

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

***THE PRACTICES AND CHALLENGES OF HUMAN
RESOURCE DEVELOPMENT IN GOVERNMENT
TVET COLLEGES OF ADDIS ABABA***

BY

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JUNE 2010

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SCHOOL OF GRADUATE STUDIES

***COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES***

DEPARTMENT OF BUSINESS EDUCATION

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DEVELOPMENT IN GOVERNMENT TVET COLLEGES OF
ADDIS ABABA***

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN
MANAGEMENT OF VOCATIONAL EDUCATION**

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JUNE 2010

Acknowledgements

The conduction and completion of this research study would have been quite questionable except on condition that an incalculable presence and help of JESUS CHRIST were with me at every inch of my walk in the sphere. I therefore staunchly glorify the name of God the holly savior and extend my incisive heart felt to him in the heaven.

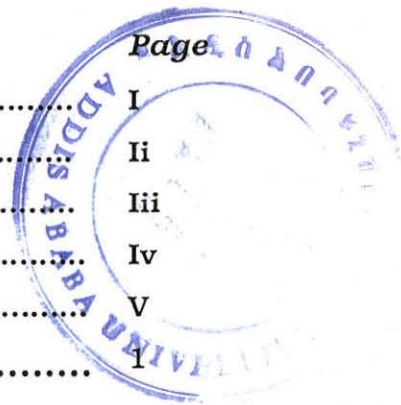
I passionately want to declare for my honest, polite and kind advisor Dr. Worku Mekonnen for his Unreserved guidance, constructive and enlightened comments and suggestions without which my work would have been fruitless.

My deepest appreciation also goes to my wife w/o Amelework Lagore for her unreserved moral and material support and encouragement through out my stay in the university.

Again I would like to increase my respect and thanks to my brother Ato Habtamu Ahmed, my dearest friends Ato Nebiyu Afawork and Tsegaye w/giorgis for their valueable comments and proof reading of research work.

Finally, my gratitude also goes to w/t Tamernesh Mulat for her support in typing and providing moral support.

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ABBREVIATION/ACRONYMS

- BA = Bachelor of Arts
- BSC = Bachelor of Science
- ESDP = Education Sector Development Program
- FDRE = Federal Democratic Republic of Ethiopia
- ICT = Information Communication Technology
- HRM = Human Resource Training and Development
- MA = Master of Arts
- MOE = Ministry of Education
- MSC = Master of Science
- NGO = Non- Governmental Organization
- OEB = Oromina Educational Bureau
- P/HR = Personal/Human Resource
- TVET = Technical and Vocational Education and Training
- TGE = Transitional Government of Ethiopia
- UNESCO= United National Educational Scientific and Cultural Organization

ABSTRACT

The main purpose of this study was to assess the practices of human resource development in government TVET colleges of Addis Ababa and to identify the problems encountered during implementation of human resource development programs and finally to forward recommendations. The study was carried out on four government TVET colleges (Addis Ababa Tegbaraid, Entoto, General Wingate and Mistak). These colleges were selected randomly. The respondents of this study were 192 trainers (teachers), 4 deans, 4 vice-deans, 4 human resource training officers, 4 human resource development personnel (officers) and 12 other non-teaching staffs. To conduct the study stratified followed simple random sampling techniques were employed. Questionnaire, interview, focus group discussion, and document observation were used as data gathering instruments. And the data gathered were interpreted and analyzed by using descriptive and inferential statistics. The result of the study revealed that the TVET colleges under study have a problem of human resource development that can be source of frustration and wastage of resources. The human resource development training needs assessment was not conducted to identify the gap. Training and development programs were not designed for managers and other staff personnel. Objectives were not clearly set for human resource training and development program. Colleges understudy have used both on-the -job and off-the -job training methods particularly coaching, workshops, seminars and conferences. With regard to post-training discussion, the finding indicated that the issue was not experienced. Based on the major findings recommendations are forwarded. Human resource development program has to get due attention from MOE, TVET colleges /departments. Training has to be designed for manager and other staff personnel. Participation of stakeholders has to be encouraged in setting objectives, content selection and evaluation the training program. TVET colleges have to design and negotiate with donor agencies in order to obtain material, financial and technical support. Training methods have to be chosen bases on clear criteria. Post – training evaluation has to be taken place regularly.

Chapter One

1. The Problem and Its Approach

This chapter presents the background, statement of the problem, the objectives, the significance, delimitation and limitation of the study as well as operational definition of terms .

1.1. Background of the Study

Developing human resource is one of the major factors that determine the social, cultural and economic growth of a country. This can be achieved through education and training. Supporting this, Wringer.(1999:3). states that more than three fourth of all economic growth between 1973 and 1984 was due to the rising level of education in the working population.

In recent years, there is a growing recognition that Technical and Vocational Education and Training (TVET) contributes to the economic and social development of individuals and nations. Thus, the general objective of TVET is to supply individuals with the required skills, knowledge and attitudes to enable them to generate their own income to be the fully accepted members of the society, and to cope up with present and future demands of the society. (MOE,2002: Atchoarena & Andre, 2002:37:UNESCO, 2001:1)

One of the most important principles for the quality of a TVET program is preparing adequately trained teachers and other professionals who shoulder the responsibility of preparing students with quality marketable skills for the dynamically changing world of work. Quality TVET programs are distinguished by having a highly trained, experienced, technically competent, and enthusiastic staff including the coordinators, teachers, counselors, and all others who assist them in the instructional process (Strong, 1971: Wenrich 1985)

Moreover, quality TVET programs are administered and supervised by personnels who are educated and experienced in the subject matters, who understand the needs of pupils, and the needs of business and industry, and who are able to work effectively with employees and other employment agencies and social agencies (Coe,1973: Hobart, 1987: Strong 1971, Wenrich , 1958). Technical and Vocational Education and Training Colleges, as any kind of organization,

highly need participation of teachers' college administrators and students who are directly or indirectly affected by the decision made. Hughes (in Bush et. al, 1980 : 244) underlined the importance of teachers participation in schools / colleges decision making as "an essential element in enlisting the whole hearted cooperation of professional staff".

Besides, Conley (1988:394) further stated that If teachers constantly have to deal with uncertainty and make numerous decisions it is extremely difficult for any one except the teacher to plan and coordinate all of these separate decisions. Currently, emphasis is given to training and developing capacity of employees in the educational sector of Addis Ababa. Particularly, the TVET has concerns which are used to produce the middle level technicians. It is observed that middle level technicians could contribute a lot in the development of the country. The educational sector of Addis Ababa works hard to lay strong base on its human resource management function in general and training and development in particular. Training and development activities should be planned and designed to help the education sector of the city to accomplish its objectives.

Sadler.(1995:134). States that the managerial task is moving rapidly from the old "compound and control" to the enabling coaching role. Coaching approach is fundamental, combined with continuous learning and development. Moreover, the new personnel agenda closely links organizational development with the development of the individual employee.

According to recent survey of competency frameworks, competencies provide a common cultural thread, a language for success and a framework for thinking about excellence way of communicating about the future, managing open employment relationships and focusing on change. Competency based development integrates learning in to the workplace, focuses on standards of performance and business results and provides continuous development. Any training and development program can bring in fruitful outcomes and benefits the organizations and service seeking public if it is based on careful need assessment. Mondy and Noe (1999), stress that understanding such programs is simple. Moreover, training and development need assessment enable an organization to conduct cost effective training and development programs that solve performance problems such as absenteeism, turnover, recurrent faults, wastage of resources, inability to meet deal loans, increased costs, etc.

Evaluating the success is one of the most important elements in the human resource training and development activities. However, according to Milkovich and Boudreau (1991), many training and development programs fail to achieve lasting results to offer because of vague objectives and poor execution of evaluation.

The recently introduced system of decentralization in Ethiopia has increased the demand for skilled and experienced manpower at various levels of the system in general and in educational organizations in particular (Abdulselam, 2006). Therefore, this research attempts to identify the practice and problems of human resource development in government TVET colleges of Addis Ababa and in four TVET government colleges in particular.

1.2. Statement of the Problem

Quality education plays an essential role in the overall development of a country. But poor quality education affects the whole system of the national development of a country. In this case, one of the most significant factors to maintain the quality of education in TVET colleges is the professional competence of trainers (instructors). To this end, Armstrong (2005:578) explains that human resource development improves managers and professionals' performance, gives them development opportunities and provides for management succession. As Goel(1993:183), training is the well articulated effort to promote competence in the public service by importing professional knowledge by broadening vision and adoption of correct patterns of behavior among the employees with regard to their existing functional responsibilities.

The management and other staffs' development is crucial to improve performance by importing knowledge, changing attitudes or increasing skills. On the other hand, as it is mentioned by Stredwick.(2000.325) continuous professional development is increasingly recognized professional expertise is not simply learnt at the outset of a career but needs to be constantly refined and updated. This shows that human resource development is not a certain period ending journey. As TVET curricula are dynamic in nature, they always need changes and modification in line with the continuously changing technology. According to the ESDP III. (2005:16) Technical and Vocational Education and Training emphasizes theoretical instruction, missing life-long education and company based training. Furthermore, there is inefficient management, insufficient number of qualified instructors, inadequate machinery equipments and facilities,

limited funding and poor curriculum implementation. It is possible to say that the overall implementation of the program, is found to be in a problem to enable the trainees to develop working skills, knowledge and attitudes which would guaranty them secure wage implement or create their own jobs (OEB, 2005).

Human resource development is a very sensitive issue to maintain the quality of TVET education. Attempts made so far toward human resource development in all TVET colleges of Addis Ababa have not as such found to be satisfactory. It seems that they have been tied up with different obstacles. Some of these obstacles might be lack of appropriate training need assessment, lack of adequate plan, low attention of top-level management and lack of appropriate budget for the training and development program. Moreover, there are very limited studies in scope and depth made in the area of HRD of the government TVET collages of Addis Ababa (Temesgen,2009).

Therefore, this research attempts to examine to what extent the human resource development in government TVET colleges of Addis Ababa is practical and what major problems are faced on its implementation. Finally, the result of the study is hoped to answer the following leading research questions.

1. To what extent the human resource training and development needs are assessed in government TVET colleges of Addis Ababa?
2. Do educational managers at various levels have the capacity to realize the effective human resource training and development activities in government TVET colleges of Addis Ababa?
3. What are the role of TVET colleges in setting objectives, planning, implementing and evaluating training and development programs?
4. What are the factors influencing human resource development programs in government TVET colleges of Addis Ababa?
5. What measures should be taken to alleviate the problems of human resource development programs?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of the study is to make assessment on human resource development practices and problems encountered in developing human resource in government TVET colleges of Addis Ababa and to come up with possible suggestions and recommendations.

1.3.2 Specific Objectives

The specific objectives are:

- To assess the practice of training needs assessment conducted by government TVET colleges of Addis Ababa.
- To identify the role of government TVET colleges in selecting individuals, setting objectives, indentifying training need, implementing and evaluating the program.
- To pin point the major problems that government TVET colleges of Addis Ababa face in their implementation of human resource development programs.
- To forward some possible solutions for problems related to human resource development programs.

1.4. Significance of the Study

Any Technical and Vocational Education and Training program should be implemented effectively to respond to the social and economic demand of a country. To this end, assessing the status of TVET program implementation and identifying the major problems encountered by the program and thereby generating necessary information for decision-making taking corrective measures is essential. Thus, the study could be significant for the following reasons.

- The study will enable the policy makers, development planners and other educational officers and authorities to get valuable information on the actual status.
- The study may serve as a stepping stone for further and in depth studies.
- The study could enable stakeholders take corrective measures on the problems of human resource development.
-

1.5. Delimitation of the Study

Currently, there are a number of government and private TVET colleges launched throughout the country. It would be much better if the study covers all these colleges. However, the study is delimited to only four government TVET colleges in Addis Ababa due to logistic and time constraints.

1.6 Limitation of the Study

Since the Ethiopian TVET program has not yet been matured, there is inadequate literature to refer widely to obtain appropriate information concerning TVET programs. Another limitation was unwillingness of some respondents to fill out questionnaires and return them on time.

1.7. Operational Definition of Terms

Development:- Knowledge, skills, attitudes and perceptions / the systematic process of education, training and growing by which a person learns and applies information (Magginson, 1981:205)

Education:- Any long-term learning activity aimed at preparing individual for a variety of roles in a society (Lunenburg, C.F . and Ornstein, C.A.2000:537)

Human Resource Development:- being broad in scope and focusing on a set of systematic and planned activities designed by organization to provide its member with knowledge and skill useful for both present and futures jobs. (Bratton,J . and Gold, J.1994:227).

Human resource:- refers to all civil servants in civil service organization irrespective of their position. (Dessler, 2003:204).

Technical and Vocational education:- All forms and levels of educational process involving in addition to general knowledge, the study of technologies and related sciences and accusations of practical skills, know how, attitudes and understanding relating to occupations in the various sectors of economic and social life (UNESCO,1989:2)

Training:- refers the systematic development of the attitudes, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job (Cowling and Mailer 1990:72)

Chapter Two

2. Review of Related Literature

This chapter deals with the review of related literature so as to lay the theoretical framework of the study. Areas the chapter treats include the overview of human resource development, the concept of human resource training and development, the components of human resource training and development, the process of human resource training and development, problems of human resource training and development, the basics of career management, performance management and human resources training and development in Ethiopian context

2.1. The Overview of Human Resource Development

As proposed by Harris (1994:10) human resource development can be defined as ‘a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands. Human resource development activities should begin when an employee join an organization and continue through out his/her career, regardless of whether that employees is an executive or a semi-skilled line worker . Human resource development program must respond to job changes and integrate to long term plans and strategies of organization in order to ensure the efficient and effective use of resource.

Human resource development is more career related and concerns itself within a frame work that goes beyond the current jobs. In addition to this, human resource development refer broadly to the nature and direction of change induced in the employee as a result of educational and training programs. According to Mondy and Noe (1990) Human resource development is defined as a planned, continuous effort by management to improve, competency level and organizational performance through training, development and education programs, how ever HRD has been defined in different ways by various authorities the central idea more or less the same. That is human resource development activities mainly focused on training employees competence and organizational performance through training development and education. Hence, human resource development programs have to respond to job changes and integrate the long-term plans and strategies of the educational organization in order to ensure the efficient and effective use of resources. With in most formulations of human resource management, training and employee

development represent the vital if not the pivotal components (Bratton and Gold 1994:225). Human resource development is very crucial for any organizations to maintain their development. To this end, Jeep, (in Bratton and Gold,1994:225-226). Argued that the case for a strategic approach to training, development is easily made if human resource management is to have any meaning above an empty “buzz phrase, usually re-titled to human resource development, an organizations investment in the learning of its people acts as a powerful signal of its intentions.

According to Bratton and Gold,(1994:226), human resource development acts as triggering mechanisms for the progression of other human resource management policies that are aimed to recruiting, retaining and rewarding employees who are recognized as the qualitative difference between organizations.

2.2 The Concept of Human Resource Training and Development

The concept of human resource training and development is a wider term in its scope. Generally, the term human resource development encompasses the three functions which are training, development and education. Although the variation between these variables seems blurred, distinction must be made between them. Particularly that of the training and development. Thus,these three concepts are discussed below.

2.2.1 Training

Training is defined by a number of Scholars. In its broadest Sense (Cowling and Mailer, 1990:72, Milkovich and Boudreaux 1991:407), define it as a systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. The central ideas is that training activities are primarily focused on improving employees and managers performance on a current held job (Monappa and Saiyadain,1999:172, Szilgyi, 1981:348, Saiyadain, 1999:218; Schermerhron, 1989:272). It is the well articulated effort to promote competence in the public service by broadening of vision and adoption of correct patterns of behavioral among the employees with regard to their existing functional responsibilities (Goel,1993:185). It is also enables the employees to gimp there solves for senior administrative position in the future. In addition to this, Robinson (1985) States that training is learning to develop a persons behavioral pattern in the areas of knowledge, skill and

attitude in order to achieve a desired level of performance. In line with this, Kenney (1983) , said it helps an individual to learn how satisfactorily carryout the required work in his/her present job. In general, training is an activity which is directed at improving knowledge, skill and attitude of employees to create an effective match between an employees and his/her job (Saiyadain,1999:218; Szilagyi,1981:348, Monappa and Saiyadain,1999:173).

As a planned and systematic activity in imparting knowledge, skill and attitude of individuals or groups trainings are mainly meant for improving performance of individuals. Thus, with the objective of resulting in an immediate improved performance of individuals trainings are delivered relatively for a short period(Purcell,2000:1)

2.2.2. Development

The word development implies a change from one state to another in which learning and growth have probably undertaken (Holbeche,1998:231). Development activities are mainly concerned with maximizing individuals potential and capabilities that go beyond the current job requirements. It focuses on improving individuals capabilities in handling a variety of assignments (Mathis and Jackson 1997:314, Purcell, 2000:1 Attwood and Dimmock , 1996:122-123). According to Ulrich (1997:60) development program is a continuous improvement and long-term activity. A personal development is an individual improvement in all circumstances (knowledge, Skills, attitude, motivation and others) for a long time. Development helps people utilize the skills and knowledge that education and training have given them, and it embodied concepts like psychological growth, greater maturity and greater confidence. Therefore, it prepares them to keep pace with the growing and changing organization (knowledge, Skills, attitude, motivation and others) for a long time. Development helps people utilize the skills and knowledge that education and training have given them, and it embodied concepts like psychological growth greater maturity and greater confidence. Therefore, it prepares them to keep pace with the growing and changing organization (Mondy, Noe and Permian , 1999 :252) Development program benefit both organization and individual by having more capable and experienced employees who enhance the ability of organization to adapt and complete to a changing competitive environment, individuals also gain career development (Mathis and Jackson,1997:314)

2.2.3. Education

Educational activities are not directly related to current jobs (Mondy, Noe and Premeaux, 1999:270 Cartwright et al, 1988:84). Educational activities are very broad and wider in scope and are not primarily concerned with job performance (Truelove 2000:291). However, it is a process whose prime purpose are to impart general knowledge and understanding and develop the way mental faculties are used (Truelove, 2000:29 and David, 1984:143).

2.2.4. The Relationship among Training Development and Education

After recruiting and selecting new personal, the next step is training and development (Lunenburg and Ornstein, 2000:537) Some authors distinguish between the two forms of interventions Training typically refers to teaching lower-level or technically employees how to perform their present jobs while development refers to teaching administrators and professional the skills needed for both present and future positions. Moreover, according to Purcell (2000:1 and Getachew,1998: 219), training is a planned and systematic activity that is delivered relatively for a short-time scale to equip employees with knowledge, skill and attitude required for the current job while development is a long- term endeavor for maximizing individuals potential for the future. As far as education is concerned it focuses on acquisition of new knowledge, skill, and attitudes leading individuals to undertake a new job or do a different task in the future (Nadler and Wiggs,1998:6), Thus, unlike, some scholars conclude, it is difficult to associate training only applicable to employees and that of development to managers rather they are applicable to all and are complementary interlinked and inter-related parts of the same process Purcell (2000:1). Though training and development often go hand in hand, the terms are not the same. Gomez- Mejia (1995), attempts to show the relationship between training and development as training is the process of providing employees with specific skills or helping employees to correct deficiencies in their current performance while development is an effort to provide employees with the abilities that the organization will need in the future, In general, training focuses on present job whereas development focused on both current and future jobs. Moreover, the scope of training is the entire work group of organization. That is training is job specific and addresses particularly performance deficits or problems but development is concerned with the work forces skills and usefulness. The goal of training is a quick

Improvement in workers' performance, while the goal of development is the overall enrichment of the organizations human resource prepared by employees for future work demands.

2.3. Purpose of Training and Development

The main purpose of training and development being improvement of employees ability as well as effective performance. It also allows any organization better use of its human resources. Employees job satisfaction will be increased because they feel mastery of the work because of newly acquired skills and way of doing things. Hence, the purpose of training and development as to Graham (1978), is to achieve greater productivity. To have less spoiled work and few accidents, to increase greater adaptability to new methods to achieve less need for close supervision and to get greater job satisfaction results in less turnover and less absenteeism. According to Strewick (2000:315), the fundamental aim of training is to help the organizational objectives by increasing the values of its major resources namely employees.

No amount and quality of expertise and effort in external and internal staffing will ensure a hundred percent success rate on new hires or forever perfect match between job requirements and individual abilities . Thus, the purpose of employee development is to improve individual abilities and bring them more in line with existing or anticipated job requirements. Among the many, the common reason of training and development given for employees as to (2000) are to familiarize the new employees with organizational process and their jobs, to improve employees performance level, enable employees to maintain performance levels, and to prepare employees for new jobs. Furthermore , Kenney etal, (1983) and Robinson (1985),added improvement a result of training and development are increasing knowledge in the job and structure (Objective of development) . In addition to this, increase knowledge and skills in the employee's individual duties and targets, improved skills and quality of work as well as good managing relationships with superiors and subordinates, positive attitude of employee towards work and management as a result high level of job as well as attractions. Therefore, effective training and development will bring additional knowledge and skill, and changes attitude in the individual employees as well as increased effectiveness in the organization.

2.4. The Benefits of Human Resource Training and Development

Human resource training and development have a lot of advantages to both employees and organization carried out in a planned and systematic way (Welther and Davis, 1993:309). On the contrary, poorly designed and in appropriate training and development activities can be source of frustration and wastage of resources. Thus, it needs to be designed a systematic and logical way to bring about desired results. Effective training and development program have a lot of benefit. According to (Cowling and Mailer; 1981:50, Gomez- Mejia, Balkin and Caddy, 1995: 298). Some of the most important benefit of effective training and development programs are listed below

- Improved production both qualitatively and quantitatively
- Greater versatility and adaptability to new methods
- Moral can be improved as a result of achievement of consistency high standards
- Accidents scrap rates, and energy use can be reduced
- Dissatisfactions, complaints absenteeism and turnover can be greatly reduced
- Customers complaints, can be reduced as a result of improved services

According to Middleton Ziderman and Admmas, (1993). "Improving the job skills of the workforce, it could be a cornerstone of economic development in theory and practice." This implies that productivity is depending on the level of educational and training acquired by an individual. In support of this idea, Reid and Barrington (1997), state that effective training and development activity helps to enhance the achievement of organizations goals.

2.5The Components of Human Resource Training and Development

Human resource training and development can be viewed from two dimensions; training and development for employees on one hand and for that of the management on the other.

2.5.1. Management Development

Managers, like other employees have to be trained, and many of the method we have discussed to this point apply equally well to them Yet training for managers is often different in several ways. It tends to be more future oriented, it also tend to be more complex, etc. (Bratton, and

Gold, 1994:204), Management development is any attempt to improve managerial performance by imparting knowledge, changing attitude, or increasing skills. The ultimate aims of course, are to enhance the future performance of the company itself. According to Bratton and Gold (1994-204), the general management development process consists of (1) assessing the company's needs (for instance, to fill future executive opening , or to boost competitiveness, (2) appraising the managers' performance, and then (3) developing the managers (add future managers).

The future of an organization mainly lies in the hands of management (Mondy and Noe, 1990:279). In this dynamic and highly competitive environment, the survival and growth of an organization can not be realized with out having competent management. Thus, systematic development of managerial talent should be one of the primary task of organizations (Bettignies 1975:4 Walker, 1980:274; Bizuneh 1999:310) Management development is therefore , a continuous process of providing managers with a wide variety of activities and learning opportunities so as to improve their competence and performance(Kubr and Prokopenko,1989:13).

This implies developing their knowledge, skills, and attitudes in all functions at all levels and in all departments through various training and education programs in accordance with the perceived interest of an organization (Cowling and Mailer, 1981: 87, Markwell, 1983: 134: Kreiken , 1983:13 Hawrylyshyn 1983:245-6) In other areas of specialization, they must be prepared to handle and meet the complex demands of their organization (French, 1990:354) Referring the Glossary of Training Terms, Graham (1989:235-236) defines management development is a systematic process of development of effective Managers at all levels to meet the requirements of organization in doing an analysis of the present and future management requirements assessing the existing and potential skills of managers and devising the best means for their development to meet these requirements.

According to Lunenburg and Orenstein, (2000:537) School administrators need to help all personnel to fulfill their potential by learning new skills, and developing their abilities to the fullest. This shows that managers (administrators) must get training in order to help others. In support of this idea, Dessler (2003:328)

States that managers have special training needs arising from their specific responsibilities in respect of among others, controlling, motivating, appraising and disciplining their staff, planning, innovating and setting the boundaries of their department, time management and problems solving. These needs can be met through structured self development, which means learning through experience on the job perhaps with the aid of a mentor, or through a formal system of long – term training.

2.5.2 Employee Training and Development

It is believed that the effectiveness of an organization highly depends on the capabilities and competence of its employees among other things. Although it is expected that organizations carefully screen the general abilities of employees during the selection process, many of their skills are developed overtime (Mathis and Jackson,1982:256) Employees training and development can be defined as planned process of providing employees with learning experiences intended to enhance their contributions to organizational goal (Henenman etal, 1980:331 Henenman etal, 1989:419) . It has the purpose of improving individuals abilities in order to bring them in line with the existing or anticipated job requirements. So, every one's capability in each unit, section, department, etc, has to be built.

According to Strauss and Sayles (1967:548), the most effective training and development program is the one that include every member of the organization. This implies that training and development should not be confined only to a selected few. According to Henenmann, etal,1980:331), the purpose of most comely employee training and development programs include the following .

- To orient new employees to the organization and their job
- To improve employees performance on their present jobs
- To enable to maintain performance levels as their present jobs change
- To prepare employees for new jobs

2.6. The Employee Development Process

Like many other personnel/Human resource activities, employee development is best thought of as a process consisting of several interrelated phases or steps.

The process begins with a series of on going analyses to determine the extent and nature of an organization's employee development needs. With these needs clarified, it is then possible to put together an employee development plan that shows overall objectives, program priorities, and resource allocations, and indicates who will be trained in what, by whom, and when (Henenman,1989:422). Each potential trainee can then be matched with a training opportunity, which might occur in-house or out, on-the-job or off. As each program is developed, consideration is normally given to the instructional objectives that should be met, program content, and the delivery system (i.e., training technique(s)) to be used. Then the actual training take place.

Finally, there is evaluation. It is necessary to know first if the various training programs met their instructional objectives and at what cost and then to know if the total effort was successful in fulfilling the overall objectives that were set out in the employee development plan. The results of the evaluations are fed back to those who will be planning, developing, and delivering future programs (Henenman, Ibid). Generally, employee development process is described in the following major steps.

2.6.1 Identifying Employee Development Needs

The first step in the employee development process is to diagnose needs. These needs consist of actual and potential performance discrepancies that are important to the organization and that can be remedied as effectively and efficiently by training as by any other means. As this definition suggests the diagnosis phase is designed to answer several questions: (1) Does an actual or potential performance discrepancy exist? (2) Is it important to the organization? Is it correctable through training? (4) Is training the most cost-effective solution available? (Henenman, 1989:423). A need analysis should proceed the planning and execution of training program. In a need analysis school administrator and personnel department determines exactly what the staff training needs are, before designing a program to meet them (Lunenburg and Ornstein, 2000:538). Human resource development programs are used to address some need with in the organization. A need can either be a current discrepancy, such as a poor employee performance or a new challenge that demands a change the way the organization should operate (Harris and Destimone 1994:88). Training need is a gap that exists between the requirements of a given job and the actual performance of trainees. According to Dessler (2003:189), how you analyze

training needs depends on whether you are training new or current employees. The main task in analyzing new employees' training needs is to determine what the job entails and to break it down in to sub-tasks each of which you then teach to the new employee. Furthermore, the ability to identify areas in which training can make a real contribution to organizational success is crucial. This is a method of "Gap analysis", it is aimed at determining the difference of gap between actual and required performance. Generally, needs assessment should diagnose present problems and future challenges which are to meet through training and development. A need analysis typically has a three fold focus: organizational task / operational / and individual/personal/ analysis (Lunenburg and Ornstein,2000:538)

2.6.1.1 Organizational Need Analysis

Organizational need analysis is a type of need in which analyzing the needs of the entire school district now and in the future (Lunenburg and Ornstein, 2000:538), The rational objectives of need assessment, as indicated by above scholars are increasing the commitment of management and potential participants to training increasing the visibility of the training function, clarifying crucial organizational issues producing the base use of limited resources, providing program and design idea and formulating strategies for training efforts. Thus, it is a building block of a training program. In supplement of this Clark (2000), suggested that it is a basis for giving and were to questions like who must be trained, what must be trained, when should training occur, where the training takes place and how should training is provided. The purpose of needs assessment is then, to make known, more precisely than performance analysis does, what the performance problems is, who it affects, how it affects them and what results are to be achieved by training (Rothwell and Kazanas, 1998)

Performance discrepancy is the main reason why training needs should be assessed in organization. Training needed assessment is essential not only to determine on the contents of training programs to be offered but also to select the appropriate methods to need the contents effectively, furthermore, training need is said to be undertaken in an organization when there is a gap between the preset skill and knowledge of employees and the skill and knowledge they require for an effective performances (Dalziel , 1997) According to Tracey (1984) the results of needs assessment can relate training needs to the goals and objectives of the organization can link organization needs to the goals and objectives of the organization can like organization

needs to individual employees training and development needs as well as be able to identify external forces affecting the organization such as employ life style and value systems, government regulations, and economic realities. In addition to this, be able to detecting internal changes in communication, leadership styles, and power centers. Moreover, helps is the direction of analyzing the reason for high turnover and grievance rates, labor management contraction and reject rates.

2.6.1.2 Task /Operational Analysis

Task analysis and performance analysis are two main ways to identifying training needs

2.6.1.2.1 Task Analysis

Task /Operational analysis is a job analysis which focuses on the analysis of the task performed in a given organization. Task analysis requires understanding the job requirements (Mathis and Jackson,1997:262), Moreover, Mondy, Noe and Premeaux (1999:262), stress that importance and proficiency must be primarily determined carrying out task analysis. Importance refers to the relevancy of specific tasks and behaviors in particular job and the frequency which they are performed to employees competency in performing their tasks .According to Harris (1994:99) task analysis is a systematic collection of data about a specific job or group of jobs to determine what an employee should be thought to achieve optimum performance. Result of task analysis, typically include standards and the knowledge, skill, abilities and other characteristics employees and to meet the standard. Furthermore, Dessler (2003:190), suggested that task analysis is especially suitable for determining the needs of employee who are new to their jobs. On the other hand, Mondy and premeau (1999:262), stated that sources of data for task analysis could be generated from description, job specification and performance appraisal etc. Dessler, also stated that some employees supplement the job description and specification in with a task analysis record from which consolidates information regarding required tasks and skills in a form that is specially helpful for determining training requirements. As to Dessler (2003: 190-91), a “task analysis record form’ contains five types of information, such as

- Task list
- When and how often performed
- Quantity and quality of performance for condition under which performed

- Skills or knowledge required
- Where best learned

2.6.1.2.2. Performance Analysis

Performance analysis appraises the performance of current employees to determine whether training could reduce problems like excess scrap or lower output. Supplementary methods used to identify training needs include supervisors reports, personnel records, management requests, observations, tasks of job knowledge and questionnaire surveys (Dessler, 2003:190)

2.6.1.3. Personal /Individual Analysis

Personal /individual analysis is a process of analyzing the needs of individual (Lunenburg and Ornstein, 2000: 20:538), Employees' needs are identified by determining the skills, knowledge and attitudes. An employee has to develop to reform the duties and tasks of the current and future job of the organization (Tracey,1984). According to Rothwell and Kazanas (1998), any needs assessment will have to identify who is presently affected by the performance problem, how much they are affected, and where they are located in the organization. In support of this, Kubr and poropenko (1989:31), suggested that the personal/individual analysis is an important and basic which is the building block of any need assessment. Moreover, Mondy, Noe and premeaux (1999:262) and Saiyadain (1995:220), stated that individual skills, knowledge and abilities are examined mainly to determine who need to be trained and what kind of training is needed.

2.6.2 Formulating the Employee Development Plan

It might be thought as employee development needs are identified; the next step would be to develop appropriate training programs. However, since needs typically exceed available resources, it is usually necessary to formulate a strategy for meeting as many of them as possible with available staff, facilities, and funds (Henenman, 1989: 427). The allocation process is conceptually straightforward. First, overall objectives are set, for example, to bring all first level supervisors up to date on their equal employment opportunity obligations, to provide all fast-track managers with the training called for by their career development plans, and the like.

Then employee development needs are assigned priorities, resources are allocated in priority order until they are exhausted, and surviving in-house programs are integrated in to a working plan (Henenman, Ibid) According to Henenman (1989:428), once priorities are determined, they may be codified in the form of an employee development plan that shows (1) who will be trained? (2) the programs, (3) time frames, (4) person (s) responsible, and (5) resources and facilities to be used. Some plans are laid out for specific individuals, but most are organized around programs. Program listings and time frames may be communicated through various channels.

2.6.3 Designing Training and Development Programs

This is derived from actual priority training needs. The subject matter needs to reflect the needs analysis. Resources from physical location, Money, staffing , abilities of tutors and line managers as trainers, and the use of external assistance have to be taken in to consideration (cowling and mailer, 1990:78) . They also added that, the trainees, their level of expertise, prior knowledge and level of expected commitment should be added to the design criteria. Learning objectives should be derived from the training needs, and effective principles of learning must permeate the whole of the design phase. According to Goel (1993:187),designing a useful training programs requires a systematic thorough and critical enquiry in to the operational needs vis-a vis the training design. He also suggested that a training program should be prepared with three levels in view.

- The real level of existing knowledge
- The level of knowledge which should normally be required at the time of recruitment
- The level of knowledge describes in order to obtain the maximum return. As Goel states a training program should, therefore, be in two distinct parts: (a) A normal program definitely to bring the trainee up to the normal recruitment levels which means a program designingly a difference between level(1) and level (2) (b) A normal training program should correspond to the difference between the recruitment level (2) and (3) . Moreover, as to Henenman etal (1989:428) once an employee. Development plan is drawn up, it is then necessary to design the various training programs that will be offered or to rework, if necessary those that have been offered before.

In each case, this involves setting training objectives, determining programs content, and deciding on training methods and techniques. The design work may be done by specially designated training professionals, especially for programs to be offered several times, or left to individual instructors.

2.6.3.1. Setting Objectives of Human Resource Training and Development Programs

As to Goel (1993:185) , the objective of the training is to provide an individual with the knowledge of the environment or ecology under which he is to function; the knowledge administrative management to achieve optimum performance and cultivation of necessary attitudes. In addition to this, clack (2000), defined as to what the learners will be expected to do once, they have completed specified course of instructions. He also added that training objectives describe the condition, behavior(actions) and standard of the performance for the training settings. According to Kelly (1990) without well constructed learning objectives, trainers do not supposed to know what to train trainees, do not know what they are supposed to learn and managers do not know why they are paying for the training.It is possible to infer that special attention should be given in seting objectives of the training, other wise, it would be night mare to attain the desired goals. In support of this idea, Tracey, (1984), stated that part of wastage that occurs in training is directly because of objectives, even if valid, have not been stated in terms of what permits development of optionally effective training programs . Every type of training consists or combination of the following objectives. These are cognitive, affective and psychomotor objectives. Cognitive objectives focus on increasing learner knowledge while effective objectives focus on changing learner's attitudes, and psychomotor objectives focus on building skills (Rothwell and Kazanas, 1998). Thus, before training begins, the objectives of the training should be prepared, approved and broadcasted. Furthermore Armstrong (in Stredwick , 2000:315), Set out three. Specific training objectives as listed below:

- To develop competences of employers and improve their performance
- To help people grow with in the organization in order that, as far as possible its future need for human resources can be met from with in the organization

- To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and to ensure that they become fully competent as quickly and economically as possible.

2.6.3.2. Developing the Contents of the Human Resource Training and Development

Program

Most of the time, a question “what is to be learned?” comes in mind before any training program is delivered. In establishing the content of training programs, the scope of the organization operations, its budget limitations, and philosophy must be considered (Otto and Glaser, 1970). In addition to this, training designers may find it helpful to use a checklist as a decision and on those occasions. In designing a training program, the concerned bodies must identify, organize and sequence the subject matter (content) which is going to be taught. Watson (1979), suggest that by indentifying and grouping in to topical areas, related concepts and techniques, the learning process is made easier because it helps trainees to focus their attention and specific and limited subject area, and allows them to digest closely interrelated ideas at one time. The careful sequencing of topics to be taught can serve purposes beyond assuring the logical presentation of concept (Rothwell and Kazanas, 1998). Moreover, Watson, (1979), on his part suggested the content of training program as follows:

- **Identify the topic areas** that should be covered to reach the stated objectives specifying key points and specific concepts and thinking processes that should be learned
- **Determing the emphasis** that should be given to each topic and the specific objectives with in each topic
- **Sequencing the topics** so that they fit together in a logical progression and build on one another to form a systematic whole and
- **Establishing a learning pace**, that is stimulating and fully in pact on similarly, Goel, (1993:186), states that the training courses (contents) generally include the following aspects.
 - **Job aspects:** knowledge of the job, that has to be supervised, planning procedures, work analysis, work analysis of the services.
 - **Human aspects:** skills to improve, motivation to increase the productivity of the personnel, working in the organization

- **Organization aspects:** The knowledge of the organization, the use of records, communication skills, etc.

2.6.4 Selecting Methods and Techniques for Human Resource Training and Development

Training and development methods are the means which enable to change the designed program in to practice. After all activities are completed, the appropriate methods that is pertinent to a particular situation or appropriate to program should be selected (Monappa and Saiyda, 1997:298). According to Werther and Davis (1993:315) ,the selection of the best method depends on cost effectiveness, desired programs content appropriateness of facilities, trainees interests, training preferences and capabilities and learning principles. The training method has to include , the training objective ,content and the interest of the trainee. To this end, Singh (1996) , Suggested that the training method has to consider the knowledge, skills views and attitude of trainers, the instructional space, the number of trainees, the amount of time assigned and the availability of training materials There are varieties of training methods used. As to Mbamba (1992) and Warshauer (1988), Some of the major ones are: lecture and discussion methods, case study method, self-instruction , programmed instruction methods, field training methods, in – basket /in tray/ methods, field training methods, distance/correspondence training method, simulation and games methods, the jury smaller group method and role playing method.

Training can take place either on-the Job or of –the –Job and it can be delivered through a variety of techniques such as slides and video tapes, computers, simulations, virtual reality and class room instructions. The common types of training offered using these techniques are skills training re-training, Thus, there is no one best method of training to work as all situations ,rather it should be chosen by considering different techniques and conditions to meet the stated objectives of the training. In support of this, warshauer (1988), suggested that a trainer has to select the method or a combination of methods considering the training purpose and other variables. According to Henenman, etal (1989:432), with instructional objectives and program content firmly in mind, consideration can be given to the techniques that will be used for the actual training. Deciding on the best approaches is more art than science.

The decision is often constrained by the number of people who must be trained, budgetary considerations, the availability of facilities and technologies (e.g audio visual aids, computers, and so on) and the experience and flexibility of the trainers. With respect to techniques, program designers must first decide whether training should take place off- the -Job or on. With in these two broad categories. Choices must then be made about specific approaches. (Henenman etal,1989:431) These two techniques are listed below.

2.6.4.1 On –the- Job Training Techniques

On-the-Job training is often used to supplement off-the -Job training in the interest of facilitating otherwise often elusive improvement in job behavior and organizational results. As to Henenmen, (1989:438), on – the – job employee training and development methods and techniques are stated below.

a. Coaching:-This method has been described as the process of ensuring that employee development occurs in the day-to-day supervisor –subordinate relationship Basically, in coaching, the supervisor acts much as tutor in an academic setting. His/her function is to serve as a favorable role model and to facilitate the learning process by providing guidance assistance, feedback and reinforcement.

b. Job Instruction Training (JIT) it consists in training the supervisors who in turn train the employees (especially white and the collar employees as well as technicians). Supervisors are trained to follow instructions such as

- Preparing the trainee,
- Demonstrating the job
- Having the trainee perform the jobs and
- Checking frequently the trainee’s performance

c. Special assessments: A common methods of employee development, involves putting trainees on special committees, projects, or jobs usually on a temporary basis often the purpose is to give the trainees an opportunity to work on special problems to which they are faced otherwise would not become exposed. This approach often is combined with coaching.

d. Job rotation: Involves the systematic movement of trainees through a predetermined set of jobs. Usually with the objective of providing exposure to many parts of an organization and to a variety of functional areas, it may be combined with coaching at each step.

Often newly hired college graduates are involved in job rotation before receiving permanent assignments. Another common usage to provide broad exposure to fast track managers whose career plan suggests they will reach general management positions.

2.6.4.2 Off-the-Job Training Techniques

Ultimately the learning needs to be dovetailed in to the job. Off-the-job learning, physically removes from the place of work, may result in more effective learning in systematic fashion with fewer obstacles to learning although transfer back to the work place can be more difficult (Cowling and Mailer, 1990:75). In support of this, Schermerhorn (1996:256) stated that it is set of activities done outside of the work setting which provide the opportunities to acquire and improve job related skills. He also defined that unlike on-the-job training, off-the-job training is conducted not on the actual workplace. It is commonly offered for management or professional development in the form of formal courses (workshops, seminars, etc). Thus, trainees can learn in an uninterrupted environment employing special tools and equipment (Graham, 1989:216; Gomez Mejia, Balkin and Candy, 1995:301). However, off-the-job training has also its own disadvantage. First, what is learnt may not be transferred back to the job as the classroom situation and equipment used might be different from the actual job situations. Second, there is a risk that some employees may consider it as an opportunity to enjoy as a result of which real learning may not take place (Gomez-Mejia, Balkin and Candy, 1995:301). Third, it may involve higher costs (Kerrigan and Luke, 1987:184).

The major types of off-the-job training techniques are divided into three broad categories (Hemenmann, et al, 1989:432-3). These are indicated below.

1. Information presentation techniques: Designed to impart information with a minimum amount of activity by the learner. In these categories the following methods and techniques are included.

- Reading list
- Correspondence course

- Film
 - Lecture
 - Panel discussion
 - Programmed or computer-based instruction, materials to be learnt steps either in a booklet or on a screen. Learners move at their own pace, answering programmed questions when ready. Answers are all immediately “graded” correct response are reinforced and learner moves to new materials. Incorrect response require that the material be repeated.
- 3 **Information processing** : Designed to involve groups of learner in the generation and discussion of material to be learned. The method and techniques of this category are:
- **Conference of discussion group:** A problem is presented to a group of learners who are expected to discuss the issue and reach a conclusion. Usually a leader provides guidance and feedback .
 - **T (training) group** : Similar to the conference or discussion group technique / except that attention is focused on the behavior as part of the group rather than on a substantive problem. Emphasis is on open and honest communications, especially concerning personal feelings.
- 4 **Simulation techniques:** Designed to represent the work environment to a great or lesser degree and to actually involve the learner(experiential learning). In this category the following methods and techniques are included
- **Incident /case:** Similar to the conference or discussion group technique, except that real organizational problems rather than general problems are used as the basic stimulus for discussion
 - **Role Playing:** Trainees are assigned and act out organizational roles, usually followed by trainer or group feed back. Some times involves role reversals for example, a white supervisor playing the role of a minority employ and vice versa.
 - **In- basket:** The trainee assumes a role and makes a set of decisions as presented in an in-basket filled with customer complaints operating problems, personal difficulties, and the like in follow up discussion the trainee receives feed back from the trainer
 - **Vestibule:** A duplicate work operation is set up independent of the usual work site. Trainees learn under realistic situations but apart from production pressures

- **Mock-up** The essential aspects of work environment are duplicated usually in a manner that allows specific problems to be introduced. Classic examples is the link trainer used to train air line pilots.
- **Business game:** Attempts to simulated the economic functioning of an entire organization either manually or a computer. Trainees make decisions concerning market strategies, pricing, staffing levels and so forth and observe the results on sales, profits, and so on Obviously, it is difficult to judge that one method of training is better than the others. Because different individuals prefer various methods to learn. To this end. Cartwright, et al .(1993:89). Stated that “it is necessary to be aware that there are four different ways in which individual learn and learning can be enhanced if the right

approach is used for different individuals” Cartwright (1993:89; Foot and Hook, 2005: 198) also suggested that learning cycle as follows:

- **Activist(experience)** They learn best when they are experienced and faced in problem especially where they are short term results to be gained
- **Reflectors (evaluating)** They learn best when they are encouraged to evaluate an activity and they are given plenty of time to think before going on to next activity.
- **Theorists (conceptual ions)** They learn best when they can see how the task fits in to the whole and they are directed to the theoretical background to event.
- **Pragmatists (experimenting)** They learn best when they are concentration practical and they can see the link between theory and practice.

2.6.5. Implementation of Human Resource Training and Development Programs

Simply designing an appropriate training and development program is not enough to carry out a successful training and development program, so it has to be implemented properly. According to Campaigns (1989:128), training program implementation involves three activities and executing the program. Planning the program for implementation, preparing and organizing program activities and executing the program. Planning the program for implementation has the task of producing master plan and identifying and mobilizing the resources for implementation. Campaign(1998:130), explains that the master plan helps to prepare a number of activities in a systematic way which in turn helps to monitor the progress of each preparatory activity obviously, training resources mainly include human (trainers and support staffs) financial

(operational budget) and material (teaching and residential facilities training equipment etc.) The other important activities that should be performed regarding participants, trainers, time, place, facilities organizer and budget (Campagna 1998:128-2 In supplement of this idea, coving and Mailer (1990:70-80), suggested that the implementation stage is derived from the needs analysis and design /development stage. They also added that the relationship between ‘on’ and ‘off’-the-job training needs to be examined by raising the following questions:

- Is there use in a half way house with some simulated workshop for technicians or aero plane cock pit for pilots?
- What are the limits of ‘off-the – job’ learning?
- Do external courses really meet out needs?
- Can we buy in ready-made packages for out need?
- What is the cost of external consultant ?
- How can we measure on the job training?
- Can we designate ‘line training managers or do we need to develop all managers in ‘training the trainer’s programs?

Furthermore, Robinson (1981) States that learning will be fruitful when individuals need to have motivation to learn, capacity to learn and perform, skilled guidance and opportunities and facilities. According to Noe, etal(2007), effective training communicates learning objectives clearly present information in distinctive and memorable ways and helps trainees link the subject matter to their job. Training and development program implementation involves action on deciding the location and organizing training and other facilities, scheduling the training program, conducting the program and monitoring the progress of trainees (Vohara, 2006). As to saiyardain (1995) it involves choice of participants, whether they should be sent to an external program or the organization offer an in-company program.

2.6.6. Evaluating Employee Development Programs

Evaluation is the final formal phase of employee development process. According to (Henenman etal,1989:44), evaluation actually takes place at two levels. First, to determine if the various training programs were successful. Second, to assess the extent to which the overall employee development process met its goals. Evaluation results can be made available to those

responsible for developing and carrying out future training programs and employee development efforts in an attempt to facilitate improvement (Henenman, Ibid). trainers and employee development managers are often sharply criticized for not doing better jobs of evaluating their programs. In point of fact, however they probably are no worse than other P/HR specialists and managers in this respect, and most of them undoubtedly do about as much as can be expected given the pressures of their jobs and the resources at their disposal.

2.6.6.1. Evaluating Training and Development Programs

Evaluation is a process of obtaining information and using it to make judgments and decision (Mbamba, 1992). It is extremely important stage in the training cycle(Foot and Hook, 2005:218) It enables managers to see whether this is the best method for reaching the goals have been met In support of this, Kempton(1995), states that evaluation is needed to identify whether a training program is accomplishing its assigned objectives and to identify strengths and weakness of training activities. Training and development is designed and conducted to bring changes both in the organization and individuals performance. However, many training and development professional did not evaluate the result of their training and development at the end of the courses (Foot and Hook,2005:218). Thus, human resource management should evaluate the impact of training and development programs using different techniques and criteria. Thomson (in Foot and Hook, 2005:219).Evaluating training is a way of combining the assessment of the impact of training and development, while raising the profile and influence of human resource training functions. The most common methods of evaluation the training program are participant reports, measures of changes in knowledge, skill, attitudes or performance, trainers reports, and observer reports.

In addition to this, Gomez-Mejia, (1995) , summarized that in whatever criteria you measured the training program the result should reflects the needs for which the training was designed. For instance, a training program that is designed to workers efficiency might be assessed in terms of its effect on productivity or costs but not in terms of employee satisfaction. Moreover, many scholars agree that the assessment of training program should be on continuous based at each stage. Regarding this point, Clark (2000), suggested that the assessment of training program is a performance during the assessment, design and implementation phases. Silverman (1990) also added that the evaluation of a training program could be held by obtaining feedback and

evaluation data on continuous bases to make adjustment at early stage of training Furthermore, Clark, (2000) , Robinson (1985) Tracey(1984), Silverman (1990), agreed that the main purpose of evaluating the training program is to collect and document learner's performance during the training and comparing it what the on job performance. One can judge the training programs appropriateness, comprehensiveness, and adequacy of its content. Hence, the personnel and training officers must pay due attention to identify learning gaps and how they can be filled to get maximum benefit from training contents and to organize the imported knowledge through training more effectively (Rothwell and Kazanas, 1998 and Dalziel, 1997).

Training and development program can be evaluated in different angles by various authorities, concerning this, Bratton and Gold (2003:212) suggested that the following four basic categories of training out comes:

- **Reaction:** evaluate trainees' reactions to the program. Did they like the program? Did they think it worth while?
- **Learning :** Test the trainees to determine whether they learned the principles, skills and facts they were supposed to learn.
- **Behavior:** Ask whether the trainees on-the-job behavior changed because of the training program. For example, are employees in the store's complaint department more courteous toward disgruntled customers?
- **Results:** probably most important, ask: what final results were achieved in terms of the training objectives previously set? Did the number of customer complaints about employees drop? Did the reject rate improve? Reactions' learning and behavior are important. But if the program doesn't produce results, then it probably hasn't achieved its goals. If so, the problem may be there in the program.

Any one has to remember that the results may be poor because the problem could not be solved by training in the first place.

2.8. Problems of Human Resource Training and Development

Obviously, there are various factors which affect human resources training and development. According to Milkovich and Boudreau (1991), the most commonly cited reason for training failures include lack of management support and reward for the new behaviors, and lack of

employees motivation. Some other factors, include: no on-the-job rewarding for behaviors and skills learned in training, insufficient time to execute training programs, work environment does not support new behaviors learned in training inaccurate training need analysis, training needs changes after program had been implemented and insufficient funding for training program. Furthermore, most of the training and development problems in human resource training and development are in adequate need analysis, trying out fad programs of training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of trainer among those who lead the development activities, using courses as the road to development, encapsulated development, attitude of managers availability of resources and financial problems. Moreover, the factors that hinder the effectiveness of training program are related to the trainer, the training program, organizational constraints, and rigidity, and the nature and psychology of training development program (Sah,1991).

2.9. The Basics of Career Management

Career is designed as the occupational positions a person has over many years. **Career management** is the process for enabling employees to better understand and develop their career skills and interests more effectively (Dressler, 2005:250) Also career development and career planning are the basics of career management Employers have a significant impact on employees careers, thoroughly their effects on the HR process. Recruiting selection, planning, training, appraising, rewarding, promoting and separating the employees all affect the person's career, and therefore career satisfaction.

2.9.1. Career Development

It is the life- long series of activities that contribute to a person's career exploration, establishment, success and fulfillment (Dessler,2005:350) career planning is the deliberate process thoroughly which some one becomes aware of personal skills, interests, knowledge, motivation, and other characteristics, and establishes action plans to attain specific goals(Dessler, 2005:350). Moreover career development programs tend to have a new focus today. Corporate career development programs used to focus on the employee's future with that particular firm-in other words, on managing the person's career with the firm. (Dessler,2005:351).

On the other hand today the reality most people is that they will have to change employee (and perhaps career) several times during their work lives. The emphasis how is thus on facilitating self-analysis, development and management. As it is stated by Dressler, providing employees with the career planning tools they need benefits all concerned. It also gives the employee the prospective he or she needs to understand and his / her career options, and what he/ She can do to use the most attractive ones. And to the extent that the person move more mobile and more likely to achieve career success (Dessler,2005:352). Moreover the career development partnership provides several function for the employees. As dessler puts "if employers provide the tools, environment, and skills development opportunities for employees, and then employer are better equipped to serve the company and build it to its potentially."

Career development may also cultivate employee commitment often, one of the best things an employer can do to maintain employee commitment is to emphasize how the company will partner with the employees in continually developing his or her skills and knowledge. To this end, Dessler (2005:351), stated that the most attractive proposition an employee can make today is that in five years the employee will have more knowledge and be more employable than now. That should be the acid test for any career development program."

In reality priorities are seldom resulting, first priority typically must go to employee development needs that are legally or contract required (such as programs to upgrade women and minority or apprenticeship programs for trade union members). After their needs are met, however, patterns becomes leads clear cut as resource and sometimes delicate political conditions come in to plays. Furthermore, Henenman, states that decision makers must balance many factors-estimates of benefit cast ratios, estimates of probable programs success, managers' demands, and employees desires-using a really does of processional judgment According to Henenman) (1989:428), once priorities are determined they may be codified in the form of an employee development plan that shows) (1) who will be trained, (2) the programs, (3) time frames, (4) persons responsible, and (5) resources and facilities to be used Thus, some plans are laid out for specific individual, but most are organized around programs.

2.10. Performance Management

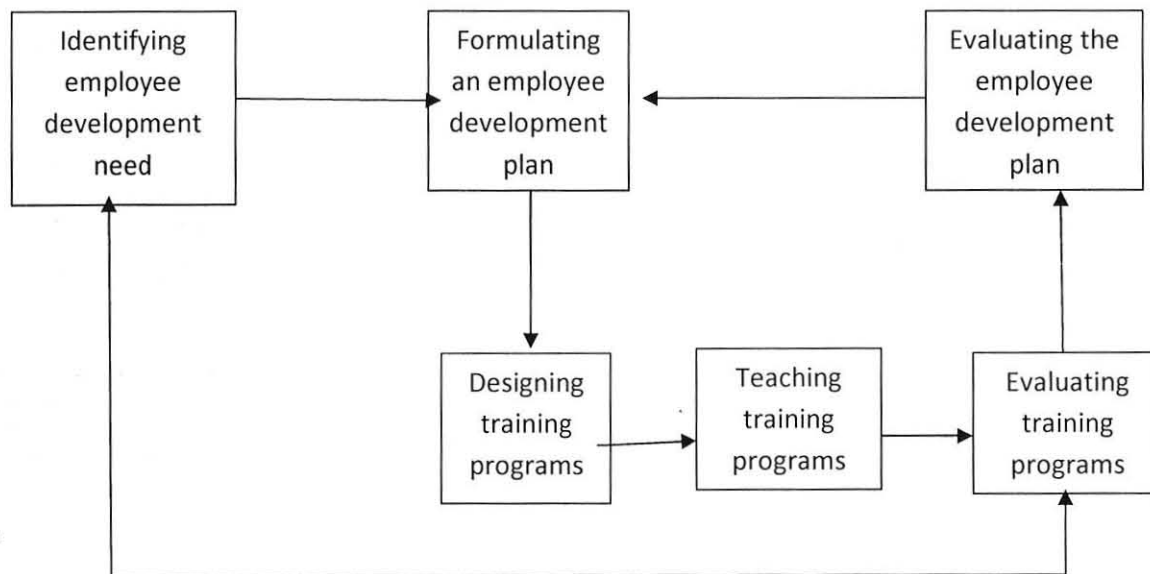
Performance management in the process employers use to make such employees are working toward organizations goals. Training also plays a key role in the performance management process. It means taking on integrated goals oriented approach (Dessler, 2005:270), Taking a performance management approach to training means that the training effort must make sense in terms of what the company wants each employee to contribute to achieving the company goal.

2.11. Human Resources Training and Development in Ethiopian Context

The Ethiopia government has been increasingly concerned with developing a civil service with the capacity to achieve greater efficiency and responsiveness in developing public service as well as providing and enabling environment for other sectors of the company. This becomes paramount in the face the need for present management of resources and global development at new managerial strategies which provides better results with learner resources (Temesgen,2009). The new civil service management system is aimed at providing services that meet the needs of the citizens and not the convenience of service providers (FDRE, 2001). In the Ethiopian context, human resource management (HRM) in civil service has been concerned mainly person net advices and practices with little attention to strategic management aspect (FDRE, 1997). This failure to see the strategic role of human resource leads to the deterioration of competence in the civil service. Even though there are certain improvements. On the other hand, the FDRE, is focusing attention on human resource development because without a high quality of education and training system, the skills required to support economic, political and social development could not be achieved and sustained (Temesgen, 2009) According to FDRE, (2001), the major factors for inadequate training and development of civil servants are lack of human resource development policy and failure to embrace strategic approach to human resource management. Human resource development policy is a set of comprehensive contextual guide line on training, education and development aimed at promoting optimal capacity for all civil servants (FDRE, 2001). Operational training and development plans of the various ministries must be derived from the overall educational policy on human resource development. Addressing the gap in human resource development for the civil services becomes very urgent more. So, in the light of the on-going civil service reform program, the infusion of the efficiency and effectiveness in to the Ethiopian civil service is required to consolidate the gains of the reforms.

The overall objective of training and development civil servant is to ensure that the service is continuously staffed with highly skilled and knowledgeable personnel to provide excellent service (FDRE, 2001). This shows that human resource development is very crucial for any sector in order to be productive. To ensure the significance of TVET, priority should be given to the recruitment and initial preparation of adequate number of well qualified instructors /trainers, and administrators and guidance counselors. The provision of continuous professional training through out their career and other facilities to enable them to function effectively is strongly vital. UNESCO and ILO (2002:43) suggest that technical and vocational education trainers should possess the appropriate personal, ethical, professional and instructional qualities, and strong initial preparation that will enable them to operate in and adapt to a dynamically changing scientific, technological and social environment. Instructors for occupational fields should have relevant qualifications. Generally, TVET instructors should have thorough knowledge of their subject matter and teaching methodology, utilizing modern technological devices, supervision instructional leadership and research method. To this effect, Ethiopian TVET college understudy are not in a position of as indicated above. In other words they do not fulfill adequately the requirements mentioned above.

The Employee Development Process



Source:- Henenman , G.H.etal (1989:422)

Chapter Three

2. Research Design and Methodology

This chapter deals with the research design and methodology. It includes source of data, sample population and sampling technique, data gathering tools, procedure for data collection, and method of data analysis.

3.1. Research Methodology

The purpose of this study is to assess the practices and challenges of human resource development in four government TVET colleges in Addis Ababa. Thus, descriptive survey method was employed in this study. This method was selected because it is an appropriate method to describe the existing situation of the human resource development programs in the TVET colleges under study and also it helps to obtain opinion from large number of respondents. Moreover, it deals with the relationships between variables, the testing of hypothesis, and the development of generalizations, principles or theories that have universal validity. It is concerned with functional relationships (Best and Kahn, 2004:106).

3.2. Source of Data

In this study, the two sources of data the primary and the secondary sources were used. The primary data were collected from different respondents (four government TVET college teachers, deans, vice-deans, human resource training officers and other non-teaching staff members) by using questionnaire, interview, observation and focus group discussion. The secondary data were collected from reports of research studies from books, and journals from available reports and documents.

3.3. Sample and Sampling Technique

The study focused on human resource development practices and challenges of four government TVET colleges of Addis Ababa. Different sampling (probability and non-probability) techniques were employed to select the area of study and the respondents .To this end, out of the seven government TVET colleges in Addis Ababa, four were selected by using simple random

Sampling technique. This technique was used because it gives equal chance to all elements to be included in the study. The selected government TVET colleges account for 57% of the total government TVET colleges of Addis Ababa. Moreover, these colleges were chosen by considering sub-cities, geographical location, material availability, the time of establishment (old and new), employees' experiences and other facilities. The respondents from each college were selected by using different sampling techniques. Out of 634 teaching staff, 192(30.3%) of teachers (males and females) were selected by using stratified followed by simple random sampling techniques. Stratified sampling was employed because sex has been considered. In this case, 48 respondents from each college were sampled by using quota sampling technique with the assumption that these number of teachers would be representative and with the hope that the information obtained from them would be reliable. Moreover, 4 deans, 4 vice-deans, 4 human resource training officers from each sample college were included as respondents by using purposive sampling technique. Because purposive sampling technique is useful in situation where student researcher need to reach a target sample quickly and where sampling for proportionality is not the primary concern. Furthermore, 12 non-teaching staff members were selected by using availability sampling technique.

3.4. Data Gathering Tools

In order to obtain information pertaining to the subject of the study, different instruments like questionnaire, Structured interview, observation of documents and focus group discussion were employed. Questionnaire was used because it is suitable for collecting factual information, opinion and attitude from large population. It is also an opportunity to establish reports, explain the purposes of the study and explain the meaning items that may not be clear (Best and Kahn, 2004). Both close- ended and open-ended items were prepared in English. As it is expected that the respondents could be at least college/ university graduates to understand and respond questions written in English. The questionnaire contains two parts. The first part was about the general characteristics of the respondents. The second part contains issues related to the study that includes, organizational plan, human resource training and development needs assessment, human resource training and development objectives, human resource training and development methods, selection criteria for training and development, human resource training and

development evaluation, and major problems related to human resource training and development programs

Before the final form, the questionnaire was pre-tested within small groups that have similar characteristics with actual respondents of the study. To this end, twenty questionnaire were distributed to Nefas-silk TVET college teachers and sixteen were filled and returned. Thus, to select good items that measure the true aspects of the variable, all the items in the tables were checked by using alpha test. With this regard, the alpha coefficient was calculated for all tables (II,III,IV,V,VII and VIII) and obtained the results $\alpha > 0.50$ which means strong and reliable. But in case of table VI, $\alpha < 0.50(0.40)$ and this table was refined (Modified) see appendix "E" for more clarifications. The other items (out of the tables) have been checked for the reliability. To this effect, some items on the questionnaire that were not responded by most respondents were modified. This helped the student researcher to check the appropriateness of the items contained in the questionnaire. Expertise in the field were consulted. 192 questionnaires were distributed to teaching staff excluding deans, vice-deans and other non-teaching staffs and 176(92%) were filled and returned. Besides, structured interview was conducted to get additional information from college deans, vice-deans and human resource training officers.

Furthermore, information regarding practice and problems of human resource development programs were obtained through document observation and focus group discussion. There were four focus groups and each group was consisted of 3 non-teaching staff members. The members of the group were randomly selected from the colleges understudy.

3.5. Data Collection Procedures

Having identified the targeted TVET colleges, the student researcher prepared questionnaire, interview guide questions, questions for group discussion and check list for observation to collect relevant information. And contacts were made with the heads of these TVET colleges. Then, after securing the necessary permission the list of work processes were obtained. See appendix "F" for more clarifications. Following this, teaching staffs were expected to fill out the questionnaire. Four assistant data collectors were selected for each sample TVET college .

The selected assistant data collectors were oriented on how to administer and collect the questionnaires. Before it was going to be administered to respondents a pre-test was carried out as indicated above. The questionnaires data were collected by assistant data collectors. With regard to interview, structured interview questions were prepared and conducted with four deans, four vice-deans and four human resource development training officers. Checklist was prepared for document analysis and some questions were prepared for focus group discussion.

3.6. Method of data Analysis

In this study, the quantitative and qualitative analytical procedures were employed. Accordingly, percentages and mean were used to analyze the rating scale and close-ended questionnaire. On the other hand, information gathered through open-ended questions, document observation, interview and focus group discussion was described qualitatively.

Chapter Four

4. Data Presentation, Analysis and Interpretation

This chapter deals with presentation, analysis and interpretation of the data that is categorized in to two parts. The first part presents the characteristics and background of the sample population involved in the study in terms of sex, age, educational background (qualification), area of study, name of training department, subject of teaching, levels of teaching and years of service (experience). The second part deals with the analysis and interpretation of the data obtained from the respondents on the human resource development practices of the four government TVET colleges in Addis Ababa. In line with this, data collected through questionnaire were tallied tabulated and quantified numerical values were multiplied by correspond values assigned to the degree of agreement, The number of respondents to obtain the rating mean divided the product. On the basis of percentages and mean, interpretation were made and conclusion drawn on the bases of basic questions.

4.1. Characteristics of the Respondents.

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. For the convenience of the description and understanding the characteristics of the respondents presented and analyzed by two independent tables. Thus, the table (1a) contains about the characteristics of respondents by sex, age, qualification and area of study. Table (1b) also contains name of training department, teaching subject, level of teachers' experience in TVET.

Table 1a. Characteristic of Respondents

No	Item	Classification	Respondents	
			No	%
1	Sex	Male	108	61.36
		Female	68	38.64
		Total	176	100
2	Age	20-29 Years	90	51.14
		30-39 Years	33	18.75
		40-49 Years	20	11.36
		50 and above	33	18.75
		Total	176	100
3	Qualification	Diploma	5	2.84
		BA/BSc	141	80.11
		MA/MSc	30	17.05
		Total	176	100
4	Area of study:- a) Major	Educational Planning and Management	10	5.68
		accounting	18	10.23
		IT (Information Technology)	15	8.52
		Construction Technology	18	10.23
		English	11	6.25
		Mathematics	11	6.25
		Others	93	52.84
		Total	176	100
	b) Minor	English	6	20.69
		Physics	5	17.24
		Banking	3	10.34
		Textile	2	6.90
		Amharic	2	6.90
others		11	37.93	
Total	29	100		

According to table 1a of item 1, 108 (61.36%) of the respondents were males while 68 (38.64%) were females. This reveals that government TVET colleges teaching positions are male dominated. As it is indicated in table 1a item 2, 90 (51.14%) of the respondents were in the age level of 20 to 29 years, 33(18.75%) were 30 to 39 years, 20 (11.36%) were 40 to 49 Years and 33 (18.75%) were at the age of 50 years and above .This reflects that the trainers are at important age to serve long time. As far as qualifications (educational levels) of trainers were concerned, 141 (80.11%) were first degree holders, 5 (2.84%) were diploma holders and 30 (17.05%) were second degree holders. This indicates that the colleges under study have insufficient qualified number of trainers to produce capable and well skilled trainees to be self employed. Table 1a of item 4a, shows the area of study. Accordingly, 10(5.68%), 18(10.23 %), 15 (8.52%), 18(10.23%), 11(6.25%), 11(6.25%) and 93 (52.84%) of the respondents have studied Educational Planning and Management, Accounting, Information Technology, Construction

Technology, English, Mathematic and other subjects as majors respectively. This tells us that the trainers have come from various fields of study. item 4b of table 1a, reveals that 6 (20.69%), 5(17.24%), 3(10.34%), 2(6.90%), 2 (6.90%) and 11(37.93%) of the respondents studied English, Physics, Banking, Textile, Amharic, and other subjects as minor respectively. From this one can understand that if there is a shortage of trainers who studied the major subjects, the gap could easily be filled by these minor studied trainers

Table 1b. Characteristic of Respondents

No	Item	Classification	Respondents	
			No	%
1	Name of training department	Construction Technology	27	15.34
		accounting	20	11.36
		English	18	10.23
		IT (Information Technology)	14	7.95
		Human Resources Management	11	6.25
		Others	86	48.86
		Total	176	100
2	Teaching subject	IT (Information Technology)	22	12.51
		English	19	10.80
		Mathematics	14	7.95
		Purchasing	10	5.68
		Drafting	9	5.11
		Human resource management	9	5.11
		Others	93	52.84
Total	176	100		
3	Level of Teaching	a/ level III	45	25.57
		b/ level IV	68	38.63
		c/ level V	1	0.57
		d/ all levels	17	9.66
		e/ level III and IV	45	25.57
		Total	176	100
4	Experience in TVET	0-5 Years	80	45.45
		6-10 Years	71	40.34
		11-15 Years	20	11.36
		16-20 Years	3	1.70
		21 and above	2	1.14
		Total	176	100

Items 1, on table 1b, indicates the respondents department in which they have been offering training .The majority 27 (15.34%) of the respondents were from construction technology, 20(11.36%) of the respondents were from accounting, 18(10,23%) of the respondents were from English, 14(7.95%) from IT (Information Technology) , 11(6.25%) from HRM and the others 86(48.86%) of the respondents were from various departments. Item 2, on the same table indicates teaching subject(s). Accordingly, 22(12.51%) of the respondents were teaching information technology (IT), whereas 19(10.80%) of the respondents were teaching English, Still 14(7.95%), 10(5.68%), 9(5.11%), 9(5.11%) and 93(52.84%) of the respondents were teaching mathematics, purchasing , drafting, human resource management and other subjects respectively. As indicated in item 3 of table 1b, 45(25.57%) of the respondents were teaching level III, 68 (38.63%) of the respondents were teaching level IV, 45(25.57%) of the respondents were teaching level III and IV, and only, 1(0.57%) of the respondents were teaching level V, and 17 (9.66%) of the respondents were teaching all levels. Item 4, on the same table, show respondents' experience in TVET. Accordingly, 80 (45.45%) of the respondents served only 0-5 years, 71(40.34%) of the respondents served 6-10 years, 20 (11.36%) of the respondents served 11-15 years and the others 5(2.84%) served 16 and above years. This shows that the majority 80 (45.45%) of the trainers /instructors / have low experience

4.2 Analysis of variables related to the practices and problems of human resource development

Under this part data gathered by various instruments regarding HRD practices and problems were presented, analyzed and interpreted based on the basic questions as indicated in the chapter one.

4.2.1. Interpreting Training and development plan in to organization plan.

Each civil service organization is established with the objective of achieving some specific purpose with this ultimate objective, each organization is expected to have operational plan that comprises strategies in training and development of human resource as indicated in the table below.

Table 2. Responses on the availability and integration of organizational plan

No	Items	Respondents						\bar{X}
		1	2	3	4	5	Total	
1	The college has clearly defined operational plan	18	56	45	33	24	517	2.94
2	The objectives and guiding principles of the plan are well communicated to all members of the college	29	57	43	31	16	476	2.70
3	The college has clearly defined human resource development plan	9	72	55	29	11	489	2.78
4	The college's human resource development plan is incorporated in the annual plan.	15	67	52	72	15	479	2.72
5	Each department /office has clearly defined implementing strategies in achieving the over all objectives of the college.	19	70	41	35	11	477	2.71
6	Each department/office training and development plan is incorporated in to the over all college's plan.	21	70	41	30	14	474	2.69

N.B. The following methods and values have been used through out the similar tables. 1 = Strongly disagree, 2 = Disagree, 3 = Fairly agree, 4 = Agree and 5 = Strongly agree. \bar{X} = mean, $\bar{x} < 2$ = (SDA), $\bar{X} = 2-2.7$ = (DA), $\bar{X} = 2.8-3.2$ = (FA), $\bar{X} = 3.3-4.2$ = (A) and $\bar{X} > 4.2$ = (SA)

Regarding table two of item 1 is concerned, the respondents were asked whether the college has clearly defined operational plan or not. As indicated by the mean value of 2.94, it was fairly agreed. As far as item 2 of table 2 is concerned, the objectives and guiding principles of the plan were not well communicated since its mean value is only 2.70. Thus, the respondents disagreed about the point that raised above. Moreover, item 3 of the same table reveals that whether or not the college has clearly defined human resource development plan. This idea was disagreed by the respondents with the mean value of 2.78. Thus, it is possible to deduce that the government colleges do not have clearly stated human resource development plan. Furthermore, on item 4 of the same table, question was raise whether or not the college's human resource development plan is incorporated in the annual plan. Accordingly, most of the respondents disagreed with the mean value of 2.72, On the other hand, items 5 of the same table, presents each department /office has clearly defined implementing strategies in achieving the overall

Objectives of the college. This point was also disagreed by the respondents with the mean value of 2.71. The last item of the table indicated above states that each department/officer human resource training and development plan is incorporated in to the overall college's plan. Also the idea mentioned above was not accepted by the respondents with the mean value of 2.69. Besides, as the observed by the researcher, only one TVET college had the human resource training and development plan in the college's operational plan. In general, the role of human resource development program is crucial to cope up with new technology and time to time changing environment. But as indicated above due attention was not given for HRDP by government TVET colleges. ,

4.2.2. The practice of conducting training needs assessment

It has been discussed in chapter two that conducting training and development needs assessment is the first step in designing training and development programs. With regard to this, Table 3 of item 1, shows that the habit of conducting training and development needs assessment. To this end, 43(24.43%) of the respondents said the college conduct training and development needs assessment, whereas majority 107(60.80%) of the respondents claimed "No". Those who said "Yes" were asked that who conducts training needs assessment. With this regard, the majority 12 (27.91%) of the respondents said each employee in the department/office, 8 (18.60%) of the respondents assured that top-level managers, 5(11.63%) of the respondents confirmed that immediate supervisors, 8(18.60%) of the respondents replied that the human resource training and development officers and 10 (23.26%) of the respondents said others. On the same table item 3, refers that the reason for not conducting human resource training and development needs assessment.

Table.3. Perception on Human Resource Training and Development Needs Assessment.

No	Items	Alternatives	Respondents	
			No	%
1	Conduct training and development needs assessment	a/ Yes	43	24.43
		b/ No	107	60.80
		c/ I am not sure	26	14.77
		Total	176	100
2	If your answer to question No 1 is "yes" who conducts the training and development needs assessment?	a/ Each employee	12	27.91
		b/ Top level managers	8	18.60
		c/ Immediate supervisors	5	11.63
		d/ HRT&D officers	8	18.60
		e/ Other /if any	10	23.26
		Total	43 *	100
3	The reason for not conducting human resource training and development needs assessment	a/ Absence of expert to conduct training need assessment	60	20.83
		b/ Lack of budgets	75	26.04
		C/ Lack of awareness about the importance of training needs assessment	83	28.82
		d/ The issue is not accustomed by the colleges	23	7.99
		e/ Lack of top management due attention	68	23.61
		f/ Others if any	2	0.69
		Total	311*	100

HRT&D :- Human Rescues Training and development * Multiple responses

To this effect, 60(20.83 %) of the respondents claimed that the absence of training expert, 75(26.04%) of the respondents asserted that lack of budgets, 83(28.82%) of the respondents replied that lack of awareness about the importance of it , 23 (7.99%) of the respondents were responded that the issue is not accustomed by the colleges, 68 (23.61 %) of the respondents were responded lack of the top management due attention and 2(0.69%) of the respondents were said other cases In addition to this, the interview gathered from deans, vice-deans and human resource training officers confirmed that training were given without conducting training need assessment .According to the majority interviewees' responses, the main reasons for not conducting training needs assessment were not only lack (absence) of human resources training expert, lack of budget or lack of awareness about it but also lack of time and lack of initiative from concerned bodies. Furthermore, the student researcher tried to observe documents relevant to training and development need assessment.

To this effect, there were no documents which confirmed the conduction of training need assessment. Thus, it can be concluded that the colleges understudy have a problem of identifying gap to provide appropriate trainings.

4.2.3. Criteria for prioritizing training and development Needs

After training needs were identified it should be prioritized to identify which needs come first and which can be very sensitive. Training may be prioritized based on different criteria. Then, the following table summarizes how the training needs were prioritized.

Table 4. Opinion on Criteria for Prioritizing Training and Development Needs

Items	Respondents						\bar{X}
	1	2	3	4	5	Total	
Training needs identified is prioritized based on availability of budget	57	40	35	27	17	435	2.47
Training need identified is prioritized based on the most importance of the training needs	29	65	25	34	23	485	2.76
Training need identified is prioritized based on trainees interest	32	77	35	20	12	431	2.45
Training need identified is prioritized based on availability of training material	19	76	37	30	14	472	2.68

Table 4, item 1, indicates that the criteria used to identify training needs assessment was based on availability of budget as depicted by the mean value of 2.47. This shows that the respondents were disagreed . As indicated on the same table of item 2, question was raised whether or not training and development needs identification was prioritized based on the most importance of training needs, To this end , the respondents were disagreed with the mean value 2.76. From this ,it can be concluded that training and development needs in the collage understudy were not identified and prioritized properly .On the other hand , the question was raised whether or not the training needs identified may be prioritized based on trainees interest .To this effect, the respondents were disagreed with the mean value of 2.45 . Regarding to item 4 of the same table is concerned respondents were asked to rate the training and development needs identified was prioritized based on the availability of training material . To this point , respondents were disagreed with the mean value of 2.68 .

In general, training and development needs that may already identified using different techniques can be prioritized using various criteria. But as the data shows most respondents said that the training and development needs were not prioritized based on the availability of budget, the most importance of training needs, the trainees interest and the availability of training material.

4.2.4. Designing Human Resource Training and Development Objectives.

Setting human resource training and development objective is very important to attain the desired goals. With this regard, Kelly (1990), Stated that with out well constructed training objectives trainers do not supposed to know what to learn trainees, do not know what they are supposed to learn and managers do not know why they are paying for the training. As indicated on table 5, items 1, the respondents were asked whether or not colleges designed any human resource training and development program for its staff personnel and managers for the last three years. Accordingly, 38(21.59%) of the respondents replied “yes” Whereas, 89 (50.57%) of the respondents claimed “No” and Still others 49 (27.84%) of the respondents said I am not sure. This reveals that the majority (50.57%) of the respondents assured the human resource development programs were not designed for the college staff personnel and managers.

Table 5. Responses on designing Human Resource Training and Development Objectives.

No	Items	Alternatives	Respondents	
			No	%
1	Have your college designed any human resource training and development program for its staff personnel and managers for the last three years	a/ Yes	38	21.59
		b/ No	89	50.57
		c/ I am not sure	49	27.84
		Total	176	100
2	Does the college set objectives before designing and implementation of human resource training and development program?	a/ Yes	50	28.41
		b/ No	69	39.20
		c/ I am not sure	53	30.11
		d/ No response	4	2.27
		Total	176	100
3	If year answer to question No 2 is “yes” do the objectives clearly and precisely indicate the expected out come?	a/ yes	29	59.18
		b/ No	20	40.82
		Total	49	100

However, some of the information gathered by interview assured that there was training and development program for the college staff personnel and managers. On the contrary, The majority group discussion participants disagreed with interviewees’ responses.

According to the majority group discussion participants the staff personnel are very neglected in terms of training and development. Thus, it can be concluded that human resources training and development programs were not designed properly for government TVET colleges staff personnel and managers. As far as table 5 item 2 is concerned, 50 (28.41%) of the respondents said "Yes" while 69(39.20%) of the respondents answered "No". And still 53(30.11%) and 4(2.27%) of the respondents claimed I am not sure and no response respectively. This depicts that majority (39.10%) of the respondent said the colleges under study did not set objectives before designing and implementation of training and development programs. But the responses obtained by interview assured that the colleges under study had set objectives before designing and implementation of training and development programs. On the same table, items 3, shows that if the responses for question No 2 was "yes" whether or not objectives clearly and precisely indicate the expected out come. With this regard, 29 /59.18%) of the respondents said "yes" whereas 20(40.82%) of the respondents said "No" From this one can understand that the majority (59.18 %) of the respondents agreed that objectives clearly and precisely indicated expected out come.

4.2.5. Issues on Application of Human Resource Training and Development Methods.

Training and development methods are the means which enables to change the designed program in to practice. After all activities are completed the appropriate method that is pertinent to a particular situation or appropriate to program should be selected Mondy and Saiyadain (1997:298). In line with this, on table 6 item 1, the respondents were asked how the training and development methods were chosen in the colleges /department. To this effect, 99(21.5%) of the respondents. replied that the methods were chosen based on the purpose of training and development, while 52 (11.11%) of the respondents answered that the training and development methods were chosen based on the nature of content offered. Still others 79 (16.88%) of the respondents asserted that the training and development methods were chosen based on the level of trainees. Still some others 63(13.46%) of the respondents replied that the training and development methods were chosen based on the interest of the trainees. Also the others 74(15.8%) of the respondents assured that the training and development methods were chosen based on the cost incurred. The others 79(16.88%) of the respondents confirmed that the training and development methods were chosen based on the material availability.

The last 22(4.70%) of the respondents said that the training and development methods were chosen based on the other reasons. In line with this, Foot and Hook (2002), asserted that the training method used must be chosen to be appropriate for the particular training needs that have been identified.

Table 6. Respondents' opinion on Human Resource Training & Development methods

No	Items	Alternatives	Respondents	
			No	%
1	Human resource training and development methods chosen	a/ Based on the purpose of training and development	99	21.15
		b/ Based on the nature of the content offered	52	11.11
		c/ Based on the level of trainees	79	16.88
		d/ Based on the interest of the trainees	63	13.46
		e/ Based on the cost incurred	74	15.81
		f/ Based on the material availability.	79	16.88
		g/ Other / if any	22	4.70
		Total	468*	100
2	Methods applied to assess the training and development needs	a/ Performance evaluation	69	39.20
		b/ Observation	25	14.20
		c/ Group discussion	18	10.23
		d/ Annual Performance review	49	27.84
		e/ Others/if any	15	8.52
		Total	176	100
3	Most often applicable on-the-job training and development technique/s/	a/ Mentoring	68	21.59
		b/ Coaching	93	29.52
		c/ Job rotation	24	7.62
		d/ Case study	21	6.67
		e/ Group discussion	87	27.62
		f/ Role play	10	3.17
		g/ Others/if any	12	3.81
		Total	315 *	100
4	Frequently used off-the -job training and development techniques	a/ Workshops, Seminars, Conference etc.	145	44.34
		b/ Through distance education	73	22.32
		c/ Learning higher education	105	32.11
		d/ Others /if any	4	1.22
		Total	327 *	100

* Multiple responses

Similarly, Henenman et al (1996) and Saiyadain (1995), agreed that the type of methods chosen is the function of the purpose of training, the nature of content offered, the level of trainees and

the cost factor. Item 2, on the same table asked the respondents the methods which applied to assess training and development needs. To this effect, 69 (39.20%) of the respondents said performance evaluation, 25(14.20%) of the respondents answered observation, 18(10.32%) of the respondents replied group discussion, 49(27.84%) of the respondents assured that annual performance review and 15 (8.52%) of the respondents asserted others. From this, one could deduce that the performance evaluation is the most applicable method in the colleges under study.

As far as table 6 items 3 is concerned, 68(21.59%) of the respondents confirmed that mentoring was the most applicable method on- the- job training and development method, while 93(29.52%) of the respondents agreed that coaching is the most applicable method on the job training and development method, the others 24(7.62%), 21(6.67%), 87(27.62%), 10(3.17%) and 12(3.81%) of the respondents assured that the most common methods of on-the-job training and development methods were job rotation, case study, group discussion, role play and others respectively. On the other hand, results from the interview revealed that mentoring and coaching are current fashions. Both of them are used to provide guidance for junior teachers /workers from senior teachers /workers about the overview of the general environment, the nature of worker, organizational culture etc. However, according to Gomez-Mejia, Bakin and candy (1995) and schermerhorn (1996), the most common on the job training and development method is group discussion. Thus, as indicated by the respondents above coaching, group discussion and mentoring are the most common applicable methods on-the-job training and development program. Similarly, item 4 of the same table, presents the most applicable methods of off- the- job training and development methods. With this regard, 145 (44.34%) Of the respondents assured that various workshops, seminars, conference, etc. whereas 73(22.32%) of the respondents said that learning through distance education. Still, 105(32.11%) of the respondents answered that learning higher education institution. Still others 4(1.22%) of the respondents claimed other methods. In line with this, deans, vice-deans and human resource officers were interviewed “which method did their college used to conduct training”. To this end, almost all the interviewees said on-the-job and off-the-job training methods. Particularly, coaching, mentoring, group discussion, seminars, conferences and workshops. Thus, different training methods are used in the colleges understudy.

4.2.6. Issues on Availability and Transparency of selection criteria

Selecting the right individuals for training and development program is very important for both the organization and the individual chosen. How the colleges understudy select their trainees or trainers for training and development programs are summarized in table 7 below.

Table 7. Respondents' Perception on Selection Criteria

No	Items	Respondents						\bar{X}
		1	2	3	4	5	Total	
1	The college has a clearly and transparent criteria in selecting individuals for training and education.	40	63	31	28	14	441	2.51
2	The selection criteria are well communication to all members of the college/department.	64	47	25	28	12	405	2.30
3	Training opportunities are usually offered to individuals as incentive.	21	69	49	29	8	462	2.63
4	Training and development opportunities are usually offered to the line personnel than the staff personnel	21	46	56	34	19	512	2.91

Item 1 of table 7, describes the presence of a clear and transparent criteria in selecting individuals for training and education. To this end, the respondents were disagreed with the mean value of (2.51). Item 2, on the same table that states the selection criteria were well communicated to all members of the college. This idea was disagreed by the respondents as shown by the mean value of (2.30). As far as item 3 of the same table is concerned the respondents were asked to indicate whether or not training opportunities were often offered to individuals as incentive. To this effect, the respondents were disagreed with the mean value (2.63). On the other hand, item 4 of the same table states that training and development opportunity were usually offered to the line personnel than the staff ones. This idea was fairly agreed by the respondents as indicated by the mean value (2.91).

To sum up, in any training and development program before deciding to conduct training, the training need has to be identified and analyzed. Also in the mean time the selection criteria for indentifying individuals has to be set without any personal bias and this has to be communicated to all concerned members. But, here as indicated by the majority of respondents there was no clear and transparent criteria to select individuals for training.

4.2.7. Evaluating Human Resource Training and Development Programs.

Employees as well as managers attend a number of training and development programs that are designed either by their own organizations or by others or both. Whoever designed or arranged the programs, organizations need to have a system by which the significance of the programs in bringing about some benefits to individual participants and ultimately to organization has to be evaluated. Thus, the summary of the evaluation results are presented in the following tables.

Table 8. Respondents' perception on participation of training and development program

No	Items	Alternatives	Respondents	
			No	%
1	Have you participated in any training and development program for the last five years?	a/ Yes	139	78.98
		b/ No	37	21.02
		c/ Total	176	100
2	If your answer to question No 1 is "yes" how many times?	a/ Once	20	13.89
		b/ Twice	31	21.53
		c/ More than twice	93	64.58
		Total	154*	100
3	Is there an opportunity to employees and managers to attend further formal education?	a/ Yes	121	72.02
		b/ No	47	27.98
		Total	168*	100
4	If you answer to question No 3 is "Yes" what support is provided from you college?	a/ Only tuition fee	11	9.24
		b/ Only time sponsorship	15	12.61
		c/ Both tuition fees and time sponsorship	92	77.31
		d/ No any support at all	1	0.84
		Total	119*	100
5	Do employees involve in planning, designing and developing human resource training and development programs?	a/ Yes	36	20.45
		b/ No	103	58.52
		c/ I am not sure	37	21.02
		d/ Total	176	100
6	What level of attention is given from top-level management to human resource development programs.	a/ Very high	5	2.92
		b/ High	6	3.51
		c/ Moderate	30	17.54
		d/ Low	85	49.71
		e/ No attention is given at all	45	26.32
		Total	171*	100

*Multiple responses

Item 1 on table 8, presents the general perceptions of respondents about training and development. As the result, respondents were asked whether they got training for the last five years or not. In line with this. 139 (78.98%) of the respondents said “Yes,” whereas 37 (21.02%) of the respondents claimed “No” .Those respondents who said “Yes” to question No 1 were asked how many times did they participated in training and development program. With this regard, 20 (13.89%) of the respondents said once, while 31(21.53%) of the respondents replied twice and 93 (64.58%) have participated more than twice. Thus, the capacity building program is given to employees in the colleges understudy. Table 8, item 3 presents whether or not employees and managers attended further formal education. To this effect, 121(72.02%) of the respondents answered “Yes” whereas 47(27.98%) of the respondents said No. Those who said “Yes” to question No 3, were again asked what support was provided to the trainees from their college. To this end, 11(9.24%) of the respondents asserted that only tuition fee, while 15(12.61%) of the respondent confirmed only time sponsorship. Still 92(77.31%) of the respondents claimed that both tuition fees and time sponsorship. This indicates that the colleges understudy have the capacity building programs to enhance capability and competency of employees and managers. Table 8, item 5, shows that whether or not employees involve in planning, designing and developing human resource training and development program. To this effect, 36(20.45%) of the respondents said “Yes” while 103 (58.52%) of the respondents answered “No.” Still others 37(21.02%) of the respondents replied that they were not sure about the question raised. This depicts that the colleges understudy did not contain participatory approach in planning, designing and developing human resource training and development program. According to table 8, item 6 is concerned the respondents were asked what level of attention was given from top-level management to human resource development program. With this regard, 5(2.92%) of the respondents said very high attention was given, while 6(3.51%) of the respondents answered that high attention was given. Still 30(17.54%) of the respondents agreed that moderate attention was given. Still others 85(49.71%) of the respondents assured that low attention was given. Others 45(26.32%) of the respondents forwarded no attention was given. From this indicated above, we can conclude that the attention given to human resource development program from top-level management is low.

Table 9. Perceptions about post-training and development discussion

No	Items	Alternatives	Respondents	
			No	%
1	Presence of post-training discussion with trainees	a/ Yes	37	21.02
		b/ No	112	63.64
		c/ Not sure	27	15.34
		Total	176	100
2	The reason for not having post training discussion with trainees	a/ Trainees are not willing to discussion	26	8.44
		b/ These is no way for discussion.	48	15.58
		c/ The absence of responsibility to do that.	79	25.65
		d/ There is no enough time for discussion.	60	19.48
		e/ Lack of awareness about the importance of such discussion	93	30.19
		f/ Others / if any	2	0.65
		Total	308*	100

*Multiple responses

According to Saiyadain (1995), evaluation is the most crucial phase which enables to assess the quality of training imparted and also predict the future. He also stated that training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judge its utility. Table 9, presents respondents perceptions about post-training and development discussion. Items 1 of table 9, shows that the practices of post- training discussion with trainees. To this effect, as indicated on the data 37(21.02%) of the respondents said “yes” there was practice of post-training discussion with trainees, while 112(63.64%) of the respondents claimed "No" there was no practice of post-training discussion with trainees. Still 27(15.34%) of the respondents answered that they were not sure.

As item 2 on the same table those who said “No” to question No 1, were asked the reasons. To this end, 26(8.44%) of the respondents replied that there was unwillingness to the trainees side. No chance for discussion was forwarded by 48(15.58%) of the respondents. Others 79(25.65%) of the respondents assured that the absence of the responsibility to do the post-training discussion. Still others 60 (19.48%) of the respondents asserted that there was no time for discussion. Again others 93(30.19%) of the respondents confirmed that there was lack of awareness about the importance of such discussion. Still 1 (0.65%) of the respondents said other reasons.

Table 10. Respondents' Opinion on Human Resource Training and Development Evaluation

No	Items	Respondents						\bar{X}
		1	2	3	4	5	Total	
1	There is continuous evaluation of human resource training and development program	75	38	35	15	13	381	2.15
2	Human resource training and development evaluation is Participatory	60	45	38	21	12	408	2.32
3	The results of human resource training evaluation are well organized	63	54	24	26	9	392	2.32
4	Evaluation of human resource training is made through out the training and development process.	41	66	37	20	12	424	2.41
5	Problems are timely solved based on the evaluation	62	58	28	16	12	386	2.15
6	Evaluation results /feed back/ is sent to each department /office	74	45	25	15	17	384	2.18

Table 10, item 1, presents whether or not the colleges understudy have continuous evaluation. To this effect, the respondents were disagreed with the mean value of 2.15. On the other hand, respondents were asked to indicate whether or not human resource training and development evaluation was participatory. To this effect, the respondents were disagreed as indicated with the mean value of 2.32. Item 3 of table 10, the respondents were asked to describe whether the results of human resource training evaluation were well organized or not. To this end, the respondents were disagreed with the mean value of 2.32. On item 4 respondents disagreed with the mean value of 2.41 that training evaluation was not made through out the training and development process Saiyadain (1995) explained that immediate evaluation would conduct after each training session where participants expected to fill form. However, the literature said above the practice is not fit with what is expected. Results obtained from interview and document observation ensure that immediate evaluation of training was commonly held. But no action was taken after evaluation due to various reasons such as time, cost, responsibility etc. As far as item 5 of the same table is concerned, the respondents were asked whether or not problems are solved based on the evaluation. Here the respondents were disagreed with the mean value of 2.15. Items 6 of the same table depict that whether the results of evaluation were sent to each department /office as feed back or not. To this effect, the respondents were disagreed with the mean value of 2.18.

In general, we can conclude that evaluation of training and development activities were not satisfactory since all items related with evaluation were disagreed by the respondents as indicated with the mean value less than 3.00.

Table 11. Responses on the Benefits of Training and Development program.

No	Items	Respondents						\bar{X}
		1	2	3	4	5	Total	
1	The Participation of training and development program							
1.1	Improve the capability and competency of employees	5	3	2 2	81	34	571	3.93
1.2	Improve job performance of employees	3	5	2 0	74	43	584	4.03
1.3	Enable to cope up with new technology	2	1 1	1 8	85	28	560	3.86
1.4	Brought higher job satisfaction and motivation to employees.	3	9	2 0	81	32	565	3.90
1.5	Improve decision- making	1	6	3 3	79	25	553	3.81
1.6	Brought quality service	4	4	2 9	83	25	556	3.83
1.7	Team spirit of employees	3	5	2 9	77	31	563	3.88
1.8	Create healthy supervisor environment and employees relationship.	3	5	2 9	86	22	554	3.82
1.9	Employees loyalty and commitment to organization .	3	1 2	2 8	74	28	547	3.77

Table.11.item 1.1 shows that whether or not the respondents participation on training and development program improved capability and competency. With this regard, the respondents agreed with the mean value 3.93. Item 1.2 of the same table indicates that the participation of training and development program improved the employees job performance. To this end, the respondents agreed with the mean value of 4.03. On item 1.3 of the same table, the respondents were asked whether the received training and development program enabled the office/ trainees to cope up with new technology or not .To this effect, the respondents were also agreed with the mean value of 3.86.

On the other hand, item 1.4 of the same table presents whether the received training and development program brought higher job satisfaction and motivation or not. With this regard also the respondents agreed with the mean value of 3.90. Item 1.5 of the same table depicts that whether or not received training improves decision making process. With this view point, the respondents agreed as indicated with mean value of 3.81. Item 1.6 of the same table presents whether the received training and development brought quality service or not .As the result, the respondents agreed with the mean value of 3.83. On the item 1.7 of the same table, the respondents were questioned that the participation of training and development program developed team spirit of employees .This idea was agreed by the respondents with the mean value of 3.88. As far as item 1.8 of the same table is concerned, the received training and development program created healthy supervisor and employees relationship. This point was agreed by the respondents with the mean value of 3.82. On the other hand, as indicated in the table 11, item 1.9, the benefit of training and development was developed loyalty and commitment to colleges / organization. This was agreed by respondents with the mean value of 3.77. From this indicated above, one can understand that training and development program has various uses for both individual and organization. Such as improve capability and competency of employees , improve job performance of employees , enable employees to cope up with new technology , bring higher job satisfaction and motivation , improve decision making process , bring quality service , develop team spirit of employees created healthy supervisor and employees relationship and develop employees loyalty and commitment to organization

4.2.8. Problems Related to Human Resource Development Programs

Obviously, there are various factors which affect human resources development. According to Milkovich and Boudreau (1991), the most commonly cited reasons for human resource training and development failures include lack of management support and reward for the new behaviors, and lack of employees' motivation. Thus, the main problems related to human resource development programs are summarized as indicated in the table below.

Table 12. Respondents' perception on the problems Related to Human Resource Development programs

No	Items	Respondents						Total	\bar{X}
		1	2	3	4	5			
1	Major problems related to human resource development practices								
1.1	Inadequate budget for human resource training and development program.	10	12	36	34	84	698	3.97	
1.2	Frequent change of technology /technological advancement.	8	23	35	68	42	649	3.64	
1.3	In adequate knotweed about the need of human resource development.	7	25	40	58	46	639	3.63	
1.4	In adequate planning and lack of coordination.	8	18	28	56	66	682	3.88	
1.5	Lack of management support and reward for the new behaviors.	5	20	31	71	49	667	3.79	
1.6	Lack of employees motivation	11	17	47	56	36	602	3.42	
1.7	In sufficient time to execute training program.	9	23	42	54	42	607	3.45	
1.8	In accurate training need analysis	7	24	36	40	65	648	3.68	
1.9	Lack of appropriate trainers	9	28	35	62	36	598	3.40	
1.10	Lack of training facilities	9	19	30	66	49	644	3.66	
1.11	Lack of technical & managerial capability in conducting training program	13	16	31	80	34	628	3.57	
1.12	Lack of guide line for training & development program	10	14	38	83	29	629	3.57	
1.13	Lack of participatory approach in planning designing & evaluating the training & development program.	6	14	39	83	32	643	3.60	
1.14	Lack of information on employees'/ managers personnel data	8	24	35	74	31	612	3.48	
1.15	Lack of training office & qualified human resource training expert/officer.	6	23	28	84	30	622	3.53	

Table 12 item 1.1, presents major problems related to human resource development programs were inadequate budget. This was agreed by the respondents with the mean value of 3.97. On item 1.2 of the same table, the respondents were asked whether or not frequent change of technology /technological advancement/ was one of the major problems related to human resource development programs. To this end, they agreed with the mean value of 3.64 .

According to item 1.3 of the same table, inadequate knowledge about the need of human resource development was another problem related to human resource development programs. This was also agreed by the respondents with the mean value of 3.63. As item 1.4 of the same table is concerned, the respondents were asked whether or not inadequate planning and lack of coordination was the problem related to human resource development programs. To this effect, the respondents agreed with the mean value of 3.88. On the other hand, regarding to items 1.5 to 1.15, the respondents were asked whether or not lack of management support and reward for the new behaviors, lack of employees motivation, insufficient time to execute training programs, inaccurate training need analysis, lack of appropriate trainers, lack of training facilities, lack of technical and managerial capability in conducting training program, lack of participatory approach in planning, designing and evaluating the training and development program, lack of information on employees'/ managers personnel data and lack appropriate and qualified person on training position were the major problems related to human resource development programs. To this end, the respondents agreed with the *mean* values (3.79), (3.44), (3.45), (3.68), (3.40), (3.66), (3.57), (3.57), (3.60), (3.48) and (3.53) respectively. In support of these mentioned above Milkovich and Boudreau (1991), stated that the most commonly cited reason for training failures include lack of management support and reward for the new behaviors, lack of employees motivation, no on-the-job rewarding for behaviors and skills learned in training, insufficient time to execute training programs, work environment does not support new behaviors learned in training, inaccurate training needs analysis, training need changes after program has been implemented, insufficient funding for training programs, inadequate planning and lack of coordination of efforts.

Moreover, Mathis and Jackson (1997), and Sah (1991), suggested that the most common problems in human resource training and development are inadequate training needs analysis, trying out fad programs of training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of trainer among those who lead the development activities, using courses as road to development, encapsulated development, attitude of managers, availability of resources and financial problems. Furthermore, the responses obtained from interview also support the above data. The interviews were given more emphasis for financial constraints and shortage of training facilities as major factors affecting human resource development programs. On the other hand, focus group discussion participants raised that the

problems of human resource development program are not only mentioned above but also appropriate induction programs were not exercised in the colleges understudy.

Respondents were also asked to forward some of the mechanisms to overcome /alleviate problems related to human resource development programs. With this regard, the most responses obtained from questionnaire, interview and focus group discussion were the training needs must be identified and analyzed carefully by participating all stakeholders / teaching and non-teaching staffs/, enough budgets have to be allocated, awareness creation should be carried out to top-level managers and the employees on the significance of human resource development, the right person / professional / has to be assigned on the positions, training and development objectives must be set properly, training and development programs must be ; planned, designed, organized, and evaluated accordingly, trainers should possess necessary knowledge, skills and technique about training and development, post-training discussion has to be accustomed, employees performance appraisal has to be done without any bias and sufficient time has to be given to execute training programs, training has to be given frequently to cope up with changing technology and environment has to be attractive for both teaching and non-teaching staff, information on employees/ managers personnel data has to be kept properly, educational managers and other non-teaching staffs have to get adequate training etc.

Chapter Five

5. Summary of Findings, Conclusion and Recommendations

This chapter consists of brief summary of findings, conclusion and recommendations.

5.1. Summary

The study was intended to assess human resource development practices in government TVET colleges of Addis Ababa and to identify problems encountered during implementation of the program and to forward some possible suggestions. Therefore, on the basis of the analysis made from the data secured through the instruments, the major findings of the study are summarized as follows

- Majority (80.11%) of the respondents of the college under study were first degree holders. Thus, the government TVET colleges have shortage of appropriately qualified trainers (teachers)
- The majority (45.45%) of the respondents have low experience (0-5 years)
- The role of human resource development plan is crucial to arrange training and other development programs properly. With this regard, the colleges under study did not give due attention.
- Majority (60.80%) of the respondents assured that their college/ department did not conduct training and development need assessment and this was also confirmed by the interview made with authorities and non-teaching staff. The major reasons for not conducting training and development need assessment were lack of awareness about the importance of training and development, lack of due attention from the top-level management and absence of qualified personnel on the position.
- Prioritizing training and development needs were significant on urgency of the training needs and availability of budget. But, as indicated on the table 4, the training needs were not prioritized based on the availability of budget, most importance of training needs, trainees interest and availability of materials. These findings were drawn from the mean values of (2.47),(2.76),(2.45) and (2.68) of the respondents respectively.

- Setting human resource training and development objectives are very important to attain the desired goals, As indicated by the majority (19.10%) of the respondents the colleges under study didn't set human resource training and development programs. However, the responses obtained from interview assured that the colleges under study had set objectives before designing and implementation of training and development programs.
- Majority (50.57%) of the respondents assured that the colleges under study did not design training and development programs for their staff personal and managers.
- Human resource training and development methods were chosen mostly based on the purpose of training and development. The most often applicable on-the -job training technique was coaching. Similarly, various workshops, seminars, and conferences were the most frequent off-the -job training and development techniques.
- Post-training discussion with trainees was not conducted. This was agreed by majority (63.64%) of the respondents. The main reasons for not conducting the discussion were lack of awareness about importance of it, absence of responsible bodies and shortage of time. These were agreed by (30.19%) (25.65%) and (19.48%) of the respondents respectively.
- Majority (72.02%) of the respondents confirmed that there were opportunity to employees and managers to attend further formal education. In line with this, both tuition fees and time sponsorship were provided for those who attended formal education as mentioned by (77.97%) of the respondents.
- As indicated by the majority (58.52%) of the respondents employees did not involve in planning, designing and developing human resource training and development programs.
- The level of attention given to human resource development program from top -level management was low. This was assured by 85(49.71%) of the respondents.
- Human resource training and development evaluation was not: continuous, participatory, well organized, made through out the training and development process, problems timely be solved and results /feed back/ be sent to each department/office. These were indicated with the mean values of (2.16), (2.32), (2.23),(2.41), (2.19) and (2.18) .

- The Benefits of training and development activities were important to improve the capability and competency, job performance, decision-making process of employees. to enable the employees to cope up with new technology, to bring higher job satisfaction and motivation to employees, to bring quality serves, to develop team spirit of employees, to create healthy supervisor and employees relationship and to development employees locality and commitment to organization. This finding was drawn from the mean values of (3.93), (4.03), (3.81), (3.86), (3.90), (3.83), (3.88), (3.82) and (3.77).
- As indicated by majority of the respondents problems such as inadequate budget allocation, frequent changes of technology /technological advancement /, in adequate knowledge about the need of human resource development ,inadequate planning and lack of coordination , lack of management support and rewards for the new behaviors, lack of employees motivation , in sufficient time to execute training and development, in accurate training needs analysis, lack of training facilities, lack of technical and managerial capability, lack of guideline for conducting training program, lack of qualified trainers for training and development program, lack of participatory approach in planning, designing and evaluating training and development program, lack of information on employees' /managers personnel data and lack of qualified personnel on the position. These findings were drawn from the mean values of (3.97), (3.64), (3.63), (3.88), (3.79), (3.42), (3.45), (3.68), (3.40), (3.66), (3.57),(3.57), (3.60), (3.48) and (3.53) of the respondents.
- Majority of the respondents suggested that the following points could be taken as a measure to solve the problems of human resource development practices. These are human resource development programs have to be well planned and designed, training and development needs must be identified and assessed together with employees ,the qualified personnel should be assigned on the position, top- level managers must give due attention, enough budget has to be allocated, performance appraisal has to be done without subjective bias, incentives (rewards) have to be provided for the new behaviors , training has to be given frequently to employees and managers, guideline for training and development program has to be prepared, government and universities in collaboration have to design demand-driven curriculum for TVET program .

5.2. Conclusions

Based on the major findings of the study conclusions are drawn hereunder.

- Human resource and development plan is used to identify problems related to human resource development and organize training and other activities that can contribute to the overall performances. And also it gives direction how to build the capacity of employees and managers. However, the colleges under study did not give due attention as indicated by the respondents. Thus, the TVET colleges under study have problem of human resource development that can be source of frustration and wastage of resources.
- Training and development need is a gap that exists between the requirements of a given job and the actual performance of trainees/ employees. Hence, the majority (60.80%) of the respondents assured that their college/department did not conduct training need assessment. This was also confirmed by interview made with deans, vice- deans and other non- teaching staffs. Therefore, it could be concluded that the TVET colleges under study have problem of identifying training gap of their employees.
- Managers and non-teaching staffs have to be trained like others. According to Bratton and Gold (1994:204), management development improves managerial performance by imparting knowledge, changing attitudes or increasing skills. In support of this idea, Mondy and Noe (1990:279), state that “in this dynamic and highly competitive environment the survival and growth of an organization can not be realized without having competitive management. Thus, systematic development of managerial talent should be one of the primary task of organizations. However, training for managers and non-teaching personnel is highly significant. However, majority (50.57%) of the respondents assured that training and development programs were not designed for employees and managers. Thus, it is possible to conclude that there is a big problem in building capacity and consistency of employees and managers in the TVET colleges under study.

- In order to conduct training and development program first its objective has to be clearly set. Majority of the respondents assured that TVET colleges under study did not set objectives. But the responses obtained from the interview realized that the presence of clearly set training and development objectives before delivering any kind of training. This issue was again raised by focus group discussion but the response was similar to first one mentioned above. Therefore, it could be concluded that the TVET colleges under study do not set clear objectives for training and development programs.
- Many authorities suggested that there is no one best method of training. Hence, training and development method can be determined through various aspects. However, the findings revealed that most of the time training and development methods rely on the purpose of the training, on the level of the trainees, on the material availability and on the cost incurred. There are different on –the –job training and development techniques of which coaching is widely used in the colleges under study. Similarly, various work shops, seminars and conferences were the most off- the- job training and development techniques that were agreed by (44.34%) of the respondents. Therefore, it is possible to generalize that the application of others on -the –job and off-the-job techniques in the colleges under study are in significant.
- Majority (63.61%) of the respondents agreed that post-training discussion with trainees was not conducted. The main reasons for not conducting were lack of awareness about the importance of such discussion, the absence of responsibility to do that and shortage of time for discussion, Thus, it is possible to conclude that the effect of training was not easily assessed and identified.
- Majority of respondents agreed that employees and managers had an opportunity to attend formal education for the last five years. Though, it was not suggested by interview responses. So, it can be generalized that the colleges under study have a minimum capacity building programs.

- Majority (58.52%) of respondents agreed that there was no participation of employees in planning, designating and developing of human resource training and development programs. Therefore, the colleges under study have a problem of participating stakeholders.
- The benefit of participating on training and development programs is to improve the capacity and competency of employees, to improve job performance of employees, to enable employees to cope up with new technology, to bring higher job satisfaction, to improve decision-making process, to bring quality service, to develop team spirit, to create healthy supervisor and employees relationship and to develop employees loyalty and commitment to organization. So, it is possible to generalize training and development enables employees and managers to use their maximum potential to change their organization
- As indicated by majority of respondents the problems related to human resource development programs were in adequate budget allocation, frequent change of technology, in adequate knowledge about the need of human resource development practices, in adequate planning and lack of coordination, lack of management support and lack of reward for the new behaviors, lack of employees motivation, in sufficient time to execute training and development programs, in accurate training and development need analysis, lack of training facilities, lack of technical and managerial capability in conducting training program, lack of guide line for training and development program, lack of participatory approach in planning, designing, and evaluating training and development program, lack of information on employees'/ managers personnel data and lack of qualified personnel on the position. Thus, it is possible to conclude that MOE, TVET agency and top-level management of the college understudy did not give due attention for human resource development program.

5.3. Recommendations

In light of the findings and conclusion reached the following recommendations are forwarded.

- Human resource development is very essential for the success of any organization. In order to handle human resource development program (HRDP) properly, it has to be planned. To this effect, the colleges under study did not have appropriate plan for conducting HRDP. Thus, it is strongly suggested that each office /department has to give due attention for human resource development plan.
- Assessing training and development needs is the first stage in the training and development cycle but as indicated by majority of respondents the colleges under study did not conduct training need assessment. So, it is highly recommended that the TVET colleges under study have to conduct training need assessment in collaboration with all stakeholders of the organization.
- Training and development methods are the means that enable to change the designed training program in to practice. Wide varieties of training methods can be employed among these, coaching, workshops, seminars and conferences are the most popular ones. But the other techniques of both on-the job and off-the –job are used rarely. So, it should be suggested that other important techniques have to be employed in order to change the designed training program in to practice.
- Setting clear and precise objectives at the start would help trainees to decide whether the objectives set are related to the accomplishment of their task. These help managers to decide whether the trainings are good enough for the attainment of organizational goals or not, and also it directs the trainers to know what to train. Thus, it is recommended that the preparation of training and development objectives should be done with meaningful participation of the trainees, the trainers and the managers of each respective office/department.
- The colleges under study did not have a clear and transparent selection criteria for selecting individuals for training and development programs. As a result, training and development opportunities were mostly given to line personnel than the staff ones. Such practices affect the moral and initiative of other employees as well as affect the offices/departments in achieving their goals and objectives.

Therefore, the TVET colleges and TVET agency should development training and development directives by participating representatives from each office/department and the directives preplaced should be offered to appropriate trainees in the office /department regardless of their status and personal relationship.

- Employees and other stakeholders did not participate in planning, designing and developing human resource training and development programs. Thus, the colleges under study have to involve representatives of all stakeholders in activities mentioned above in order to achieve desired goal without resistance or challenge.
- Evaluating the training and development programs is extremely important stage it is the last stage through which the effectiveness of training is examined. However, majority (63.61%) of the respondents claimed that post-training discussion was not conducted with trainees. Therefore, it is possible to suggest that training and development programs have to be evaluated by setting clear criteria. Moreover, it has to be continues, participatory, well organized and the results/ feed back/ of it should be sent to each office /department and the problems have to be solved on time based on the results of the evaluation.
- Human resource development is not an easy task for various factors that can affect the activities of it. As observed from the findings, there are problems such as, inadequate budget allocation, frequent change of technology /technological advancement /, in adequate knowledge about the need of human resource development, inadequate planning and lack of coordination, lack of management support and reward for the new behaviors, lack of employees' motivation. in sufficient time to execute training and development programs, inaccurate training and development need analysis, lack of training facilities, lack of technical and managerial capacity in conducting training and development program, lack of participatory approach in planning, designing and evaluating, lack of information on employees'/ managers personnel data, and lack of qualified personnel on the position.

Thus, the following remedial actions have to be taken in order to alleviate the problems indicated above

- The training needs must be identified carefully and analyzed in each office/department

- Adequate budget for human resource development program has to be allocated from TVET agency and other concerned bodies and also the colleges themselves have to generate their own income by designing projects and distributing to various sources such as international and local NGOs, and other income generating means
- Human resource development programs have to be well planned, designed and developed.
- Top- level management, MOE and TVET agency in collaboration have to give due attention for HRDP.
- The qualified personnel /professional /should be assigned for HRD department/section
- Employees' performance appraisal should be done without any subjective bias.
- Incentives /rewards / ought to be provided for the new behaviors in TVET college and agency level.
- Training has to be prepared frequently for employees and managers
- Guide-line for human resource development has to be prepared in TVET agency and distributed to concerned TVET colleges .
- Ministry of Education (MOE) and concerned Universities jointly have to design demand-driven curriculum for all TVET programs.

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Appendix - A

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF BUSINESS EDUCATION

QUESTIONNAIRE TO BE FILLED BY COLLEGE TEACHERS/INSTRUCTORS

The objective of this questionnaire is to identify the Practices of Human Resource Development in Government Technical and Vocational Education and Training (TVET) Colleges of Addis Ababa. In this study, factors that are affecting practices of human resource development will be identified and possible solutions for the investigation will be forwarded. Your honest and accurate response is very important for the success of this study. So, you are kindly requested to respond the questionnaire by taking your golden time.

Thank you!

Notice:

1. No need of writing your name
2. Indicate your response by placing (✓) mark in corresponding box of your choice. Open ended questions should be filled by writing possible answers /options/

Section I. Personal Data

1. Name of college -----
2. Sex : (a) male (b) female
3. Age : (a) 20-29 years (c) 40-49 years
(b) 30-39 years (d) 50 and above
4. Qualification: (a) Diploma (b) BA/BSC (c) MA/MSC (d) PhD (e) other
5. Area of your study : Major -----Minor-----
6. The name of your training department/section-----
7. Subject /s / you are teaching-----
8. Indicate levels your are teaching
(a) level-3 (b) level-4 (c) level-5 (d) all levels
9. Experiences in TVET-----

Section II . Organizational Plan

1. Indicate your reaction concerning organizational strategic plan by inserting (√) mark under the corresponding numbers in the table given below /1= strongly disagree, 2= disagree, 3= fairly agree , 4= agree and 5= strongly agree / in each box corresponding to each item.

No	Question Items	Rating scale				
		1	2	3	4	5
1	The college has a clearly defined strategic plan					
2	The objectives and guiding principles of the strategic plan are well communicated to all members of the college.					
3	The college has clearly defined human resource development plan					
4	The college human resource development plan is incorporated in the college's strategic plan					
5	Each department /office has clearly defined implementing strategies in achieving the overall objectives of the college					
6	Each department /office training and development plan is incorporated in to the overall college's strategic plan.					

1. Does your college/ department conduct training and development needs assessment?
 (a) Yes (b) No (c) I am not sure
2. If your answer to question No 1 is "yes" who conducts the training and development needs assessment?
 (a) Each employees (b) Top- level managers c/ Immediate Supervisors (d) Human resource training officers (e) others / if any-----

3. If human resource training and development need assessment was not conducted in your college/department, what do you think the reasons are most probably?
- (a) Absence of expert to conduct training need assessment
 - (b) Lack of budgets
 - (c) Lack of awareness about the importance of conducting human resource training and development need assessment
 - (d) The issue is not accustomed by the college
 - (e) Lack of top-level management due attention
 - (f) Others /if any/ -----
4. Indicate your level of agreement/disagreement about prioritizing human resource training and development needs by inserting (✓) mark under the corresponding numbers in the table given below /1= strongly disagree, 2= disagree, 3= fairly agree , 4= agree and 5= strongly agree / in each box corresponding to each item.

Section III. Human Resource Training and Development Needs Assessment

No	Question Items	Rating scale				
		1	2	3	4	5
1	Training need identified is based on availability of budget					
2	Training need identified is prioritized based on the most importance of the training needs					
3	Training need identified is prioritized based on trainees interest					
4	Training need identified is prioritized based on availability of training material					

Section IV. Human Resource Training and Development Objectives

1. Have your college designed any human resource training and development program for its staff personnel and managers for the last three years?
- a/ yes b/ No c/ I am not sure

2. Does the college set objectives before designing and implementation of human resource training and development program?
 a/ Yes b/ No c/ I am not sure
3. If your answer to question No 2 is “Yes,” do the objectives clearly and precisely indicate the expected out come? a/Yes b/ No

Section V. Human Resource Training and Development Methods

1. How is human resource training and development methods chosen in your college/department? /you can choose more than one/
 a/ Based on the purpose of training and development c/ Based on the level of trainees
 b/ Based on the nature of the content offered d/ Based on the interest of the trainees
 e/ Based on the cost incurred f/ Based on the material availability
 g/ Others / if any /-----
2. Which methods are applied to assess the training and development needs in your college/department? (a) Performance evaluation (b) Observation (c) Group discussion (d) Annual performance review (e) others / if any-----
3. Of the following techniques of on-the-job training and development which one is most often applicable in your college/department? (you can choose more than one)
 a/ Mentoring c/ Job rotation e/ group discussion
 [b/ Coaching d/ Case study
 f/ Role play g/ Others /if any/-----
4. Which of the following off- the-job training and development techniques are used in your college/department frequently? (your can choose more than one)
 a/ various workshops, seminars, conference, etc c/ learning in higher education
 b/ Through distance education d/ others(if any)-----

Section VI. Selection Criteria for Training and Development

1. Indicate your reaction for the criteria of training and development by inserting (✓) mark under the corresponding numbers in the table given below /1= strongly disagree, 2= disagree, 3= fairly agree , 4= agree and 5= strongly agree / in each box corresponding to each item.

No	Question Item	Rating scale				
		1	2	3	4	5
1	The college has a clearly and transparent criteria in selecting individuals for training and education					
2	The selection criteria are well communicated to all members of the organization					
3	Training opportunity are usually offered to individuals as incentives					
4	Training and development opportunities are usually offered to the line personal than the staff personnel					

Section VII. Evaluating Human Resource Training and Development programs

- 1) Does your college/ department have post training discussion with trainees?

a/ Yes b/ No c/ Not sure

- 2) If your answer to question 1 is "No" why? (you can choose more than one)

a/ Trainees are not willing to discuss c/ The absence of responsibility to do that

b/ There is no chance for discussion d/ There is no enough time for discussion

e/ lack of awareness about the importance of such discussion f/ others /if any/-----

3) Indicate your level of agreement or disagreement concerning training and development evaluation practices in your College/department by inserting (✓) mark under the corresponding numbers in the table below /1= strongly disagree, 2= disagree, 3= fairly agree, 4= agree and 5= strongly agree / in each box corresponding to each item.

No	Question Items	Rating scale				
		1	2	3	4	5
1	College evaluates human resource training and development program continuously					
2	Human resource training evaluation is participatory in the college/department					
3	Human resource training evaluation results are well organized					
4	Human resource training evaluation is made through out the training and development process					
5	Problems are timely solved based on the evaluation					
6	Evaluation results are sent to each department /office as feed back.					

4) Have you participated in any training and development program for the last five years?

- (a) Yes (b) No

5) If your answer to Question No 4 is "yes" how many times?

- (a) Once (b) twice (c) more than twice

6) If your answer to question No 4 is “yes” , indicate your level of agreement or disagreement concerning the relevance of training and development by inserting (✓) mark under the corresponding numbers /1= strongly disagree, 2= disagree, 3= fairly agree , 4= agree and 5= strongly agree / in each box corresponding to each item.

No	Question Items	Rating scale				
		1	2	3	4	5
1	Improve the capability and competency of employees					
2	Improve job performance of employees					
3	Enable the office to cope up with new technology					
4	Brought higher job satisfaction and motivation					
5	Improve decision making process					
6	Brought quality service					
7	Develop team spirit					
8	Create healthy supervisor and employees relationship					
9	Develop employees loyalty and commitment					

7. Is there an opportunity to employees and managers to attend further formal education?

(a) yes (b)No

8. If your answer to question No 7 is “yes” what support is provided from your college?

a) Only tuition fee b) only time sponsorship c) both tuition fee and time sponsorship d) no any support at all

9. Do employees involve in the planning, designing and developing human resource training and development programs?

a) Yes b) No c) I am not sure

10. What level of attention is given from top management to human resource development?

a) very high b) high c) moderate d) low e] no attention is given at all

VIII. Major Problems and Solutions Related of Human Resource Development Practices

1. Indicate your level of agreement or disagreement concerning problems related to human resource development practices by inserting (✓) mark under the corresponding numbers /1= strongly disagree, 2= disagree, 3= fairly agree , 4= agree and 5= strongly agree / in each box corresponding to each item.

No	Question Items	Rating scale				
		1	2	3	4	5
1	Inadequate budget for human resource training and development program					
2	Frequent change of technology (technological advancement)					
3	Inadequate knowledge about the need of human resource development					
4	Inadequate planning and lack of coordination					
5	Lack of management support and reward for the new behaviors					
6	Lack of employee motivation					
7	In sufficient time to execute training program					
8	Inaccurate training need analysis					
9	Lack of appropriate trainer					
10	Lack of training facilities					
11	Lack of technical and managerial capability in conducting training program					
12	Lack of guide line for training and development program					
13	Lack of participatory approach in planning, designing and evaluating the training and development program					
14	Lack of information on employees/managers personnel data					
15	Lack of training office and qualified human resource training officer					

2. What measure has to be taken to overcome the problems related to human resource development?

Appendix - B

INTERVIEW QUESTIONS DESIGNED TO DEANS, VICE-DEANS AND HUMAN RESOURCE TRAINING OFFICERS

I would like to thank you for your cooperation, patience and spending your golden time by providing me with relevant information which helps for the success of my research work.

Notice: this interview has no motive secret behind, it is only for educational research data analysis on the practices of Human Resource Development in Government TVET Colleges of Addis Ababa. If you feel uncomfortable on the questions you have the right to ask for clarification or not to answer them.

Age ----- Sex-----

Qualification-----

Position-----

1. Does your college / department conduct human resource training and development program based on need assessment? If your answer is "No" Why?
2. How often does your college conducting training and development?
3. Which methods do your college use for conducting training and development?
4. Does your college set objectives for training and development?
5. What are the factors affecting human resource development practices?
6. What measures does your college takes to alleviate the problems of human resources development?
7. What do you suggest on TVET colleges human resource development problems?

Appendix –C

Focus Group Discussion with Colleges' Non-Teaching Staffs

1. How Human Resource Development programs have been taken place in your college?
2. Is there Human Resource Development Program for managers and supportive staffs?
3. What are the problems that college face on Human Resource Development?
4. What to be done to solve the problems mentioned on question No 3?

Appendix D

Observation Checklist

The following check list is used for direct observation of materials and documents that are relevant for human resource development programs

1. Is there human resource development plan?

Yes -----No -----

2. Is there human resource training officer with required materials/facilities?

Yes -----No -----

3. Do the colleges under study allocated operational budget for human resource development program?

Yes, ----- No,-----

4. Is there any documents that confirm conducting training and development needs assessment?

Yes, -----No, -----

5. Do colleges under study have employee's performance appraisal format?

Yes, -----No, -----

6. Is there check list for post-training and development evaluation?

Yes, -----No, -----

Appendix E

Questioner Section II

$$\alpha = \frac{K}{K-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{16-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{15} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{16-1} \left[\frac{345.44 - 82 - 52}{345.44} \right]$$

$$\alpha = 0.81$$

Questioner Section III

$$\alpha = \frac{K}{K-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{16-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{15} \left[\frac{381.34 - 85.36}{381.34} \right]$$

$$\alpha = 1.07(0.78)$$

$$\alpha = 0.83$$

$$\alpha = \frac{K}{K-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

Questioner Section VI

$$\alpha = \frac{K}{K-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{16-1} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = \frac{16}{15} \left[\frac{\sum X^2 - \sum si^2}{\sum X^2} \right]$$

$$\alpha = 1.07 \left[\frac{212.88 - 133.88}{212.88} \right]$$

$$\alpha = 1.07(0.37) = x = 0.40$$

$$\alpha = \frac{16}{16-1} \left[\frac{1696.96 - 306.4}{1696.96} \right]$$

$$\alpha = 1.07(0.37)$$

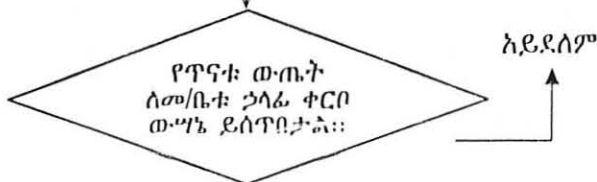
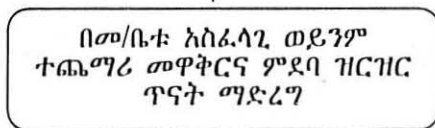
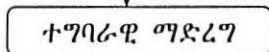
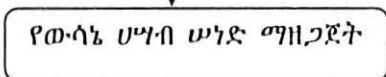
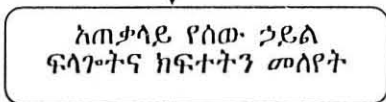
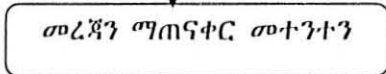
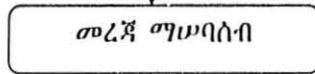
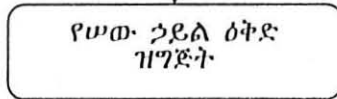
$$\alpha = 0.88$$

STATISTIC A RELIABL. ANALYSIS	Summary for scale: Mean=46.1100 Std.Dv.=8.26444 Valid n:100 Cronbach alpha: .794313 Standardized alpha: .800491 Average inter-item corr.: .297818					
variable	Mean if deleted	Var. if deleted	StDv. if deleted	Itn-Totl Correl.	Squared Multp. R	Alpha if delete
ITEM1	41.61000	51.93790	7.206795	.656298	.507160	.752244
ITEM2	41.37000	53.79310	7.334378	.666111	.533015	.754692
ITEM3	41.41000	54.86190	7.406882	.549226	.363895	.766778
ITEM4	41.63000	56.57310	7.521509	.470852	.305573	.770115
ITEM5	41.52000	64.16961	8.010593	.054609	.057399	.820000
ITEM6	41.56000	62.68640	7.917474	.118561	.045653	.810000
ITEM7	41.46000	54.02840	7.350401	.587637	.443563	.760000
ITEM8	41.33000	53.32110	7.302130	.609204	.446298	.750000
ITEM9	41.44000	55.06640	7.420674	.502529	.328149	.770000
ITEM10	41.66000	53.78440	7.333785	.572875	.410561	.760000

Shown above are the results for 10 items. Of most interest to us are the three right-most columns. They show us the correlation between the respective item and the total sum score (without the respective item), the squared multiple correlation between the respective item and all others, and the internal consistency of the scale (coefficient *alpha*) if the respective item would be deleted. Clearly, items 5 and 6 "stick out," in that they are not consistent with the rest of the scale. Their correlations with the sum scale are .05 and .12, respectively, while all other items correlate at .45 or better. In the right-most column, we can see that the reliability of the scale would be about .82 if either of the two items were to be deleted. Thus, we would probably delete the two items from this scale.

Appendix - F

የሥራ ሂደቱ ዝርዝር ስዕላዊ መግለጫ /Detail level Mapping/



አይደለም



የሰው ኃይል ማብቃትና ማትጋት

