



**THE PRACTICES OF HUMAN RESOURCE DEVELOPMENT  
IN ENHANCING EMPLOYEES SATISFACTION: THE CASE  
OF ETHIOPIAN INSTITUTE OF AGRICULTURAL  
RESEARCH (EIAR)**

**By**

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## **Declaration**

I, Gashu Mesfin hereby declare that the thesis entitled “The Practice of Human Resource Development Practices in Enhancing Employees Satisfaction: Evidence from EIAR in Addis Ababa Regional State, Ethiopia” submitted by me for the award in Master of Arts in public Administration and Development Management Studies at Addis Ababa University is my original work and it has not been presented for the award of any degree, diploma , and other similar titles of any other university or institution and that all sources of materials used for this thesis have been dully acknowledged.

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## **Certification**

This is to certify that this thesis entitled “The Practice of Human Resource Development in enhancing Employees Satisfaction in EIAR: Evidence from EIAR at its head quarter in Addis Ababa, Ethiopia” submitted in partial fulfillment of the requirement for the award of the degree of MA, public Administration and Development Management (PADM) Studies at Addis Ababa University Studies to the College of Business and Economics, Addis Ababa University, through the Department of public management and policy, done by **GASHU MESFINID** No. GSE/0716/08 is conducted by him under our supervision.

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## **List of Acronyms and Abbreviations**

HRD	Human Resource Development
EIAR	Ethiopian Institute of Agricultural research
TDNA	Training and Development Need Assessment
ES	Employees Satisfaction
HRM	Human Resource Management
T&D	Training and development
HR	Human Resource

## Abstract

Now days, organizations operate in a complex and changing environment that greatly influences their growth and expansion. To cope up with this changing environment they need to develop their human resources. This is because the survival and growth of any organization depends on the quality of human resources. Having this in mind this study was conducted to assess the practices of Human Resource Development (HRD) in enhancing employees' satisfaction in the Ethiopian Institute of Agricultural Research (EIAR) at its head quarter, in Addis Ababa. The study used both primary and secondary data sources. Cross sectional survey was employed taking a sample of 150 respondents selected through simple random sampling technique. The data has been collected through questionnaire. Besides questionnaire, interviews were used to supplement and verify the information. Data were analyzed and interpreted using descriptive statistics using SPSS version 20.0 and qualitative technique. The main type human resource development practices issues like: the practices of training and development, Training and Development need assessment and its methods, objectives of Training & Development, implementation techniques of training and development, factors inhibiting Training Development and the various issues of HRD practices like the institute's commitment to HRD, appropriateness of HRD practices for promotion and enhancement of education of employees, opportunities for growth and development, management's guidance and encouragements and other dimensions of HRD practices. A survey questionnaire with five point Likert scale is a main tool for gathering primary data about employees' satisfaction with human resource development practices of the institute. The findings of the study indicated that respondents perceived the HRD practices of the institute as job description and questionnaires were the major type of need assessment method, Training & development objectives were set in line with the organization goals, relatively focused on off the job Training & Development than on the job methods, Lack of adequate training & development to the top management is the major factor that inhibit Training & Development, the institute is not committed in active programs to upgrade employees skills & knowledge, personal growth and development to enhancing employees satisfaction, HRD unfairly focused on some work units only. Respondents also indicated their dissatisfaction with the promotional opportunities, on the job learning and coaching practices, competition and participation and the knowledge to gain from the work they do for the institute. Moreover, majority of respondents indicated that they don't think that the institute is the best place to develop themselves.

# **CHAPTER ONE: INTRODUCTION**

## **1.1 Background of the Study**

All organizations face rapid and often unexpected change. Giving employee the knowledge, skill and attitudes to cope with such change is a prerequisite to survival and success, both personal and business. The value of employee lies in the knowledge, skill and motivation that they bring to the job, the more relevant knowledge and skill employee acquire, and the more motivation they have to apply them the more successful the organization will be. One of the key ways of increasing the mix of knowledge and motivation is through training (Garner, 2012).

Training and development have been said to be indispensable components of strategic human resource management. It is important to reduce uncertainty in the market place and achieving organizational goals. Human resource development as a part of organization's overall human resource strategy means the skillful provision and organization of learning experiences in the work place in order that performance can be improved work goal can be achieved and through enhancing the skills, knowledge, learning ability and enthusiasm of people of every level, there can be continuous individual as well as organizational growth (Leonard, 1994).

Human Resource Development (HRD) is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development. It is a system and process involving organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role. At firms' level; training and education are the main areas of human resource development practices. Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies. However, ineffective HRD practice can bring many problems such as reduced employees enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Edgar & Geare, 2005).

Human resource development is a strategic investment in the training, development and growth of talent or competency level within the organization. It can be considered as bringing about capacities that go beyond those required by the current job. Human resource development represents efforts to improve employee ability to handle a variety of assignments. Research works reveal that human resource development leads to greater job satisfaction, employee security, and a substantial amount of professional, technical, and leadership skills to provide a quality service. Therefore, it is the human resource which should be strongly developed to mobilize the rest of the resources as the human resource has the potential to inhibit or enhance the development of the organization (Truelove, 1996).

An organization's employees are precious assets that help the organization to realize and accomplish its corporate strategies and objectives fruitfully. They are the foundation of getting the work done effectively and efficiently and the source of innovation and creativity. Training and development safeguards such productivity as well as supporting it, by preparing employees for future jobs and insulating firms from skills shortages. When jobs can be filled internally, firms are less dependent on the outside labor market and do not risk appropriate recruits not being available (or not being available at the price the organization wishes to pay) such security is welcome (Redman and Wilkinson, 2013). Therefore, much attention should be given to HRD activities, particularly to T&D, which aims to prepare and provide people with the required new skills, knowledge, methods and work strategies to carry out their current and future responsibilities. Training is not luxury; it is necessity if organization is to participate in the global and electronic market places by offering high-quality product and service! Training prepare employees to use new technologies, function in new work system such as virtual teams, and communicate and cooperate with peers or customer who may be from different cultural backgrounds (Truelove, 1996).

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a variety of definitions of training. For example, Gordon (1992,) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Mahapatra (2010) also defined training as the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a

particular job. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2009). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004).

According to Ford and Noe (1987), ac cited by Eddie W.L Cheng and Danny C.K. (1998), for HRD system to be effective and resulted in employee satisfaction eventually retention, it must be perceived positively by employees. Employees' satisfaction pertaining to provision of training and development, opportunities for growth and development within the organization and management's supervision and guidance are very important for successful HRD practices. Simply providing training and development programs is not the key to better performance and employees' satisfaction. Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals.

As far as the effect of HRD policies on ES is concerned; limited literature on this shows a positive correlation. According to Lee (2000), organizations that invest in HRD are more likely to increase ES. In addition, Chen et al. (2004) found that opportunities for mobility within organization and career development programs positively influence ES, professional development and productivity.

It has been suggested that the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices (Hooi Lai, 2007). Employees' satisfaction with the organization HRD practices can be expected only when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider. Ethiopian Institute of Agricultural Research (EIAR) has Human Resource Development department which are responsible for managing the institute's HRD practices and administering its training and development in the institute.

Thus, this study has tried to assess the HRD practices provided in Ethiopian institute of agricultural research (EIAR) in enhancing employees' satisfaction and come up with possible recommendations that will help the organization for proper design, effective and efficient implementation of training and development programs.



## **1.2 Background of the organization**

The Ethiopian Institute of Agricultural Research (EIAR) has evolved through several stages since its initiation during the late 1940s, following the establishment of agricultural and technical school of Ambo and Jimma. The establishment of the then Institute of Agricultural Research (IAR) in 1966 saw the first nationally coordinated agricultural research system in Ethiopia. The EAR consists of Federal and Regional Agricultural Research Institutes (RARIs), and Higher Learning Institutions (HLIs). EIAR is responsible for the running of federal research centers, and RARIs are administered by the regional state governments. In addition to conducting research at its federal centers, EIAR is charged with the responsibility for providing the overall coordination of agricultural research countrywide, and advising Government on agricultural research policy formulation.

Currently, the EIAR comprise 55 research centers and sites located across various agro-ecological zones. The research centers vary in their experience, human, facility, and other resources capacities. Some of the research centers and sites have one or more sub-centers and testing sites.

In Ethiopia, agricultural research underwent significant reform in the early 1990s following the declaration of a decentralized political system of Government of the Federal Democratic Republic of Ethiopia. The National Agricultural Research System has prearranged as including the Federal Research Institute, the Regional Agricultural Research Institutes (RARIs) and research undertakings of Higher Learning Institutions (HLIs). In 1993, numbers of IAR research centers were transferred to the regional governments and become independent research centers. During this time, Ethiopian Agricultural Research Organization (EARO) has established with new set up in 1997 by Proclamation number 79/1997 and later it is renamed as the Ethiopian Institute of Agricultural Research (EIAR) on 25th October 2005.

As per this Proclamation, its objectives are (1) to generate, develop and adapt agricultural technologies that focus on the needs of the overall agricultural development and its beneficiaries; (2) to coordinate technically the research activities of Ethiopian Agricultural Research System; (3) build up a research capacity and establish a system that will make agricultural research efficient, effective and based on development needs; and (4) popularize agricultural research results.

## **Vision**

EIAR aspires to see improved livelihood of all Ethiopians engaged in agriculture, agro-pastoralism, and pastoralism through market competitive agricultural technologies.

## **Values**

EIAR sustains the commitments included in the following set of core values:

- Excellence
- Quality
- Integrity and professionalism
- Tolerance and mutual respect
- Social and public responsibility
- Effectiveness

## **1.3 Statement of the problem**

Human resource development is the most important area, which needs management attention company may acquire advanced technology with about having necessary skill with in or in the market at this time the company's material and human resource may not be properly utilized this forces the company to give training and development to its employees. In addition, those who provide human resource development rarely use scientific method in selection of human resource development and training method, process and evaluation of result. This hinders the company not be competitive and attain sustainable growth (Leonard, 1984).

Organizations can rarely secure people who are, at the time of employment, total masters of their unique requirements. In most cases, there may be gap between employees' knowledge, skills and attitude and what the job demand. The gap must be filled through human resource development programs. As a result, personnel training, development and education are the major ways that firms attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demand. The changes in production system and method have significance impact on production skills requirements. Thus, employees face the need to constantly upgrade their skills and develop an attitude that permits them to adopt change. Moreover, employees' are demanding professional and career development opportunities within their organization which in turn require considering the needs of employees in training, development and education programs. Thus, providing an effective human resource development program is required to enhance both firms' competitiveness and employee satisfaction. However, in developing countries most

organizations tend to give less emphasis for employees 'needs in HRD programs (Hooi Lai, 2007).

Recent studies of HRD practices in Ethiopia public organizations show that they do not give much attention to the training and development of employees and the effectiveness of the program. Rather the practice shows that more attention has been paid to the preparation of documentation and written programs than to the actual management (Bahiru, 2011).

Taking this into attention, the EIAR sector has the following constraints to human resource development programs like, inadequate need assessment, outdated training and development methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge that will improve employees chance of promotion, inadequate opportunities for career growth and poor supervisors guidance for employees' development are some of the areas which results dissatisfaction with HRD practices. These problems later on lead the organizations to lack of optimal man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, decrease in employee morale and commitment and increase in employee turnover.

Moreover, other empirical study also conducted by Aliyou (2005), in EIAR in relation to challenges of human resource development. However, in the study issues were not clearly addressed. Coming to the study areas, no published works are available in relation to the practice of human resource development in enhancing employees' satisfaction in EIAR. Thus, the existence of such limited researches throughout the country and absence of studies in the study areas initiated the researcher to raise the issue under consideration. Therefore, this study tried to fill the existing gaps by assessing the practices of HRD in enhancing employees' satisfaction.

## **1.4 Research questions**

The study has tried to analyze HRD practices like, training and development and the extent to which employees' satisfied with different dimensions of HRD practices in the Institute.

To this end, the research has tried to answer the following questions:

1. What look like the training and development practices of the Institute?

2. What are the major HRD practices which affect employees' satisfaction in the Institute?
3. What are the major problems that inhibit the practices of employees training and development programs in the Institute?
4. How do employees' feel about the institution's commitment in providing training and educational opportunities?
5. What is the level of employees' satisfaction with the skills and knowledge enhanced by the Institute's human resource development programs?
6. How employees see the opportunity for growth and development within the institute?

## **1.5 Objectives of the study**

### **1.5.1 General objective**

The major objective of the study was to assess the practices of human resource development (HRD) like training and development in enhancing employees' satisfaction in Ethiopian institute of agricultural research (EIAR).

### **1.5.2 Specific objectives**

The study has tried to address the following specific objectives.

1. To assess the major training and development practices in the institute.
2. To explore the major HRD practices which affect employees' satisfaction in the Institute.
3. To identify the major problems that inhibits the practice of employees training and development programs in the Institute.
4. To analyze employees' feeling about the Institutions commitment in providing training and educational opportunities.
5. To measure the level of employees' satisfaction with the opportunity to skills and knowledge development, improve skills for promotion and professional development, and improve their educational level enhanced by the Institute's human resource development programs
6. To assess the employees opportunity for growth and development and the possibility of learning from their job and colleagues within the Institute.

## **1.6 Significance of the study**

The result of this survey has been significant in various respects. Firstly, the study has drawn some conclusions and identify employees' complaint areas in human resource development Practices in the Institute. Thus, it will give signal to the human resource management of the Institute to take remedial action. Secondly, it will help the institute as a source of reference and a stepping stone for those researchers who want to make further study on the area afterwards. Thirdly, it gives the researcher the opportunity to gain deep knowledge in contemporary practice of human resource development. This mainly contributes so as to formulate appropriate HRD strategies to provide appropriate training and development to employees of the organization to achieve organizational goals and objectives.

## **1.7. Scope and limitations of the study**

### **1.7.1 Scope of the study**

Most of studies conducted on current literatures of HRD shows that scope of HRD is characterized by a view that HRD is too amorphous. The amorphous nature of HRD make very difficult to clearly determine the scope and boundaries for HRD. Therefore, given the time and financial constraint, in the study the scope of HRD is limited with individual learning and development, training, management development, and organizational learning concept.

Since the institute did not have other branch in Addis Ababa, the research has been conducted only in Addis Ababa which is the head quarter of the Ethiopian Institute of Agricultural Research (EIAR). The information for this research is limited to the employees' perception towards HRD practices of the institute and the level of their satisfaction. Employees working in research activities, administrative and technical staffs were included in the study.

### **1.7.2 Limitations of the study**

Employees of target group of the institute spend their time on institutes operation it was challenging to get their attention to fill the questionnaire and to have a discussion and they were also reluctant to give responses after duty. The other limitation was getting attention of managers of target department may not be present on their positions for various reasons like meeting.

## 1.8 Definitions of key terms

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

**Human Resource:** refers to the talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission and vision.

**Development:** means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals

**Human resource development:** it is a framework for helping employees developing their personal and organizational skills, knowledge and abilities to meet current and future job demands.

**Institute:** are executive organs established at regional government level with specific powers, duties and responsibilities.

**Employees satisfaction:** a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience or as the result of the worker's appraisal of the degree in which the work environment fulfils the individual's needs.

**Training and Development:** a process in building skilled, qualified and capable people and responsible for creating a learning culture, which helps organizations to improve their performance and adapt to any new change.

**Practices:** the actual application or use of a plan or method, as opposed to the theories relating to it or the customary or expected procedure or way of doing something.

## 1.9 Organization of the study

This study has been organized into five chapters. The first chapter discusses the background, problem statement, research questions and objectives and the significance and limitations and its approaches. The second chapter discusses the relevance of the study in the existing literature. It shall provide over all HRD practices on employees training and development and its approaches.

The third chapter has been discussed the methods and procedures used in the study. The chapter has comprised of the presentation of the utilized techniques for data collection and research methodology. Similarly, it has also contained a discussion on the used techniques in data analysis as well as the tools used to acquire the said data. The fourth chapter consists of discussion of the results of the study. Data has been presented statistically in order to cover the relationship of the variable involved in the study. With the said data, the chapter seeks to address the statement of the problem noted in the first chapter.

The last chapter comprises of three sections: the conclusion & recommendation. Particularly With the two portions, the chapter should able to address the problem stated in the initial chapters of the study

# **CHAPTER TWO: REVIEW OF RELATED LITRATURE**

## **2.1 Introduction**

Increasingly, more importance is being given to “people” in organizations. This is mainly because organizations are realizing that human assets are the most important of all assets. This emphasis can also be partly attributed to the new emerging values of humanism and humanization. Moreover, with the increased emphasis on creativity, and autonomy, which people are increasingly acquiring and enjoying in the society, the expectations of people are fast changing. People cannot be taken for granted any more. Organizations seek to optimize their workforce through comprehensive development programs not only to achieve organizational goals, *but also most importantly, to satisfy and retain their work force*. To accomplish this undertaking company will need to invest resources to ensure that employees have the information, skills and competences they need to work effectively and meet employees need for growth and development. Although development of human resource has been in existence in some form or the other since the beginning of civilization, a planned and systematic approach to Human Resource Development (HRD) in the corporate sector emerged in the late half of the 20th century (Gupta, 2001).

The primary purpose of this chapter is to give the theoretical understanding in assessing the practice of human resource development in enhancing employees’ satisfaction with regard to an organization human resource development practices. More specifically, review of up-to-date related literatures regarding: definitions of HRD, purposes of HRD, components of HRD and factors affecting Employees’ Satisfaction (ES) will be presented.

## **2.2 Definitions and Concepts of Human Resource Development**

The study of HRD indicates that views on what constitutes HRD vary considerably. Traditionally, various terms were used such as training, development and education. The more contemporary terms are Human Resource Development (HRD) and Human Capital Development.

According to Mondy and Noe (1990), human resource development is: “planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs.”



From Mondy and Noe's definition we can understand that HRD is planned and continuous effort of organizations to enhance employees' task performance, knowledge and experiences. Therefore, HRD is primarily designed to benefit both organizations and employees through: improving employees' task performance and supporting employees' knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods: training, education and other development programs.

### **2.3 Definitions of Development and Education**

According to Ahuja (1998) training, development and education define as follows:

**Development:** - Development is a related process that covers not only those activities which improve job performance but also those that bring about growth of the personality; it aims at helping individuals to progress towards maturity and realization of their potential capacities so that they become not only good employees but better men and women.

**Education:** - Education is the understanding and interpretation of knowledge. It develops a logical and rational mind that can determine relationships among pertinent variables and thereby understand phenomena. It involves skills and expertise which can be provided by educational institutions.

According to Harrison (2000) as cited in Armstrong (2006), human resource development:

*“Involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization”.*

Harrison's definition shows that; HRD requires an effective leadership for introducing, directing and guiding individuals and teams. This implies that for an effectiveness of HRD process the role of employees' immediate supervisors is indispensable. It is also clear that HRD is a process which encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization.

As described by Harris (2008), HRD is "organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of

improving the job, the individual, and/or the organization." Evidence from this definition shows the following three main points:

1. HRD includes the areas of: training and development, promotion and professional growth and organization development.
2. HRD improve employees' both job performance and personal growth and
3. HRD is process improving personal growth within the organization.

Evidences from most HRD theorists and practitioners including T.V. Rao as cited in Gupta (2001), recognized HRD in the organization context is a process by which the employees of an organization are helped, in a continuous and planned way to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes; and
- Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional wellbeing, motivation and pride of employees.

## **2.4 Purposes of Human Resource Development System**

The combination of the four focus of HRD (Individuals, Dyades (employee-boss), Team, and Organization) with four agents of HRD (Employee, Immediate boss, HR department, and Organizations) gives the HRD systems (Armstrong, 2006). According to him, the fundamental purpose of HRD system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people. Furthermore, Armstrong has mentioned specific purpose of HRD as: to develop intellectual capital and promote organizational, team and individual learning *by creating a learning culture* – an environment in which employees are encouraged to learn and develop and in which knowledge is managed systematically.

In addition to the view of Armstrong, Gupta (2001) has mentioned the following as the main purpose of HRD systems:

- To develop the capabilities of each employee as an individual.
- To develop the capabilities of each individual in relation to his or her present role.
- To develop the capabilities of each employee in relation to his or her expected future role(s).
- To develop the dyadic relationship between each employee and his or her supervisor.
- To develop the team spirit and functioning in every organizational unit (department group, etc.)
- To develop collaboration among different units of the organization.
- To develop the organization's overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individuals, dyads, teams, and the entire organization?

### **2.4.1. Functions of Human Resource Development System**

According to Harris (2008), human resource development system has the following six major functions:

1. **Analyzing the Role:** One of the main aspects of HRM is to analyze the role in terms of responsibilities or key functions/ performance areas of the role, and the competencies required to perform the role effectively.
2. **Matching the Role and the Person:** Once the organization is clear about the dimensions of the roles or the jobs, it tries to get the best people for these jobs. After people are recruited they are put in different places. Placement is useful for giving varied experiences to people being recruited. Another aspect of matching role and person is reflected in potential appraisal, finding out who has potential to match the requirement of the job. Obviously, the next step is promotion of people by placing them in appropriate roles for which the organization is searching people.
3. **Developing the Persons in the Role:** Individuals develop not only through training, but in fact more through effective supervision, by helping them to understand their

strengths so that they can leverage them for better performance. Similarly, they are helped to find out in what they have to be more effective in their jobs. In this regard performance coaching or counseling and mentoring are very important.

4. **Developing the Role for the Person:** Developing the role makes the role worth doing for the person. Very little attention has been given to role, although job rotation is being practiced in most of the organizations, and some organizations have also tried out job enrichment based on Herzberg's concept of motivators.
5. **Developing Equitability:** Satisfaction level of employees depends to a great extent on their perceived justice being done to them without any discretion, as reflected in practices like management of compensation, rewards and various amenities. People have high performance and develop competencies only if these are rewarded by the organization. Reward does not mean financial reward only; many rewards may be non-financial also. Equitability can also be developed by standardizing administrative procedures, so that people do not have any feelings that decisions are subjective.
6. **Developing Self-renewing Capability:** An organization should be concerned not only with its growth, but also with its health. It needs to diagnose its problems from time-to-time and take steps to develop new competencies to cope with the various problems and challenges it would be facing. This can be done through action research that is concerned with development of competencies through effective teams to diagnose the problems and initiate the process of collaborative work to deal with such problems.

## **2.5 Human Resource Development Objectives**

According to (Cook; 1978), the most effective development programs have objectives that are attainable these programs must be in harmony with other organization objectives. They are oriented toward the long and short run and are closely related to the personal goals of the learner.

Some practical objectives are:-

*a. To help the organization growth:* one of the objectives of personal manager is to see that resources available to their organization used efficiently and effectively. Therefore, these managers should be concerned with improving the performance of their employees.

**b. To adapt technological development:** human resource development is needed to adjust to rapid technological changes. Not only must new employees must be trained but also present ones must be trained and upgraded, large numbers of young people without the education or skills required for today's employments are joining the ranks of the unemployed. It is not that they are incompetent but there are just not enough jobs for their limited skills. Therefore, a steadily increasing level of education and acceleration of technological change lead to increase on stress on development.

**c. To fulfill social responsibility:** There may be a change in public policy toward providing employment and promotional opportunities for everyone. At this time, considerable emphasis must be given to training and developing minority groups. This policy has led to many successful attempts to upgrade the ability and achievement of these groups.

**d. To provide greater job satisfaction:** Development leads to greater job satisfaction, for employees gain a greater sense of worth, dignity and well-being as they become more valuable to their employers. They also receive greater income from increased productivity. These two factors will provide a sense of satisfaction in the achievement of personal and social goals.

## **2.6 Importance of Human Resource Development**

Training and development have been said to be indispensable components of strategic human resource management. It is important to reduce uncertainty in the market place and achieving organizational goals. Human resource development as a part of organization's overall human resource strategy means the skillful provision and organization of learning experiences in the work place in order that performance can be improved work goal can be achieved and through enhancing the skills, knowledge, learning ability and enthusiasm of people of every level, there can be continuous individual as well as organizational growth (Nadler; 1984:423).

According to Ivarceivien (1998:482-467) human resource is the vital factor in economic development or it can be said that human are the agents of development. Some of the importance of human resource development is.

- a) **Country develops if the human resource is developed:** To enhance economic development the state constructs roads, buildings bridges, dams, power house,

hospitals etc. to run this units doctors, engineers, scientist, and teachers are required. So, if the state invests in a human resource it plays dividend in response.

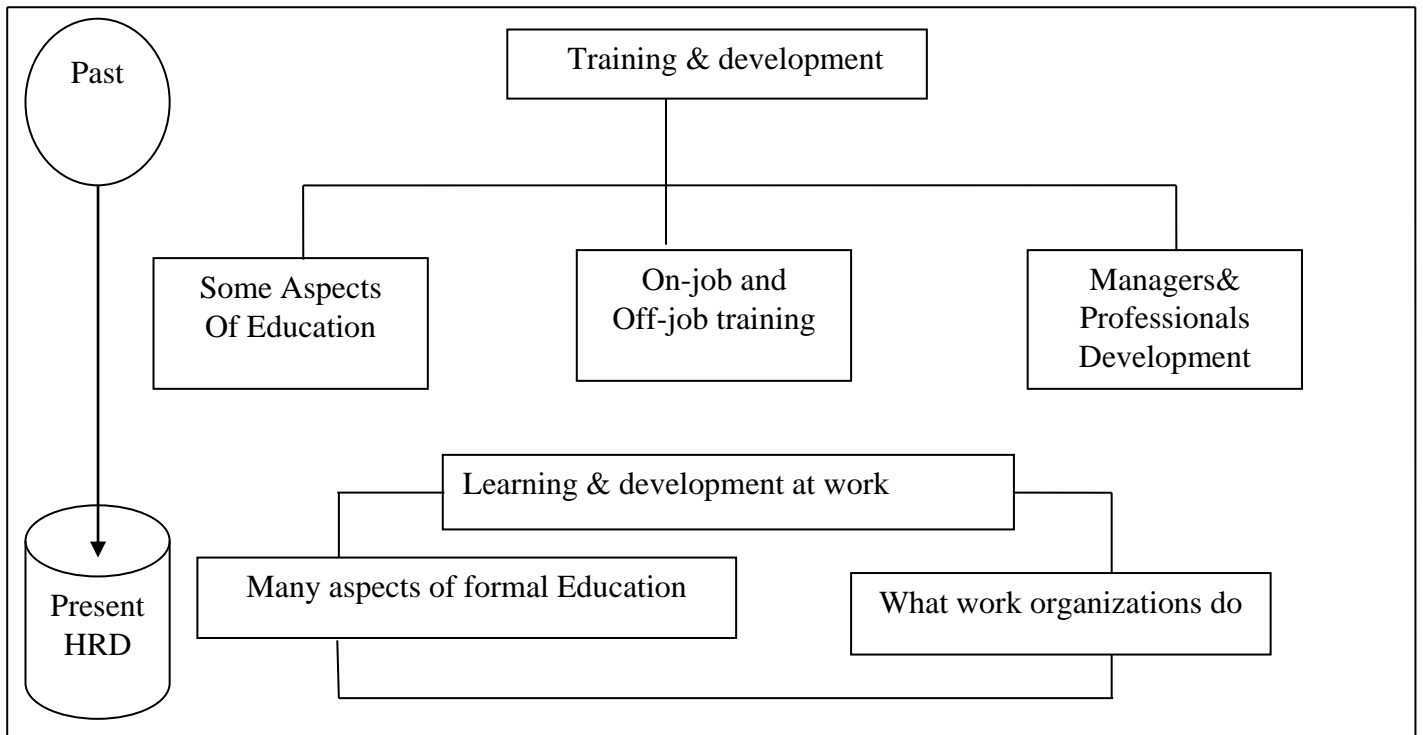
- b) ***Increase in productivity***: The better education, improved skills and provision of healthy atmosphere will result in proper and most efficient use of resource which will result in increased production.
- c) ***Eradication of social and economic backwardness***: Human resource development has ample effect on the backwardness economy and society. The provision of development will increase literacy.
- d) ***Entrepreneurship increase***: Education, clean environment, good health, investment on human resource will all have its positive effect, job opportunities would be created in the country and even business environment will flourish in the state which creates many jobs.
- e) ***Social revolution*** : Because of human resource development the socio economic life of the peoples of the country changes drastically over all look changes thinking phenomena changes, progressive thought are endorsed into the minds of peoples.

Generally, human resource development is important to improve the performance of organization by maximizing the efficiency and performance of employees. Human resource development develops knowledge, skills, actions standards motivation, incentives, attitudes and working environment.

## **2.7 A Balanced Approach for Human Resource Development System**

Programs on employee engagement and performance, as cited by Michael M. Harris (2008), the impact of training-based HRD program found significantly less than Relational and Experience- based HRD program. As result, a balanced approach for HRD has emerged recently in the field of HRD. A balanced approach is required to maximize the impact of development on engagement and performance. This can be illustrated in the following figure.

**Figure 2.1: A balanced approach for HRD system**



Source: - Gibb (2002)

## **2.8. Individual Learning and Development**

The main components of individual learning and development i.e. self-directed learning, coaching and mentoring techniques will be mentioned.

### **2.8.1. Self-Directed Learning**

Self-directed or self-managed learning involves encouraging individuals to take responsibility for their own learning needs, either to improve performance in their present job or to develop their potential and satisfy their career aspirations. It can be based on a process of recording achievement and action planning that involves individuals reviewing what they have learnt, what they have achieved, what their goals are, how they are going to achieve those goals and what new learning they need to acquire. The learning program can be ‘self-paced’ in the sense that learners can decide for themselves up to a point the rate at which they work and are encouraged to measure their own progress and adjust the program accordingly (Harris, 2008).

Michale M. Harris’ explanation for Self-directed learning is based on the principle that people learn and retain more if they find things out for themselves. But they still need to be given guidance on what to look for and help in finding it. Therefore, in self-directed learning,

learners have to be encouraged to define; with whatever help they may require, and what they need to know to perform their job effectively. Furthermore, learners need to be provided with guidance on where they can get the material or information that will help them to learn and how to make good use of it. Learners also need support from their manager and the organization with the provision of: coaching, mentoring and learning, Facilities including e-learning.

### **2.8.2 Coaching**

Haslinda and Abdullah (2009), defines coaching as: ‘The art of facilitating the enhanced performance, learning and development of others.’ It takes the form of a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence. As Michael Armstrong (2006) state that coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job. A structured and purposeful dialogue is at the heart of coaching. The coach uses feedback and brings an objective perspective.

The need for coaching may arise from formal or informal performance reviews but opportunities for coaching will emerge during normal day-to-day activities. *Coaching as part of the normal process of management consists of* (Armstrong, 2006):

- Making people aware of how well they are performing by, for example, asking them questions to establish the extent to which they have thought through what they are doing;
- Controlled delegation - ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this gives managers an opportunity to provide guidance at the outset -guidance at a later stage may be seen as interference;
- Using whatever situations may arise as opportunities to promote learning;
- Encouraging people to look at higher-level problems and how they would tackle them.

Coaching will be most effective when the coach understands that his or her role is to help people to learn and individuals are motivated to learn. Employees should be aware that their



present level of knowledge or skill or their behavior needs to be improved if they are going to perform their work satisfactorily.

### **2.8.3 Mentoring**

Mentoring is the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support, which will help the person or persons allocated to them to learn and develop. It has been defined by Clutterbuck (2004) as: 'Off-line help from one person to another in making significant transitions in knowledge, work or thinking.' Hirsh and Carter (2002) suggest that mentors prepare individuals to perform better in the future and groom them for higher and greater things, i.e. career advancement.

As explained by Harris (2008), Mentors provide employees with:

- Advice in drawing up self-development programs;
- General help with learning programs;
- Guidance on how to acquire the necessary knowledge and skills to do a new job;
- Advice on dealing with any administrative, technical or people problems individuals Meet, especially in the early stages of their career
- Information on 'the way things are done around here' - the corporate culture and its Manifestations in the shape of core values and organizational behavior (management Style);
- Help in tackling projects - not by doing it for them, but by pointing them in the right direction: helping people to help themselves;
- A parental figure with whom individuals can discuss their aspirations and concerns and who will lend a sympathetic ear to their problems.

There are no standard mentoring procedures, although it is essential to select mentors who are likely to adopt the right non-directive but supportive help to the person or persons they are dealing with. They must then be carefully briefed and trained in their role

## **2.9. Approaches to learning and development**

According to Armstrong (2009) learning and development can be formal or informal and can use computer, networked and web-based technology (e-learning). Its effectiveness is increased by joining up different methods of learning and development (blended learning) and by encouraging self-directed learning.

### **2.9.1. Workplace learning**

One of the ways that employees can learn within an organization is the learning around the workplace. Learning can take place in the workplace, as explained by Harris (2008), this takes three forms:

- The workshop as a site for learning: In this case, learning and working are spatially separated with some form of structured learning activity occurring off or near the job. This may be in a company training center or a ‘training island’ on the shop floor where the production process is reproduced for trainees.
- The workplace as a learning environment. In this approach, the workplace itself becomes an environment for learning. Various on-the-job training activities take place, which are structured to different degrees.

Learning and working are inextricably mixed. In this case, learning is informal. It becomes an everyday part of the job and is built into routine tasks. Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work.

### **2.9.2 Informal learning**

The distinction can usefully be made between informal, workplace and formal learning but there is in fact a spectrum from highly informal to highly formal approaches.

Informal learning is experiential learning. It takes place while people are learning on-the-job as they go along. Most learning does not take place in formal training programs. People can learn 70 per cent of what they know about their job informally.

A study by Eraut *et al* (1998) established that in organizations adopting a learner-centered perspective, formal education and training provided only a small part of what was learnt at work. Most of the learning described to the researchers was non-formal, neither clearly

specified nor planned. It arose naturally from the challenges of work. Effective learning was, however, dependent on the employees' confidence, motivation and capability. Some formal training to develop skills (especially induction training) was usually provided, but learning from experience and other people at work predominated.

### **2.9.3 Formal learning**

Formal learning is planned and systematic. It makes use of structured training programs consisting of instruction and practice that may be conducted on- or off-the-job. Experience may be planned to provide opportunities for continuous learning and development. Formal learning and developmental activities may be used such as action learning, coaching, mentoring and outdoor learning (Armstrong, 2009).

## **2.10 AN OVERVIEW OF TRAINING**

**Training:** - Training can be defined as identifying, assessing and helping employees to develop the key competencies which enable them to perform current or future jobs. It is a process of planned learning in order to develop a sequence of programmed behavior. It is an application of knowledge which gives people an awareness of the rules and procedures to guide their behavior. Training aims at improving the performance of employees on their current job or preparing them for an intended future job (Ahuja, 1998).

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a variety of definitions of training. For example, Gordon (1992) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

### **2.10.1. Benefit of training**

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below:

- **High morale:** employees who receive training have increased confidence and motivations;
- **Lower cost of production:** training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- **Lower turnover:** training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- **Change management:** training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion; Help to improve the availability and quality of staff.

### 2.10.2 Training Methods

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Blanchard and Thacker, 1998).

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the-job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus, either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means (Blanchard and Thacker, 1998).

Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard and Thacker, 1998). The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner.

To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job (Woods, 1995).

### **2.10.2.1 Off-the-job training methods:**

Training which takes place in environment other than actual workplace is called off-the - job training (Blanchard and Thacker, 1998). Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods.

- A. Lectures:** The lecture is best used to create a general understanding of a topic or to influence attitudes through education about a topic. Perhaps the most common form of off-the-job training is the oral presentation of information to an audience (Blanchard and Thacker, 1999). A major concern about lecture method is that no allowance is made during the lectures for clarifying the levels of understanding among participants. Trainees do not actively involve training process and they may forget much information when it is presented orally. When the only training objective is to gather specific factual information, learning can be accomplished by putting information into the text material (Drummond, 1998).
  
- B. Computer based training:** Computer based training can be defined as any training that occurs through the use of computer. Many companies are implementing computer based training as an alternative to classroom based training. Some of the reason for this thinking is; reduces trainee learning time, reduces the cost of training, provides instructional consistency, affords privacy of learning, trainees can study only what

they need to know, increases access to training, allows trainee to master learning, that is the best way to keep interest and motivation high (Jerris,1999).

- C. Games and simulation:** Training games and simulations are designed to reproduce or simulate processes, events, and circumstances that occur in the trainee's job. Trainees can experience these events in a controlled setting area, where they can develop their skills or discover concepts that will improve their performance. Many organizations also develop games that are designed to introduce or reinforce important concepts. These games often involve group participation, so that the team members working in harmony are required to make decisions or formulate a course of action that will help resolve a particular problem or create opportunity for the organization. The most important part of this training is not the activities in which the participants engage, but processing the results when the game is completed (Newman and Hodgets, 1998).
- D. Case study:** In Case Study method, detail of series of events, either real or hypothetical, takes place in a business environment. When this method of training used, participants asked to sort through data provided in the case to identify the principal issues and then propose solutions to these issues (Woods, 1995). The learning objective is to have trainees apply known concepts and principles and discover new ones. A variation of case study is the incident process, in which trainees are given only a brief description of the problem and must gather- additional information from the trainer by asking specific questions (Pigor, 1987).
- E. Role play method:** The purpose of Role Playing method is to give participants a chance to experience such situations in a controlled setting. Trainees are provided with a description of the context usually a topic area, a general description of a situation, a description of their roles, and the problem they each face. Once the participants have read their role descriptions, they act their roles by interacting with one another. Structured role play provides trainees with more detail about the situation as well as more detailed description of each character's attitudes, needs, and opinions (Goldstein, 1980).
- F. Audiovisual methods:** Audiovisual methods such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many

times it's played. This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints (Goldstein, 1980).

**G. Orientation:** This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

### **2.10.2.2 On-the-job training methods**

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods.

**A. Job Instruction Training:** It is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job (Thacker, 1998).

**B. Job Rotation:** This method is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments (Woods, 1995).

Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate

effectively. One of the possible problems with the rotation programs is the cost, because job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee's manager and for other employees. Job rotation may be especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within (Jerris, 1999).

**C. Coaching:** Usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills. Executive coaching generally takes place on a monthly basis and continues over a period of several years. Often, coaches are brought in where there is a change in the structure of the company, when a team or individual is not performing well or where new skills are required. Coaching assumes that you are fine but could be even better (Kirwan, 2000).

**D. Apprenticeship:** Apprenticeship is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a craft/skill (McNamara, 2000).

## **2.11. Factors that inhibit the Proper Practices of Employees Training & Development**

Training & Development faces different problems and obstacles in organizations. Atiyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the inadequate need analysis or assessment, irrelevant curricula, participative training techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations.

According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.



**2.11.1 Organization's Strategic Goal:** - one of the important purposes of organization's strategic goal is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. Clear understanding of both short and long term goals also contributes an important role for organizational objectives. Similarly, both internal and external forces are that will influence the training of workers which needs to be considered (Noe, 2002).

**2.11.2 Training Policy:** - is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. Monappa and Salyadain (1999) briefly explained that, an organization's training policy should represents the commitment of its top management to training and is expressed in the rules and procedures which govern or influence the standard and scope of training in the organization.

**2.11.3 Support of Managers for Training Activities:-** the key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peers willingness to provide information to trainees about how they can use knowledge, skill or behaviors learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply training in to their jobs. In addition to this, as affirmed by Sah (1992) low priority to training and poor communication reduces training performance effectiveness by lowering morale and lower commitment to the goals of the organization.

**2.11.4 Training Budget:** - it is a statement of what the organization intends to spend on training in a given period of time (Truelove, 2000). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include cost of facilities like training room, food, transport, guest faculty and cost of teaching materials (Monappa & Saidayain, 1999).

## 2.12 Factors that Affect Employee Satisfaction

Satisfaction is an important goal for organizations to reach as it has been shown that profitability, productivity, employee retention, and customer satisfaction are linked to Employee Satisfaction (ES). Satisfied, motivated employees will create higher customer satisfaction and in turn positively influence organizational performance. Past research that focused on ES (Becker and Gerhart, 1996; Becker and Huselid, 1998; Wright and Boswell, 2002), as referred by Lai Wan (2007), established the link between human resource development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by ES, commitment and well-being (LaiWan, 2007).

However, studies by Marsden and Richardson (1994) as cited in Lai Wan (2007), revealed that the impact of human capital management practices on ES is rather limited, as evidenced by the way in which new performance related pay schemes have been introduced in many organizations in recent years. Similarly, others studies shows that the impact of HRD itself may be contingent on other factors, such as the age, skill and educational composition of the workforce, or on employees' individual dispositions and orientations to work, or on existing institutional arrangements (Lai Wan, 2007).

What actually constitutes ES and what factors affect it? A comprehensive review of related literature revealed numerous definitions and factors that affect ES. Though there are variations in the definitions of ES, all agreed that it is a multidimensional concept. Locke (1976) defined ES as “. . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience”. Similarly, Dawis and Lofquist (1984) defined ES as the result of the worker's appraisal of the degree in which the work environment fulfils the individual's needs.

Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work, if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Locke (1976) noted three “schools” of thought about causes of ES: physical-economic (physical working conditions), social (supervision and cohesive work groups), and nature of work (mentally challenging tasks, opportunities for mobility within organization, working for supervisors who actively assist their subordinates to address job-related problems and work-related variables).

Research by Goldfarb Consultants (1999) on the private and public sectors in Canada revealed similar results. The study showed that the top five most important factors that influenced ES have more to do with interpersonal relationships (quality of decision makers, communication and relations between managers and employees), atmosphere at the workplace (work ethic, level of innovation and physical environment) and sense of personal achievement (personal growth opportunities and level and range of responsibility) than it has to do with attributes that can be measured (amount of time off, benefits, work hours and salary).

As far as the effect of HRD policies on ES is concerned; limited literature on this shows a positive correlation. According to Lee (2000), organizations that invest in HRD are more likely to increase ES. In addition, Chen et al. (2004) found that opportunities for mobility within organization and career development programs positively influence ES, professional development and productivity.

## **2.13 Management Development**

Management development is concerned with improving managers' performance in their present roles and preparing them for greater responsibilities in the future. It has been described by Mumford and Gold (2004) as 'an attempt to improve managerial effectiveness through a learning process'. In other words, Glueck (1978) defined management development as the process by which managers gain the experience, skills, and attitudes to become or remain successful leader in their enterprises. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities organizations must provide an opportunity for managers to improve their knowledge and skills through management development program.

Management development contributes to organizations success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities, and provides for management succession. According to Michael Armstrong (2006), with an effective management development programs: development processes may be *anticipatory* (so that managers can contribute to long-term objectives), *reactive* (intended to resolve or preempt performance difficulties) or *motivational* (geared to individual career aspirations).

As pointed out by Armstrong (2006), the particular aims of management development are to:

- Ensure that managers understand what is expected of them; agreeing with them objectives against which their performance will be measured and the level of competence required in their roles;
- Improve the performance of managers in their present roles as a means of preparing them for greater responsibilities;
- Identify managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the required development, training and experience;
- Provide for management succession, creating a system to keep this under review.

**Management Development Process:** As discussed by Michael Armstrong (2006), the three essential management development activities are:

- Analysis of present and future management needs;
- Assessment of existing and potential skills and effectiveness of managers against those needs;
- Developing strategies and plans to meet those needs

A systematic approach to management development is necessary because the increasingly onerous demands made on line managers mean that they require a wider range of developed skills than ever before. Tamkin et al (2002) suggest that managers need the ability to:

- Empower and Develop People - understand and practice the process of delivering through the capability of others;
- Manage People and Performance - managers increasingly need to maintain morale whilst also maximizing performance;
- Work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions;
- Develop relationships and a focus on the customer, building partnerships with both internal and external customers;

- Balance technical and generic skills – the technical aspects of management and the management of human relationships.

**Management Development Elements:** It has been suggested by Mumford (1993) that three elements have to be combined to produce an effective management development system:

- *Self-Development* – a recognition that individuals can learn and that the initiative for development often rests with the individual;
- *Organization-Derived Development* – the development of the systems of formal development which belongs to personnel and management development specialists;
- *Boss-Derived Development* – those actions undertaken by a senior manager with others, most frequently around real problems at work.

## 2.14 Organizational Learning

Organizational learning theory examines how in an organization context individual and team learning can be translated into an organizational resource and is therefore linked to processes of knowledge management. Organizational learning is concerned with the development of new knowledge or insights that have the potential to influence behavior (Mabey and Salaman, 1995).

Organizational learning theory is concerned with how learning takes place in organizations. It focuses on collective learning but takes into account the proposition made by Argyris (1992), as referred by Michael Armstrong (2006), that organizations do not perform the actions that produce the learning; it is individual members of the organization who behave in ways that lead to it, although organizations can create conditions which facilitate such learning. Most organizational learning theories recognize that the way in which this takes place is affected by the context of the organization and its culture.

### 2.14.1 Outcomes of Organizational Learning

Organizational learning outcomes contribute to the development of a firm's resource based capability. This is in accordance with one of the basic principles of human resource management, namely that it is necessary to invest in people in order to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. As

stated by Ehrenberg and Smith (1994), human capital theory indicates that: ‘The knowledge and skills a worker has- which comes from education and training, including the training that experience brings -generate productive capital’.

Pettigrew and Whipp (1991) believe that the focus of organizational learning should be on developing ‘organizational capability’. This means paying attention to the intricate and often unnoticed or hidden learning that takes place and influences what occurs within the organization. ‘Hidden learning’ is acquired and developed in the normal course of work by people acting as individuals and, importantly, in groups or ‘communities of practice’

## **2.15. Developing Learning Culture**

Reynolds (2004) describes a learning culture as a ‘growth medium’ that will ‘encourage employees to commit to a range of positive discretionary behaviors, including learning’ and which has the following characteristics: empowerment not supervision, self-managed learning not instruction, long-term capacity building not short-term fixes. It will encourage discretionary learning, which Sloman (2003) believes takes place when individuals actively seek to acquire the knowledge and skills that promote the organization’s objectives.

It is suggested by Reynolds (2004) that to create a learning culture it is necessary to develop organizational practices that raise employees’ satisfaction and commitment and ‘give employees a sense of purpose in the workplace, grant employees opportunities to act upon their commitment, and offer practical support to learning’. He proposes the following steps:

- 1) Develop and share the vision – belief in a desired and emerging future.
- 2) Empower employees – provide ‘supported autonomy’; freedom for employees to manage their work within certain boundaries (policies and expected behaviors) but with support available as required.
- 3) Adopt a facilitative style of management in which responsibility for decision making is ceded as far as possible to employees.
- 4) Provide employees with a supportive learning environment where learning capabilities can be discovered and applied, e.g. peer networks, supportive policies and systems, protected time for learning.

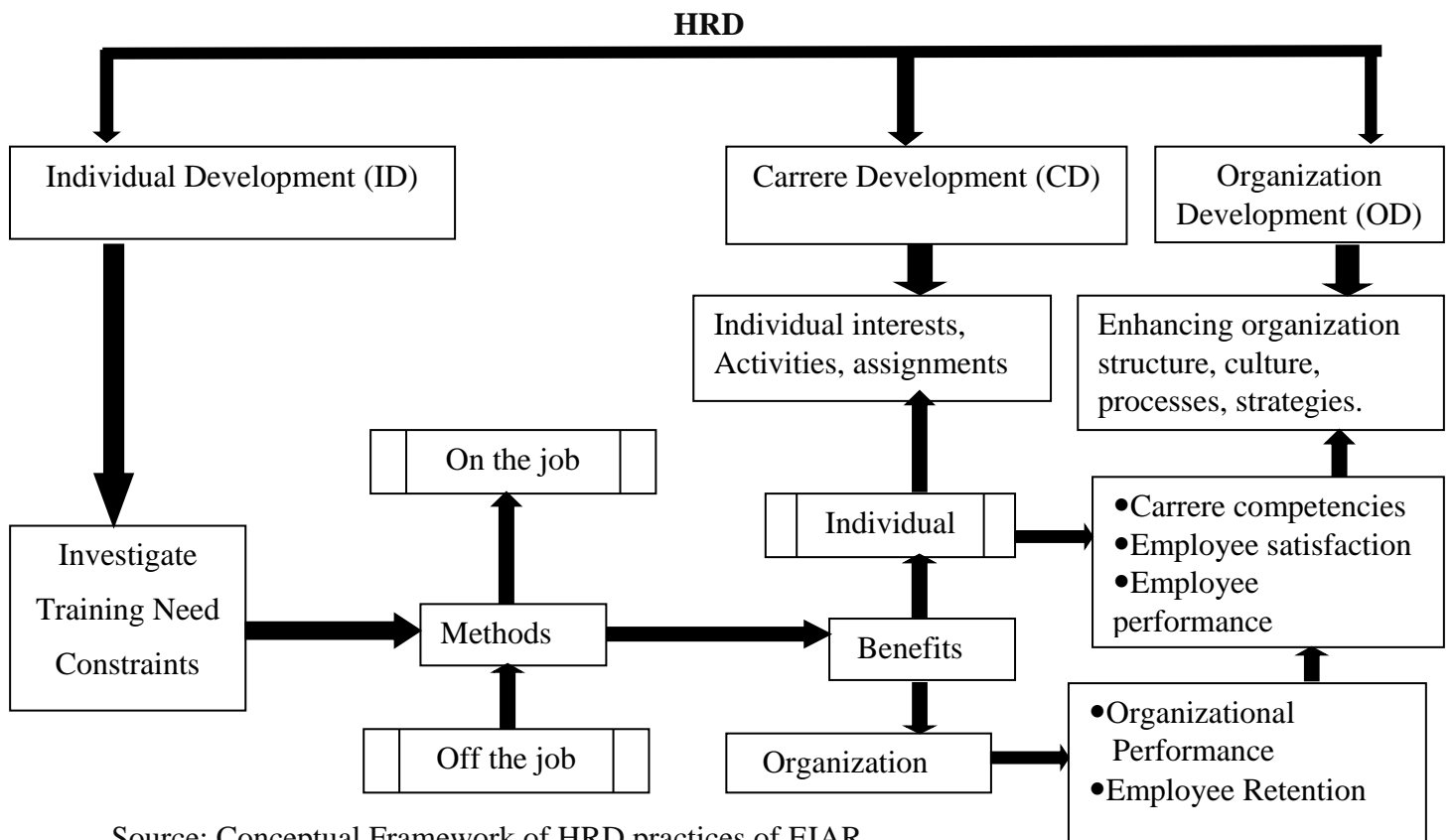
- 5) Use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems.
- 6) Guide employees through their work challenges and provide them with time, resources and, crucially, feedback.
- 7) Recognize the importance of managers acting as role models: ‘The new way of thinking and behaving may be so different that you must see what it looks like before you can imagine yourself doing it. You must see the new behavior and attitudes in others with whom you can identify’.
- 8) Encourage networks – communities of practice.
- 9) Align systems to vision – get rid of bureaucratic systems that produce problems rather than facilitate work

## **2.16 Conceptual frame work of the study**

This framework highlights HRD practice constraints which compel managers to train and develop their employees in this completion period. Various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. An employee who gets the necessary knowledge, skills & capacity in organization and the individual itself for achieving organizational goals and again enhances employees’ satisfaction.

Finally, by utilizing on the job training and off the job training methods both employees and the organization are benefited from HRD practices like employee satisfaction, increase career competency on employees and organizational performance, employee retention on the side of the organization. This is mainly to provide the necessary skills/knowledge which will make them to be more effective and efficient in the organization. By so doing organization are better placed to achieve their goals in this era of globalization and employees’ satisfaction are enhanced.

**Fig. 2.2. Conceptual frame work of human resource development practices in EIAR**



Source: Conceptual Framework of HRD practices of EIAR



## **CHAPTER THREE: Research Methodology**

### **3.1 Research Design**

The study used a descriptive approach through surveys to assess the practice of human resource development in enhancing employees' satisfaction in the Ethiopian Institute of Agricultural Research (EIAR). This type of research design helps to portray accurately the characteristics of a particular individual, situation or a group.

This study employed applied both quantitative and qualitative data (mixed method research) in order to study the practices of human resource development practices in order to satisfy the employees in the institute. A mixed method approach is one in which the researcher has been collected analyzed, and "mix" or "integrated" both quantitative and qualitative data in a single study to understand a research problem. Hence, by applying the mixed method the researcher has ensured the strength of the findings towards being more objective to the target population.

### **3.2 Study Population**

A population can be defined as all people or items (units of analysis) with statistics that one wishes to study. The population in this research consists of employees of EIAR serving the institution in the head office, like training managers, researchers, administrative staffs and technical staffs. So the total population of the research were the employees' of the EIAR which has a total population of 4,114 all over the country, among them 298 are working in the head quarter of which 179 were males and 119 were females.

### **3.3 Sampling Technique**

A sample has been identified as a part of the target population and researchers should carefully select the sample to represent the population of the study. In order to achieve representativeness, sampling procedures should follow certain standards and methodological principles. Simple random sampling is the basic sampling method assumed in the computations of social science research. In simple or unrestricted random sampling, each individual of the population will be given equal chance of being selected. Consequently the researcher selected human resource department managers namely training manager, researchers, administrative and technical staffs were used to assess the practice of human

resource development practices in enhancing employees' satisfaction. The institute's employees were selected based on simple random Sampling technique to gather the relevant data.

### **3.4 Sample Size**

Sample size refers to the number of items to be selected from universe to constitute a sample .Determining sample size is a very important issue because samples are too large may waste a lot of time, resource and money, while samples that are too small may lead to in accurate results. The direct interview undertaken by the researcher from HRMD, the institute has 4,114 total staff members all over the country as of November 07, 2016. Among these, 298 were found at head office in Addis Ababa. Among them, 150 employees were used for the study.

### **3.5 Data collection techniques**

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand. Secondary data is defined as Data that have been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data were used.

For collecting primary data the study used questionnaires and interviews from the employees of the institute. The questionnaires were based on those variables that are stated above and the mentioned research questions. This is because questionnaires are advantageous in collecting large number of data from large number of respondents and help respondents to fill the questionnaire at their convenient time without bias.

The study also employed interviews by using purposive sampling method that is purposely select the training and development experts, human resource development administrators and training & development team leaders who have well understanding about HRD principles and its practices. Because of interview has a higher response rate and it clarify the questions well if the questions are not clear in questionnaire. The secondary data sources were used from different published and unpublished materials such as reference books, journals and the internet. In addition institutes reports and brochures, annual reports, HRD manuals and strategies were used.

### 3.6 Data Analysis techniques

After collecting the data through different techniques, the data was organized and prepared depending on the sources of information. Moreover, in order to ensure logical competence and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done, data were analyzed qualitatively and quantitatively. The quantitative data analysis was done by the use of statistical package for social science (SPSS) version 20.0 software and by using frequency distribution table and percentages. This was used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research question and objectives. The results that will be obtained from the interviews are used for the purpose of strengthening the analysis made based on the questionnaires. Tables and charts were used to ensure easy understanding of the analysis.

### 3.7 Reliability and validity test of instruments

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients.

Hence, according to Lombard (2010), Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore, as shown in table below the reliability of the whole items is 0.996 which means the whole items were reliable and acceptable. And from the response on discussion with the institutes HRD team leaders. Therefore the research instrument was found to be valid for the study.

**Validity Statistics**

Cronbach's Alpha	N of Items
.996	50

### **3.8 Ethical considerations**

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base of this research. a) Fairness b) Openness of intent c) Disclosure of methods d) Respect or the integrity of the individuals e) Informed willingness on the part of the subjects to participate voluntarily in the research.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

This section of the paper focuses on analysis, presentation and interpretation of data collected from randomly selected employees who were benefited from HRD practices like Training and Development and education to enhance employees' satisfaction.

The data collected through questionnaire and structured interview from HRD team leaders especially with employees were presented, analyzed and interpreted. In addition to respondents' general background, core issues of human resource development practices like current training and development practices, training and development need assessment, methods used for T&D, objectives of T&D, T&D delivery techniques, factors that hinder T&D programs and general HRD related issues has been discussed.

Based on the first section of the questionnaire, it outlines personal information depicted in tables & graphical formats and the descriptive statistics are presented thereafter to clearly show the existing similarity and among respondents.

### **Response Rate**

As stated in the previous chapter, the questionnaires were distributed to a total of 179 employees' of EIAR at its head quarter. However, only 150 questionnaires were appropriately filled and returned. Out of the total questionnaires distributed 29 questionnaires were uncollected due to various problems. Among the uncollected questionnaires 11 were discarded due to incomplete response and 18 were not filled properly and this gives an 83.8% return rate.

## 4.1 Personal information of respondents

**Table 4.1: Profile of the respondents based on Gender and Age**

Variables	Category	Frequency	Percent (%)
Gender	Male	98	65.3
	female	52	34.7
	Total	150	100
Age	Under 25 years	10	6.7
	25-34years	60	40.0
	35-44 years	61	41.0
	45-54 years	10	6.7
	>55 years	9	6.0
	Total	150	100

Source: survey result (2017)

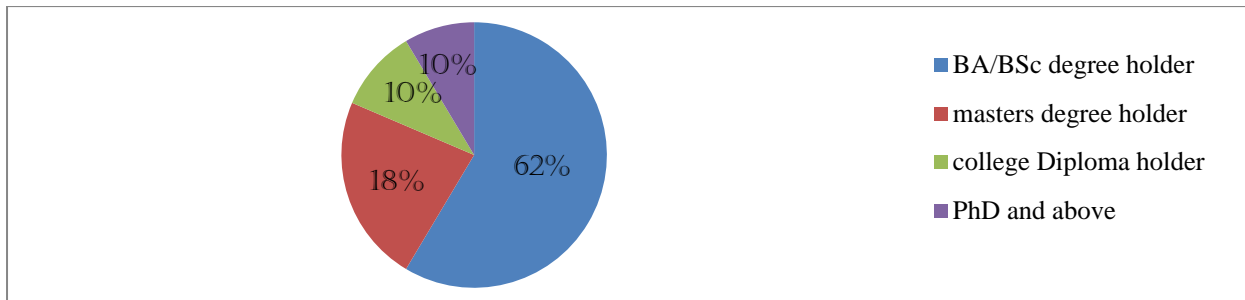
The data obtained from questionnaire shown above table 4.1 reveals that out of 150 respondents 98(65.3%) were males and the remaining 52(34.7%) were females. This explains that the number of male respondents were greater than female respondents who were participated in the study.

With regard to age category of respondents, 61 respondents were between 35-44 years representing 41% and the next higher group representing 61 and 60 in number. The first and the fourth group respondents were 10(6.7%) fall under the age category of under 25 years and 45-54 years respectively.

## 4.2 Educational qualifications of respondents

The following question is to know about employee's educational qualification included in the study.

**Figure 4.1: Educational Qualification of respondents**



Source: Survey result (2017)

It is evidenced that the employees of EIAR hold a range of educational qualification from college diploma to PhD and above degree holders. The majority of respondents which represent 93(62%) were degree holders which followed by master’s degree holders which represent 27(18%) while the remaining diploma, PhD and above holders which represent 10% respectively.

**Table 4.2: Years of Service in the EIAR and their current job**

Variables	category	frequency	Percent (%)
No. of years worked in the institute	0-3 years	20	13.3
	4-8 years	119	79.3
	9-19 years	11	7.3
	>-20 years	-	-
	<b>Total</b>	<b>150</b>	<b>100</b>
No. of years worked in the current job	0-3 years	16	10.66
	4-8 years	16	10.66
	9-19 years	118	78.66
	>-20 years	-	-
	<b>Total</b>	<b>150</b>	<b>100</b>

Source: Survey result (2017)

The above table indicates that majority 119(79.3%) of the respondents indicated that they have been working in the institute between 4-8 years. However 20(13.3%) and 11(7.3%) of respondents indicated tenure with the institute between 0-3 years 9-19 years respectively. Regarding to >-20years no one indicated its service in the institute.

About the number of years worked in the current job, the largest group 118(78.66%) reported tenure of 9-19 years. The same reported that 16(10.66%) that they had been in their current job for 0-3 and 4-8 years respectively.

#### 4.1.1. Current practices of training and development

The objective of this section is to obtain information about how training and development practices performed in the institute in the current situation.

**Table 4.3: Employees response on current practices of training and development**

No	Items	Response	No	%
1	Are you assigned as per your qualification?	Yes	95	63.3
		No	55	36.7
		<b>Total</b>	<b>150</b>	<b>100</b>
2	Are you sponsored by EIAR to attended any training /educational programs outside the institute?	Yes	10	6.7
		No	140	93.3
		<b>Total</b>	<b>150</b>	<b>100</b>
3	Did you attend any training on the last one year?	Yes	119	79.3
		<b>No</b>	<b>31</b>	<b>20.7</b>
		<b>Total</b>	<b>150</b>	<b>100</b>
4	If yes for question 3, type of training received	Formal schooling	11	9.2
		Apprenticeship	5	4.2
		Employer training program	49	41.2
		On/off the job training	25	21.0
		Instruction of manuals	6	5.0
		Job aids	23	19.3
		<b>Total</b>	<b>119</b>	<b>100</b>

Source: Survey result (2017)

As the table above shows the number of respondents who said ‘yes’ to the question ‘do you as per your qualification’ 95(63.3%) and 55(36.7%) of respondents said ‘No ‘in their qualification assignment. Thus, from this one can conclude that even if the majority of



respondents assigned in their profession almost one third of respondents are not assigned in their qualification. This may lead to lack of productivity to the institute and the employee. Regarding to the sponsorship outside the institute, majority of respondents 140(93.3%) are not sponsored by the institute like training and educational program opportunities whereas only 10(6.7%) were sponsored for training & educational opportunities. In case of training provision, one can notice from the table that 119(79.3%) had taken training with in the last one year. And the remaining 31(20.7%) of respondents were not given any training. According to the interview conducted with the head of training and development team leaders, it is one of EIAR's policies to provide minimum of 10 hours skill upgrading or refreshing training per person per year. Thus, it is possible to say that the institute's training provision is not as good in line with Training & Development policy.

Regarding to the type of training received, as the table 4.3 depicts above 49(41.2%) of the participants took employer training programs within the institute 25(21.0%) of them took on/off the job training, 23(19.3%) of the respondents took job aid from their boss/ trainer and the remaining 11(9.2%), 6(5.0%) & 5(4.2%) took formal schooling, instruction of manuals and apprenticeship respectively. Thus, the institute provides employer training programs which is provided by the institute as mandatory HRD capacity building like skill and professional development.

#### 4.1.2. Training & Development need assessment methods (TDNA)

**Table 4.4 Respondents' response on Training & Development need assessment methods used in the institute.**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
Questionnaires	115	76.7	15	10.0	10	6.7	5	3.3	5	3.3	150
Personnel face to face interview with employee	82	54.7	48	32.0	10	6.7	10	6.7	-	-	150
Group interview with HRD team leader and immediate supervisors	99	66.0	24	16.0	17	11.3	6	4.0	4	2.7	150
Direct observation	99	66.0	35	23.3	11	7.3	5	3.3	-	-	150
Performance appraisal result	67	44.7	20	13.3	27	18.0	27	18.0	9	6.0	150
Through job description	101	67.3	29	19.3	5	3.3	-	-	15	10.0	150

**Source:** survey Result (2017)

As the table above indicates that 5(3.3%) of overall respondents disagree and strongly disagree on questionnaire not used as method of T&D need assessment while 10(6.7%) respondents are neutral that questionnaires are used as need assessment method, again 15(10%) of them agreed as questionnaire used as need assessment in the institute. Most of respondents 115(76%) are strongly agree on questionnaire is used as the method of need assessment.

Of the respondents 10(6.7%) were strongly disagree & neutral on personnel face to face interview as need assessment method for T&D practices respectively while no one reported strongly disagree on it. 48(32%) of respondents were agreed on personnel face to face interview to assess T&D need assessment while most respondents 82(54.7%) declared strongly agree on personnel face to face interview as need assessment method.

Majority of respondents reported that 99(66.0%) Group interview with HRD team leader and immediate supervisors and direct observation were the major type of need assessment method in the institute again performance appraisal and job description also 67(44.7%) and 101(67.3%) also contains higher proportions the institute used as Training Development need assessment method.

From we can infer that the institute is well in using Training & Development need assessment methods so as to provide effective and efficient HRD practices to make employees more competitive and efficient in their operation. Particularly questionnaire is the main method used to provide T&D to employees of the institute.

## **4.2 Descriptive Statistics of Scale Type Questionnaire analysis**

In this part descriptive statistics in the form of mean and standard deviation were presented to illustrate the feedback of the respondents. The feedback of the respondents for the variables indicated below were measured on five point Likert scale with measurement value 1= strongly disagree; i.e. very much dissatisfied with the case described; 2= Disagree, i.e. not satisfied with the case described; 3= Neutral, i.e., uncertain with the case described; 4= Agree, i.e., feeling all right with the case described and considered as satisfy; and 5 =strongly agree, i.e. very much supporting the case described and considered as highly satisfy.

To make easy interpretation, the following ranges of mean values were reassigned to each scale:

1.50 Or less = Strongly Disagree;

1.51- 2.50 = Disagree;

2.51- 3.49 = Neutral;

3.50 - 4.49= Agree

4.50 And greater = Strongly Agree (cited in Melaku, 2012).

To analyze the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS version 20.0 software. While the results of the interview questions were integrated to the responses obtained through questionnaire.

### 4.2.1 Training and development need assessment

Organizations may fail to undertake training and development needs assessment to approve appropriate type of HRD practices because of various reasons. With regard to this, respondents were asked to judge their perception in the institute in the following questions given table 4.2.1:

**Table 4.2.1 Statistical review of training and development need assessment in the EIAR.**

Items	N	minimum	maximum	Mean	Std. Deviation
The institute has a system to conduct formal training & development need assessment	150	1	5	3.37	1.620
The institute reviews its strategies & objectives to reveal valuable information for training & development	150	1	5	3.45	.931
The training & development need analysis method used by your institute produces relevant findings on performance gaps.	150	1	5	2.97	.915
The training & development need analysis methods of the institute enable to clearly identify the required training and development that employees need to perform their job	150	1	5	3.21	.824
The training & development need assessment conducted in your institute is able to differentiate performance problems caused by employees' lack of skills, knowledge & abilities.	150	1	5	2.80	1.030
<b>Average</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>3.16</b>	<b>1.064</b>

Source: Survey result (2017)

The Table 4.2.1above shows that the awareness of the training and development need assessment. The scored mean value of the employees' awareness of human resource

development ‘The institute has a system to conduct formal training & development need assessment’ standpoint as indicted in the table above is 3.37 with a standard deviation 1.620. This indicates that the respondents neutral with a relative homogeneity in their responses. We can conclude that the employees of the institute were indifferentwith the institute has a system to conduct formal training & development need assessment.

As it is also evidenced in the Table 4.2.1 above, the scored mean value of the second item, i.e. ‘the institute reviews its strategies & objectives to reveal valuable information for training & development’ viewpoint was 3.45, indicating that the respondent neutral on and feel all right with the case described and the sub-construct’s standard deviation was 0.931. The results of this analysis proved that respondents of the institute were indifferent onto reveal valuable information for Training and Development. From this it is possible to deduce that the respondents have no ideaabout the issue mentioned.

The scored mean value for the third item i.e. employees’’ The training & development need analysis method used by your institute produces relevant findings on performance gaps’ standpoint was 2.97 indicating that the respondents like the above items indifferent on this sub-construct. The item’s standard deviation was 0.915, which is low conveying that the relative similarity of the respondents responses.From this description one can clearly conclude that the respondents were indifferent with and have no good understanding about training & development need analysis method used by their institute produces relevant findings on performance gaps point of view

Table 4.2.1 above, displays that the scored mean value for the fourth item i.e. measuring employees awareness of the training & development need analysis methods of the institute enable to clearly identify the required training and development that employees need to perform their job perspective was 3.21 with a standard deviation of 0.824, which signifies that the respondents neutral in their responses. The scored mean value of this item points out that the respondents were indifferent with the concept.

With regard to ‘the training & development need assessment conducted in your institute is able to differentiate performance problems caused by employees’’ lack of skills, knowledge & abilities’ scored mean value for the fifth sub-construct was 2.80 and standard deviation of 1.030 signify neutral on the question.

Finally, the scored mean value of the major items i.e. employees' awareness of T&D need assessment in the institute was 3.16 which is the average scored mean value of each item means. The scored mean value shows that the respondents of the institute were indifferent with the concepts of T&D need assessment in the institute and the standard deviation was 1.064.

Abdullah (2009), stated in his study once training and development needs are clearly identified, the next process is to establish or setting performance objectives. Objectives are specific outcomes that the training and development program is intended to achieve. These objectives define the performance that the trainee should be able to display after training. However, in the institute with regard to setting performance goals and objectives due attention was not given as the determinant factor for human resource development. This may reduce organizational effectiveness and efficiency

#### 4.2.2 Objectives of Training & Development

**Table 4.2.2: Descriptive review summary of training and development objectives of the Institute**

Items	N	minimum	maximum	Mean	Std. Deviation
The institute set objectives For training and development	150	1	5	3.95	.854
Training & development objectives were set in line with the organization goal	150	1	5	3.80	.867
Training & development program you have taken has clear objectivities provide you greater job satisfaction.	150	1	5	3.67	1.039
Keeping employees informed & brings technical change.	150	1	5	3.83	.893
Help employees to do a their job better	150	1	5	3.42	1.307
Enhancing employees satisfaction	150	1	5	3.23	1.190
<b>Average</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>3.65</b>	<b>1.025</b>

Survey Result (2017)

As it can be seen from the Table above 4.2.2, the scored mean value of the first item i.e. 'the institute set objectives for training and development' was 3.95 indicating that the respondent

agreed with the case described. The standard deviation of this sub-construct was 0.854, this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the institute has set clear objectives for training and development that may help to upgrade employee knowledge and skills to improve their performance and skills and achieve organizational objectives in the desired way.

The Table 4.2.2 above also reveals that, the scored mean value of the respondents to the second item i.e. Training & development objectives were set in line with the organization goal was 3.80 signifying that “agree”. This shows that the respondents were satisfied with the case described and the standard deviation of the sub-construct was 0.867 which is relatively low being evidence for the relative homogeneity of the responses.

When we come to the third item i.e. training & development program you have taken with clear objectivities provide you greater job satisfaction, the scored mean value of respondents’ response was 3.67 with the standard deviation 1.039. This shows that the majority of the respondents were agree.

Come to the forth construct, Keeping employees informed & brings technical change most of the respondents were ‘agree’ response rate with the scored mean value 3.83 and the standard deviation 0.893. This implies that large numbers of the respondents were agree towards the institute’s action in relation to T& D objectives were keeping employees informed & brings technical change.

As it is indicated in the Table 4.2.2 above, the scored mean value rating of the item i.e. Help employees to do a their job better was 3.42 signifying that “neutral” agreement rating scale which indicates that the indifferent/ uncertain of the respondents with the case described and the standard deviation was 1.307.

As it can be shown from the Table 4.2.1.2 above, considering the Enhancing employees satisfaction the respondents scored mean value was 3.23. This shows that the majority of the respondents were ‘neutral’ and the standard deviation was 1.190. From this one can deduce that T&D objectives of the employees of the institute indifferent/ uncertain enhancing employees satisfaction.

Finally the above table depicts that, the scored mean value of the major items i.e. the objectives of T&D in EIAR was relatively high 3.65 with the average standard deviation 1.025 which represents that the mean of each item means. This indicates that, training and

development objectives of the institute is well and an important factor for building continuous human resource development.

### 4.2.3 Training and development implementation techniques

**Table 4.2.3 Employee Descriptive review summary on Training & Development implementation Techniques in EIAR**

Organizations should determine varieties of training and development implementation methods to enhance the employees' skills, knowledge and capacity. The most common appropriate ways to implement the training and development programs are on the job and off the job training methods. To know the methods in use, the following data were gathered and presented in the following table.

<b>Items</b>	<b>N</b>	<b>minimum</b>	<b>maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Job instruction training	150	1	5	2.61	1.335
Job Rotation training	150	1	5	2.10	1.355
Coaching	150	1	5	4.45	0.945
Apprenticeship	150	1	5	1.97	1.108
Lectures	150	1	5	2.89	1.249
Computer based training	150	1	5	4.13	1.178
Case study	150	1	5	3.50	1.487
Role playing	150	1	5	3.52	1.427
Audiovisual method seminars /conferences/scholarships, abroad local ....	150	1	5	4.23	1.155
<b>average</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>3.25</b>	<b>1.248</b>

Survey result (2017)

From the Table 4.2.3 above, it is possible to draw the following facts. It is clearly illustrated in the scored mean value of the items i.e. Case study, Role playing, Computer based training, audiovisual method seminars /conferences /scholarships, abroad, local ..., Coaching fall between ranges of 3.50-4.45. This shows that the majority of the respondents agreed with the statements given to them. However, the above results imply that the institute was lagging behind to do much on these variables to improve the effectiveness and efficiency

In addition, the Table above reveals that, the scored mean value of the respondents response on the items i.e. Apprenticeship, Job Rotation training, Job instruction training, Lectures which fall between ranges of 1.97- 2.89. This depicts that the overwhelming majority of the respondents disagree and they were dissatisfied with the cases described. In short, based on the information given the institute was not well in providing on the job and off the job training implementation techniques from these issues perspective. The implication is that unless the providing on the job and off the job delivery techniques to enhance employees skills and knowledge, apprenticeship, job rotation training, job instruction and lectures it is difficult to them to build the required human resource skills and to attain organizational goals in the desired manner.

Based on the information obtained through interviews, as per HRD report about organizational development in the institute pertaining their long-term effort to improve an organization’s visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture-with special emphasis on the coaching and other role playing techniques was sufficient. This shows that the information obtained by the questionnaire was somewhat similar with that of the responses of interviewees of team leader participants.

**Table 4.2.4: Descriptive Statistics of items that measure factors that inhibit T&D programs**

Items	N	minimum	maximum	Mean	Std. Deviation
Budget shortage	150	1	5	3.35	1.210
Lack of support by management for training	150	1	5	3.37	1.065
Poor training plan in terms of content & methods	150	1	5	3.28	1.100
Lack of adequate training & development	150	1	5	3.59	1.254
Inaccurate training need analysis	150	1	5	3.33	1.072
Lack of motivation among employee	150	1	5	3.10	1.208
<b>Average</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>3.34</b>	<b>1.152</b>

Survey result (2017)



As it can be clearly understood in the above Table 4.2.4, the average scored mean value of the major constructs i.e. employees' perception towards Budget shortage'' a factor which hinders the training and development practices was 3.35 which was the scored mean value of the item and the standard deviation was 1.210. This scored mean value displays that respondents were 'neutral' with budget shortage i.e. inhibits training and development practices.

As it can be seen from the Table 4.2.4.1 above, the scored mean value of the first item i.e. lack of support by management for training was 3.37 indicating "neutral" in their agreement response showing that they feel uncertain with the case described. The standard deviation of this sub-construct was 1.065 this implies that the relative homogeneity of the respondents on their responses are undecided. From this result one can infer that the institute's employees do not have clear understanding on either management support for training hindering T&D development programs.

Table 4.2.4 above also reveals that, the scored mean value of the respondents to the third item i.e. 'Poor training plan in terms of content & methods' was 3.28 signifying that "neutral". This shows that the respondents were undecided with the case described and the standard deviation of the item was 1.100 which is relatively high being evidence for undecided responses. Here again employees of the institute were undecided on poor training plan in terms of content and methods.

When we come to the forth item i.e. Lack of adequate training & development to the top management the average scored mean value of respondents response was 3.59 with the standard deviation 1.254. This shows that the majority of the respondents were "strongly agree". The scored mean value of this item conveys that the respondents were satisfied with the case described i.e. Lack of T&D were taken as crucial factor hindering T&D programs in the institute.

In the Table 4.2.4above, the forth item i.e. inaccurate training need analysis accordingly most of the respondents were "neutral" response rate with the scored mean value 3.33 and the standard deviation 1.072. This implies that large number of the respondents were neither agree nor disagree towards the institutes action in relation to accuracy of training need analysis which play a paramount role to identify employees who lack skills and abilities.

As it is indicated in the Table 4.2.4.1 above, the scored mean value rating of the item i.e. Lack of motivation among employee was 3.10 signifying that “neutral” agreement rating scale which indicates that the indifferent of the respondents with the case described and the standard deviation was 1.208.

When come to the average, As Table 4.2.4.1 above depicts that, the scored mean value of the major items i.e. factors that inhibit T&D Programs was relatively low 3.34 with the average standard deviation 1.152 which represents that the mean of each sub-construct means. This indicates that, respondents don't have any awareness on various factors that affect training and development. So those factors that affect training and development in the institute should gave emphasis in considering mentioned questions. HRD department should provide emphasis on factors that inhibit T &D programs in the institute to enhance employees' capabilities, skills and knowledge

### **4.3 Employees' Satisfaction with EIAR's Commitment to HRD practices**

As far as HRD polices with regard to the provision of training and development is concerned, it is imperative that organizations provide the training or skill building needed to improve job performance; as improve job performance no doubt would translate to higher productivity and perhaps company's profits. In this, training needs analysis may be necessary to provide appropriate trainings. As everybody seeks satisfaction in his or her work being able to perform effectively and efficiently is likely to enhance meaningfulness of work. Improved job performance is a factor that relate positively with employees' satisfaction.

Human resource development (HRD) is the process of helping employees become better at their tasks, knowledge and experience. There are lots of things that go into this, but training and education are the main methods at organizational level. In this sub section, employees' satisfaction with the institute's commitment for T&D, Education& promotional opportunities, fairness of training and development, institutional facilities, employees' satisfaction on workplace learning, coaching, participation and competition and overall HRD climate within the institute will be discussed.

**Table 4.3.1 Employees’ satisfaction towards HRD practices and active programs of the institute in enhancing employees’ performance**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
The institute has an active programs to upgrade employees skills & knowledge	7	4.7	7	4.7	22	14.7	60	40.0	54	36.0	150
The institute has good HRD practices to improve my performance	6	4.0	22	14.7	25	16.7	56	37.3	41	27.3	150

Source: survey Result (2017)

**Table 4.3.1.1 Descriptive Statistics of items that measure Respondents’ satisfaction with HRD practices and active programs of the institute**

	N	Minimum	Maximum	Mean	Std. Deviation
The institute has an active programs to upgrade employees skills & knowledge	150	1	5	2.02	1.058
The institute has good HRD practices to improve my performance	150	1	5	2.31	1.141
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>2.17</b>	<b>1.099</b>

As illustrated in table 4.3.1 about 60(40 %) of the respondents disagree with the statement ‘The institute has an active programs to upgrade employee’s skills & knowledge’ and at the same time 54(36 %) of the respondents strongly disagree with the statement. Yet, only 4.7% of the respondents replied that they strongly agree and agree with the above statement respectively. Whereas 22(14.7%) of the respondent became indifferent with the statement. Furthermore, a mean value of 2.02 (see table 4.3.1.1) indicates an average response of disagreement among the respondents for the variable.

Similarly, majority of the respondents 56(37.3%) disagree with the idea that the institute has good HRD practices to improve my performance while 41(27.3%) of the respondents strongly disagree and 25(16.7%), 22(14.7%) & 6(4.0%) neutral, agree and strongly agree

respectively with the idea. Mean value of respondents also signifies that respondents were disagreeing with the idea that is 2.31. From these we can infer that most the respondents are not satisfied with the institute's HRD practices and active programs of the institute in enhancing employees' performance and skills to do their job effectively. As everybody seeks satisfaction in his or her work being able to perform effectively and efficiently, it is likely to deter employees' satisfaction with their job.

Under those circumstances where organizations either do not have good ability for providing training and development in their active programs and other HRD practices to upgrade employee skills and knowledge; employees can develop negative perception towards the institute's commitment for employee training and development.

#### **4.4 Employees' Satisfaction with EIAR's Commitment with opportunity for growth, development & supporting employees to improve their educational status**

One way that organizations can show their commitment for HRD is through providing support to improve educational level of employees. Education is activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life. Respondents were asked to indicate their degree of agreement with the statement provided below and their response is summarized in table 4.3.2 below:

**Table 4.3.2 Respondent’s satisfaction towards opportunity for growth, development & supporting employees to improve their educational status:**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
	F	%	F	%	F	%	F	%	F	%	Total
The institute does good jobs of providing opportunities for growth and development for all employees	11	7.3	8	5.3	11	7.3	-	-	12	80.0	150
The Institute does a program of supporting employees to improve their educational status	13	8.7	25	16.7	16	10.7	44	29.3	52	34.7	150

Source: Survey result (2017)

**Table 4.3.2.1 Descriptive Statistics that measure Respondents’ satisfaction with for growth, development & supporting employees to improve their educational status**

Items	N	Minimum	Maximum	Mean	Std. Deviation
The institute does good jobs of providing opportunities for growth and development for all employees	150	1	5	2.40	.890
The Institute does a program of supporting employees to improve their educational status	150	1	5	2.35	1.337
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>2.38</b>	<b>1.114</b>

Source: survey result (2017)

As the table reveals that majority of respondents 120(80%) strongly disagree with the statement ‘the institute does good jobs of providing opportunities for growth and development for all employees’ while 11(7.3%) were strongly agreed and neutral respectively on the question. Again only 8 (5.3%) were agreed and no one disagree on the issue with the dissatisfaction mean value of 2.40 and standard deviation 0.89.

As it is possible to observe from the above figure, majority 52(34.7%) of the respondents strongly argue that the institute is not committed for improving educational level of the employees and at the same time 44(29.3%) of them disagree with the idea. On the other hand, it is only 25(16.7%) and 13 (8.7%) of the respondents agree and strongly agree with the statement respectively. A mean value of 2.35 & STD= 1.337 be a sign of respondents' dissatisfaction with the education supports by provided by EIAR.

#### 4.5 Employees' Satisfaction with the Fairness of Training & Development Opportunities between work units

It is natural that employees would like to have equal access to job-related training opportunities that would help them improve on their skills and enhance their development and growth. Denying employees of this would likely demoralize employees who would like to go for training. Beside, employees would view this as unfair institute's practices. With limited access to job-related training, employees may not be armed with the necessary skills to do a good job. Probably, frustration may set in affecting the morale and productivity of employees.

**Table 4.3.3 Respondents' satisfaction with in Fairness of T&D Opportunities between work units:**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
	F	%	F	%	F	%	F	%	F	%	Total
The institute training and development programs are focusing in some work units only	66	44.0	38	25.3	25	16.7	20	13.3	1	0.7	150
I have equal access to job related training development opportunities to improve my profession	19	12.7	22	14.7	34	22.7	44	29.3	31	20.7	150

Source: Survey result (2017)

**Table 4.3.3.1 Descriptive Statistics of items that measure Respondents' satisfaction with the fairness in training and development opportunities**

<b>Items</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
The institute training and development programs are focusing in some work units only	150	1	5	3.99	1.099
I have equal access to job related training & development opportunities to improve my profession	150	1	5	2.69	1.300
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>3.34</b>	<b>1.199</b>

As for respondents' satisfaction with the access for training opportunities the majority 66(44.0. %) of the respondents strongly agree that EIAR's training practices only focus on some work units like agronomy, natural resource management research, agricultural engineering and botanic sciences because the institute focused on conducting researches which is applicable in our agriculture. on the contrary 20(13.3%) of respondents reply negatively with the statement. What is more explain the respondents' satisfaction; a mean value of 3.39 (see table 4.3.3.1 and standard deviation of 1.099, indicates most of the respondents understand that training opportunities are undecided according to employees. From this it is possible to conclude that the institute is not giving fair treatment in providing training to all its work units. This may create a feeling in employees as less worthy than other employees who are given high emphasis in the institutes training programs.

Concerning employees' satisfaction with equal access to job related training opportunities, the mean value of respondents' response is 2.69 with standard deviation of 1.300. This indicates that still employees' level of satisfaction is less than the average regarding the equal access for training opportunities. From this one can conclude that in the eyes of respondents the institute is not doing justice in creating equal access to job related training programs for all employees.

## 4.6 Institutional facilities for T&D and employees' promotional opportunities

Under those circumstances where organizations either do not have good ability for providing training such as good facilities or do not effectively utilize its ability; employees can develop negative perception towards the institute's commitment for employee training.

On the other hand, opportunities for mobility within organization are one of the determinants of employees' satisfaction. Besides, it enhance employees' commitment to the organization; a factor which affects employees satisfaction. Thus, in addition to company nomination, employees have to be given the opportunity to apply and move to new positions as vacancies occur. But the main thing here is training and development facilities should be facilitated by the institute since those fulfilled facilities provide adequate skills and knowledge to make employees candidate for promotion. To see employees' perception towards the institute's facility for training and promotion opportunities employees' were asked to rate their degree of agreement with the statement given below 4.3.4 below:

**Table 4.3.4 Respondents' satisfaction with facilities for T&D and employees' promotion opportunities:**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
The institute's training & development programs improve my chance for promotion	13	8.7	13	8.7	-	-	123	182.0	1	0.7	150
I am provided adequate opportunities for promotion	9	6.0	17	11.3	10	6.7	57	38.0	57	38.0	150
Good, internal facility to provide appropriate training	26	17.3	26	17.3	26	17.3	50	33.3	22	14.7	150

Source: survey result (2017)



**Table 4.3.4.1 Descriptive Statistic of items that measure Respondents' satisfaction with facilities for T&D and employees' promotion opportunities:**

Items	N	Minimum	Maximum	Mean	Std. Deviation
The institute's training & development programs improve my chance for promotion	150	1	5	3.25	.615
I am provided adequate opportunities for promotion.	150	1	5	2.09	1.200
Good, internal facility to provide appropriate training.	150	1	5	2.89	1.337
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>2.74</b>	<b>1.050</b>

The above table 4.3.3, Illustrate, it is only 124(182.7%) of the respondents replied negatively (strongly disagree or disagree) with the statement 'The institute's training & development programs improve my chance for promotion'. From the remaining respondents 26(17.4%) respond positively (agree and strongly agree) and none of them are neutral with the same issue. On the whole mean value of 3.25 (see figure 4.3.3.1) signifies that respondents' reaction for the variable is in the range of neutral. From this one can recognize that respondents' judge as they have indifferent to improve their chance for promotion realize their career goals inside the institute. Consequently, this reduces employees' satisfaction and employees' commitment to make them from productiveness.

As the above table illustrate, it is only 26(17.3%) of the respondents replied positively (strongly agree or agree), 114(76.0%) replied negatively and 10(6.7%) neutral with the statement 'I am provided with adequate opportunities for promotion' in EIAR. On the whole mean value of 2.09 (see table 4.3.3.1) signifies that respondents' reaction for the variable is in the range of disagreement. From this one can recognize that respondents' judge as they have limited internal job opportunities to realize their career goals inside the institute. Consequently, this reduces employees' satisfaction and employees' commitment to the institute.

With regard to training facilities in the institute, majority of the respondents 50(33.3%) disagree with the statement 'the institute has good internal facility for training' whereas only 26(17.3%) of the respondents strongly agree, agree and neutral with the statement

respectively. The mean scored value of the question were 2.89. This shows that employees' undecided perception towards the institute' commitment for good internal facilities as pre requisite to provide effective type of training since training is not fully explained by poor internal facility of the institute.

#### 4.7 Employees' Satisfaction with Work Place Learning

In addition to the formal training and development programs of organizations, one of the ways that employees can learn within an organization is the workplace learning. It may be through doing challenging and stimulating jobs or/ and from colleagues. In this sub section, employees' level of satisfaction with work place learning will be presented.

Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as continuous learning. Working in intellectually stimulating and challenging job and opportunity to work with up-to-date technologies allow employees to develop while they are doing their job.

The following table (table 4.3.5), show the respondents' degree of agreement with the statements designed to understand their corresponding level of satisfaction with the challenges posed by the work, knowledge to gain from the work they do for the corporation and opportunities to work with new and innovative ideas.

**Table 4.3.5 Respondents' satisfaction with work place learning**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
In the institute, there are many opportunities to explore new & innovative ideas.	28	18.7	47	31.3	16	10.7	44	29.3	15	10.0	150
In the institute, I frequently encounter challenging & non-routine work	38	25.3	13	8.7	59	39.3	19	12.7	21	14.0	150
I got much Knowledge from the work I do in the institute	3	2.0	19	12.7	5	33.3	22	14.7	56	37.3	150

Source: Survey result (2017)

**Table 4.3.5.1 Descriptive Statistics of items that measure Respondents' satisfaction with work place learning**

Items	N	Minimum	Maximum	Mean	Std. Deviation
In the Institute, there are many opportunities to explore new & innovative ideas	150	1	5	3.19	1.314
In the Institute, I frequently encounter challenging & non- routine work	150	1	5	3.19	1.328
I got much Knowledge from the work I do in the Institute.	150	1	5	2.27	1.152
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>2.88</b>	<b>1.265</b>

The above table 4.3.5, Illustrate it is only 75(50%) of the respondents replied positively (strongly agree or agree) with the statement ‘the institute there are many opportunities to explore new & innovative ideas’. From the remaining respondents 59(39.3%) respond negatively (strongly disagree and disagree) and 16(10.7%) of them were neutral with the same issue. On the mean value of 3.19 (see figure 4.3.3.1) signifies that respondents' satisfaction for the variable is in the range of neutral/ undecided with the statement.

As the above tables clearly demonstrate one third of respondents 51(34.0 %,) mean= 3.19 of the respondents were strongly agree and agree with the statement ‘I frequently encounter challenging & non- routine work in doing my job’ which signifies neutral. From this we can conclude that employees don't have any opinion on challenging and non-routines of the work they performed.

In contrast, the majority 56 (37.3%) of the respondents don't think that there is ‘much knowledge to gain from the work they do’ in the institute. A mean value of 2.27 with standard deviation of 1.152 implicated how much they disagree with the idea. Because of this, obviously employees' job value i.e. employees' attitude towards the usefulness of their job will decrease. If employees perceive that their job is irrelevant for their growth and development, they will not willing to acquire new skill and be trained for the job. This ultimately reduces employees' motivation for HRD programs and the transferability any newly acquired skills and knowledge. Speaking generally, employees' satisfaction with the usefulness of their job for their development and growth is significantly low.

## 4.8 Employees' Satisfaction with the Coaching practices

Concerning employees' satisfaction with the coach provided by their supervisors and managers employees were asked indicate their degree of agreement with the statements, their response is summarized in table 4.3.6 below:

**Table 4.3.6 Respondents' satisfaction with coaching practices**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
My boss gives me appropriate type of guidance	13	8.7	31	20.7	41	27.3	44	29.3	21	14.0	150
My boss encourages me to improve my educational level & educational development	6	4.0	33	22.0	1	0.7	56	37.3	54	36.0	150
Team leaders/supervisors support employees effort to enhance their capacity	8	5.3	10	6.7	2	1.3	70	46.7	60	40.0	150
My boss & colleagues impress me with innovative ideas, energy & resource fullness.	12	8.0	8	5.3	20	13.3	52	34.7	58	38.7	150

Source: survey result (2017)

**Table 4.3.6.1 Descriptive Statistics of items that measure Respondents' satisfaction with coaching practices**

Items	N	Minimum	Maximum	Mean	Std. Deviation
My boss gives me appropriate type of guidance	150	1	5	2.81	1.174
My boss encourages me to improve my educational level & educational development	150	1	5	2.21	1.255
Team leaders/supervisors support employees effort to enhance their capacity	150	1	5	1.91	1.077
My boss & colleagues impress me with innovative ideas, energy & resource fullness	150	1	5	2.09	1.206
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>2.04</b>	<b>1.705</b>

As the above tables illustrate, majority of respondents replied 65(43.3%) replied negatively with the statement ‘My boss gives me appropriate type of guidance’ while 41(27.3%) undecided and 44(29.4%) were replied positively with the mean scored value of 2.81 and standard deviation of 1.174 signifies neutral to the statement given.

When come to the second question ‘my boss encourages me to improve my educational level & educational development’, 39(26%) of respondents respond positively and majority of respondents 110(73.3%) responds negatively the mean value is 2.21 and standard deviation of 2.21. From this we can infer that the main dissatisfying factor in coaching practices is inappropriate amount of guidance provided by bosses/ immediate supervisors. This could happen when managers either have no enough information, experience, and/or reluctant to coach their subordinates.

Come to the third construct, i.e. ‘Team leaders/supervisors support employees effort to enhance their capacity’ majority of respondents 130(86.7%) replied negatively, 18(12.0%) argued as positively and 2(1.3%) were neutral to the issue with the average mean value 1.91 and standard deviation of 1.077 signifies disagree with the statement. from this we can infer that team leaders and supervisors can’t made any effort to enhance their subordinates.

As shown in the fourth construct, ‘my boss & colleagues impress me with innovative ideas, energy & resource fullness’ Most of the respondent 58 (38.7 %,) were strongly disagree about their boss & colleagues’ innovativeness and resourcefulness while 52(34.7 %) disagree with the idea, 20(13.3%) were neutral and 20(13.3%) replied positively with the mean scored value and standard deviation of 2.09 & 1.206. this signifies that dissatisfying factor about the statement.

#### **4.9 Employees’ satisfaction with participation and competition in the Institute**

The primary purpose of HRD is to help the organization to increase its “enabling” capabilities. These include development of human resources, development of organizational health, improvement of problem solving capabilities, development of diagnostic ability (so that problems can be located quickly and effectively), and increased employee participation and commitment. Regarding respondents’ reaction with the competition among employees and employees participation in the institutes affair, three statements were given to

respondents to indicate their corresponding degree of agreement and the questions and their response is summarized in table 4.3.6 below:

**Table 4.3.7 Employees’ satisfaction on participation and competition in the institute**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
Employees are active in making suggestions about work improvement	13	8.7	13	8.7	25	16.7	59	39.3	40	26.7	150
My colleagues are willing to share new information and knowledge	54	36.0	45	30.0	5	3.3	27	18.0	19	12.7	150
In my organization there is good treatment & coordination among employees	9	6.0	17	11.3	19	12.7	68	45.3	37	24.7	150

Source: Survey result (2017)

**Table 4.3.7.1 Descriptive Statistics that measures employees satisfaction on employees participation and competition in the institute**

Items	N	Minimum	Maximum	Mean	Std. Deviation
Employees are active in making suggestions about work improvement	150	1	5	2.33	1.208
My colleagues are willing to share new information and knowledge	150	1	5	3.59	1.448
In my organization there is good treatment & coordination among employees	150	1	5	2.29	1.137
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>2.73</b>	<b>1.264</b>

Two third of the respondents disagree with the statement that ‘Employees are active in making suggestions about work improvement’ that is 99(66.0%) there is no employees active suggestions about their work improvement while 25(16.7%) of the respondents were

indifferent and the remaining 26(17.4%) were respond positively with the mean value is 2.33 with standard deviation of 1.208.

Concerning the corporation’s practices in colleagues is ‘employees willing to share new information and knowledge’ and ‘good treatment & coordination among employees were 99(76.0) and 105(70.0%) respond positively and negatively respectively in the statement given. The mean values of 3.59 and 2.29, respectively, also indicate as mass of respondents agree and disagree on the statements give in the table respectively. This shows that the institute does not create an environment to fully exploit the potential of its employees since it deny access for employees to give their suggestions for improvement. It is quite clear that such environment limits the institute’s diagnostic ability that would help to locate problems so quickly and effectively.

#### 4.10 Employees’ Satisfaction with overall HRD Climate

To understand the level employees’ satisfaction with the overall HRD climate of the institute, respondents were given three statements (My organization is the best place to develop myself, Since the institute is not good place to develop myself & will leave from the institute, The institute is unable to maintain experienced, skilled & educated employees) indicate their degree of agreement and their response is summarized in figure 4.3.8 below.

**Table 4.3.8 Employees’ satisfaction on participation and competition in the Institute**

Items	Agreement Scale										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
The institute is the best place to develop myself	3	2.0	6	4.0	21	14.0	69	46.0	51	34.0	150
Since the institute is not good place to develop myself & will leave from the institute	34	22.7	44	29.3	28	18.7	34	22.7	10	6.7	150
The institute is unable to maintain experienced, skilled & educated employees	97	64.7	41	27.3	6	4.0	3	2.0	3	2.0	150

Source: survey result (2017)

**Table 4.3.8.1 Descriptive Statistics of items that measure Respondents’ overall attitudetowards the Institute**

Items	N	Minimum	Maximum	Mean	Std. Deviation
The institute is the best place to develop myself	150	1	5	1.94	.907
Since the institute is a good place to develop myself & will leave from the institute	150	1	5	3.39	1.247
The institute is able to maintain experienced, skilled & educated employees	150	1	5	4.51	.833
<b>Valid N (list wise)</b>	<b>150</b>	<b>1</b>	<b>5</b>	<b>3.28</b>	<b>0.995</b>

As it is clearly seen in the above table, majority of the respondent disagree with the statements ‘the institute is the best place to develop myself’ and the mean value of their response is 1.94 with standard deviation of 0.907.

Majority 77(52.0%) of respondents reply positively with the statement ‘the institute is not good place to develop myself & will leave from the institute’ 44(29.4%) of the respondents reply negatively and 28(18.7%) of them are indifferent with the idea. Therefore, it is possible to claim that more than half of the respondents believe that some employees are leaving the institute since the institute not good place for most of employees to develop their career.

Furthermore, around 92% of respondents agree that the institute is not competitive to retain experienced and educated employees. Specifically, 97(64.7%) and 41(27.3%) of respondents reply as they strongly agree and agree respectively with the statement ‘My organization isunable to retain experienced and educated employees.’

According to one of the principles of HRD, organizations should invest in people only to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. Therefore, an organization that invests in people but not able to retain is not increase its stock of knowledge and skills. With the same logic, EIAR is not increasing its stock of knowledge and skills since it is not able to retain its experienced employees. In general, the institute is not in the right truck to achieve the primary objective of HRD i.e. building enough stock of knowledge and skills since it is not able to retain its employees.



## 4.11 Employees’ attitudes towards benefits and their satisfaction in HRD practices

To gather the general perception on HRD practices, employees were asked the following questions in related to benefits from the institute and their satisfaction.

**Table 4.11.1employees’ attitudes towards benefits and their satisfaction from HRD practices**

	<b>Items</b>	Response	No	%
	Are you benefited from human resources development program practices in the institute?	Yes	22	14.7
		No	128	85.3
		Total	150	100
	Are you satisfied with the practices of human resources development practices in your institute?	Yes	17	11.3
		No	133	88.7
		Total	150	100

Survey result (2017)

As the table above shows the number of respondents who said “Yes” to the question ‘are benefited from human resources development program practices in the institute?’ is highly lower than with number of respondents who said “No” 22(14.7%) and 128(85.3%) respectively with regard to the question ‘are you satisfied with the practices of human resources development practices in your institute?’ majority of respondents reported that 133 (88.7%) said No and 17(11.3%) yes on the same issue. Thus, the institute which provide various benefits like training and development, the opportunity to education to enhance employees knowledge and capacity building particularly masters and PhD programs , on the job learning, etc. employees of the institute were not satisfied with the institutes overall HRD practices. Even if employees were not satisfied with institute HRD practices, some of them were forwarded their opinion on the benefits they receive. Some of them are sponsorship up to grade 10 which is highly expressible. Again employees were forward their perception towards what should be changed or introduced. Some of them are the opportunity to education for all employeesat all levels,Fostering Learning and Development in the Workplace, provide appropriate type of on/off the job training, conducive environment to all employees so as to achieve the stated objectives of the institute.

## 4.12 Summary of Interview Results

The following discussion will focus on the data collected from the in-depth interviews that was conducted in HRD team leaders. An attempt was made to identify HRD practices that enhance employees' satisfaction and presented in tabulated form for easier referencing and understanding: the implication is mainly to compare between operational employees and the management of the institute.

**Table 4.12.1 Summary of Interview conducted with HRD team leaders in the Institute.**

HRD Practices	Results
T& D policy	T& D policy is properly communicated to all employees in the institute
Opportunities provided to develop job related skills & knowledge	<p><b>Induction training</b>- Training for newly employed staff, to familiarize them with the strategic goals</p> <p><b>Basic training</b>-It takes place within an officer's first year on the job to enhance their skills in performing their duties effectively</p> <p><b>Specialized training</b>-training which reflects the Training Needs Assessment (TNA) on specified number of employees.</p> <p><b>Extended training</b>- Training given to enable officers to handle extra tasks or higher level jobs.</p> <p><b>Leadership and development programs</b>- Training for experienced staff, aimed at enhancing the officer's employability over the long term.</p> <p><b>Counterpart training</b>-provided by foreign experts to their local counterparts</p>

<p>Institute commitment to provide on the job &amp; off the job Training &amp; development</p>	<p>EIAR committed to provides both off &amp; on the job training and development practices to enhance employees' capacity.  Very much dependent on immediate superior. Not necessarily equal to all employees.</p> <p><b>on the job training and development techniques:</b>  <i>Coaching</i>- reviews the trainee's progress and suggests changes required in behavior and performance  <i>Under study</i>-a person selected and being trained as the heir apparent to assume at a future time the full duties and responsibilities of the position presently held by his superior, <i>Position Rotation</i>- transfer of executives from one position or job to another on some planned basis  <i>Project Assignment</i>- A number of trainee executives are put together to work on a project directly related to their functional area.</p> <p><b>off the job training and development techniques:</b>  <i>Group discussions</i>- Under it paper is prepared and presented by one or more trainees on the selected topic.  <i>Sensitivity training</i>-T-Group training and laboratory training to increase self-awareness develop inter-personal competence and sharpen teamwork skills.</p>
<p>other ways to improve employee's competency level other than training and development</p>	<p><b>Sponsorship (for education)</b> - Up to grade 10 100% sponsorship. Sponsorship for higher level studies is limited; only when it is related with the current job of the employees requires.  <b>Developing Knowledge sharing Culture</b> - at minimum level  <b>Career Path Guidance</b> – almost no. No employees should try to gauge their own career path based on the organizational structure  Coaching, mentoring, field trips, job aids.</p>
<p>Employees personally benefited beyond improving their job performance in training &amp; development programs?</p>	<p>Yes. It increases the market value of employees through certification by the institute when they need by other organizations.  Free transportation services from their home to workplace &amp; workplace to home is another benefit.</p>
<p>sufficient funds to carry out training &amp; development programs</p>	<p>Training Budget Based on annual training needs &amp; No Budget for Self-Development</p>
<p>Professional trainer</p>	<p>The institute has both internal and external professional trainers with adequate technical proficiency &amp; skills for the right trainees or employees in the institute.</p>

Promotion in EIAR	Most of the time through appointments, Encouragement for promotion is after completion of Master degree/PhD.
Improvement of leadership abilities of management	Minimal because of lack of empower and develop managers abilities and skills through organizational development, lack of present and future management need analysis, lack of assessing existing potentials and effectiveness's of managers against the required need.
Educational sponsorship	Minimal, but 100% up to grade 10 for all permanent employees.
management development programs	Experience sharing with experienced leaders, self-development, sponsorship in some extent
Formal opportunities for professional as well as personal growth	<b>Mentoring</b> - focuses specifically on providing guidance, direction, and career advice <b>Coaching</b> - maximizing people's potential by working on their perceptions, self-confidence and creative drive. <b>Experience sharing</b> - share the experience of senior leaders Educational opportunities, on the job and off the job learning
The main problems your institute faced in conducting training and development	- shortage of funds -lack of support in HRD department and top management -poor T&D in terms of methods and delivering methods -sometimes lack of motivation among employees to attend T&D programs because it is not need based. -Lack of adequate facilities for training and development
Measures taken	- Facilitation of training and development centers both in Addis Ababa and outside Addis Ababa - Tried to select employees for training based on nature of the job which requires - Ignite managers' passion to coach their employee - New strategies to improve educational status of employees at all levels - Generally, HRD department need to be committed to, and supportive of, T&D activities through being involved in formulating T&D strategies, plans and objectives

# CHAPTER FIVE: Conclusion and Recommendations

## 5.1 Conclusion

Based on the data presented and analyzed in the study, the following particular conclusions were observed:

- Around two third of respondents in the institute are not assigned in their profession. This leads improper career and professional development in the institute.
- With regard to sponsorship by Institute to attend any training /educational programs outside the institute, only small proportion of employees provided the opportunities and majority of them didn't have any opportunity outside the institute.
- Majority of respondents replied that they have been taken training and development in the last one year while in taking Training &Development in the institute, majority of them receiving Employer training program and On/off the job training. But apprenticeship program is done at the most minimum level in the institute.
- Training & development need assessment methods used in the institute, questionnaire and job descriptions were highly used to provide appropriate type of T&D. EIAR need assessment procedure is seen as good. But performance appraisal result is not widely used in the institute. This was also confirmed by training and development team leader need assessments are usually made with interview than performance.
- The institute's training and development need analysis (TDNA) to approve appropriate type of HRD practices; however, as finding reveals they were ineffective in assessing training needs such as: the institute did not have a system to conduct formal training & development need assessment, reviews its strategies & objectives to reveal valuable information for training and development, training and development need analysis method used by the institute produces relevant findings on performance gaps, need analysis methods of the institute enable to clearly identify the required training and development that employees need to perform their job and it lacks to differentiate performance problems caused by employees' lack of skills, knowledge & abilities was not well conducted in the institute.
- The institute set objectives in line with the organization goals, clear objectivities to provide greater job satisfaction, keeping employees informed & brings technical change, help employees to do a their job better and enhancing employees satisfaction. However, in practice explicit tasks were not done particularly in enhancing

employees' satisfaction relation to the issues described major objectives of training and development objectives in the institute.

- Coaching is the most appropriate /highly used type of Training &Development implementation techniques of on the job technique and job instruction, rotation and apprenticeship is rarely used in the institute. While of the job T&D implementation techniques, Computer based training & Audiovisual method seminars /conferences /scholarships, abroad, local ...are highly used but lectures, role play and case study are used rarely in the institute. This has impact on its effectiveness on promoting employee skill to maximize institutional productivity. Off the job training plays a major role in training and development implementation techniques in the institute.
- With regard to factors that inhibit T&D programs in the institute, particularly, Lack of adequate training & development to the top management taken as major factor that hinder Training &Development practices in the Institute.
- Respondents are not satisfied with the institute's commitment neither in the institute has an active programs to upgrade employees skills & knowledge nor the institute has good HRD practices to improve my performance (Mean values of 2.02 and 2.31 respectively). Especially, respondents were very discontented with the institute's commitment in the Institute's active programs to upgrade employees' skills & knowledge.
- In relation to employees' satisfaction with for growth, development & supporting employees to improve their educational status; respondents were dissatisfied with mean scored values of 2.04 & 2.35 respectively.
- EIAR's training and development programs focused only on some work unities (mean=3.99). This implies that the institute is not giving fair treatment in providing training to all work units and doesn't have equal access to job related training & development opportunities to improve employees profession (mean=2.69). This can cause a feeling in employees as less worthy than those employees who are been given emphasis in training practices.
- The institute's training & development programs improve my chance for promotion provided in the institute, (mean 3.25), shows respondents have limited internal job opportunities to realize their career goals inside the institute while there is no adequate opportunities for promotion in the institute with (mean=2.09). Good, internal facility to provide appropriate training in the institute, majority of respondents not satisfied with training and Development Centers. Majority of respondents with work

place learning were undecided / indifferent with (average mean of =2.88). Specifically; opportunities to explore new & innovative ideas and encounter challenging & non- routine work (mean=3.19) respectively. Apparently, it reduces employees' job value. Similarly Knowledge from the work I do in the institute, respondents don't think that there is much knowledge to gain from the work they do a mean of 2.27 implied how much it strongly dissatisfied.

- Employees' satisfaction with the management's coaching practices provided by their immediate supervisors; like appropriate type of guidance, encouraging me to improve my educational level, leaders/supervisors support employees effort to enhance their capacity & boss & colleagues impress me with innovative ideas, energy & resource fullness respondents were dissatisfied with the amount of guidance provided by their managers with average (mean= 2.04). From this we can infer that the main dissatisfying factor in coaching practices is inappropriate amount of guidance provided by bosses/ immediate supervisors. This could happen when managers either have no enough information, experience, and/or reluctant to coach their subordinates.
- Employees' satisfaction on participation and competition in the institute to increase the enabling capabilities. These include development of human resources, development of organizational health, improvement of problem solving capabilities, development of diagnostic ability (so that problems can be located quickly and effectively) However, respondents are not positively reply with the participation and competition practices, specifically in making suggestions about work improvement and good treatment & coordination among employees with mean values of 2.33 & 2.99 respectively.
- To the end, respondents' have negative perception towards the overall HRD climate: the majority of the respondents believe that the institute is not the best place to develop themselves (mean=1.94). More importantly, employees will leave from institute since it is not good place to develop them. With regard to 'the institute is good place to develop myself & will leave from the institute' majority of respondents are indifference with the statement with mean values of 3.39. Similarly concerning the 'the institute is unable to maintain experienced, skilled & educated employees' majority of the respondents believe that the institute is unable to maintain experienced, skilled & educated employees.

## 5.2 Recommendations

The findings from this study indicate a need for the management of the EIAR to improve the current HRD practices like T&D, education to enhance employees' satisfaction. It needs at most attention to inspire them for higher levels of performance. Based on the finding and analysis of the study, the following recommendations are proposed.

- The institute should strengthen their HRD practices towards training and development practices i.e. they should have assign professionals based on their qualification and up to date records of those who attended training from those who haven't taken training so as to reduce the tendency of giving trainings repeatedly to the same employee.
- The Institute should provide the training /educational programs outside the institute like scholarships so as to enhance employees skills, knowledge and competence level. This makes the institute less depends on the external market in recruiting new professionals.
- Since apprenticeship is one of the forms of training and development which is designed to provide planned, practical instruction and the major approach to learning a craft/skill over a significant time span, the institute should focus on apprenticeship practices as to enhance skills of the institute.
- Since the training need identification of the institute was done using questionnaire and job description, managers should be equipped with the proper skills on identifying training needs of employees. In addition, on top of developing their skills managers should be orientated on the purpose of providing training and development to employees and why need identification takes the bigger chunk of the training process. Moreover, identification of T&D needs using the performance appraisal report is reported to be very low and the absence of this practice makes it difficult to differentiate the actual performance gap of employees which will be filled by training and development.
- When properly done, training needs assessment is a wise investment for the organization. It saves time, money and effort by working on the right problems. Therefore, training and development needs assessment has to be carried out thoroughly by involving all stakeholders (trainees, trainers, consultants, HRM department, higher officials etc.) In the institute in order to avoid ineffective and inefficient use of resources.
- The EIAR should develop a means for conducting training needs assessment by employing reviews its strategies & objectives to reveal valuable information for training



& development, produces relevant findings on performance gaps, enable to clearly identify the required training and development that employees need to perform their job, able to differentiate performance problems caused by employees' lack of skills, knowledge & abilities.

- Objectives are the starting point for HRD practices, as observed in the study, the institute objectives were set in consideration of the organization's goal and not understood by all members of the organization equally. Thus, it is suggested that the institute should exert efforts to let the trainees know the objectives of the training before the session by using different communication methods such as e-mails, notice board, or face to face approaches if possible. Moreover, in setting and developing the objectives, it should be in consideration of the strategic plan and involve trainees and external consultants. This enhances employees' skills, help employees to do their job and keeping employees informed of technical change.
- In terms of T&D delivery methods, more emphasis given to off-the-job training. When giving more attention to external training provider organizations need to consider the quality of external T&D centers and, when studying the external training offers, the quality and appropriateness need to be taken into account. Coordination and cooperation between these organizations and the external providers is required rather than over dependency on them to manage T&D practices.
- In order to improve the institute's commitment in HRD; complete faith and support of top management is essential. Managers at all levels will support HRD efforts only when top management considers employees as the greatest assets of the institute. Therefore, first and for most, it is necessary to have awareness creation programs for top officials, line managers and employees regarding the need and importance of HRD for the institute. The institute can become dynamic and grow only when employees' capabilities are continuously acquired, sharpened and retained. Through comprehensive HRD practices the institute can achieve its goals and satisfy and retain employees. It must be clear that HRD is not the responsibility of Training and Development Department of the institute only; it is the responsibility of all managers too.
- It is understandable that all work units do not need equal emphasize for EIAR's training and development programs since some work units are strategically more important. But it is also necessary to make sure that some work units are not totally forgotten at the same time. Success of the Institute cannot guarantee without improvement and developments in its all areas of work units.

- Beyond meeting the institute's HR need, the HRD practices should also focus on individuals and satisfying their needs for career growth and development. At first place HRD is not all about providing training rather it should aimed at matching the organizational need for HR with the individual needs for career growth and development. Secondly, HRD practices must necessarily focus on individuals since all the strength of Teams and the organization must first embed into individual employees. For this purpose: Person Analysis during training need assessment is necessary, in view of the fact that it is very important tool for incorporating individual needs into HR practices, education support, especially for higher studies, big organizations like EIAR needs high level professionals in diversified professions in the institute and most importantly, HRD should be based on career development which helps the institute achieve its objectives and the employees achieve maximum self-development.
- While individuals should be expected to take a considerable degree of responsibility for managing their own development, they need the help and support of their line managers and the organization. So it is so advisable to have programs to support self-initiate development of employees. This could be done through sponsoring external training programs.
- Training programs and job performances should strongly connected with promotional opportunities of employees so that employees can clearly witness the contributions of training programs and their performance for personal development. Although promotion based on experience is way of acknowledging employees experience; training records and job performances of candidates should not be disregarded. This helps to enhance employees' value for training and creating competitive environment among employees.
- In order to enhance employees' participation and belongingness; it is advisable to design mechanism where employees can forward their suggestions freely like suggestion boxes and regular Monitoring which is appropriate mechanisms should be created for continuous review of progress in the implementation of HRD. Necessary changes or improvements should be carried out on the basis of such reviews.
- In the long run, in order to raise employees' satisfaction and commitment; giving employees a sense of purpose in the workplace, granting employees opportunities to act upon their commitment, and offering practical support to learning are very important. In this regard the following steps are proposed: Develop and share the vision, empower employees, regular Monitoring, adopt a balanced approach for HRD

practices, adopt a facilitative style of management in which responsibility for decision making is ceded ,provide employees with a supportive learning environment where learning capabilities can be discovered and applied, use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems, guide employees through their work challenges and provide them with time, resources and, crucially, feedback and recognize the importance of managers acting as role models.

- Finally, the issue of HRD requires further research. After conducting a research then, it would be possible to design both short and long term strategy. The relationship between governmental institutes at various levels and some others which are not part of governmental agencies should be studied to improve HRD practices since employees are assets of any organization. It is also important to link with ongoing and planned research activities of various sectors look in to HRD dimensions of the research areas.

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