
	a. Level of education							
	b. Cumulative GPA during graduation	20	17.1	8	38.0	28	20.3	
		7	6.0	3	14.3	10	7.2	
		15	12.8	1	4.8	16	11.6	
	c. Performance at work	4	3.4			4	2.9	
	d. Service year	-	-	-	-	-	-	
	e. Cordial interpersonal relation	10	8.6	-	-	10	7.2	
	f. Political relation	61	52.1	9	42.9	70	50.8	
	g. All							
	Total	117	100	21	100	138	100	
3	The involvement of Principals/Deans in selecting trainers for training is---							
	a. Very low	8	6.8	-	-	8	5.8	
	b. Low	33	28.2	6	28.6	39	28.3	
	c. Moderate	45	38.5	12	57.1	57	41.3	
	d. High	19	16.2	2	9.5	21	15.2	
	e. Very high	12	10.3	1	4.8	13	9.4	
	Total	117	100	21	100	138	100	2.9

Source: from the respondents of the sampled TVET institutions

In Table 8 item 1 presents, the questions posed and corresponding answers given and analysed to the training of trainers. As can be seen in item 1 of the same Table 8, the majority 74.6% (103) of the total respondents (72.6% of trainers and 85.7% of

trainers' further education was clear and transparent. But, on the contrary, the minority 15.2% (21) of the total respondents negatively agreed that there were no sufficient clear criteria to select trainers for further training. On the same issue, 10.2% (14) of the total respondents reported that they were not sure whether clear criteria were set or not. Even though, the majority of respondents responded positively, it might lack transparency while conducting the selection of trainers' for further training.

Item 2 in the above Table 8, the majority, 50.8% (70) of the total respondents (52.1% of trainers and 42.9% of principals/deans and personnel) reported that all the criteria mentioned in question 2 were used for the selection of trainers for further training on the job. The remaining respondents 20.3% (28) of the total respondents indicated that the most acceptable criteria employed for selection of trainers for training purpose on the job was the level of education. Accordingly, insignificant number of respondents 11.6% (16), 10.2% (7.2), 2.9% (7.2) and 7.2% (10) of the total respondents confirmed that the most acceptable criteria employed for selection of trainers for training purpose on the job were used as Cumulative GPA during graduation, performance at work ,service year and political relation respectively.

In item 3 of the same Table above 8, with regards to the involvement of principals/deans in selecting trainers, the study groups were asked to indicate their degree of agreement. According to the majority respondents 41.3 % (57) and 28.3% (39) of the total respondents answered that the involvement of principals/deans in selecting trainers for training was moderate and low respectively. While the rest, 5.8 % (8), 15.2 % (21), and 9.4% (13) of the total respondents agreed that the involvement of principals/deans in selecting of trainers for training was very low, high and very high respectively. The mean value of the specific item is 2.9. This assured that the involvement of principals/deans in selecting trainers for training was moderate.

Table9: View of Trainers on Provision of Training in their institution.

Here is tried to assess the view of trainers on the provision training to improve their profession and the implementation of training need assessment.

NO	Item	Respondents(Trainers/de partment heads		Mean value
		no	%	
1	Trainers' provision for different professional improvement is -----			
	a. Very low	21	17.9	
	b. Low	50	42.7	
	c. Moderate	32	27.4	
	d. High	9	7.6	
	e. Very high	4	3.4	
	Total	117	100	2.3
2	Training needs assessment conducted and its implementation is-----			
	a. Very low	20	17.1	
	b. Low	52	44.4	
	c. Moderate	30	25.6	
	d. High	12	10.3	
	e. Very high	3	2.6	
	Total	117	100	2.4

Source: from the respondents of the sampled TVET institutions

Regarding to the view of trainers', on training provision situation in sampled TVET institutions in item 1 of Table 9 , the majority of the respondents 42.7% (50) and 27.4% (32) of the total respondents of trainers responded that there was low and moderate level of professional improvement as a result of training offered to the trainers respectively. But, the remaining 17.9% (21), 7.6% (9) and 3.4% (4) of the total respondents of trainers responded that there was very low, high and very high level of professional improvement as a result of training offered to the trainers respectively.

To verify this finding, the mean value of item 1 is 2.3. This shows that the level of professional improvement as a result of training offered to the trainers was low. Item 2 of the same Table 9, shows the level of conducting training need assessment and its implementation. Therefore, the majority of respondents 44.4 % (52) of the total respondents of trainers revealed that there was low level of conducting the need assessment and implementation. While, 25.6 % (30) of the respondents said that there

was moderate level of conducting the need assessment and implementation. The calculated mean value of this item showed 2.4 and this can be inferred that there was relatively low level of conducting the need assessment and implementation of training.

Table 10: View of Trainers' on the compatibility of their position in their institution.

N o	Item	Respondents(Tr ainers/departme		Mean Value
		no	%	
1	Training compatibility with the position that the trainer holds is -----			
	a. Very low	10	8.5	
	b. Low	45	38.5	
	c. Moderate	40	34.2	
	d. High	19	16.2	
	e. Very high	3	2.6	
	Total	117	100	2.4
2	On-the-job training given for trainers is-----			
	a. Very low	21	17.9	
	b. Low	36	30.8	
	c. Moderate	44	37.6	
	d. High	14	12.0	
	e. Very high	2	1.7	
	Total	117	100	2.5
3	Off-the job training given for trainers is-----			
	a. Very low	35	30.0	
	b. Low	50	42.7	
	c. Moderate	32	27.3	
	d. High	-	-	
	e. Very high	-	-	
	Total	117	100	1.9
4	Practice of evaluating the training results on the work along with its effects and changes that are exhibited is-- --			
	a. Very low	20	17.1	
	b. Low	40	34.2	
	c. Moderate	41	35.0	
	d. High	12	10.3	
	e. Very high	4	3.4	
	Total	117	100	2..5

Source: from the respondents of the sampled TVET institutions

The first item of Table 10, that attempts to analyse the compatibility of the training with current position of trainers. The results showed that 38.5 % (45) and 34.2 % (40) of the total respondents of trainers agreed that the compatibility of training with current position of trainers was low and moderate compatibility rate respectively. The minority of respondents 8.5% (10), 16.2% (19) and 2.6% (3) of the total respondents of trainers put their opinions on the issue of as very low, high and very high respectively. To assured this, the mean value was calculated and was 2.4. This implies that the level of the compatibility of training with current position of trainers was relatively low.

Item 2 and 3 of the same Table 10 showed responses with regarding to the process of examining the rating of, on-the- job and off-the- job training were offered for trainers. Based on this issue, the majority of the respondents 30.8 % (36) and 37.6% (44) of the total respondents of trainers said that there was low and moderate rate of on- the-job training respectively. Whereas, the rest of respondents, 17.9% (21), 12 % (14) and 1.7 % (2) have mentioned that the rate of on- the- job training was very low, high and very high respectively. To verify and where the results lies exactly, the mean value is calculated and found to be 2.5. From this, it can be deduced that the rate of on- the- job training was relatively moderate. On the other hand, 30 % (35) and 42.7 % (50) of the total respondents of trainers were mentioned that the rate of off- the-job training was very low and low respectively. While, the remaining respondents 27.3 % (32) stated that the rate of off-the-job training was moderate. The mean value towards this issue is 1.9. This indicated that the rate of off-the-job training was relatively low.

With regard to evaluating the training results, on the work of trainers, 34.2 % (40) and 35 % (41) of the total respondents of trainers mentioned that the practice of evaluating the training results on the work with its effects and changes was low and moderate respectively. However, the rest of respondents 17.1 % (20), 10.3% (12) and 3.4 % (4) revealed that the implementation of this issue was very low, high and very high respectively. There is a slightly significance difference between the responses of low and moderate.

Therefore, to justify where the result showed, the mean value calculated and it can be 2.5. From this point of view, the practice of evaluating the training results on the work with its effects and changes exhibited was relatively moderate.

From the above facts mentioned on the table 10 can understand that with the exception of the compatibility of training from the result indicated in the table above, results of all items necessitate immediate solutions to get better training.

Table 11: Respondents View on the Trainers' Teaching Load

The following table 11 presents the opinion of respondents about trainers' teaching load and the interest of work on teaching profession.

N O	Item	Respondents				Total	
		(Trainers/dep artment heads		Principals/Deans and Work Process Coordinators			
		No	%	No	%	No	%
1	Is the teaching load fair in your institution/college?						
	a. Yes	49	41.8	8	38.1	57	41.3
	b. No	68	58.2	13	61.9	81	58.7
	Total	117	100	21	100	138	100

Source: from the respondents of the sampled TVET institutions

In item 1 of Table 11, the majority of the respondents, 58.7 % (81) of the total respondents (58.2% of trainers and 61.9% of principals/deans and personnel) have been negatively responded that there was inappropriate teaching load in TVET institutions since it depends on the course given. While, the rest of respondents 41.3 % (57) of the total respondents positively responded that the teaching load is fair in their institution. Thus, some held above the normal capacity and some others held under the capacity. The researcher assured by interviewing the vice principals/vice deans, they replied that

because of the turnover of trainers, some trainers held above the maximum credit while some others are idle because of the absence of trainees. According to this information, it can be deduced that there was inappropriate usage of manpower in TVET institutions. Therefore, it is possible to take immediate action to use the manpower properly.

Table12: Respondents perception on the interest of teaching profession and towards staff relation.

This table 12 elaborates the perception of respondents on the interest of teaching profession and staff relationship in their institution.

	Item	Respondents/Trainers/d epartment heads	
		No	%
1	Do you happy and love to work for teaching up to your retirement?		
	a. Yes	52	44.4
	b. No	65	55.6
	Total	117	100
2	Is there a cordial staff interpersonal relation at your college/institution?		
	a. Yes	47	40.2
	b. No	51	43.6
	c. No sure	19	16.2
	Total	117	100

Source: from the respondents of the sampled TVET institutions

As can be seen in item 1 of Table12, respondents requested for their interest to work until their retirement. Based on the above table, the respondents 44.4 % (52) of the total respondents of trainers were positively ascertained that they loved their teaching profession and they want to work until their retirement. On the contrary, a substantial amount of the total respondents 55.6% (65) of trainers were negatively delineated that they disliked teaching profession and they do not want to work until their retirement. Concerning this issue the supplement answers from an open-ended question, the respondents mentioned that inappropriate training facilities, the absence of recognition in

working environment, and lack of attractive salary, were stated how they dislike teaching profession. From this finding, it is possible to say that TVET training is under problem, in such a way that the concerned body should give much attention to alleviate the existing problems. Since without interest and job satisfaction, no one can achieve the goals of the organization.

As item 2 of Table12, respondents were asked question about their interpersonal staff relationship at their institutions. From the above data, unexpected number of respondents 43.6 % (51) of trainers reported that there was no cordial interpersonal staff relationship within their institutions. And, 16.2 % (19) respondents reported that they were not sure whether the cordial interpersonal staff relationship existed or not. While, a substantial number of respondents 40.2 % (47) of trainers revealed that there was a cordial interpersonal staff relationship in their institutions. From the above finding, due to unexpected number of respondents 43.6 % (51) responded negatively, it can be inferred that there might not present friendly relationship in the sample institutions. This type of relationship is dangerous for the organization to achieve its goal. Therefore, the concerning body, especially the management part of the TVET institutions should take immediate action and alleviate the existing problem and create conducive environment to bring positive relationship in his institution.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

The purpose of this study was to assess the human resource utilization in selected government TVET institutions in North Wollo Zone. To this end, basic questions addressed with the related data were gathered mainly through, questionnaire, document analysis and interview. The data obtained through the administration of data gathering tools analysed using frequency, percentage and mean value methods. Based on the results of the data analysis, the following major findings were identified.

- According to the age of the study groups, the majority of the respondents, 91.3% (126) were found to be between the age categories of 20-30. Almost all respondents were categorized in the young group.
- Regarding to the service year, the majority 88.9% (104) of trainers and 93.8% (32) of the work process coordinators have served below 5 years. This indicated that both trainers and personnel have no sufficient training experience and management skills in the areas they have been assigned in a position.
- The academic status of the existing trainers of the population from the selected TVET assessed with the evidence of documents, the findings revealed that 38.2% (83) trainers of the total population from sampled TVET institutions were possessed below the standard academic profile. The results illustrated that, only 60.8% (132) and 0.9% (2) trainers fulfilled the minimum academic standard that they held first and second university degree respectively. According to this finding, one may assume that the quality of training is not maintained as required standards.

According to the mean value (2.7) of the findings, the strategic thinking of training staff resource planning was relatively moderate. Although, the result of

this issue is found to be moderate; there is a need of improvement to have clear strategic thinking about trainers resource planning.

- Regarding to the attraction and retention of well trained and experienced TVET trainers, findings depicted that the rate of appealing and retaining of manpower in TVET institution based on HRP activities is found to be low.
- Accordingly, the majority respondents 47.6% (10) of the total respondents replied that necessary steps, rules and policies for conducting recruitment of trainers were not followed properly. From this finding, it can be deduced that the recruiters of trainers at the TVET institution level and RTVETB might not follow the required steps of the Regional Civil Service Bureau rules and personnel policies of recruitment and selection. Moreover, as the majority of the respondents to emphasize on the subject that the recruitment was conducted in the minimal of HR plan. This has showed that there is the poor existing method of the TVET sector.
- The existence of competent and skilled manpower that conduct the activities of human resource planning at each level of educational institutions is crucial. According to the mean value of this issue was 2.6. That is, the availability of skilled manpower to show the trainers' recruitment and selection practices were relatively moderate
- Regarding to the Recruitment and Selection of TVET Trainers:

According to the finding, the appropriate recruitment and selection procedures and criteria were low. Hence, the recruitment and selection of trainers mostly is done centrally at RTVETB without considering the local situation.

- According to the views of trainers' appraisal system, the majority 53.9% (63) of the respondents have mentioned negatively that the appraisers on the appraising activities of trainers have no sufficient knowledge and skills. So that the appraisers' skills and knowledge of implementing of the appraising activities were low. Here, the clarity of the established criteria of TVET trainers' appraisal performance was also low. From this as the majority agreed, it is possible to deduce that there was no

sufficient clarity of the established criteria of TVET trainers' appraisal performance.

- Regarding to the degree of appraising results is free from bias and unfair favouritism: As the majority respondents, 47% (55) of the total respondents of trainers reported that the degrees of appraising results were free from bias and unfair favourites was low. While, the mean value of this issue was 2.1. This indicating that; the degree of appraising results was not free from bias and unfair favourites. The respondents have also mentioned that the result of appraising was not timely informed for trainers.
- Concerning the successes of the trainers' appraising for motivation and placement of them at the right position: as the majority 64.1 % (75) of the responses for these questions, it can be inferred that the rate of appraisal placement, promotion and reward of trainers was not sufficient.
- The Perceptions on Trainers' Turnover:

Based on the finding, the majority respondents 76.08 % (105) of the total respondents have revealed that the rate of trainers' turnover was high for various reasons. The common reasons for trainers' frequently leaving of jobs were low salary payment, lack of trained administrators and absence of motivating factor

- Regarding to the process of examining the rating of on-the-job and off-the-job training offered for trainers:

The majority respondents 37.6% (44) of the total respondents of trainers said that there was moderate rate of on-the-job training. On the other hand, the majority 42.7 % (50) of respondents of trainers were mentioned that the rate of off- the-job training was low. From this, it can be concluded that the rate of on-the-job training was relatively moderate while off-the-job training was low rate.

- Regarding to the compatibility of the training with current position of trainers, the majority 38.5 % (45) of the total respondents of trainers agreed that the

compatibility of training with current position of trainers was low compatibility rate.

- Regarding to the fairness of teaching load, the majority 58.7 % (81) respondents were negatively responded that there was inappropriate teaching load in TVET institutions since it depends on the course given. Thus, some were held above the normal capacity and some others held under the capacity. According to this information, it can be deduced that there was inappropriate usage of manpower in TVET institutions. Therefore, it is possible to take immediate action in order to use the manpower properly.
- Regarding to trainers' interest towards their work until their retirement: Unexpected number of respondents 55.6% (65) of trainers negatively delineated that they disliked teaching profession and they do not want to work until their retirement. From this finding, it is possible to say that TVET training is under a problem, in such a way that the TVET principals/deans might give much attention to alleviate the existing problems. Since without interest and job satisfaction, no one can achieve the goals of the organization.

5.2. CONCLUSIONS

In light of the findings of the study, the following conclusions are drawn. From the findings the following conclusions were reached:

- The importance of HRP was not well recognized by the TVET institution leaders and implementers. Because, there was no adequate and appropriate trainers' recruitment plan in the sampled institutions.
- This tends to staffing; trainers' appraisal, motivating, appealing and retaining of trainers were practiced without having adequate knowledge of predetermination of base analysis. These shortcomings were resulted by the absence of skilled principals/deans in HR activities like planning, recruitment and selection, trainers' appraisal and training for trainers. Because of this, the activities had created a problem of planning. These shortcomings were resulted by the absence of skilled

principals and deans in human resource activities like planning, recruitment and selection, trainers' appraisal and training for trainers.

- Even though, the principals and deans had first degree and above, they had no sufficient Knowledge in HRM activities.
- From the finding, it revealed that most of the trainers were young and have no sufficient work experience. There was even a lack of opportunity of on-the-job and off-the-job practical training in high level trades demanding new technologies. Thus, from this, it is possible to deduce that the most serious problem is the institutions follow insufficient HRM activities which undermine the full capacity of the institutions to attract and retain professionally qualified and technically skilled trainers.
- The human resource management rules, regulations and directives were not properly implemented to happen without interruption of the HRM activities in the sampled institutions.
- There was a lack of opportunity of on-the-job and off-the-job practical training in high level trades demanding of new technologies. Thus, it is possible to deduce that the most serious problem is the institutions follow insufficient HRM activities which undermine the full capacity of the institutions to appeal and retain professionally qualified and technically skilled trainers.
- There was low cordial interpersonal staff relationship between the management part and trainers which by itself has affected the implementation of the system which leads to low achievement of institutional goals. Thus, it can be concluded that current implementation of the existing rules and regulation with regard to HRM activities has given less attention both RTVETB and TVET institutions. This is due to the less concentration given for HR utilization.

5.3. RECOMMENDATIONS

On the basis of the findings and conclusions reached, the following suggestions are forwarded. The suggestions will help for decision makers in the area to reconsider previous shortcomings and to perform corrective measures for the achievement of future successes.

1. Human resource planning is the basis of all tasks that would take place in other parts of any sequentially undertaken HRM involvement. Before moving to other stages, training about the importance of and working mechanisms of the expected HRP should be sufficiently provided for concerned personnel, institutions' and principals/deans. This can help to analyse which activities of HRM needed to implement at most. Therefore, sufficient awareness creation in the form of short- term training might be planned and provided for concerned personnel, principals/deans by the RTVETB to solve identified problems in HRP.
2. Qualified and experienced manpower that can maintain the recruitment and selection process might be assigned so that qualified and technically skilled trainers for TVET institutions can be employed and sustained.
3. The main objective of trainers' performance appraisal is to measure the activities of individuals as well as the achievement of institutional goals. Based on this fact, from the findings there were no clear criteria for trainers' performance appraisal and the evaluation system was not transparent. Therefore, the RTVETB might develop clear, workable and easily adaptable evaluation criteria offering appropriate support for TVET principals/deans and trainers in organizing a series of orientations and workshops. This might help them to acquire adequate knowledge, skill and to aware them with the purposes, criteria process and procedures of trainers' performance appraisal.
4. To minimize the turnover of TVET trainers, the RTVETB might design some mechanisms by which trainers are informed about their performance results for further benefit and also might be plan a way of encouraging working environment to attract and retain trainers in institutions.

5. Despite that the finding of the study has showed that the participation of principals/deans in some activities of HRM was relatively low. As identified earlier, the main reason was lack of appropriate qualified and experienced institutions principals/deans. Therefore, to enhance an engagement of institution principals/deans in HRM activities, both the RTVETB and the institution Board Committee should give attention to assign qualified and experienced as well as devoted principals/deans.
6. The RTVETB would intend ways to alleviate the shortage of qualified and experienced principals/deans by formulating short and long-term training programs mainly in vocational management and other related courses. This will contribute to principals/deans knowledge and skills of HRM practices and can help to implement it effectively and efficiently.
7. In order to alleviate the problems faced during trainer recruitment and selection for the institutions, the RTVETB would arrange and draw attention for a mechanism of decentralizing of these activities in the institutions, or establish the system both at Zonal and Woreda level.
8. It is accepted that skilled manpower is one of the decisive factor for training and achieving the institutions' goals. However, from the findings of this study, it was revealed that the teaching load was not fair in the sampled institutions. This is, on one hand, due to the fact that some trainers were held above the normal teaching load. On the other hand, some trainers were idle or they were paid without work because of the absence of trainees. Therefore, both RTVETB and TVET institutions principals/deans would arrange the distribution of trainers in order to use the skilled manpower properly and efficiently.

Finally the researcher recommends that deep investigations in the same area should be considered so as to further strengthen the findings of this study.

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APPENDICES

Appendix – I
Addis Ababa University
Post Graduate Studies

Department of business education (Vocational Management)

A questionnaire to be filled by Deans, Vice Deans, Principals, vice principals, Work process coordinators.

I would like to express my heartfelt appreciation and regard for your time and sincere cooperation, in advance to fill the questionnaire. The purpose of this questionnaire is designed to collect information ,ideas and opinions for a Research Thesis entitled as utilization of human resource management practices in TVET specially, in Lalibela ,Mekiet, and Woldia TVET institutions and college and as well as Mersa Agricultural TVET college. You are given an opportunity to express your opinion pertaining to the existing status of utilization of human resource management activities on the training staff at your institution or college. These requisites are in turn highly influenced by a number of factors carrying out the human resource management process. The researcher requests your cooperation to rate the degree of these factors from your experience in institutional human resource management practices at institution/ college level. Therefore you are kindly requested to extend your cooperation by frankly responding relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you in advance for your time and concern!!

General Direction

1. Mark your response in space provided by putting (x).
2. No need for writing your name.
3. Please follow the instructions provided for each part.
4. Write short and brief answers, if on the space provided as much as possible.

Part 1:- Background information about respondents

1. Name of the institution/ college -----
2. Your current responsibility -----
3. Sex A. Male ☐ B. Female ☐
4. Age A. 20-25 ☐ B. 26-30 ☐ C. 31-35 ☐
 D. 36-40 ☐ E. 41and above ☐
5. Service year A. in teaching
 A. ≤ 5 ☐ B. 6-10 ☐ C.11-15 ☐ D. 16-20 ☐ E.21 and above ☐
 B. non -teaching -----
6. Educational Level
 A .Certificate ☐ B. Diploma ☐ C. Degree ☐ D. MA/M.SC ☐
 E. PHD ☐
Other, please specify-----

7. Your field of specialization-----

Part II. Data pertaining to staff human resource planning, recruitment, and selection

Use the rating scale number for Very Low =1, Low=2 Moderate = 3, High = 4, andVery High=5

No	Items	Rating Scales					Remark
		1	2	3	4	5	
2.1	Human resource planning						
1	The extent of strategic thinking practices of HRP for the coming 3-5 years concerning your institution/ college.						
2	Sufficient and importance of the required skilled manpower to undertake HRP at every level of education.						
3	Assessment has been done so far to know the demand – supply side of trained man power need to TVET institutions with the current labour market.						
4	The availability of clear directives and regulations in human resource planning.						
5	The extent that your institution/college of human resource planning to appeal and retain training staff in sufficient number and quality at institution/ college.						
6	The extent of human resource management practices based on human resource planning of TVET sectors of institution in relation to recruitment, selection, appraisal, training and others.						
7	Availability of skilled and experienced TVET personnel to implement human resource management functions efficiently at all levels of TVET activities.						
8	The presence of clear functional assignment in human resource planning practices between TVET institution and Regional TVET Bureau.						

No	Items	Rating scale					Remark
		1	2	3	4	5	
2.2	Recruitment and Selection of Trainers						
1	The degree of staffing practices of manpower requirements for TVET institutions currently that based on human resource planning of the institution.						
2	The availability of skilled and competent manpower to undertake training staff recruitment.						
3	The degree of following the necessary steps, rules and personnel policies to conduct the recruitment of training staff in your institution.						
4	The degree of utilization internal source as recruitment for the purpose of promotion, transfer, demotion and the likes at training staff.						
5	The extent of advertising vacancies found in institution system using appropriate media before filling up the unoccupied posts.						
6	The quality of internal recruitment based on personnel policies and directives other than incurring some inequalities in the procedures.						
7	The extent that those best qualified individuals that help the institution training goals is employed.						
8	Availability of qualified personnel that possess the capacity of conducting appropriate selection from given candidates.						
9	The degree of using suitable selection techniques to choose the best personnel for the selection.						

Part III. Questions are concerning the role of institution principals/Deans in the utilization of human resource management practices that implementing in the TVET institution.

The degree of the institution principal/Dean participate in relation to training staff resource management practices : Very Low =1, Low=2 Moderate = 3, High = 4, and Very High=5

No	Items	Rating Scale					Remark
		1	2	3	4	5	
1	The degree to which the TVET Bureau share authority so TVET institutions' Principals/ Deans in the practices of human resource management.						
2	The skills, knowledge and experience of TVET Principals /Deans to practice human resource management function.						
3	The activities of the institution Principal /Dean to establish staff performance appraisal criteria based on the existing procedures, rules, and regulations of the regional civil service.						
4	The extent that the principal activity engaged in measuring performance reward system, motivation and morale staff of in the TVET institution.						
5	The involvement of the institution head in selecting training staff for training.						

8. Please give your additional remarks of any basic factors that you may think affect institution' Principals /Deans human resource activities -----
-

Part IV. General questions in human resource management practices.

1. Does your institution/ college has any human resource guidelines/directives in recruitment and selection?
A. Yes ☐ B. No ☐
2. Are there definite policies and procedures for every decision regarding human resource management at your TVET institution/college?
A. Yes ☐ B. no ☐
3. Does any short term and long term training programs dating to meet the needs of each department?
A. Yes ☐ B. No ☐
4. Is the teaching load fair in your institution/college?
A. Yes ☐ B. No ☐
5. Who is responsible for the recruitment and selection of training staff for TVET institution?
A. The institution/college ☐
B. The Regional TVET Bureau ☐
C. With the involvement of both party ☐
D. Please , specify if any-----
6. In your TVET institution/college who is the responsible body to decide on the final selection of trainers for training on the job?
A. The institution/college ☐
B. The Regional TVET Bureau ☐
C. With the involvement of both ☐
D. Please , specify if any-----
7. Does the institution/college has clear criteria for selecting trainers for further education?
A. Yes ☐ B. No ☐ C. No, sure ☐
8. If your response for question number 5 is 'yes', what is the most acceptable criteria employed in selecting trainers for training on the job?
A. Level of education ☐
B. Cumulative GPA during graduation ☐
C. performance at work ☐
D. Service year ☐
E. Blood relation ☐
F. Political relation ☐
D. All of the above ☐

9. Is there trainer's turnover at the TVET institution /college?

1. A. Yes ☐ B. No ☐

10. If your answer is 'yes' for the above question, what is the basic reason for turnover of trainers?

A. Low salary ☐

B. Interference of boss ☐

C. Evaluation of trainers' is not supported with sufficient evidence ☐

D. Low status of the profession ☐

E. Others, if any-----

11. In which level of training staff rank do turnover is frequently seen?

A. New employed trainers ☐

B. Middle level trainers ☐

C. Senior trainers ☐

D. Both Middle level and senior trainers ☐

E. All of the above ☐

F. Others, if any-----

12. What major problems do you observe, in human resource management practices at Regional TVET Bureau which have an impact on institution/college?

1. -----

2.-----

3.-----

13. What solutions do you suggest to solve the major problems you observe in human resource management activities that you are mentioned in the above?

1.-----

2.-----

3.-----

Thank you for your concern!

Appendix – II
Addis Ababa University
Post Graduate Studies

Department of Business Education (Vocational Management)

A questionnaire to be filled by department heads, and trainers staffs.

I would like to express my heartfelt appreciation and regarding for your time and sincere cooperation, in advance to fill the questionnaire. The purpose of this questionnaire is designed to collect information ,ideas and opinions for a Research Thesis entitled as utilization of human resource management practices in TVET ,specially in Lalibela ,Mekiet, and Woldia TVET institutions and college and as well as Mersa Agricultural TVET college. You are given an opportunity to express your opinion pertaining to the existing status of utilization of human resource management activities on the training staff at your institution or college. These requisites are in turn highly influenced by a number of factors carrying out the human resource management process. The researcher requests your cooperation to rate the degree of these factors from your experience in institutional human resource management practices at institution/ college level. Therefore you are kindly requested to extend your cooperation by openly responding relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you in advance for your time and concern!!

General Direction

1. Mark your response in space provided by putting (×).
2. No need for writing your name.
3. Please follow the instructions provided for each part.
4. Write short and brief answers, if on the space provided as much as possible.

Part 1:- Background information about respondents

1. Name of the institution/ college -----
2. your current responsibility -----
3. Sex A. Male ☐ B. Female ☐
4. Age A. 20-25 ☐ B. 26-30 ☐ C. 31-35 ☐ D.36-40 ☐
E. 41and above ☐
5. Service year **in teaching**
A. ≤ 5 ☐ B. 6-10 ☐ C. 11-15 ☐ D. 16-20 ☐ E. 21and above ☐
6. Educational Level
A .Certificate ☐ B. Diploma ☐ C. Degree ☐ D. MA/M.SC ☐ E. PHD ☐
Other, please specify-----
7. Your field of specialization-----

Part. II:-Questions are concerning Human Resource Management practices in training staff appraisal and training.

N.B: Use the rating scale number for: Very Low=1, Low=2 Moderate= 3, High= 4, and Very High=5

No	Items	Rating Scale					Remark
		1	2	3	4	5	
2.1	Appraisal of Training Staff						
1	The degree that evaluation of trainers in your institution so as to improve their effectiveness in promoting training-learning.						
2	Trainers performance appraisal conducted based on Well-established and clear criteria.						
3	The degree that trainers appraisal periodically conducted and informed their strengths and weakness through evaluation report.						
4	The degree that the appraisal results have been free from bias and favoritism.						
5	The extent to which the opportunities discussing the less effective areas of performance for improvement is stressed and strengths ones are being capitalized.						
6	The skills and knowledge of appraiser to run the activities of appraising employees in your institution/college.						
7	The degree that the continuous evaluation results of performance appraisal is used to transfer a person for the right position.						
8	The degree that the output of training staff evaluation used for retraining, promotion, reward, counseling purpose, motivation etc...						
2.2	Training of Trainers						
1	The degree that the trainers are provided with different professional improvement training programs to acquire competency to their professional.						
2	The degree that training needs are periodically assessed and effectively implemented.						
3	The degree of fairness and transparency of selection criteria for further education at the institution.						
4	The extent that training exists with the training programs and the individual trainee who holds the position.						
5	The types of training opportunities provided in your institution/college the past one year						
	-On the job/short term training						
	-Off the job training						
6	The degree that the given training brings about some changes to trainees' working system.						
7	Practice of assessing the training results on the work along with its results and changes that are exhibited.						

2.3 Please give your additional suggestion on any basic factors that you may think affect institution human resource appraisal and training activities-----

Part III: - Questions are concerning the role of institution Principals/Deans in human resource management activities.

After reading each item carefully, please try to rate the degree of these activities that have been performed in your institution by marking (×) in the box based on the choices.

Note, (Use the number for Very Low =1, Low=2 Moderate = 3, High = 4, and Very High=5)

No	Items	Rating Scale					Remark
		1	2	3	4	5	
1	The degree to which the TVET Bureau shared authority to institution Principals/Deans in the practices of human resource management.						
2	The efforts of the institution Principals/ Deans to establish staff performance appraisal criteria based on the existing procedures, rules and regulation of the regional civil service.						
3	The institution Principal/Dean interests in the role of measuring performance, reward system, motivation and morale of the staff in the institution.						
4	The involvement of the institution/college head in selecting training staff for training.						
5	The skills, knowledge and experience of institution Principals/Deans to practice human resource management functions.						
6	The degree that the institution Principal/Dean recommending and promoting staff based on their performance results in the institution.						

7. Please give your additional ideas of any basic factors that you may think affect institution Principal/Dean human resource management activities.-----

Part IV: - General questions in human resource management practices.

1. Who is the most decisive factor in appraising trainers' performance in your institution/ college?

A. Principal/Dean ☐

B. Vice principal/V. Dean ☐

C. Department heads ☐

D. Board Committee ☐

E. Senior trainers ☐

F. Students ☐

G. Others, please specify-----

2 .Are there definite policies and procedures for every decision regarding human resource management at your TVET institution/college?

A. Yes ☐ B. No ☐

3. Does any short term and long term training programs dating to meet the needs of each department?

A. Yes ☐ B. No ☐

4. Is the teaching load fair in you institution/college?

A. Yes ☐ B. No ☐

5.In your institution who is the responsible body to decide on the final selection of employees for training on the job?

A. Institution ☐

B. Regional TVET Bureau ☐

C.Other, please specify-----

6. Does your institution set clear criteria for selecting trainers for further education?

A.Yes ☐ B. No ☐ C. No sure ☐

7. If your response for the question number 6, is 'Yes', what is the most acceptable criteria employed in selecting trainers for training on the job?

A. Cumulative GPA during graduation ☐

B. Performance at work

C. Level of education ☐

D. Service year ☐

E. Political relation ☐

F. Blood relation ☐

G. All of these ☐

H. Other, please specify-----

8. Is there a cordial staff interpersonal relation at your college/institution?

A. Yes ☐ B. No ☐ C. No sure ☐

9. Do you happy and love to work for teaching up to your retirement?

A. Yes ☐ B. No ☐

10. Is there training staff turnover at your institution?

A. Yes ☐ B. No ☐

11. If your answer is 'Yes' for the above question, what is the best reason for turnover of training staff?

A. Low Salary ☐

B. Evaluation of trainers' is not supported with sufficient evidence ☐

C. Interference of boss ☐

D. Low status of the professional ☐

E. Others, if any-----

12. In which level of training staff rank do turnover is frequently seen?

A. New employed trainers ☐

B. Middle level trainers ☐

C. Senior trainers ☐

D. Both middle level and senior trainers ☐

E. All of the above ☐

F. Others, if any-----

13. What major problems do you observe in human resource management practices at your institution?

a. -----

b. -----

c. -----

14. What solutions do you suggest to solve the major problems you observe in human resource management activities that you have mentioned above?

a. -----

b. -----

c. -----

Thank you for your cooperation!

Appendix-III

B. Interview Questions organized for TVET vice deans and vice principals.

1. Who is responsible to select trainers for short and long term trainings in your institution?
2. What is/are your methods of handling trainers?
3. Are there any clearly defined measurements, guide lines and transparent directives in recruiting, selecting, appraising and training employees for TVET institutions?
4. Who is responsible to evaluate trainers' performance?
5. How do you measure the appraisal system of your institution in evaluating trainers' performance?
6. Is there trainers' turnover in your institution? If yes, in your opinion, what are the major reasons, trainers leave their job?
7. What are other serious problems encountered in the process of HRM practices in your institution?
8. What solutions do you suggest to alleviate these identified problems?

Thank you

Declaration

Undersigned approve this thesis is my original work and has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged.

Getu Wodajo

Name



Signature



Date

This Thesis has been submitted for examination with approval as a University advisor.

Dr. Worku Mekonnen

Name of Advisor



Signature



Date

