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**ASSESSMENT OF HUMAN RESOURCE DEVELOPMENT  
PRACTICES AND CHALLENGES: THE CASE OF MINISTRY  
OF LABOR AND SKILLS**

**A RESEARCH PROJECT SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL  
OF COMMERCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT**

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**Addis Ababa**



## **Declaration**

I, Mekuria Shanko, declare that this study entitled “Assessment of Human Resource Development practices and challenges in the case of Ministry of Labor and Skills” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Abraraw Chane (PHD). Any other contributors or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for any Degree or Diploma program in this or any other institution.

Mekuria Shanko

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Signature

\_\_\_\_\_

Date

# Letter of Certification

This is to certify that, this research work entitled “Assessment of Human Resource Development practices and challenges in the case of Ministry of Labor and Skills” undertaken by Mekuria Shanko the degree of master of arts in human resource management at Addis Ababa university school of commerce, is an original work and not submitted for any degree either at this university or any other universities.

Abraraw Chane (PHD) \_\_\_\_\_

**Advisor**

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**Signature**

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**Date**

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## **List of Acronyms and Abbreviations**

ASTDC	American Society for Training and Development Conference
CD	Career Development
HR	human resources
HRD	Human resource development
HRM	Human resource management
MOLS	Ministry of Labor and Skills
OD	Organization Development
SPSS	Social science software package
T&D	Training and Development

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## **Abstract**

*All organizations, whether they are corporate, public, or non-governmental, must work in partnership with people. This is especially true for organizations that provide services, like government agencies. The purpose of this study was to assess human resource development practices and challenges at the Ministry of Labor and Skills and suggest possible solutions to curb the problems in human resource development practices at the organization's main office. The study focused on the four main HRD functions: training and development, career development, organization development, and challenges. This study employed a quantitative research method. Quantitative data was used in the assessment. The study used both primary and secondary data sources. The survey research design employed by the researcher involved taking a sample of 169 respondents through a stratified, simple random sampling technique to collect data through a questionnaire. To achieve this purpose, a descriptive type of research design using the survey method of data collection was used. Data were analyzed and interpreted using descriptive statistics based on SPSS 20.0 and quantitative technique. The results proved Ministry of labor and skills were not in a good track in practicing training and development, career development, organizational development .In addition, the opportunities were not given to employees to participate in the training and development program need assessment and design. The researcher endorsed that training needs assessment; design and evaluation techniques should be modified to meet the needs of HR development of MOLS. This study also calls for proper Career development program implementation. Finally, the study advises that the upper management should support each human resource development activities to attain its objective effectively.*

**Keywords:** *HRD practices, challenges, Ministry of Labor and Skills.*

# CHAPTER ONE

## Introduction

### 1.1 Background of the study

Our world is complex and undergoing fast change. As a result, the public sector faces unavoidable yet abrupt changes, and the needs of public employees in terms of learning and development increase. Therefore, things proceed rapidly. In order to do this, the function of HRD programs Success depends on being able to react to changes quickly and effectively (Yilak , 2018).

Human resource development is one of the areas of human resource management that has received the most in-depth research, according to Garavan (2012). Over the past 20 years, HRD has emerged as the area of management development that is rapidly expanding due to the fierce rivalry and rapidly changing business environment (Kareem, 2017). Human resource development (HRD) is a process of fostering and unleashing human knowledge with the aim of enhancing performance through employee development and organizational growth, according to Swanson and Holton (2001). Similarly to this, Kelly (2006) describes HRD as the coordinated use of training and development, career planning and development, and organization development to improve and develop the effectiveness and efficiency of individuals, teams, and organizations.

According to Wang and Swanson (2008) Human resources development (HRD), which involves training and developing people to provide them with new skills, methodologies, and tactics, has recently received more focus within firms as a way to prepare employees for taking on more responsibility. According to Torraco & Swanson (1995), HRD meets the demands of enterprises by giving employees access to the most recent knowledge. Due to the crucial role that training and development (T&D) plays in the human advancement required accomplishing company strategic objectives, this demand has emerged ( Abdulslam, 2011).

The most effective human resource management techniques are essential for any firm to attract, grows, and keeps a staff. In order to manage the development of human capital and promote an

institution's success, Werner and DeSimone (2006), described HRD practices as programs that are strategically integrated into organizational processes.

One of the topics in the broader field of human resource management that is being studied the most extensively is human resource development (Garavan, 2012). Over the past 20 years, HRD has emerged as the management development sector with the quickest growth rate due to intense rivalry and a rapidly changing business environment (Kareem, 2017). (Swanson & Holton E, 2001) defines human resource development (HRD) as the process of fostering and unleashing human knowledge with the aim of enhancing performance via employee development and organizational growth. Similarly, for Kelly (2006) to increase and grow individual, team, and organizational efficiency and effectiveness, human resource development (HRD) integrates training and development, career planning and development, and organizational development.

The competitive challenges organizations face today demand that staff members have up-to-date knowledge and ideas as well as the skills and abilities to produce results. The training of workers and managers is even more crucial than before as organizations compete and adapt to improve organizational performance. Continuous training is necessary to preserve and upgrade the skills of employees who must adjust to the numerous changes that firms must face. Additionally, managers need to receive training and development to improve their leadership and management capabilities. So an essential part of HR management is providing good training. (Robert & Jackson, 2008).

The elusive character of this idea is demonstrated by the multiple attempts by academics, researchers, and practitioners to define human resource development (HRD) that have resulted in misunderstanding in the literature, according to many studies. Because HRD is a constantly growing field, it is more challenging to define. For instance, the name HRD originally meant only "training," but it later came to include "training and development" (T&D), and finally, "HRD." Additionally, there is ambiguity around the "goal," "site," and "intended beneficiary" of HRD. The attempt to define HRD from a worldwide or multinational standpoint complicates this even further. The definition of HRD has been significantly influenced by the burgeoning area of national HRD (NHRD), which has also been investigated and discussed. The story continues by stating that there is a debate, with some authors contending that it is impossible or impractical to offer a single description of this idea. The dynamic and complex character of HRD may be

observed to be influenced by a number of dimensions when the literature on the subject is examined (Muhammad, 2015).

The most effective human resource management strategies for recruiting, retaining, and growing a workforce are essential in any firm.(Werner & DeSimone, 2006), defined HRD practices as initiatives created to be strategically included into the organizational process for managing the development of human capital to support an institution's performance. The discipline of human resource development (HRD) is significant today and is garnering a lot of attention. Although it is a relatively new academic topic, the field of practice is old and well-established (Richard J. , 2004). Through organizational development and employee training and development, HRD is a method for generating and unleashing human expertise with the goal of improving performance (Richard & Elwood F. , 2001).

Human resources are an organization's most valuable resource since they guarantee the accomplishment of the aims and objectives of the business. Unfortunately, the majority of firms have neglected the growth and administration of their most valuable resource, their people resources (Agbo , Ayogu, & Micheal , 2015 ). Through the creation and implementation of learning-based interventions with the aim of maximizing individual and organizational growth and effectiveness, human resource development develops the learning capacity of people and organizations (Wickramasinghe, 2015).

(Collins & Clark , 2003) assert that new competencies, capabilities, and attitudes that have an impact on employees' performance in achieving organizational goals can be developed through the integrated use of human resource development practices, such as training and development, career development, organization development, and talent development. The essential competencies that govern how a corporation competes are also shaped by specific human resource development approaches, according to Armstrong (2014). (Clardy, 2008) Mentioned that HRD practices are more precise than policies; they are deliberate initiatives carried out to enhance employee capabilities in order to help employees perform effectively and meet performance goals. HRD practices are essential in order to effectively use the existing human resources for development and achieve the desired benefit. In order to make a substantial contribution, this study will try to look at some general characteristics of human resource development techniques and issues faced by the Ministry of Labor and Skills

The Ministry of Labor and Skill was established in 2018 by Regulation 435/2018 promulgated by the Council of Ministers and is tasked with leading the agenda for job creation, coordinating stakeholders, and monitoring and evaluating performance with the vision of creating a nation where all citizens have access to decent and sustainable jobs. The Commission's objective is to promote job growth by innovation and initiative, and by 2020, 2025, and 2030, it hopes to have assisted in the development of 3 million, 14 million, and 20 million new jobs, respectively. With a focus on strategy and policy, delivery assurance and capacity building, collaboration and investment, innovation and data analytics, and system development, the commission has so far aided in and supported the creation of 2.4 million employments.

## **1.2. Statement of the problem**

The individuals who work there determine an organization's efficacy and success. Employees are capable of carrying out their responsibilities and meaningfully advancing company objectives. Any organization's objective is to boost output and raise service standards. Developing the requisite abilities, knowledge, and attitudes is necessary for the attainment of the aforementioned goals. If the company is to survive and grow, skill and knowledge may become out-of-date; in that case, they must be purposefully and regularly kept current. Because they inspire workers, boost morale, develop skills, and improve managers' capacity to carry out their duties, ongoing training and development are essential to the success of a business ( Woldeyohannes & Alebachew2, 2020).

The practice of HRD is primarily driven by the desire to enhance the knowledge and effectiveness of individuals, work groups, work process, and the entire business. Most observers agree that HRD encourages rational thinking and actions. This viewpoint has both positive and negative effects. The ease which people are willing to contribute to and engage in HRD procedures is one positive effect. One positive effect is that many professionals in the sector rely mostly on their common sense (Richard & Elwood F. , 2001).

Since people make up every organization, enhancing their abilities, inspiring them to perform at a high level, and ensuring that they maintain their commitment are crucial to attaining organizational goals. After candidates have been found and chosen, the following crucial step is to assist them in developing the skills necessary to support the objectives of the company. Whether or not the requirement is appraised, the main factors should be taken into consideration

when doing this. An objective is set, and the program is effectively carried out with careful oversight and follow-up to ensure proper HRD operation. However, poor HRD procedures can result in a variety of issues, such as a decrease in the number of employees, desire to acquire and use new skills, declining employee productivity, low morale, increased employee turnover, and poor organizational performance. As a result, issues with HRD systems arise when capacity-building techniques fail to meet the needs of the company and of the workforce. Therefore, increasing employee and organizational satisfaction is essential for developing abilities (Simachew , 2020).

The creation of qualified, contemporary, efficient, and knowledge-based human resources is one of the toughest problems and challenges that corporations and governments in post-conflict nations deal with. The necessity to open the economies of many nations as they make the transition from a closed, centralized economy to an open global economy creates a crucial demand for superior human resources, which are essential for success in every phase of transition. The creation of capable, contemporary, efficient, and knowledge-based human resources is a new method of operation and a new form of communication that businesses and governments in post-conflict countries must grapple with. Many nations are undergoing the transition from a closed and centralized to an open global economy, and as a result, there is a need to open their economies at every stage of the process (Faruk i, 2015).

HRD is a continuous process involving a number of methodical and planned tasks that companies use to give their members the chance to develop the skills they need to fulfill short- and long-term organizational goals. (Simachew, 2020).

Because of how quickly the world and technology are developing, organizations are currently grappling with both new changes and obstacles. Because of advancements in technology, the knowledge and skills required to execute certain work have changed (Elanga & Imran, 2013). And they must develop and put into practice HRD methods to assure a variety of favorable organizational outcomes, including improved market performance, sustained competitive advantage, organizational commitment, and organizational performance and effectiveness. Particularly, staff development, training, and empowerment practices have a favorable impact on company commitment, employee competences, and job satisfaction (Amani , Lina , & Rawan , 2020).

Ethiopia places a strong premium on human resource development in order to address the needs of the general public, according to Federal Civil Service Proclamation No. 515/2007. For government HRD work, robust lobbying is therefore necessary. This is accurate since the execution of government plans and programs depends on having competent, qualified, and skilled personnel on board. The execution of government objectives and plans will sputter if the civil service's ability to carry out its HRD duties is constrained. Effective HRD practices are therefore crucial for institutional growth in the public sector at all levels with a focus on performance enhancement.

Providing HRD practice is essential in order to effectively use the existing human resource development for the desired purpose. As a result, in order to make a substantial contribution, this study has attempted to explore some broad features of ministry of labor& skills human resource development procedures and obstacles.

According to Markos (2013), Ethiopia's public sector reform plan has made some headway, especially in the areas of federal and regional civil service provision. The reform initiative, however, is plagued by a number of problems, including a lack of accountability, openness, and HRD. Of these concerns, HRD is the one that hinders the ability of the implementation process and involvement on the part of diverse public sector stakeholders. Due to inadequate training and development in the public sector, Abebe (2008) found that insufficient attention is paid to HRD functions in his study on the decentralization of human management tasks at SNNP. Similar to this, (Adebabay & Perkins, 2010) and (Gebrekidan, 2011) noted in their respective systematic analyses of some federal public sectors that HR is not as necessary for the country's effective implementation and that additional research in other areas is required as cited (Simachew , 2020).

One of the major problems in the specific ministry is that the training conducted was not based on needs assessments, and there is no impact assessment exercised in the ministry. Additionally, there are insufficient studies in the studied areas that discuss HRD techniques and problems. The researcher is therefore motivated to bring up the subject at hand because there are not enough researches conducted nationwide and, it hasn't yet been appreciated how important it is to use strong human resource management in general and a sound human resource development approach in particular, and it hasn't produced any results that are more than just knowledge. As a

result of this issue, most organizations have also suffered, along with their customers, the government, and other development assistants who weren't satisfied with the support it had been giving.

This will result in increased employment turnover and higher hiring costs, which will reduce organizational productivity

This study's objective is to evaluate human resource development practices and problems. Therefore, the main goal of this study is to identify and evaluate the practices, difficulties, and HRD policies, rules, and methods employed in MOLS.

### **1.3 Research Questions**

These fundamental research questions provide the basis for this study's justification:

1. How are the current training and development strategies at MOLS perceived by the staff?
2. What is the extent of proper career development practices in MOLS?
3. What are the current organization development practices in MOLS?
4. What are the challenges of human resource development at MOLS?

### **1.4 Objectives**

#### **1.4.1 General Objectives**

The main objective of the study is to assess the existing Human Resource Development Practices Prevailing in the Ministry of labor and skills.

#### **1.4.2 Specific Objectives**

The specific objective of the study includes:

1. Assess the perceptions of employees on training and development practices at MOLS.
2. Assess the career development practices at MOLS.
3. Assess the organizational development practices at MOLS.

4. To identify the challenges encountered in the practice of human resource development at MOLS.

## **1.5 Significance of the study**

The findings of this study serve the following purpose:

- It identifies the weaknesses and strengths related to human resource development practices in MOLS and help the ministry to improve the way it conducts human resource development activities.
- It will serve as a secondary source for those researchers who want to make further studies in the area.
- It will serve as a guideline to address problems and improve their understanding of the practices of HRD, and other organizations that have similar problems can also extrapolate their findings.
- It helps the researcher acquire knowledge and practical experience in HRD.

The Ministry of Labor and Skills will assess the implementation of human resource development to promote employee skill development in light of the findings of this study, which will aid academic practice in future, research. It may also offer helpful suggestions in order for the ministry to contend with, win, and survive in the market sector. Furthermore, with a possible recommendation, it will provide insight into the implementation of a training and development program for a department and ministry that may have been overlooked. The research's findings are also used by other organizations, researchers, and students to conduct additional, precise studies on how to carry out human resource development in relation to employee happiness. This is in addition to providing decision-makers with input on the selection criteria for a suitable human resource development training implementation methodology, evaluation method, or a range of alternative methodologies suitable for the ministry and related industries generally.

## **1.6 Scope of the Study**

### **1.6.1 Geographic scope:**

The researcher compiled and gathered data and information from employees working in the various departments of the Ministry of Labor and Skills Addis Ababa head office, excluding regional bureaus.

### **1.6.2 Conceptual scope:**

The three main HRD practices training and development, career development, and organizational development were the focus of the study, along with the difficulties of building managerial and leadership capacity, allocating enough financial resources and using them wisely, developing a comprehensive HR strategy, accepting contemporary technological changes and developments, and appreciating various needs and interests. The Ministry of Labor and Skills carried out this study as part of its evaluation of practices in human resource development. The study was conducted between 2022 and 2023.

## **1.7 Limitation of the study**

Respondents found it extremely difficult to complete the questionnaires on time and send them to the researcher because of their heavy workloads at work. This further lowered the return rates and might have an impact on the validity of the results. Additionally, in other instances, the experts were hesitant to submit the relevant documentation. Although these limitations are unavoidable, the researcher made an effort to overcome them in a number of ways, including by briefly explaining the study's academic purpose to the respondents, making efficient use of time and other resources, attempting to triangulate data to avoid data inconsistency, and looking into various data sources for empirical literature.

## **1.8 Definition of terms**

**Human resources** are the individuals who make up the workforce or economy of a company or industry.

**Human Resource Development** is the process of assisting staff members in expanding their knowledge and skill sets.

**Training and Development (T&D)** - refers to learning initiatives implemented by a corporation to improve staff members' expertise and knowledge while educating them on how to do particular duties more effectively (Sreshtha, 2020).

**Career Development (CD)** - is the process of balancing work, study, and living throughout a person's existence. It connects a person's motivation, drive, and the company's talent management strategy.

**Organization:** a social unit of people that is structured and managed to meet a need or pursue collective goals.

**Organizational development (OD)** is a critical and science-based process that helps organizations build their capacity to change and achieve greater effectiveness by developing, improving, and reinforcing strategies, structures, and processes.

**Practice** is 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

The study is divided into five components. The backdrop of the study, the problem statement, the study's objectives, the research questions, significance, and scope are all covered in the first chapter's introductory section. The review of the theoretical and empirical literature is the subject of the second chapter. The study's methodology is covered in Chapter 3. The analysis and explanations of the major findings were provided in the fourth chapter. The fifth chapter presents the studies' findings, recommendations, and implications.

# **CHAPTER TWO**

## **Review of Related Literature**

### **2.1. Introduction**

#### **2.1.1 Human resource management (HRM)**

According to Goel (2009) Human resource management (HRM) is a complex topic that may be summed up as the efficient selection and use of personnel to at least meet both organizational and individual employee objectives. According to Bratton (Bratton & Gold, 2009), HRM is a strategic approach to managing employment relations that places an emphasis on the importance of leveraging an organization's human capital in order to gain a competitive edge. This is done by implementing a special set of integrated employment policies, programs, and practices. Armstrong (2011) defines HRM as “a strategic and coherent approach to the management of an organization’s most valuable asset; the people working there who individually and collectively contribute to the achievement of its objective”.

#### **2.1.2 Relationship between HRM and HRD**

Human resource management (HRM) is defined by Haslinda (2009) as the "process of managing human talents to achieve an organization's objective". The processes of HRM, which cover talent acquisition, benefits management, labor relations, and other legal considerations including employee safety and health, are also covered in further detail. The relationship between HRD and HRM improves HR orientation and fosters organizational learning, both of which improve HR performance (Alagaraja, 2013). Staffing, human resource development, safety and health, compensation and benefits, and employee and labor relations were recognized as the functions of HRM by (Mondy & Noe, 2005) They also highlighted that effective HRM is an integrated system made up of five core domain areas. However, the main focus of this study project is HRD. According to Wilson (2005), HRD is a significant HRM function that concentrates on three key areas. The three primary HRD areas were further classified as follows: first, individual development, which includes the development of skills, interpersonal relationships, and career opportunities; second, occupational and group development, which addresses the training and development requirements of a workforce; and third, organization development.

After reviewing various definitions from around the world, (McLean, 2001) provided the following global definition of HRD: Human resource development is defined as "any process or activity that, initially or over a longer period of time, has the potential to enhance adults' knowledge, expertise, productivity, and satisfaction at work, whether for individual, group, or team gain, or for the advantages of an organization, community, nation, or ultimately the whole of humanity. The term "human resource development" (HRD) was coined by Nadler, who described it as "structured learning experiences in a certain time period to maximize the possibility of increasing job performance and growth" It is obvious that HRD is a process rather than a collection of ideas. Numerous tools and techniques, like as performance reviews, career planning, counseling, training, and prospective assessments, are used to initiate, facilitate, and encourage this process. Any organization must invest i HRD if it hopes to be dynamic, growth-oriented, or succeed in a setting that is changing quickly. In the wake of economic globalization, liberalization, and privatization, organizations are expected to perform an objective assessment of the state of their HRD systems and processes in order to create a need-based, useful HRD agenda for the future. Therefore, organizations must carefully align their HRD goals with their larger company strategies. An organization's human resources are developed across all cadres and levels through the HRD process, which is a part of the HRM subsystem. To make this procedure successful, HRD functionaries need to develop a number of supporting mechanisms as well as the right environment.

### **2.1.3 Overview of human resource development**

As human resource development (HRD) works to increase people's knowledge, skill, productivity, and contentment for individual or group/team gain, or for the good of a company, community, or country, the field should be the ultimate emphasis. Training and development activities are important for human resource development since coaching, career development, team building, and organizational development are its main pillars. The HRD programs must take into account long-term plans and strategies and react to job changes for the organization to be effective and make the most use of its resource (Werner, Jon M; Desimon, Randy L, 2006).

According to (Singh, 2012), HRD is viewed as a process that helps people in different groups continuously acquire new knowledge while also fostering their independence.

Organizations want to implement HRD as a continuous process with a series of methodical tasks in order to give their employees the chance to acquire the skills they need to accomplish both immediate and long-term organizational objectives (harris, 2006).

Human resource development (HRD) has been difficult to describe in the literature, as seen by the ambiguity that has arisen from several attempts by academics, researchers, and practitioners. This suggests that a precise conceptual or theoretical definition of HRD hasn't yet been produced, which explains why this topic is always being studied and contested (Weinberger, 1998; McLean, 2001). Academics, researchers, and practitioners are unsure about exactly what HRD might entail, as cited by ( Abdulslam, 2011)

Although there are several definitions of HRD in the literature, it would seem that there isn't one widely acknowledged definition because of how complex the phrase is. The fact that several parties view the phrase from their respective perspectives may be the cause of this (for example, authors living in different countries would define the term in a very ethnocentric way, which would serve their own interests). This makes it challenging to have a single definition that applies to all situations. (PA & S , 2016).

Additionally, management must ensure the efficient operation of various subsystems on a practical level and facilitate the effective implementation of HRD policies and strategies. The development of human resources' competence and commitment must be centered on their current positions or roles as well as their anticipated future positions or roles in which they will be expected to engage. The process of generating or unlocking human expertise through organizational development and employee training and development in order to increase performance is known as human resource development (HRD). (Swanson, Analysis of improving performance, 1994). HRD is a framework for assisting employees in developing their individual and organizational skills, knowledge, and capabilities, claims the International Journal of Academic Research in Business and Social Sciences (2013). While training focuses on technical abilities, supervisory abilities, and relatively narrow fields of accounting methods, material management, and planning techniques, it is an organizational effort designed to assist employees in acquiring the fundamental skills necessary for the effective and efficient execution of the functions for which they are hired. (Susan, 2012). Through organizational development and other methods, human resource development (HRD) aims to build or unlock human expertise.

Human resource development combines roles for individual, professional, and organizational growth in order to maximize an organization's members' productivity, quality, opportunities, and fulfillment as they work to achieve the organization's goals (Pace, Smith, & Mills, 1991).

Human resource development (HRD) is the process of creating talented individuals through organizational and training initiatives for the organization's personnel in order to enhance their general performance. (Chee , KhulidaKirana , & Johanim , 2018).

In the modern world, human resource development (HRD) is a crucial and highly visible field. Although it is a relatively new academic study, the field of practice is old and well-established. A series of systematic and planned actions called human resource development (HRD) is created by an organization to give its members the chance to acquire the skills they'll need to meet both current and future employment needs (Muhammad, . Naseer, & Khalid, 2012).

HRD practices, which include performance evaluation, training, and promotion, are a collection of systematic and planned actions created by an organization to give its members the chance to develop the skills they will need to satisfy current and future job demands (Mugizi, 2019).

The effective implementation of HRD initiatives helps firms increase employee productivity and competence, which will give the business a solid competitive advantage in a fast-paced market environment (Rama & Parle, 2021).

Although there are several definitions of HRD in the literature, it would seem that there isn't one widely acknowledged definition because of how complex the phrase is. The fact that several parties view the phrase from their respective perspectives may be the cause of this (for example, authors living in different countries would define the term in a very ethnocentric way, which would serve their own interests). This makes it challenging to have a single definition that applies to all situations. (PA & S , 2016).

Human resource management is a subject and a professional specialty that has recently arisen as a broad spectrum, combining and synthesizing numerous fields like personnel management, organizational behavior, industrial relations, and labor relations, among others. Effective human resources management entails preserving and enhancing all facets of an organization's

procedures that have an impact on its employees from the day of their hiring to the day they depart the organization. (Agbo , Ayogu, & Micheal , 2015 ).

#### **2.1.4 Theoretical Overview of HRD**

The complicated process of human resource development (HRD) involves the accumulation of knowledge through education, training, and experiences in the workplace and in daily life. Since ancient times, we have known that the Chinese were the first to adopt staff screening methods and apprenticeship programs (History of Human Resource Management, 2013). These procedures highlight how crucial it is to choose and prepare the appropriate people for corresponding roles. These methods are still employed today, together with technology developments, to make HRM the most valuable and crucial resource for any company. The significance of choosing and preparing the correct people for corresponding roles is illustrated by these procedures. HRM is now considered to be the most crucial resource for every business because to these practices and the development of technology.

According to Singh (2012), HRD suggests that employees' abilities and energies within an organization can be used as potential contributors, which in turn plays a significant part in the development and achievement of the organization's vision and goals.

#### **2.1.5 Historical Perspective of Human Resource Development**

According to Rao (2005) there was a desire to increase efficiency through precise work design in the early years of the 20th century. The focus has switched from increased productivity to managers' availability that was attentive to the demands. These include technical staff, and in reaction to the government's new legislation and regulatory framework, there is more worry about the caliber of work. In the recent past, HRD has expanded quite quickly. Len Nadler officially announced it at the American Society for Training and Development Conference in 1969. (ASTDC).The public sector first adopted HRD as a concept in the 1980s (Rao, 2005).

How the concept of human resources (HR) is perceived as a capacity in contemporary enterprise has experienced major modifications. There is much debate about the history of HR, and there is also much discussion surrounding its relevance for modern management. In his seminal book *The Practice of Management*, ( Drucker, 1954) coined the phrase "human resources" and emphasized its use as a function in managing operations, supervising managers, and guiding

people in their job. Insofar as human beings are responsible for decision-making at all levels of the organization, including "managing cash flow, making business transactions, communicating through all forms of media, and dealing with customers," academics and practitioners agree that people are the most irreplaceable asset of any organization (Haslinda, 2009) The collective talent, time, effort, creativity, knowledge, potential, and intelligence of the group's members make up the whole as cited ( Thoman & Lloyd , 2018).

By investing in their human resources and updating existing skills or introducing new ones, many businesses and organizations are increasing the establishment of long-term planning for development in terms of performance. This will enable the organization to be able to adapt to the current situation in terms of technology must change and be able to face uncertain conditions that may occur in the future in terms of global change (Elanga & Imran, 2013).

HRD is a set of initiatives that promotes staff learning and behavioral transformation. In order to satisfy the organization's expectations now and in the future, it conducts initiatives to build staff skills and resiliency. The main goal of HRD activities is to increase performance, and it offers particular examples of these activities, such as training and development, feedback and appraisal, career planning and development, and change management ( Richman, 2015).

Human resource development (HRD) is a continual process that aligns human knowledge and abilities with company goals. (Simachew , 2020).

At its most basic level, human resource development entails working with human resources to develop new talents and enhance current ones in order to serve the objectives and purposes of the company. Practices that help people progress their knowledge or skills by learning new ones are referred to as "development" activities. Programs for human resource development are offered by businesses to assist employees in developing their abilities. You can guarantee that your human resources are up to speed on industry trends and effective practices by making human resource development a priority in your corporate culture. Not only that, but providing opportunities for professional growth also encourages human resource participation and aids in attracting the finest talent you'll need to maintain growing (Amer, 2021)

### 2.1.6 Components of Human Resource Development Practice

HRD is crucial for matching organizational demands and individual skills in order to accomplish comprehensive all-around development (Jacobs, R, Jones, & M, 1995). HRD encourages the dignity of work in an organization and offers chances for collaboration and personal growth, both essential for career advancement. The following are elements of HRD that are crucial for an organization's operation:

- **Training and development:** According to Khan (2012), training entails supplying workers with the knowledge and skills required for a specific current job or task, while development entails putting workers on the right track for future work responsibilities, boosting their capacities, and assisting them in carrying out their current duties. As a result, an organization's competitive performance is attained through the talents and potentials of its workforce (Leimbach, 1999). The effectiveness and output of the employee will increase thanks to training. These actions, along with hiring, choosing, acclimating, and assigning workers to positions, do not ensure success. The majority of the time, there may be a discrepancy between an employee's knowledge and skills and what is required by the work, which could be closed by training programs (Abdullah , 2009).
- **Career Development (CD):** According to (Kebede & Sambasivam, 2013) no HRD function can be deemed acceptable by the workforce of any firm if it does not offer opportunity for each employee to have a promising future. It integrates career planning and development with the 12 goals of HRD. Career advancement is a result of good career planning. It advances each executive's career, ensuring that each employee's career has enough room to expand (Abdullah , 2009). Consequently, career planning and growth are intimately related to effective planning (Van Dijk, 2004) In order to achieve the best fit between a person's personal characteristics and career roles, as well as their needs and those of the organization, Upton & Egan (2003) noted that career development focuses on the alignment of a person's subjective career aspects with the organization's more objective career aspects.
- **Organizational development (OD)** is concerned with how well the organization as a whole is performing (Singh, 2012) According to (French, 1999) enhancing an organization's vision, learning, and problem-solving processes requires a sustained effort

that is overseen and supported by top managers. (Singh, 2012) Contends that improving organizational effectiveness and worker wellbeing can be accomplished via continual, collaborative management of organizational culture.

### **2.1.7 Processes of Human Resource Development practice**

According to Harris (2006) in the rapidly changing environment of today, managers need opportunities to expand their management thinking, and employees at all levels require more capacity building. Organizations are required to participate in ongoing staff management development programs in this regard. Harris et al. (2006) outlined five HRD processes, including needs assessment, goal identification and design, program implementation, evaluation, and follow-up.

- **Needs assessment** is the first step a company takes to determine its needs in terms of human resource development (Charles, 2006). Determining the degree, type, and duration of the training and development is crucial at this stage of the process because human resource development is a need-oriented endeavor (Bahupedra, 2006).
- **Identifying and creating objectives** is the next step after clearly identifying the needs for HRD. A goal is a specified result that the employee capacity building program seeks to accomplish (Scarpello & Ledvinka , 1988) The program's content determines the instructional approach and media, which are then created in response to identified needs for human resource development and predetermined objectives (Werther & Davis, 1996) The content, method, and media must meet the employment requirements of the company and the participant's preferred learning style in order to achieve the goal of teaching a specific skill, providing necessary knowledge, or trying to change attitudes.
- **Implementation of the HRD Program:** According to (harris, 2006), the HRD Program is designed to help businesses achieve their goals and was created with specific goals in mind.
- **Evaluation and follow-up:** This is the last stage of the HRD program to ensure that participants are performing the tasks for which they have been trained (Bahupedra , 2009). It is most frequently used to assess a program's efficacy and efficiency in respect to the stated goals and objectives. According to (Milkovich & Boudrean, 1991), management investment in HRD programs is primarily made to enable people to

perform better in order to accomplish corporate goals. Evaluation is therefore a key tool for determining the organization's performance and efficiency.

### **2.1.8 Challenges for Human Resource Development**

Organizational HRD has significant problems as a result of the developing knowledge economy. The following are the main obstacles that organizations' HRD functions must overcome in order to accomplish their goals.

**Developing managerial and leadership capability:** This is yet another fundamental challenge that companies must overcome in order to achieve their objectives. Managers and team leaders increasingly need to be skilled in HRD, organizing, and strategy-related processes in the knowledge economy (Harrison & Kassel, 2004). In order to develop interacting kinds of core competencies like strategic capability, flexibility, and learning orientation, HRD professionals should design and assist in implementing management development strategies.

**Understanding of different needs and interests:** According to (Wachira Y. F., 2012) the best national HRD plan is one that is created to best meet the unique requirements and objectives of the nation and its fields. Consequently, national HRD planning should be impartial and provide the tools necessary to ultimately set the stage for the achievement of priorities, goals, and interests that genuinely matter to the future of the nation and the welfare of its citizens (Habib , 2012).

**Allocating sufficient financial resources and using it wisely:** There is only a certain amount of financial resources that can be made accessible. To accomplish the HRD objectives, however, the quantity must be sufficient. Furthermore, it's crucial to avoid wasting money. In other words, it must not be permitted to abandon the HRD strategy after initiating it. It is crucial to be able to consistently fund HRD despite erratic changes in the financial budget amounts (Habib , 2012).

**Developing comprehensive HR strategy:** As indicated by (Wachira Y. F., 2012), the best national HRD is one that is a component of a thorough national HR plan. Understanding national work demands and requirements is the first step in developing effective national HR strategies. The most effective method for making a choice is through strategic preparation. Another element of a successful HR strategy is the inclusion of HRD initiatives that support training-based learning. According to Harrison and Kessel (2004) , the determination of training requirements and policy, as well as the specifics pertaining to training content, scope, and overall thrust, should be left completely in the control of those who will supervise its beneficiaries.

**Accepting modern technological changes and developments:** As Wachira et al. (2012), Modern technology is altering how individuals conduct themselves. The current needs are for fewer activities and more professional and technical duties. National HRD programs must be based on the understanding that professionalism, skill, and flexibility are necessary prerequisites to meet the demands of the contemporary workplace. Since the majority of modern jobs demand a high degree of versatility and skill, HRD programs in developing nations should be dedicated to making significant investments in education and career development (Wachira Y. F., 2012).

## **2.2 Empirical studies**

Even if there are not enough studies that explore HRD procedures and issues in the examined domains, several scholars have conducted some research to evaluate and examine HRD practices using their own ideas. Each study endeavor differs from the others and is carried out in a different setting and nation.

(Osibanjo, 2012) conducted a study on “Human Resource Management and Employee Job Satisfaction”; they discovered that having excellent opportunities to get more training and learning more skills to perform exceptionally well could help people be satisfied in their current jobs. A study by Swarajya (2005) entitled to human resource development in specific public enterprises in India has specialized expertise in a frequently ignored field: human resources. The effectiveness of the human resource development procedures used in the chosen study regions has been evaluated by the researcher. The research outlined the major issues that arose during the execution of HRD programs, and we discovered how employees felt about them. The study discovered that there was little useful work done in the study areas for improving the competencies, skills, knowledge, and abilities, experience, welfare, motivation, and career development of employees. Study survey conducted by Shefali and Thakr (2007) toward the use of performance evaluation as a human resource development tool in some companies. Researchers have identified some system flaws and benefits. They recommended a few strategies for achieving the goals of the performance review method. They claimed that despite the fact that many of these public organizations have modified their appraisal systems to effectively handle the development of human resources in an era of fierce competition, few changes have been made to the system overall. According to the researchers' findings, the only changes made by the organizations were the implementation of a self-appraisal system. Anasimos (2016) demonstrates

that there is no statistically significant difference and that there is a discrepancy between the ideal training and development practice and the actual practices used by the banks under study.

Assefa Gidey (2016), noted that, in the context of the Commercial Bank of Ethiopia, there is a favorable and significant association between training and employee performance. Administrators should work to improve the quality and scope of the training program in order to raise employee performance, as training and development were discovered to be good predictors of employee performance.

# **CHAPTER THREE**

## **Research Methodology**

### **3.1 Research Design**

According to Saunders (2009)", "design" lays down the framework for data collection, measurement, and analysis. The study design offers a practical framework within which data will be organized, put through analytical steps, and useful research output generated. The Ministry of Labor and Skills' strategies for developing human resources and its difficulties are studied in this study using a descriptive research design. Descriptive research enables us to analyze the topic of the study by examining the issue, analyzing the opinions of various respondent groups, and researching various related literature (Pallant, 2011).

### **3.2 Research approach**

The researcher used the quantitative method of research approach for data collection to obtain the desired results for the ministry. Quantitative data was gathered by using questionnaires.

### **3.3 Target Population**

The selection of a sample that is representative of the population is sampling's most crucial component. According to Mooi and Sarstedt (2011)"representative" refers to the sample's characteristics closely resembling those of the population as a whole. The total population of the ministry is 1,300. The target population of the study is the permanent employees of Ministry of labor and skills currently working at the Head office in Addis Ababa.

### **3.4 Data Collection Method**

The questionnaire, according to Yin (2003), is the best method for a descriptive research study since it allows for data collection from a large number of respondents in various categories or places without the requirement for face-to-face interaction. Additionally, it reduces costs and saves time. The information was gathered from primary and secondary sources. Using a standardized questionnaire, primary data were collected. The primary sources of data were collected through observation, and questionnaires (Questions & table set-up take & modified from Selamawit Dender June 2018 final paper). In this study, structured questionnaires in the form of Likert scales were created to gather the necessary data regarding the practice of training

and development, career development, and organizational development and challenges. These challenges included developing managerial and leadership capability, allocating enough financial resources and using them wisely, developing a comprehensive HR strategy, accepting modern technological changes and developments, and comprehending the impact of these changes and developments on business. Such data collection tools developed in order to gather large data & avoid pressure on the respondents (Creswell J. W., 2003). To supplement the primary data, secondary sources collected through an extensive review of data from the ministries regarding HRD practices and challenges, published and unpublished documents, books, journals, articles, reports, and papers, and organizations.

### **3.5 Sample size and Sampling technique**

Researchers should carefully choose the sample to represent the study's population by identifying it as a subset of the target population. Due to factors including population size, accessibility, time, and financial limits, it is no longer possible to study the entire population. Simple random sample with stratification was used in this investigation. By categorizing the population into uniform groupings, or strata, and then choosing samples from each stratum according to their proportional sizes, stratified random sampling creates a sample that reflects the population as a whole.. (Lauren, 2022). A stratified random sampling allows us to take into account the different subgroups of people in the population and helps guarantee that the sample accurately represents the population on specific characteristics (<https://www.scribbr.com/methodology/stratified-sampling/>). Accordingly, the population of the study is classified in to three stratum, top level managers, middle level managers and professional employees.

Based on the data record obtained from Ministry of Labor and skills the target population for this research is top level management, middle level management and professional employees, which consists of 21, 39 and 312 employees respectively. Totally, the population of the study is 372. To obtain the necessary data from sample respondents, the three criteria were crucial in determining the sample size. These included the level of precision, the degree of risk or confidence, and the degree of variability in the characteristics being assessed that allow the researchers to choose an acceptable sample size (Miaoulis & Michener, 1976). As a result, (Yamane, 1967) method was utilized to select the sample size for this research in order to take these factors into account and provides a simplified formula to calculate sample sizes.

Accordingly, the following formula was applied to determine number of respondents at 95% confidence level and 0.05 sampling error.

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

N = the population size proportion (in this case top level management, middle level management and professional employees)

n= sample size

e = the level of precision (0.05)

$$n = \frac{372}{1+372(0.05^2)} = 193$$

The staffs are identified within the target population as a stratum and then each sample is divided for each stratum through adopting proportional allocation as shown below.

$n_h = \frac{n \times N_h}{N}$ , Where  $n_h$  is the number of samples to be determined in each stratum (i.e. top level management, middle level management and professional employees)

n = is the total sample size

$N_h$  = is the size of each stratum

$$\text{Top level management: } n = \frac{193 \times 21}{372} = 11$$

$$\text{Middle level: } n = \frac{193 \times 39}{372} = 20$$

$$\text{Professional employees: } n = \frac{193 \times 312}{372} = 162$$

**Table 1: sampling proportion**

Stratum of employees	Population	Population proportion	Sample size	percentage
Top level management	21	0.06	11	6
Middle level	39	0.10	20	10
Professional employees	312	0.84	162	84

### **3.6 Reliability and Validity**

Using SPSS and the parameters used for the study, the researcher calculated the reliability test using the Cronbach's alpha method. . Reliability is the degree by which the measurements supply consistent results (Cooper & Schindler, 2014). It is well known that there is confidence in reliability when the Cronbach's alpha value of the items is more than 0.70. In order to ensure the correctness of the data gathered and to meet the study's objectives, the researcher gave this issue the attention it merited. Validity is the extent by which a measure actually measures what it is supposed to measure (Joseph, William, Barry, & Rolph, 2010). The study is validated by the review of literature, the use of instruments by other researchers, and the advisor's approval of the material.

The questionnaire items in this study were taken from earlier studies, and the research adviser also provided helpful comments and ideas to ensure the validity of the questionnaires. Based on the comments, the elements to be measured were enhanced and amended. Because it is the most typical measurement, Cronbach's alpha was used to determine the test's internal consistency. According to Robert (2006) a test's internal consistency and item reliability are both indicated by a Cronbach's alpha of 0.7 or higher. The analysis of the Cronbach's alpha test results is given below. Validity is the extent by which a measure actually measures what it is supposed to measure (Joseph, William, Barry, & Rolph, 2010). The questionnaire items in this study were taken from earlier studies, and the research adviser also provided helpful comments and ideas to ensure the validity of the questionnaires. Based on the feedback, the measurement items were enhanced and updated. Reliability is the degree by which the measurements supply consistent results Cooper & Schindler (2014). Cronbach's alpha, the most popular method of measurement,

was used to determine the test's internal consistency. Internal consistency and item reliability are both indicated by a Cronbach's alpha of at least 0.7 (Ropbert, 2006). The analysis of the Cronbach's alpha test results is given as follows:

Table 2: results of reliability analysis

<b>Factors</b>	<b>Cronbach's Alpha</b>	<b>No of items</b>
Training and Development	<b>.773</b>	<b>11</b>
Career Development	<b>.885</b>	<b>4</b>
Organization Development	<b>.912</b>	<b>6</b>
Challenges of human resource development	<b>.925</b>	<b>5</b>
Total		<b>26</b>

Source: SPSS Output, 2023

### **3.7 Data Analysis Techniques**

Social science software package (SPSS) will be used to process quantitative data. Before being coded, organized, and entered into a computer to be processed and analyzed, the collected data was reviewed for consistency and completeness. Quantitative data analysis was required the application of both descriptive and inferential statistics. Descriptive statistics, such as mean, standard deviation, and variability, are used to portray central tendency (Cooper & Schindler, 2014).

Table 3: Measurement of variables

<b>No</b>	<b>practices</b>	<b>Measurement</b>
<b>1</b>	Training and development	Five point Likert type scale (1=strongly agree, 5= strongly disagree)
<b>2</b>	Career development	Five point Likert type scale (1=strongly agree, 5= strongly disagree)
<b>3</b>	Organizational development	Five point Likert type scale (1=strongly agree, 5= strongly disagree)

	<b>Challenges</b>	<b>Measurement</b>
1	Developing comprehensive HRD strategies	Five point Likert type scale (1=strongly agree, 5= strongly disagree)
2	Understanding of different needs and interests	Five point Likert type scale (1=strongly agree, 5= strongly disagree)
3	Creating managerial and leadership capacity	Five point Likert type scale (1=strongly agree, 5= strongly disagree)
4	Accepting modern technological changes	Five point Likert type scale (1=strongly agree, 5= strongly disagree)
5	Allocating sufficient financial resources and using it wisely	Five point Likert type scale (1=strongly agree, 5= strongly disagree)

### **3.8 Ethical Considerations**

The researcher addressed ethical privacy and confidentiality concerns, taking into mind their responsibilities to all study participants. The researcher conducts the study using impartial judgment while abiding by all university policies and guidelines. Participants gave their complete consent for the data collection, and they were informed of the study's goal. Additionally, the poll only included responses from those who voluntarily provided them.

# **CHAPTER FOUR**

## **Data Presentation, Analysis, Interpretation and Discussion**

### **4.1 Introduction**

This chapter offers the analysis and discussions of the information obtained from the respondents via a questionnaire. The Ministry of Labor and Skills' HRD methods and difficulties were evaluated in the study. The study's key findings were reviewed and discussed in this chapter in light of the clearly stated objectives, which allowed for the development of conclusions and suggestions. SPSS software Version 20 was used to analyze the data. Frequencies and percentages were used in the demographic analysis. The mean and standard deviation of the HRD practices and problems were examined using a descriptive analysis.

### **4.2 Response Rate on Questionnaire**

A total of 193 employees received questionnaires for this study. A response rate of 87.6% was obtained from these workers, 169 of whom correctly completed and submitted the questionnaires, while 24 others were unable to do so.

### **4.3 Profile of the respondents**

In this section, the demographic information collected from the respondents is analyzed and presented using frequencies and percentages. Sex, age, education, area of specialization, job experience, and current position are among the characteristics of the general respondent that are shown in Table 4.1 below.

**Table 4: Profile Characteristics of the Respondents**

<b>Item</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender of respondents</b>	male	92	54.4
	female	77	45.6
	Total	169	100.0
<b>Age of respondents</b>	<20	1	.6
	20-25	12	7.1
	25-30	23	13.6
	30-35	42	24.9
	>35	91	53.8
	Total	169	100.0
<b>Marital Status of Respondents</b>	single	60	35.5
	married	109	64.5
	Total	169	100.0
<b>Education Level of Respondents</b>	diploma	1	.6
	first degree	106	62.7
	master's degree	62	36.7
	Total	169	100.0
<b>Work experience of the respondents</b>	<2	8	4.7
	2-5	26	15.4
	5-10	39	23.1
	10-15	46	27.2
	15-20	22	13.0
	20-25	10	5.9
	>25	18	10.7
	Total	169	100.0
<b>Current Position of Respondents</b>	top level manager	25	14.8
	middle level manager	29	17.2
	expert	115	68.0
	Total	169	100.0

*Source: Survey data (2023)*

Table 4.1 reveals that of the 169 samples collected, 92 (54.4%) of the males and 77 (45.6%) of the females. Given that men made up the majority of the respondents in this study, it is safe to say that. In light of the organization's overall gender distribution, this has led to a male dominance in answers compared to females. A total of 91 (53.8%) respondents, or the majority of the respondents, are over the age of 35. The remaining 42 (24.9%) respondents are in the age range 30-35, of whom 23 (13.6%) are in the 25–30 age range, 12 (7.1%) in the 20–25 age range, and 1 (0.6%) is under the age of 20. In terms of marital status, as shown in the table above, 60 respondents (or 35.5%) were single, while 109 respondents (or 64.5%) were married. In terms of participants' educational backgrounds, 106 (62.7%) respondents hold a BA/BSC degree, 62 (36.7%) workers hold an MA/MSc degree, and the remaining one (0.6%) participant holds a diploma. According to their educational background, the majority of respondents held first-degree degrees, meaning that the Ministry should prepare to advance its employees to the master's level in order to improve their performance on the job. Table 4.1 also shows the respondents' professional backgrounds. The majority of responders (27.2%) had service ages of 10 to 15 years or more. Following this, 23.1% of them have between 5 and 10 years of job experience, 15.4% have between 2 and 5 years, 13% have between 15 and 20 years, 10.7% have over 25 years, and the remaining 5.9% have between 20 and 25 years. With fewer than two years of job experience, the remaining 4.7% of respondents were new to the institutions. The majority of respondents (56.2%) have work experience in the organization spanning more than 10 years, and the researcher can draw the conclusion that this fact may have a positive impact on the study's findings since it takes into account the opinions of all groups. The positions of the respondents are divided into three groups: top level Managers, middle level managers, and experts. Of the total respondents, 115 (68%) are experts, 29 (17.2%) are middle level managers, and 25 (14.8%) are top level managers.

#### **4.4 Descriptive Statistics of Scale type Questionnaire**

Responses to the following variables from respondents were rated on a five-point Likert scale. The measurement range was from 1 for strongly disagree (very dissatisfied) to 5, disagree (not satisfied), neutral (uncertain), 4, agree (satisfied), and strongly agree (very satisfied). Moreover, descriptive data in the form of mean and standard deviation were offered in this section to illustrate the participants' responses. According to Bethlehem (2020), the level ranking

translation is investigated in this instance for the purpose of interpretation utilizing the following standards established by Best (1977): strongly disagree is indicated by levels of agreement between 1.00 and 1.80, disagree by levels between 1.8 and 1.60, neutral by levels between 2.6-3.40, agree by levels between 3.4 and 1.20, and strongly agree by values between 4.21 and 5. Statistical methods were conducted using SPSS version 20 software to examine the gathered data.

#### 4.5 Employees' Perception in the Practice of Training and Development

As previously stated, one of the basic objectives of the Ministry is a learning organization. As a result, the Ministry employs a variety of strategies to maximize human potential. Training and development is the systematic process of acquiring the knowledge and abilities required for current and future positions in human resources. Every firm must depend on its employees' abilities and performance to succeed in the marketplace. Below is an analysis and discussion of the training and development-related data that was gathered from the respondents.

*Table 5: Statistical review of Training and Development practices*

No	Items		1=Strongly disagree	2=Disagree	3=Neutral	4=Agree	5=Strongly agree	M	S.D
1	The training needs assessment conducted properly in our ministry	N	5	54	27	73	10	3.17	1.041
		%	3	32	16	43.2	5.9		
2	All employees participate in identifying the training needs.	N	25	29	26	82	7	3.10	1.188
		%	14.8	17.2	15.4	48.5	4.1		
3	The ministry provides me with adequate resources and chances to develop myself professionally (e.g., through workshops, courses, and conferences).	N	19	30	33	83	4	3.14	0.096
		%	11.2	17.8	19.5	49.1	2.4		
4	The ministry provides me with	N	20	43	30	73	3	2.98	1.112

	enough work-related training.	%	11.8	25.4	17.8	43.2	1.8		
5	The training and development plan are aligned with the results of the training needs assessment.	N	21	35	30	78	5	3.97	1.135
		%	12.4	20.7	17.8	46.2	3.0		
6	The training program analyzes the specific levels of education, experience, and skills of the audience so as to ensure that the program is suited to them.	N	11	47	28	81	2	3.09	1.031
		%	6.5	27.8	16.6	47.9	1.2		
7	The trainers assigned by the ministry possess proper skills and give effective training.	N	17	27	30	86	9	3.25	1.107
		%	10.1	16	17.8	50.9	5.3		
8	The training facilities prepared by the ministry are adequate	N	17	48	31	68	5	2.98	1.102
		%	10.1	28.4	18.3	40.2	3.0		
9	The effectiveness of using Training & development methods or techniques	N	14	41	39	7.	5	3.07	1.053
		%	8.3	24.3	23.1	41.4	3.0		
10	The given training hour is enough to achieve the target	N	21	51	30	65	1	2.85	1.091
		%	12.4	30.2	18.3	38.5	0.6		
11	The ministry conducts evaluations to improve the training process	N	11	71	30	52	5	2.93	1.053
		%	6.5	42	17.8	30.8	3		
Average								3.14	1.0008

*Source: Organized form survey data*

Akmaliah and Z (2009) state that the mean score measurement can be used to help understand the data; a mean score greater than 3.80 is regarded as high, one between 3.40 and 3.79 is appropriate, and one below 3.40 is seen as low.

In the table above, the scored mean value for the first sub-construct i.e. The training needs assessment conducted properly in our ministry is 3.17 and with the standard deviation 1.041,

43.2% of respondents agreed in their response with the case described. Only 32% of respondents disagreed and 24.9% of employees remained indifferent. This result infers that the ministry needs to provide a proper and good training and development programs to improve performance and achieve organization objectives through upgrading the knowledge and skills of employees. As shown in the table in item two, 48.5% of participants agreed, whereas 17.2% disagreed that all employees participate in identifying training needs, 19.5% remained indifferent, and the remaining 14.8% strongly disagreed. The scored mean value of the respondents was 3.10, signifying that they "disagree." This shows that the respondents were dissatisfied with the case described, and the standard deviation of the sub-construct was 1.188 which is relatively low and is evidence for the relative homogeneity of the responses. Within the training context, all employees participate in identifying the training needs, skills, and knowledge of the people in an organization. Here, employee participation in identifying the training needs can determine the level of optimal performance and standards for excellence, evidence of individuals' actual performance level, attitudes affecting performance, and root causes of performance problems. By systematically analyzing needs, organizations can identify solutions to performance problems that will provide the best return on training and development investment (Nancy, 2012) However, in the ministry, the finding implies the existence of problems with respect to employee participation in identifying training needs, which is a determining factor for human resource development. This shows that much was not done from this perspective in order to realize organizational goals. Coming to the third sub-construct, i.e., the ministry provides me with adequate resources and chances to develop myself professionally (e.g., through workshops, courses, and conferences), 49.1% of respondents agreed, 17.5% disagreed, 19.5% of respondents remained neutral, and 13.6% of respondents remained indifferent. The average mean score of respondents is 3.14, with a standard deviation of 0.096. From this perspective, the ministry is not courageous in providing adequate resources and opportunities. The implication is that unless the ministry is provided with adequate resources, it will be impossible to make the organization successful. In Table 4.3 above, the fourth sub-construct, i.e., "the ministry provides me with enough work-related training, indicates that 43.2% of respondents agreed, whereas 25.4% of respondents disagree and 17.8% remain neutral, with a mean value of 2.98 and a standard deviation of 1.112. As it is one of the key factors for continuous employee and organizational development, the ministry needs improvement from this perspective. Moreover, the mean value

for this sub-construct is low. This implies that there are unsatisfied employees who believe the ministry lacks the ability to provide enough work-related training in the organization. As shown on the table in item 5 when asked about the training and development plan are aligned with the results of the training needs assessment, 46.2% of participants agreed on the described case. On the other hand 12.4% responded strongly disagree, whereas 20.7% responded disagree and 17.8% remains neutral and with the mean value 3.97 and standard deviation was 1.135. With respect to training and development, design MOLS, the majority of respondents were not satisfied based on the assessment of the particular training and development process, and the result guarantees that the training design is not the overall result. As can be seen from Table 4.3 above, considering the training program that analyzes the specific levels of education, experience, and skills of the audience so as to ensure that the program is suited to them in the ministry, the respondents scored a mean value of 3.09 and a standard deviation of 1.031, where the majority of the participants, i.e., 47.9%, agreed. This shows that the ministry's ability to develop training programs suited to its employees is low. The Table 4.3 above also reveals that, the scored mean value of the respondents to the seventh sub-construct i.e. the trainers assigned by the ministry possess proper skills and give effective training was 3.25 with the standard deviation 1.107 indicating that the majority of respondents 50.9% agreed in their response with the case described. Only 16% of respondents disagreed, 17.8% of respondents neutral and 15.4% of employees remained indifferent. This result infers that the trainers assigned by the ministry possesses needs proper skills and give effective training to improve performance and achieve organization objectives through upgrading the knowledge and skills of employees.

As shown on the table in item eight when asked about the adequacy of training facilities prepared by the ministry, 40.2% of are of participants agreed on the described case. On the other hand 28.4% responded disagree, whereas 18.3% responded neutral, 10.1% responded strongly disagree, the rest 3% responded strongly agree and with the mean value 2.98 and standard deviation 1.102. The information that obtained from the above figure assure that the ministry training design not based on the result of training need assessment.

As shown in the table in item nine when asked about the effectiveness of using Training & development methods or techniques, 41.4% of respondents agreed, 24.3% of respondents responded disagree and 23.1% remains neutral with a mean value of 3.07 and standard deviation

of 1.053 on the described case, The respect of training and development methods, the common of the respondents understanding of training and development practice in MOLS is low.

Table 4.3 the tenth sub-construct i.e. the given training hour is enough to achieve the target, the majority of respondents over 38.5% responded agree and 30.2% disagreed. While 18.3% and 12.4% of respondent's responded neutral and strongly disagree respectively.

The last item of the above table is evaluations to improve the training process. Evaluation is the final phase of the HRD (Training) program. It is a way to verify the achievement of the program in which whether the employees taking the program will do their tasks for which they have been trained. Accordingly 42% respondents disagreed that the ministry is evaluating training efforts. However 42% and 30.8% of respondents disagree and agree, 17.8% remain neutral respectively. This has an implication that the organization needs to work on evaluating trainings. Whether the trainings provided are effective enough for the development of employees to benefit both the organization and employees.

**Table 6 Employees' Perception in the Practice of Career Development**

In this section the study presents HRD practice from career development aspect based on the information obtained from the respondents and has been analyzed and discussed below.

No	Items		1=Strongly	2=Disagree	3=Neutral	4=Agree	5=Strongly agree	M	S.D
1	There is proper career planning and development	N	10	54	40	64	1	2.95	0.981
		%	5.9	32.0	23.7	37.9	0.6		
2	The integration of career development with the company goals and objectives	N	10	50	25	78	6	3.12	1.062
		%	5.9	29.6	14.8	46.2	3.6		
3	The ministry provides career counseling services that help employees with their career development	N	5	63	29	69	3	3.01	0.988
		%	3	37.3	17.2	40.8	1.8		
4	My ministry has a clear career path that a person follows in finding their professional	N	5	72	28	62	2	2.91	0.977
		%	3.0	42.6	16.6	36.7	1.2		

The first item in the above table i.e. the ministry has good career planning and development. 37.9% have agreed and 0.6% has responded strongly agreed. On the other hand, n=54 (32%) of the participants disagree whereas 23.7% of them remain neutral. The response rating scale implied that the dissatisfaction of the respondents with the issues described and the standard deviation was 0.981. From this sub-construct one can clearly infer that the ministry is not in a position to consider career planning and development as of utmost importance for the growth of employees in accordance with education, training, job search, and work experience. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the ministry is aware of their potentiality and capabilities in career planning and development that could help them to exploit the available opportunities they could not achieve their desired objectives. On item two in the above table, the greater number of respondents representing 46.2% agreed and 29.6% choose disagreed and 14.8% remain neutral whereas only n=1 (5.9%) and n=5 (3.6%) of respondents replied strongly disagree and strongly agree respectively. The scored mean value was 3.12. This implies the ministry lacks integration of career development with the company's goals and objectives, which is a crucial factor in facilitating human resource development, and that employee counseling is considered the determinant factor in building good HRD.

On item third in the above table, employees were asked if there is a good counseling center in the ministry that benefits all employees. 40.8% and 1.8% of respondents responded agree and strongly agree respectively. Whereas n=63 (37.3) and n=5(3%) of the participants responded disagree and strongly disagree respectively and the rest 17.2% responded neutral. This shows that the majority of the respondents “agree” which conveys that the respondents were satisfied but there are employees who are dissatisfied with the case described. This implies the ministry lacks to build an effective counseling center which is considered to be a crucial factor in facilitating human resource development, and where employees counseling is considered the determinant factor to build good HRD.

As it is indicated in Table 4.4 above item four, the respondents were asked to scale the measurement i.e. the ministry has a clear career path that a person follows in finding their professional. 42.6% having a scored mean value of 2.91 this shows that the respondents disagree about the ministry has a clear career path that a person follows in finding their professional with

a standard deviation of 0.977. Even if the mean score shows that the respondents disagree with the case discussed n=5(36.7%) and 4(1.2%) of the respondents have replied agree and strongly agree respectively, and 16.6% of employees responded neutral. This implies that career development is not well enough practiced in the ministry.

**Table 7 Employees' Perception on Organization development**

No	Items		1=Strongly disagree	2=Disagree	3=Neutral	4=Agree	5=Strongly agree	M	S.D
1	Top management has a good reputation for fairness and trustworthiness	N	10	43	23	92	1	3.18	1.06
		%	5.9	25.4	13.6	54.4	0.6		
2	MOLS strongly supports staff training and professional development	N	12	48	34	71	4	3.04	1.043
		%	7.1	28.4	20.1	42.0	2.4		
3	I am satisfied with my work space	N	25	45	20	78	1	2.91	1.159
		%	14.8	26.6	11.8	46.2	0.6		
4	The technological resource at MOLS permits me to carry out my work efficiently and productively	N	8	53	26	80	2	3.09	1.011
		%	4.7	31.4	15.4	47.3	1.2		
5	Sufficient opportunity is given for professional advancement	N	15	67	12	73	2	2.88	1.106
		%	8.9	39.6	7.1	43.2	1.2		
6	I receive both positive and negative feedback from my supervisor	N	14	38	24	8	12	3.33	1.100
		%	8.3	22.5	14.2	47.9	7.1		

**Source: Organized form survey data**

The above table indicates the frequency distribution of respondents' answers regarding issues of organization development. From the above table, it is possible to draw the following facts: The first item asked the respondents: "Top management has a good reputation for fairness and trustworthiness." Due to this, n = 10 (5.9%) and n = 43 (25.4%) responded strongly disagree and

disagree, respectively; 13.6% neither agreed nor disagreed; and the majority of respondents responded agree, representing 54.4%. The mean score value is 3.18, which indicates respondents are dissatisfied with the case discussed. This shows that the ministry is composed of professionals with effective management systems. The scored mean value of the sub-constructs i.e. MOLS strongly supports staff training and professional development 3.04. This shows that the majority of the respondents agreed with the statements given to them. However, the above results imply that the ministry has to do a lot. In addition, the Table above reveals that the scored mean value of the respondent's response on the sub-constructs i.e. I am satisfied with my workspace, the technological resource at MOLS permits me to carry out my work efficiently and productively, sufficient opportunity is given for professional advancement and I receive both positive and negative feedback from my supervisor Which fall between of 2.91-3.33. This depicts that the overwhelming majority of the respondents disagree and they are dissatisfied with the cases described. In short, based on the information given the ministry is not well in widening organizational development from these issues' perspective.

## **4.6 Challenges of Human Resource Development**

This section assesses and examines the major challenges that hindered human resource development practices in the Ministry as revealed from the questionnaire and other secondary sources, there were some challenges encountered by the ministry in the practice of human resource development, as indicated in Table below.

**Table 8 Challenges of HRD Practices**

No	Items		1=Strongly disagree	2=Disagree	3=Neutral	4=Agree	5=Strongly agree	M	S.D
1	Developing managerial and leadership capability	N	7	3	24	119	16	3.79	0.801
		%	4	2	14	70	9		
2	Allocating sufficient financial resources and using it wisely	N	9	5	32	109	14	3.67	0.877
		%	5	3	19	64	8		
3	Developing comprehensive HR strategy	N	8	13	25	113	10	3.62	0.893
		%	5	8	15	67	6		
4	Accepting modern technological changes and developments	N	6	13	17	128	3	3.65	0.796
		%	4	8	10	76	2		
5	Understanding of different needs and interests	N	11	12	24	110	12	3.59	0.960
		%	7	7	14	65	7		
Average								3.66	0.865

**Source: Organized form survey data**

As can clearly evidence in the Table 4.11 above, different human resource development challenges are illustrated which include: Developing managerial and leadership capability, Allocating sufficient financial resources and using them wisely, developing comprehensive HRD strategies, Accepting modern technological changes and developments Understanding different needs and interests with the total average scored mean value of 3.66 showing that the respondents answered the statements given with agreement rating scale “agree” and the standard deviation was 0.865. From this one can understand that the sub-constructs indicated in the Table are key human resource development challenges of the ministry that need to be overcome. From this fact, it is possible to conclude that in the ministry there were challenges that hindered and constrained the efficiency and effectiveness of human resource development practices. In addition, the information gathered report documents confirmed that similar findings to the information obtained through the questionnaire.

# **CHAPTER FIVE**

## **Summary of the Findings, Conclusion and Recommendations**

The purposes of this study are to assess the human resource development practice of the Ministry of Labor and Skills. The study concentrates on training and development, career development practice, organizational development practices, and challenges of human resource development practices in the Ministry of Labor and Skills. In this chapter, the summary of the findings from the analysis is presented. Conclusions and recommendations are drawn based on the study.

### **5.1 Summary of findings**

- Regarding the training needs assessment, and employee participation in identifying the training needs, the majority response mean score shows that the MOLS did not follow logical and suitable assortment. In addition, selection for training is done based on their workload or major department, not on their gap.
- As per the finding the majority of respondents agreed that the ministry provides with enough work-related training. However some respondents were dissatisfied and were also uncertain.
- The finding of the analysis also reveals that the ministry failed to assess in balancing internal and external training which has also a lower mean value.
- From the findings, the ministry is not actively engaged in evaluation program this has been proved from the information gathered. It lacks to set a strategic evaluation program to find whether the training is effectively addressed and to understand to what extent the objective of the training is achieved.
- As the finding of the data analysis indicates, career development scored the lowest aggregate mean value from the other HRD practices performed in the ministry. Moreover, the finding indicates that the ministry lacks in building a good counseling center that can benefit all employees. However, as the finding shows career development is not well effectively implemented.
- The findings of the study showed that the organization has long-term and continuing efforts to improve organizational development which shows employees are satisfied with

most of the questions raised regarding organization development. However, relatively respondents were unhappy due to the technical resource that permits them to carry out the work efficiently and productively and the sufficient opportunity given for professional advancement in the ministry.

- In the end, the findings revealed that designing comprehensive strategies, developing managerial and leadership capability, lack of sufficient budget, lack of technology, accepting modern technological changes, and Understanding of different needs and interests were key challenges that hindered the practice of HRD in study areas.

## **5.2 Conclusion**

The main objective of the study is to assess the existing Human resource development practices and challenges prevailing Ministry of Labor and skills in training and development, career development, and organization development.

- Particularly to assess: the current HRD practice in MOLS, the role of HRD practices to identify how HRD practices are applied in the Ministry, and to establish how HRD practices and activities are aligned to the business goals of the Ministry.
- In general the Ministry is not in a good position in its HRD practices in which the variables imply the Ministry is not actively functioning for the development of its human resource. Furthermore, Training and development are effectively addressed when it's compared with career development practices. However, the organization is less effective in career development. Moreover, regarding organization development, the performance shows a low result.

## **5.3 Recommendations**

Based on the findings of the study the following recommendations are proposed:

- The Ministry management should develop a clear HRD program aligned with a well-defined goal, vision, and corporate values that have quantified and measurable targets. Understanding the concept and objective of the HRD program since the success and sustainability of a program more depends on the extent of management quality and tolerance.

- The Ministry should improve HRD practices and also provide training for employees in order to utilize their performance and this may also increase their motivation since some employees are not performing in accordance with the expectation of the management.
- The Ministry should give special attention to skilled and trained employees. This action may help to retain skilled human resources in the Ministry and to decrease turnover.
- Even though the result showed the alignment between the HRD practices and the business goal however it also shows some gaps. Since it is a very critical factor the organization needs to improve and implement strategies in which the HRD practices are linked with the business goal of the Ministry. Undertaking this improvement will benefit the organization to achieve its strategic goals and remain competitive.
- Training and development are well practiced in the organization. Therefore the Ministry should maintain and continue this progress.
- The succession plan under the career development program in MOLS is helping both employees and the organization. Therefore the Ministry should improve succession planning from where it is standing now. Moreover when selecting employees for the plan it has to be based on setting strategic qualifications so that employees will have equal opportunities. Furthermore, this will also help the organization to integrate into learning and development programs.
- The organization also needs to build an active counseling center that can benefit all employees in terms of developing effective solutions to problems and for employees to freely express their feeling. As a result, the organization will benefit to have improved employee performance.
- Finally evaluation and follow-up programs must be strategically designed and implemented. Additionally, the organization should also select good evaluation criteria as well as interpret evaluation results and feedback. Furthermore should consider evaluation as an important process of HRD practices in order to reflect, analyze and improve its effectiveness and efficiency so that it will be easy to fill the competency gaps within the organization in a cost-effective way.

## **5.4 Future research**

- Considering the limitations of this study in only the Head office further research should be carried out in other similar ministries and future researchers may also have better ways of addressing the same questions or other issues related to Human resource development.

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SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!

Addis Ababa University  
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## Annexes 1

### School of Commerce

#### Department of Human Resource Management

#### Survey Questionnaire to Be Filled By Employees

Dear Respondents;

This questionnaire is prepared to collect data for the fulfillment of a Master's Degree in Human Resource Management at Addis Ababa University School of Commerce. The main aim of this questionnaire is to study and assess human resource development practices and challenges in the case of the Ministry of Labor and Skills. Based on the results, appropriate solutions will be recommended. I assure you that this study is purely academic and will have no negative effect on you as an individual or on your organization. Your honest and open response, which will be kept anonymous, will determine how well the study turns out. Therefore, I ask that you answer all of the questions on the form truthfully.

Thank you in advance for your cooperation.

Note

- Do not write your name
- For multiple choice questions, please circle the best one.
- For those questions requiring your opinion, please make tick (✓) where you feel correct and write your explanations/opinions when you are requested to explain your idea, make it clear and precise.

#### Part I: Respondents Information

##### DEMOGRAPHIC QUESTIONS

Instruction: Please tick (✓) in the box that corresponds to your choice and fill in the blank spaces where appropriate.

**1. Sex**

- a) Male  b) Female

**2. Age**

- a) Below 20yrs  b) 20-25yrs  c) 25-30yrs  d) 30-35yrs   
e) Above 35yrs

**3. Marital Status**

- a) Single  b) Married  c) Separated  d) Divorced   
e) Widowed

**4. Educational Level**

- a) Diploma  b) First Degree  c) Master's Degree  d) PHD

**5. Years of work experience**

- a) Below 2yrs  b) 2-5yrs  c) 5-10yrs  D) 10-15yrs  e) 15-20yrs   
f) 20-25yrs  g) Above 25yrs

**6. Current Position:**

INSTRUCTION: List of items that are believed to measure variables of the study is given below.

Please indicate your degree of agreement by putting tick (✓) mark on appropriate boxes where by

1 =strongly Disagree; 2 = Disagree; 3 =neither Agree nor Disagree; 4=Agree; 5=strongly

Agree

<b>I</b>	<b>Training &amp;Development</b>					
<b>N.O</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The training needs assessment conducted properly in our ministry?					
2	All employees participate in identifying the training needs.					
3	The ministry provides me with adequate resources and chances to develop myself professionally (e.g., through workshops, courses, and conferences).					
4	The ministry provides me with enough work-related training.					
5	The training and development plan are aligned with the results of the training needs assessment.					
6	The training program analyzes the specific levels of education, experience, and skills of the audience so as to ensure that the program is suited to them.					
7	The trainers assigned by the ministry possess proper skills and give effective training.					
8	The training facilities prepared by the ministry are adequate.					
9	The effectiveness of using Training & development methods or techniques					
10	The given training hour is enough to achieve the target.					
11	The ministry conducts evaluations to improve the training process.					
<b>II</b>	<b>Career Development</b>					
<b>N o</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	There is proper career planning and development.					
2	The integration of career development with the company goals and objectives					
3	The ministry provides career counseling services that help employees with their career development.					
4	My ministry has a clear career path that a person follows in finding their professional goals.					
<b>III</b>	<b>Organizational Development</b>					
<b>N o</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1	Top management has a good reputation for fairness and trustworthiness.					
2	MOLS strongly supports staff training and professional development					
3	I am satisfied with my work space					
4	The technological resource at MOLS permits me to carry out my work efficiently and productively					
5	Sufficient opportunity is given for professional advancement					
6	I receive both positive and negative feedback from my supervisor					
<b>No</b>	<b>Challenges of Human Resource Development</b>					
	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Developing comprehensive HR strategy					
2	Developing managerial and leadership capabilities					
3	Allocating sufficient financial resources and using it wisely					
4	Accepting modern technological changes and development					
5	Understanding of different needs and interests					