

**PRACTICES AND PROBLEMS OF DESIGNING AND
IMPLEMENTING HUMAN RESOURCE DEVELOPMENT
PROGRAMS IN**

ADDIS ABABA EDUCATION BUREAU

BY

PAULOS SHIKUR KIRATO



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

June 2010

ADDIS ABABA

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATIONAL PLANNING AND
MANAGEMENT:**

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

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ACKNOWLEDGEMENTS

Above all, I submit all glory and honor to the Almighty God whose grace and power sustained me and made this thesis a reality.

My special thanks go to my advisor Ato Melaku Yimam for his valuable, constructive and unreserved comments while I was working on the thesis. So do for his encouragement and fatherly treatment.

My heartfelt thanks also goes to my parents W/o Ametemariam W/Yohannes and Ato Shikur Kirato, my brothers Rev. Abba G/Meskel Shikur, Teshome Shikur and My Sisters Sr. EHITE Shikur, Atsede Shikur and Elfinesh Shikur who shouldered all burdens of family for two year, and to my sons Bruck Paulos and Nathnael Paulos who missed me a lot during my two years at the university.

I would like to express my appreciation to Ato Befekadu Zelleke (Ass. Prof.), Ato Alemayehu Tekele Mariam, Ato Abera Bade, Ato Kebede Nimani, Rev. Abba Estifanos Keraga, Ato Ayele Shone and my real friend Derby DeBella for moral and financial assistance they rendered me during my stay in graduate study.

I am also extremely indebted to Rev. Abba Petros Berga Sorbala who walked long with me for two years solving all my financial problems and for his consistent moral support.

I would like to thank my research participants at AAEB, KKED, KEO and School directors especially Ato Kifle at Addis Ababa Education Bureau, for their cooperation and support during data collection. Lastly but not least, I would like also to extend my thanks to South West Academy administrators for their continuous support and morale as well as covering up all my duties and responsibilities especially during my thesis work.

At last but not the least I would like to express my special thanks to Addis Ababa University for the financial support given to me to conduct this research. I am also very grateful to all my instructors for their determination and dedication during my stay at the graduate studies.

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ABBREVIATIONS AND/OR ACRONYMS

| | |
|--------|--|
| AAEB - | Addis Ababa Education Bureau |
| ANOVA- | Analysis of Variance |
| BPR- | Business Process Reengineering |
| HRD - | Human Resource Development |
| KKED - | Kifle Ketema Education Department |
| KOE - | Kebele Education Office |
| SPSS - | Statistical Package for Social Science |

ABSTRACT

This research was concerned to study the practices and problems of designing and implementing human resource development programs in Addis Ababa Education Bureau. To this end, the research method employed was descriptive survey. Samples of 19 Addis Ababa Education Bureau managers, 38 Kifle Ketema Education Department officials, 44 Kebele Education Office experts and 23 government high school directors were selected by stratified sampling technique as data sources. To answer the basic questions, data were collected from groups of sample respondents through questionnaires, interview and focus group discussion. The data were analyzed by employing statistical techniques including means, percentages, standard deviations chi-square and one way Analysis of Variance test to see the level of significance of difference in respondents' perception. Findings of the study indicated the absence of the practice of conducting systematic needs assessment practices. Besides, most of the offices had no human resource development plans. During the delivery of HRD activities the HRD objectives had not been well presented to the trainees. Offices of the sector had no clear and transparent HRD criteria for selecting trainees. HRD opportunities had been offered to individuals depending on their performance appraisal, recommendation from the immediate supervisors and inviting interested applicants through notice board. Though, findings indicated the HRD activities designed and implemented were meant to attain to the vision, mission and goals of the sector, the degree of alignment between the implemented HRD activities and the organizations sector strategy were loose as a result the sector strategy didn't support the attainment of the objectives set. This was due to the absence of planned HRD activities and those offered were not scheduled ahead of time. The practice of designing and implementing HRD activities were highly affected by lack of adequate budget, attitudes of management, absence of clear directives, lack of managerial and technical capability to design and implement HRD programs. Based on the findings of the study, the following recommendations are forwarded; appropriate attention need to be given to: conducting HRD needs assessment, allocation of adequate budget, developing technical as well as managerial capacity, commitment to implement the designed HRD programs, developing a clear HRD recruitment policy, establish a guideline to design and implement HRD programs progressively, create a strong link among the administrative units to bring about homogeneity in realizing the objectives of the sector throughout the city which will finally go coherently together with the country's sector strategy.

CHAPTER ONE

THE PROBLEM AND ITS SETTINGS

This chapter deals with the problem and its approach. It contains background of the study, statement of the problem, objectives of the study, research design and methodology; organization of the study.

1.1 Background of the Study

Human Resource Development (HRD), according Randy (2002), is defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Learning is at the core of all HRD efforts. It must be clear that HRD activities should begin when an employee joins and continues throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. HRD programs must respond to job changes and integrate the long term plans and strategies of the organization to ensure the efficient and effective use of resources.

Today's organizations are found in a highly volatile and rapidly changing environment. The dynamism consists of a multitude of factors that have deterministic power on the overall operation of the organization. In order to cope up with the ever-changing social, economic, political and technological development and customer demand for improved products and services, an organization must have competent management and human resources that can help them survive and fit with changing environment (Mahs and Jackson, 1997; Kuber,1996). Improving management capacity and effectiveness, especially in those aspects dealing with human capital offer the most promise for improving organizational effectiveness.

The current economic situations have paved an increasing pressure on organizations to change from indigenous, costly, sub-optimal levels of technology to performance-based, competitive and higher technology provision. These and other factors have direct implications on HRM practices, which demand the specialists in the field to bring about large scale professionalized changes in their organization in order to cope with the challenges of the time(Rao and others 2001, Som 2002). One of the responses is Human Resource Development programs.

HRD requires the identification and building of core competences to be successful. Such competences can become major competitive advantages for the organization, being difficult to imitate when they are well embedded into the organization (Muller and others 1996). However, at its most effective, HRD must take account of informal skills development and allow scope for bottom up input and interaction with everyday work.

Researchers have shown that, in the last 20 years the strategic use of the human resource management is likely to be one of the important determinants of organizational performance, effectiveness and success (Dalaney & Huselid, 1996; Gratton and others 1999, Wright and others, 2005). HRD integrates human resources consideration with other physical, financial and technological resources in the setting of goals and solving complex organizational problems (Legnick-Hall & Legnick –hall; 1988). It also emphasizes the implementation of a set of policies and practices that will build employee pool of skill, knowledge and ability (Jackson and Schulern, 1995) that are relevant to organizational problem are provided and the likelihood that business goals of the organization will be attained is increased (Mechelin,1996)

HRD provides a general approach to the HRM in accordance with the intention of the organization on the future direction it wants to take. The long term people issue (recruitment, compensation, training and development ...) and other organizational aspects such as structure, quality, culture, commitment and matching resources to future need are its focus. Shuler, Richard & Johnson (2001) found that the strategic HRM effectiveness is directly related to employee recruitment, training and development, promotion, incentive benefits involvement and safety.

Research done so far (Wright & Mahor, 1992) identified two approaches that indicate two factors in an organizational setting. The first one is the human factor, their performance and competency and the other is the business surplus. An approach of people concern is based on the belief that human resources are uniquely important in sustained business success. An organizational competitive advantage by using its people effectively, drawing on their expertise and ingenuity to meet clearly defined objectives is an important paramount.

Integration of business surplus to human competency and performance required adequate strategies. Here the role of strategy comes into picture. The way in which people are managed, motivated and deployed and the availability of skills and knowledge will shape the business

strategy. The strategic orientation of organizations then requires the effective orientation of HR to competency and performance excellence.

As it is cited in the overall education sector development strategy of the country (2005/06 - 2010/11), in order to improve the quality of education emphasis should be given to improve the academic qualification of the teaching staff and the Woreda educational officials. The strategy has also pointed out that effort would be exerted to have a teaching staff that is well trained in various skills so as to participate in the economy of the society at large.

Addis Ababa city administration is the capital of the FDRE which was established on the basis of proclamation of No.7/1992. At present the administration is divided in to ten sub-cities and 116 kebeles where 655 primary schools; 145 secondary schools; 7 government TVET colleges and the Kotobe College of Teachers Education are contained in it (Annual abstract 2000E.C).The Addis Ababa Education Bureau and the respective sub city (Kifle Ketema) education offices and the Keble education offices are responsible for carrying out the education and training policy of the country as stated in the education sector development program 2005/06.

As it is very clearly depicted out in the 1994 Education and Training Policy of the nation article 3.8 numbers: 82, “Educational Management will be decentralized to create the necessary conditions to expand, enrich and improve the relevance of quality, accessibility and equity of education and training”.

With this the Addis Ababa Education Bureau is mandated to execute the following duties and responsibilities:

- a. Prepare elementary level curricula, publish books and ensure the availability of teaching aids in compliance with the national education policy, strategy and standard for the construction of schools in the city in accordance with the national requirements and implement same up on approval.*
- b. Execute national examinations in the city; establish standards for examinations and certificates given by elementary and high schools in the city; ensure implementation of same upon approval.*
- c. Administer technical and vocational training junior colleges not provided by this proclamation or other laws; facilitate the provision of vocational and*

skill upgrading trainings consistent with the economic activities of the city for school drop-outs and high school graduates that are unable to join higher educational institutions and unemployed persons, design strategies for capacity building for the existing centers that are engaged in non-formal basic and vocational training activities.

- d. Cause the provision of educational programs to be supported by mass media, devise mechanisms to extend distance and continuing education programs and supervise the implementation.*
- e. Take affirmative measures as regards educational services given for women, children, adults and for persons with special needs.*
- f. Train or cause to train teachers and other educational personnel in accordance with the national standard of training and give institutions engaged in the sector.*
- g. Supervise educational institutions run by the government with a view to ensure their compliance with the set standard and accredit same; provide information service and other supports for investors who want to engage in the sector; ensure that high schools established by local investors are in comply with the standards set forth.*

Currently the education bureau is carrying out its HRD programs at different levels for the different groups of personnel it has. As its main objective is to maintain quality education in the city, its major area of focus is the development of teachers and other education officers who are directly involved in instructional development.

As the Addis Ababa Education Bureau has implemented Business Process Reengineering fully, the HRD is taken as one of the support process is given due attention and it started to design and implement employee development in different phases, in-service programs which is designed for those who are currently working as a teacher, an expert and education department heads. Pre-service programs are designed in collaboration with high schools the would be teachers are sent to Kotobe College of Teachers Education and short courses are designed based on the felt need for improved performance and is carried out continuously for different groups of employees.

programs maximize the productivity of employees and improve the performance and competitiveness of the education bureau. An effective training starts with assessment of needs and evaluation at its initial stage and continues throughout the process (Rae, 1986).

One can understand that before providing training, it is important to identify training needs. Besides, evaluation should also be conducted not only at the end but also starts at the initial stage and continues throughout the processes. However, according to Altaye (2005) the practice of designing and implementing training programs undertaking need assessment in civil service organizations is low. In some organizations even though there is an attempt, it is highly influenced by supervisors while the request of trainers was not given due attention.

Moreover, for human resource development to be effective, HRD objectives should be clearly stated in line with the HRD policies and guidelines of the AAEB. Besides, the content should consider the interest of the employees to achieve intended goals. However, Eshetu (2004) states that organizations did not clearly or adequately state training objectives or they did not have specific training objectives. Besides, the training content selection did not consider the interest of their employees and stakeholders. More than anything they should be strategically aligned with the organizations goals.

The researcher also tried to see the practices of designing and implementing HRD activities through documents and tried to consult people who have an ample exposure to the practice and found out that there is no as such formal HRD structure but it is carried out voraciously at all echelons of the education bureau. To is this and other factors that are prevailing in the education bureau of Addis Ababa that sparked the student researcher to go deep and see if all the human resource development activities carried out are supporting in attaining the strategic approach designed for the excellence of education at all levels in the city.

Thus, it is timely and important to see practice and problems of designing and implementing HRD programs in AAEB whether they are carried out in line with the sector strategy or not. This will help the education officials at various levels to know the progress and drawbacks of HRD activities accomplished so as to take corrective measures to run the programs as per intended outcome. Thus, this study aims at assessing the practices and problems in which HRD programs are designed and implemented in AAEB with the intention of answering the following questions.

1. To what extent does the HRD program of the Addis Ababa Education Bureau go in line with its overall sector strategy?
2. How far are the processes and procedures designed for HRD program of AAEB helping the realization of its objectives?
3. What are the factors that influence the implementation of HRD strategy of the AAEB?

1.3. Objectives of the Study

1.3.1 General Objectives

The general objective of the study will be able to look into how training and development programs at all levels of education offices under Addis Ababa education Bureau are designed and implemented; to find out whether the processes and procedures designed to carry out the human resource programs carried out helping the organization is to realize its objectives; as well as to identify factors that influence the designing and implementation of human resource development programs. In addition possible recommendations will be forwarded that will help the bureau to align training and development towards strategic objectives that it wants to attain.

1.3.2 Specific Objectives

The specific objectives of the study include:

- I. To investigate whether the human resource development programs go in line with the overall strategy of the sector.
- II. To investigate how well the human resource development is designed strategically to achieve objectives of the education bureau.
- III. To investigate how well the processes and procedures designed are employed effectively in carrying out human resource development programs.
- IV. To assess the education offices' at different levels practice human resource development as per to the strategic approach.
- V. To identify factors that influences the designing and implementation of human resource development programs.

1.4 Significance of the Study

As our country is working for the improvement of quality of education at all levels, the appropriate use education (implementation) of training and development programs strategically will pave the way for the attainment of the intended goal.

Thus, the result of this study is expected to be taken by Addis Ababa education bureau to improve designing and implementation human resource human resource development programs. In addition it will also be used to provide information for decision makers in the education bureau, thus, the findings of this study would specifically be significant to each level for the following reasons.

1. The result of this study will provide valuable input and direction to the organizations in assessing, designing, executing evaluating training and development programs for the attainment of the overall goals.
2. It will help to identify the major problems in designing and implementing human resource training and development programs in the bureau and draw attention of all concerned personalities to take corrective measures in due time.
3. Furthermore, it will also help as a source of document and as a stepping stone for those researchers who want to make further investigation on the area afterwards.

1.5. Delimitation of the Study

There are ten (10) Kifle Ketemas and 116 Kebele in Addis Ababa. Since it is very difficult to include all sub-cities and Kebele education offices as well as high schools in each sub-city for financial and time constraints, the study will be delimited to only four (4) Kifle Ketema education Department and 40% of the Kebele education office experts as well as all high school directors in the Kifle Ketema under consideration. The study will also be delimited to government high schools only as private and mission schools don't get any human resource development assistance from the government. The study will also be delimited to the employees who are directly involved in education. Throughout this paper the terms Sub City and Kifle Ketema will be used interchangeably as they mean the same thing.

1.6. Limitations of the Study

One of the major difficulties that the researcher faced in due process of doing this paper is that the lack of proper documentation on the HRD activities done in the past which shadowed the data that would have been obtained from document analysis. More than that there are few or no official who have been in the human resource department for long and people at the post can only tell what is planned but have no idea what was going on in the past. It was extremely difficult to get the questionnaires filled by top level managers like education bureau heads and sub-city administrative heads. In addition, most experts at Kebele education office and managers were highly fed up of filling out questionnaires and they were reluctant to fill in the questionnaire on time. These factors might have influenced the generalizability of the results of the study.

1.7. Organization of the Study

The study is composed of five chapters. The first chapter deals with the problem and its approach, the second chapter will deal with the review of related literature, the third chapter will be about the research design and methodology, while the fourth chapter will treat the presentation, analysis and interpretation of data collected and finally the last chapter will contain summary, conclusion and recommendations forwarded on the basis of the analysis of data from the ground. Besides, bibliography and necessary documents will be attached at the end of the chapter

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Definitions of Human Resource Development (HRD)

In reviewing the literature surrounding the meaning and understanding of HRD, a number of dimensions can be seen to be influencing the evolving and complicated nature of HRD. That means, numerous attempts have been made to define HRD, it is proved that the concept is elusive (Weinberger, 1998; McGoldrick and other, 2002).

The first definition of HRD was offered by Harbison and Myers (1964) as the process of increasing the knowledge, the skills and the capabilities of all the people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people lead fuller and richer lives, less bound to tradition. In short, the processes of HRD unlock the door to modernization. However, this definition is very broad in perspective, as it defines HRD in relation to culture, the economy and social and political contexts rather than individuals and organizations.

Nadler and Nadler (1989) again defined HRD as a learning experience organized mainly by an employer, usually within a specified period of time, to bring about the possibility of performance improvement and/ or personal growth. According to this definition the main focus of HRD is learning and its principal aim is to attain the objectives of both the organization and the individual. The process also takes place over a particular period of time. The chief focus of the definition regarding HRD is that the ultimate goal of the process is to have an improved performance in order to attain the organizational objectives and keep the organization competitive in the turbulent environment where the organization functions. Performance improvement can be viewed widely but in the context of HRD it refers to how employees perform their work after the HRD interventions.

According to Rao (1986), human resource development in the organizational context is the process by which the employees of an organization are helped in a continuous planned way to:

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

From these definitions, the AAEB should identify, develop and effectively release the maximum potentials of employees for the benefits of both the education bureau and the individual workers. The resourcefulness of human capital must be fully developed and utilized at the moment, not only to achieve the immediate needs of the education system, but also to help in preparing other workers who will fill the positions in the future.

One can observe that the commonalities in theoretical concepts and purpose of HRD as well as training and development, is that they both provide human resources with learning and education to improve performance. This view training and development as a dimension of HRD, is supported by Nadler & Nadler (1980).

2.1.1. Purposes and Functions of HRD

2.1.1.1. Purpose of HRD

The purposes of human resource development are said to influence the nature and extent of HRD activities being implemented (McLean and McLean, 2001). Holton (2000) proposes that the purposes of HRD are centered on learning and performance perspectives, both benefiting the individual and the interests of shareholders. In a wider perspective, Hatcher (2000) proposes that the purposes centre on economic benefits, social benefits and the ethics of HRD. These points indirectly suggest that a reconciliation of the purposes of HRD centrally focus on training, development and learning within organizations for individual development to achieve business strategies and for the development of organizational competence (Gourlay, 2001).

In general the purpose of HRD is to enhance individual performance and improve organizational effectiveness and productivity (McLagan, 1989; Chalofsky, 1992; Stewart and McGoldrick, 1996).

Training and development have a lot of advantages both to employees and to the organization if carried in a planned and systematic way (Werther and Davis, 1993). On the contrary, poorly designed and inappropriate training and development activities can be source of frustration, and wastage of resources (Gomez-Mejia, Balkin and Cardy, 1995). Thus, it needs to be designed in a systematic and logical way to bring about desired results.

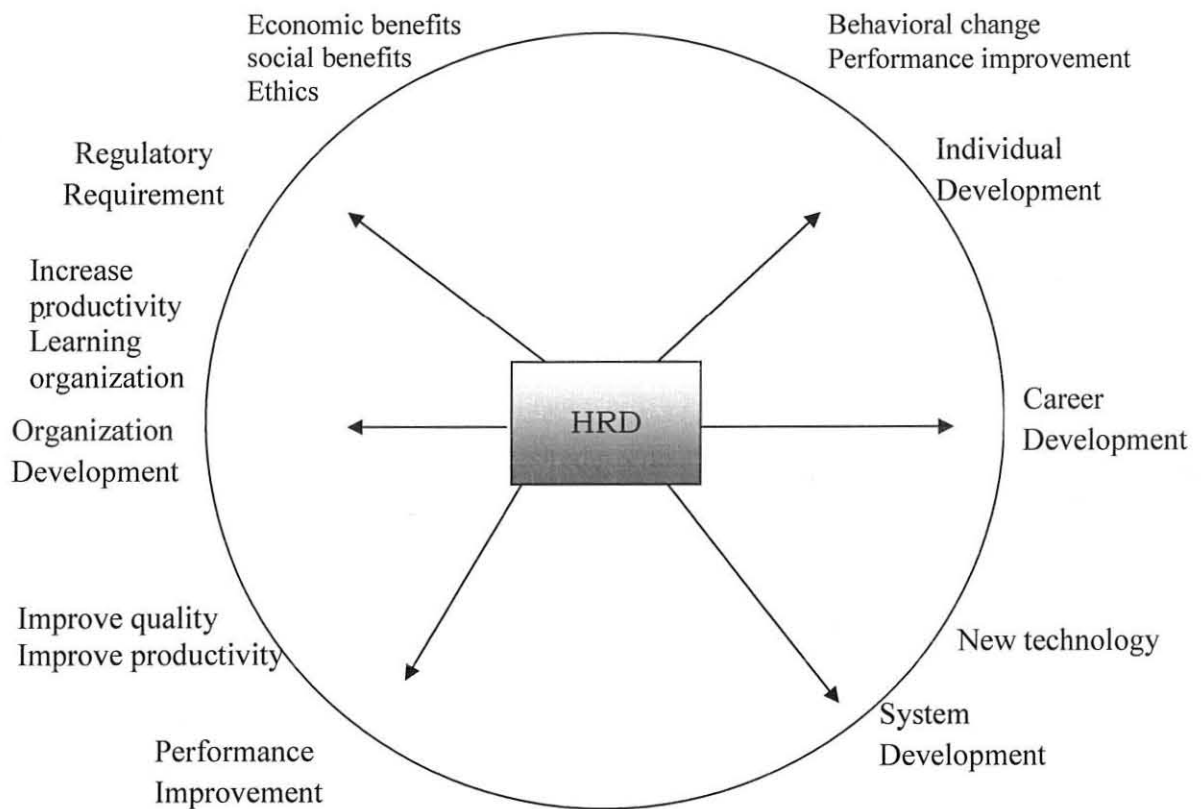


Figure 1: Purpose of HRD

Adapted from European Journal of social sciences vol.10 no. 4, 2009

2.1.1.2. Functions of HRD

The four main key functions of HRD are individual development, organizational development, career development and performance development. In analysis the various definitions of HRD, most writers have indicated that the primary focus of HRD is individual development or organizational development (McLean, 1989, Swanson, 1995). However, some researchers argued that individual and organizational development are connected and interrelated. From this perspective, employers are expected to be provided training and development or learning activities to improve performance, which leads to organizational effectiveness (Swanson, 1995, Stewart & Mc Goldrick, 1996). Hence, individual development, organizational development, career development and performance development can be interrelated functions with in HRD.



Figure 2 Interrelated functions of HRD

Adapted from European Journal of social sciences vol.10 no. 4, 2009

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. It mainly includes three important concepts training, education and development. These concepts are discussed below.

Training: *Training* is defined by a number of scholars in different ways but the central concept remains the same. It is defined as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or in a range of activities (Garavan et al. 1995; Harrison, 1995; Reid et al. 1994).

European Journal of Social Sciences volume 10, number 4:2009, provided separate and lengthy definitions as training is a planned process to modify attitude, knowledge or skills through learning experiences to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Training as an organizational intervention may be defined as a well thought of set of activities aimed to facilitate learning of knowledge, attitude and skills among its people in an organization to improve their current job performance and contribute to the achievement of organizational goals. This is to say that all training programs are meant to improve performance and establish a solid ground to attain organizational goals. Training is indispensable and becomes strategic if it takes into account long term organizational goals and objectives (Lynton and Pareek, 2000).

Generally, training consists of planned programs designed to improve performance at the individual, group, and/or organizational levels. Improved performance, in turn implies that there have been measurable changes in knowledge, skills, attitudes, and/or social behavior (Cascio, 2004).

Development: Development programs are long term activities that benefit both the organization and individuals. While organizations benefit by having more capable and experienced employees who enhance the ability of organizations to adapt and compete to a changing competitive environment, individuals also gain career development (Mathis and Jackson, 1997).

According to Wilson (1999), development is the growth or realization of a person's ability through conscious or unconscious learning, which usually includes elements of planned study and experience supported by coaching and counseling. Another author Nadler and Nadler (1989) defined development as learning for growth of the individual but not related to a specific present or future job.

According to Truelove (2000), development is a process whereby individuals learn through experience to be more effective. It aims to help people utilize the skills and knowledge that education and training have given them- not only in their current jobs, but also in future posts. It embodies concepts such as psychological growth, greater maturity and increases confidence.

Education: Jarvis (1995) defined education as any planned series of incidents, having humanistic basis, directed towards the participants learning and understanding. This definition doesn't restrict education to a specific learning process, to a specific time in life, or to a specific the definition of education in HRD context, which is stated as education is principle driven, which teaches general skills and knowledge for the state of a field or discipline rather than having a specific job focus.

Educational activities are not directly related to current jobs (Mondy, Noe and Premeaux, 1999; Cartwright et al., 1988). Educational activities are very broad and wider in scope and are not primarily concerned with job performance (Truelove, 2000). However, it is a 'process whose prime purpose are to impart general knowledge and understanding and develop the way mental faculties are used' (Tuelove2000); Dwivedi, 1984).

Generally, the term human resource development encompasses the three functions: training, development and education. Although the variation between these variables seems blurred, distinction must be made between them particularly that of training and development. While 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, development is a long term endeavor for maximizing individuals potential for the future (Purecell, 2000; Getachew, 1998). Whereas, according to Nadler and Wigs (1998), education focuses on acquisition of new knowledge, skill and attitudes leading individuals to undertake a new job or do a different task in the future. Thus, unlike some scholars conclude, it is difficult to associate trainings only appreciable to employees and that of development to managers; rather they are applicable to all and are complementary, interlinked and interrelated parts of the same process (Purcell, 2000).

Relationship between Training and Development: While the concepts just discussed are characterized as distinct in some ways, there are elements common to all of them. To begin with training, development and education are essentially concerned with learning. Furthermore, development appears to be the primary process to which training and formal education contributes. In turn, this contribution facilitates both the individual and the organization. Educational activities are viewed as a prerequisite for a job because they certify the individual's ability and suitability. This suitability to the organization may be further enhanced by training.

Though training and development often go hand in hand, the terms are not synonymous. Gomez-Mejia (1995), tries to show the relationship between them as follows: Training is the process of providing employees with specific skills or helping employees to correct deficiencies in their current performance. For example, new equipment training of deficient understanding of a work process by employees required training. However, development is an effort to provide employees with the abilities that the organization will need in carrying out the current job; but in development, the focus is on both the current job and jobs that employees will hold in the future. In addition, the scope of training tends to focus on immediate organizational needs, while development tends to focus on long-term requirements.

The goal of training is a quick improvement in worker's performance, while the goal of development is the overall enrichment of the organization's human resource prepared by employees for future work demands. Training strongly influences present performance levels, while development pays off in terms of more capable and flexible human resources in the end. However, in this paper, for the purpose of convenience the student researcher will use the terms interchangeably.

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's better use of its human resources. Employee's job satisfaction will be increased because they feel mastery of the work as a result of the newly acquired skills and way of doing things. Hence, the purpose of training and development as Graham, (1978) depicted out, 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 greater job satisfaction which results in less turn over and less absenteeism.

No amount and quality of expertise and effort in external and internal staffing will ensure a hundred percent success rate on new hires of 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 reasons of training and development given for employee's organizational process and their jobs, to improve employee's performance level enable employees to maintain performance levels, and to prepare employees for new jobs.

Furthermore, Kenny et al, (1983) and Robinson, (1985) added improvements as a result of training and development are: increasing knowledge in the job and structure (objective of department). In addition to this, increased 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 satisfaction as well as attracting new applicants.

Therefore, effective training and development will bring additional knowledge and skill, and changes in attitude in the individual employee as well as increased effectiveness in the organization.

The Benefits of Training and Development: Training and development have a lot of advantages both to employees and to the organization if carried out in a planned and systematic way. On the contrary, poorly designed and inappropriate training and development activities can be source of frustration, and wastage of resources. Thus, it needs to be designed in a systematic and logical way to bring about desired results. Effective training and development programs have a lot of benefits of which some of the most important ones are (Werther and Davis, 1993), Gomez-Meji, and others ,1995) improved production both quantitatively and qualitatively, greater versatility and adaptability to new methods, moral can be improved as a result of achievement of consistently high standards; accidents, scrap rates, and energy use can be reduced; dissatisfactions, complaints, absenteeism and turnover can be greatly reduced, less need for close supervising so that managers and supervisors can devote more time on strategic issues and customer complaints can be reduced as a result of improved services.

2.3. Components of Training and Development

Human resources 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.

2.3.1. Management Development

According to Randy (2002:12), Management development is one of the most common HRD activities. Although management development has been defined in many ways, the following

definition captures the essence of management development as it can and should be practiced in organizations.

An organization's conscious effort to provide its management (and potential managers) with opportunities to learn, grow and change, in hopes of producing over the long term a cadre of managers with the skills necessary to function effectively in that organization.

This definition makes several key points. First, it suggests that management development should be seen as specific to a particular organization. Secondly, management development consists of providing employees with opportunities for learning, growth, and change. Thirdly, management development must be a conscious effort on the part of the organization. Fourthly, management development as any HRD activity should be directly linked to the organization's strategy, that is, it must meet the organization's business needs if it is to be a sound investment and ultimately successful.

The future of an organization mainly lies on the hands of its management (Mondy and Noe, 1990). In this dynamic and highly competitive environment, the survival and growth of an organization cannot be realized without having competent management. Thus, systematic development of managerial talent should be one of the primary tasks of organizations (Bettingnies, 1975; Walker, 1980; Bizuneh, 1999).

Management development therefore, is 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). This implies developing their attitudes, skills, and knowledge 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; Kreiken, 1975; Hawrylyshyn, 1983).

Referring the glossary of training terms, Graham (1989:16) defines management development as follows

Management development is a systematic process of development of effective managers at all levels to meet the requirements of an organization, involving an analysis of the present and future management requirements, assessing the existing and potential skills of managers and devising the best for their development to meet these requirements.

Therefore, as a systematic long-term process of learning, management development encompasses both management education and training. According to Kerrigan and Luke (1987) management education activities incorporate a wide variety of managerial functions that are intended to increase the overall skills that would be immediately applicable. It focuses on theories, concepts and analytical frameworks. On the other hand, management training is more of job and organization specific and is aimed at improving ones job performance by increasing his/her job related skills and knowledge (Kerrigan and Luke, 1987).

2.3.2. Employee Training and Development

It has been explained that the effectiveness of an organization ultimately depends on the capabilities and competence of its employees among other things. Although it is believed that organizations carefully screen the general abilities of employees during the selection process, many of their skills are developed over time (Mathis and Jackson, 1982).

Employee training and development can be defined as planned process of providing employees with learning experiences intended to enhance their contributions to organizational goal (Heneman and others, 1989). It has the purpose of improving individuals' abilities in order to bring them in line with the existing or anticipated job requirements. So, everyone's' capability in each unit, section, department, etc has to be built.

According to Strauss and Sayles (1967) the most effective training and development program is the one that includes every member of the organization. This implies that training and development should not be confined to a selected few. Generally, the purposes of most common employee training and development programs include to orient ne w employees to the organization and their jobs, to improve employees' performance levels on their present jobs, to enable employees to maintain performance levels as their present jobs change and to prepare employees for new jobs.(Heneman and others,1996).

2.4. The Processes of Human Resource Development

According to Randy (2002), the goal of HRD is to improve an organization's effectiveness by solving current problems (like an increase in customer complaints), Preventing anticipated

problems (such as a shortage of skilled technicians) and including as participants those individuals and units that can be benefit most.

Training and HRD Process Model

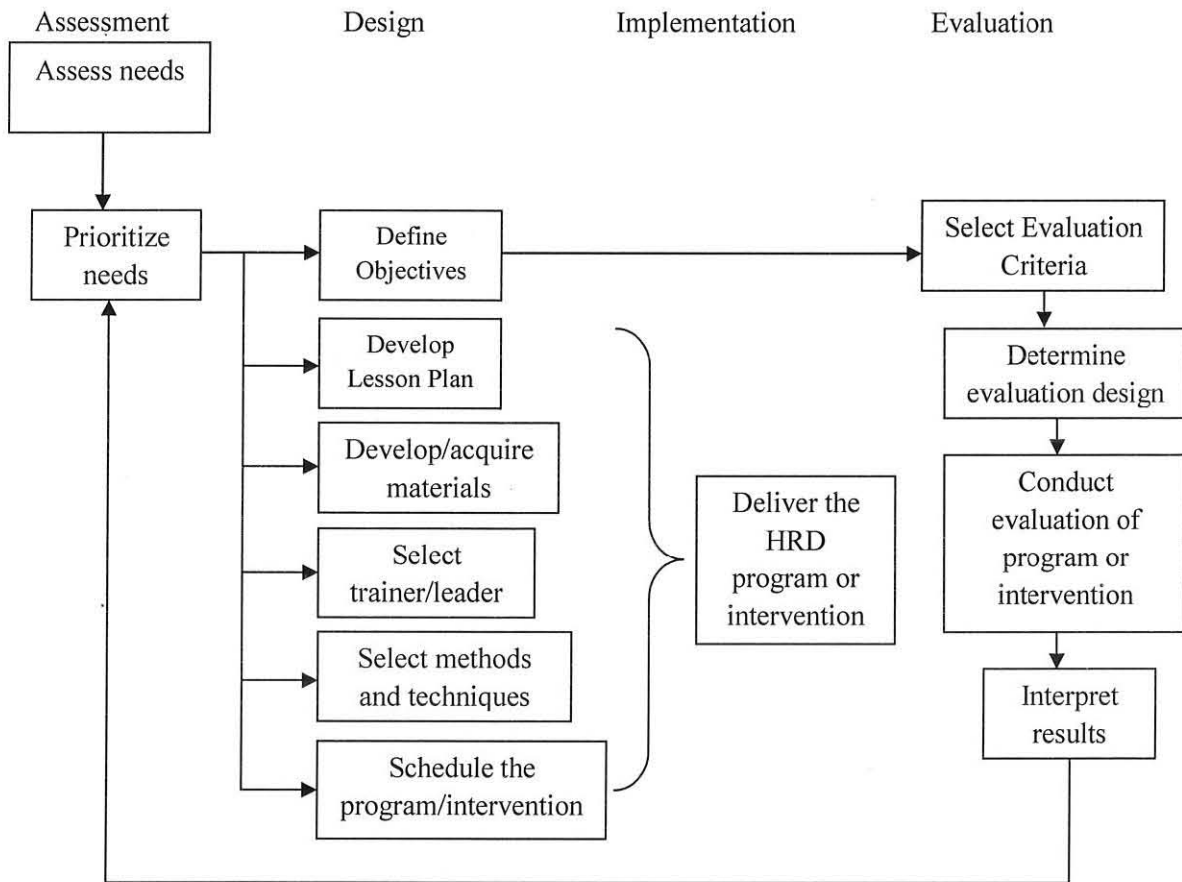


Figure 3: Adapted from Randy L.D. 2002:127

In short, HRD is effective if it successfully addresses some organizational need hence HRD programs should be designed and conducted using a four phase approach: needs assessment, design, implementation and evaluation (Randy 2002).

2.4.1. Human Resource Development Need Assessment

HRD needs analysis can be viewed as a systematic process of determining and ordering developmental goals, measuring developmental needs and deciding on priorities for action. Such

a needs analysis is a central component of the HRD process as it ensures that it occurs only where there is a valid need for it (Freeman, 1993).

According to Randy (2002), needs assessment is a process by which an organization's HRD needs are identified and articulated. It is the starting point of the HRD and training process. A need assessment can identify such things as an organization's goals and its effectiveness in reaching these goals, discrepancies or gaps between employee's skills and the skills required for effective job performance, discrepancies (gaps) between current skills and the skills needed to perform the job successfully in the future and the conditions under which the HRD activity will occur.

Training programs have to be based on need assessment. It is the most important step in the training process. Training need is a gap that exists between the requirements of a given job and the actual performance of trainees.

According to Randy (2002), needs exist at any of at least three levels, considering the organization, the job/task, and the individual. To ensure an effective HRD effort, needs must be measured at each level. As a result, three types of assessments must be conducted: organizational analysis, task analysis, and person analysis.

2.4.1.1. Organizational Need Assessment

As Randy (2002) pointed out that, needs assessment at the organizational level is usually conducted by performing an organizational analysis. Organizational analysis is a process used to better understanding the characteristics of the organization to determine where training and HRD efforts are needed and the conditions within which they will be conducted. A strategic/organizational needs analysis requires a broad or "whole system" view of the organization and what it is trying to accomplish. The organizational characteristics studied may include goals and objectives, reward system, planning systems, delegation and control system, and communications system.

In supplement of this idea, Clark (2000), suggested that organizational needs assessment is a basis for giving answers to questions like who must be trained, what must be trained, when should training to occur, where the training takes place and how should training be provided?

The purpose of needs assessment is then, to make known, more precisely than performance analysis does, what results are to be achieved by training (Rathwell and Kazanas, 1998). Moreover, the same author suggested that the needs assessment plans should be set up objectives, identify the target audience, select sampling procedures, decide on appropriate data collection methods, specify instruments and protocols, choose methods of data analysis, and describe how decisions will be made based on data.

Performance deficiency is the main reason why training needs should be only in an organization. Training needs assessment is essential not only to determine the contents of training programs to be offered but also to select the appropriate methods to meet the contents effectively. According to Laird (1983), some sources of training needs include promotions, transfers, appraisals, career planning programs, an accident, quality control records, grievances, new positions, special assignments, new products, new policies, key requests and key reports and inventories.

Moreover, Tracy (1984) puts the following elements, as training needs assessment methods to get reliable and valid information that can be found. These include, advisory committees representing all level of management, analyzing plans and forecast, using assessment centers to identify different needs, exit interview, making group discussions, attempt climate, attitude, and critical incident surveys, analyze performance records and appraisals as well as product evaluations were the main elements to consider.

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 individual employees training and development needs as well as be able to identify external forces affecting the organization such as employee life style and value systems, government regulations, and economic realities. In addition to this, be able to detect internal changes in communications, leadership style, and power centers. Moreover, it helps in the direction of analyzing the reasons for high turnover and grievance rates, labor-management confrontations, and reject rates.

2.4.1.2. Job/Task Needs Assessment

Task analysis (sometimes called operations analysis) is a systematic collection of data about a specific job or group of jobs to determine what an employee should be taught to achieve optimal performance. Results of a task analysis typically include the appropriate standards of

performance, how tasks should be performed to meet these standards, and the knowledge, skills, abilities, and other characteristics (KSAOs) that employees need to possess in order to meet the standards (Randy,2002). This involves a thorough analysis of the tasks performed in an organization.

Therefore, it requires knowing the job requirements (Brown, 2002; Mathis and Jackson, 1997). In conducting task analysis detail examination of various components of jobs and how they are performed should be analyzed. This helps to determine if jobs have changed over certain period and if employees have adequate skills, knowledge and abilities in performing such tasks (Saiyadain, 1999). Moday, Noe, Premaux (1999) also stress that ‘importance’ and ‘proficiency’ must be primarily determined in carrying out task analysis. While ‘importance’ refers to the ‘relevance’ of specific tasks and behaviors in a particular job and the frequency with which they are performed, proficiency is related to employees competence in performing their tasks.

2.4.1.3. Person analysis

Person analysis is directed at determining the training needs of the individual employee. The focus is typically on how well each employee is performing key job tasks, but this process may identify a wide range of both common and unique HRD needs. Someone who can observe the employee’s performance on a regular basis is in the best position to conduct a person analysis. Traditionally, person analysis has involved an employee and that employee’s immediate supervisor. Depending on the nature of an individual’s work, that employee’s peers, customers, and subordinates may also be in a position to provide information that can be used to identify person-level needs (Randy, 2002).

The sources of person analysis data include performance evaluation, direct observation, tests, questionnaires, specially designed situations, and critical incidents available for person assessment.

Thus, 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. Rothwell and Kazanas (1998) further suggested that in micro training needs assessment projects focusing on a single work unit, it might be possible to identify only a few individuals whose needs should be examined.

This level as an important and complex level and is the building block of any needs assessment (Kubr and Prokopenko, 1989). In conducting person analysis, individuals' skills, abilities, knowledge and attitudes are examined mainly to determine 'who needs to be trained' and 'what kind of training is needed' (Monday, Noe and Premeaux, 1999; Saiyadain, 1999). This is usually done by comparing individuals' performance against established standards.

Kubr and Prokopenko (1989), view assessment of management training and development needs from individual and group or team level. They explain that as every manager or employee has unique needs depending upon his/her job profile, educational and cultural background, experience and personality, undertaking person analysis at individual level helps to develop programs that are tailored according to individual needs. Nevertheless, although some needs are individual and unique, other needs are common that requires group needs assessment.

Generally, undertaking needs analysis requires adequate and reliable data. Depending on the types of or levels of needs analysis, various techniques are employed to solicit information on training and development needs. At an organizational level conducting attitude survey, close supervision of organizational performance, observing the behavior of people, complaints from customers, employee grievance, records of accidents, absenteeism, wastage, turnover, employee morale and motivation, etc., are important sources of data (Mathis and Jackson, 1997; Saiyadain, 1999). Similarly, indicators as production data, meeting deadlines, quality of performance, absenteeism, late coming, etc., help as sources of data in person analysis. But, in most cases, performance appraisal data is the most widely used approach (Mathis and Jackson, 1997). Information on such indicators is thus generated using questionnaires, attitude surveys, skill tests, records of critical incidents, etc., (Mathis and Jackson, 1997; Saiyadain, 1999). And, according to Mondy, Noe and Premeaux (1999), sources of data for task analysis could be generated from job descriptions and specifications, performance appraisals, interviews, etc. Job descriptions and specifications and the skills, knowledge and attitudes required of individuals to accomplish their tasks (Mathins and Jackson, 1997).

2.4.2. Designing Human Resource Development Programs

Human resource development objectives are translated in to meaningful outcomes by designing appropriate programs. Program design, according to Butler (1998) can be described 'as the

process of developing training curricula and materials to meet training and development needs'. Programs are usually developed to meet particular needs as prioritized by organizations. However, according to Megginson (1981), programs must be designed in a planned way that the objectives of the program could help organizations grow, adapt to technological developments, fulfill social responsibilities and provide greater job satisfaction. More specifically, programs need to assist employees and managers to learn correct job methods, achieve a satisfactory level of job performance, and to acquire capabilities that would be valuable in future jobs (Jackson & others, 2002).

Armed with needs assessment data, the focus now turns to designing an effective HRD program. The key activities involved in designing HRD programs are setting objectives, Selecting the trainer or vendor, developing a lesson plan, selecting program methods and techniques, preparing materials and scheduling the program

2.4.3. Formulation of Human Resource Development Objectives

The final step in the assessment phase is to translate the needs identified by the organization, task, and individual analysis into measurable objectives that can guide the training effort. Once an organization following effective-HRD practice completed the first phase of the training and HRD process needs assessment- will have a data that indicates where the training or HRD program is needed? What kind of training or HRD program is needed? Who needs to be trained?

Objectives are essential to a successful training or HRD program. In addition to forming the basis for selecting the program content and methods, objectives are used by the organization to evaluate the programs' success and they also help the participants to focus their own attention and efforts during the program. Generally, objectives tell where the program is going and how to know when you have reached your desired target.

According to Management professor Ronald Sim in Harrison (2000), useful objectives describe the performance the learners (trainees) should be able to do, the conditions under which they must do it, and the criteria (how well they must do it) used in judging its success. Program objectives that lack the performance, conditions, and criteria are often ambiguous and can cause those who interpret the objectives differently to feel frustrated and come into conflict with one another.

For successful outcome, objectives must be stated in behavioral terms that are measurable. According to Mathis and Jackson (1997), objectives of training, for instance, can be set in such a way that they express the quantity of work resulting from training, quality of work to be performed after the training, timeliness of work after training and cost saving as a result of training, etc

Training and development objectives must be specific, measurable and time-targeted (Werther and Davis, 1996). Objectives with such characteristics serve a number of purposes. According to Scarpello and Ledvinka (1988), they assist in developing the criteria to be used in evaluating the training or development outcome. Objectives and the evaluation criteria also help in choosing relevant instructional method, media, and material.

2.4.4. Implementing Human Resource Development Programs

As human resource development programs are intended to increase the expertise of trainees in a particular area, this is the stage where training and development programs are put in to effect. This involves conducting training programs in accordance with the design. According to Campagna (1998), program implementation involves three activities: planning program implementation, preparing and organizing program activities and executing the program. Hence, the programs should be set up after having clear-cut objectives in mind. In every program decisions have to be made as who should be trained, who are the trainers, where and when the programs is to be conducted and what are the material requirements.

Planning program for implementation has the task of producing master plan and identifying and mobilizing resources for implementation. Campagna (1998), 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, regarding participants, trainers, time, place, facilities, organizers and budget are listed below.

As to the participants, the identification of potential participants and mechanisms to inform and select them are important. Obtaining competent and qualified trainer within the budget and briefing them about the objectives, training and availability of resources need to be considered.

Considering time, the major important points are when the training events take place, duration and when suitable trainers are available. Likewise, where participants come from and where should the training take place must be identified. What facilities are required and who is responsible for administering training and providing training support service should also be thought in advance. Once the necessary preparations are completed, training and development programs should be executed as designed and planned.

2.4.5 Evaluating Human Resource Development Programs

As it is noted by both Buckley and Caple (1992), and Bernthal (1995) in <http://www.emerldinsight-library.com>, evaluation as the process of attempting to assess the total value of HRD that is the benefit and general outcomes which benefit the organization as well as the value of the improved performance of those who have undertaken the HRD interventions. Evaluation of HRD activities ensures that control is maintained over the process and allows for assessment of the outcomes, methods and overall impact of any HRD program.

In the process of human resource development programs, evaluation is the final stage by which the effectiveness of a program is assessed (Gomez-Mejia, Balkin and Cardy, 1995; Milkovich and Boudrea, 1988). As discussed earlier, training programs are designed with the ultimate purpose of improving the efficiency and effectiveness of a program in achieving its intended purpose (Truelove, 2000).

Measures for evaluating effectiveness and effort in human resource development program appear to have increased. There are three levels for evaluating training effectiveness. The first level is a reliance on informal feedback from the line managers and trainees and formal course evaluations. The second level requires more systematic, objective measures for evaluating the transfer of learning from classroom to the job. This level remains somewhat illusive in practice. Third and more difficult are measures which systematically evaluate the effectiveness of HRD practices and initiative in enhancing competitive goals (Heraty and Morley, 1997).

Human resource development evaluation is defined as “the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities”. The definition makes several important points. First, when conducting an evaluation, both descriptive and judgmental

information may be collected. Descriptive information provides a picture of what is happening or has happened, whereas judgmental information communicates some opinion or belief about what has happened (Randy, 2002).

As evaluation requires a lot of resources, particularly in terms of time and money, and expertise, it has to be conducted carefully. Besides, it has to be conducted regularly. According to, Bjornberg (2002), the best practice of training and development activities is the one that provides a framework for ongoing competency assessments, continuously enhance training and development programs and evaluation techniques, and measure behavior changes of training participants.

Depending on various criteria, different models of evaluating training and development programs have been developed. Among these, the Kirkpatrick's model is the most widely used model in evaluating training and development programs). The most popular and influential framework for training evaluation was articulated by Kirkpatrick. Kirkpatrick (1994), argues that training efforts can be evaluated according to four criteria: reaction, learning, job behavior and results. (Werther and Davis, 1993; Harris and DeSemone, 1994)

2.4.5.1. Level-1 Reaction

The effectiveness of a program is measured against the reaction of trainees mainly to the training content and process. The focus at this level is the '*perception of trainees*' about the program and its effectiveness (Harris and DeSimone, 1994). In this regard, while positive reactions are considered to have encouraging effects, a feeling of dislike may make trainees discouraged and reluctant to use or apply the knowledge, skills, and attitudes obtained from the program. However, evaluating programs based on learners' reaction has a major limitation that the information obtained at this level only indicates satisfaction of participants rather than ensuring whether objectives have been met.

2.4.5.2. Level-2 Learning

Learning criteria measure changes in attitudes, knowledge and skills of the trainees. According to Clark (2000), this level addresses the question, "Did the participants learn anything?" and focuses on the following questions.

- What knowledge was acquired?
- What skills were obtained as developments is enhanced?
- What attitudes were changed?

Hence, this method indicates the effectiveness or ineffectiveness of instructional methods.

2.4.5.3. Level -3 Job Behaviors

This level evaluates whether the trainee uses what was learnt on the job. This criterion is used to measure the changes in the behavior of participants as a result of training and development program. This criterion measures whether the changes in behavior of trainees are used back or applied on the job after the program is over. In other words, if the learning did not transfer to the job, it is difficult to conclude that the training and development program has brought about behavioral change in participants. At this level, observation of trainee's behavior on –the-job can help to generate information to assess the impact of the training and development program (Megginson, 1981; Harris and DeSimone, 1994).

2.4.5.4. Level 4 Results

The main focus here is measurable or tangible results or improvements in the individual's or the organization's effectiveness (Megginson, 1981). An increased output or improved performance, more organizational efficiency, high profitability, improved and better provision of services to clients or customers, and lower costs, errors, accidents or damages, turnover, absenteeism, etc that are brought as a result of training and development programs are measured (Harris and DeSimone, 1994; Megginson 1981, Milkovich and Boudrea, 1988; Werther and Davis, 1993). At this level of evaluation questions like: Is the organization more efficient, more profitable, or better able to serve its clients or customers as a result of the training program?

However, Harris and DeSimone (1994) cite that some researchers arguing that Kirkpatrick's model is too narrow and evaluated only what happens after training rather than the entire training process. Thus, the following models have been developed expanding his idea.

Table1: Different ways of Evaluating HRD Programs Adapted from Randy (2002)

| No | Model or Frame Work | Training Evaluation Criteria |
|----|-----------------------------------|---|
| 1. | Kirkpatrick (1967, 1987, 1994) | Four levels: Reaction, Learning, Job Behavior and Results |
| 2 | CIPP (Galvin, 1983) | Four levels: Context, Input, Process, and Outcome |
| 3 | CIRO (War et al., 1970) | Context, Input Reaction and Outcome |
| 4 | Brinkerhoff (1987) | Six stages: Goal Setting, Program Design, Program Implementation, Immediate Outcomes, Intermediate or Usage Outcomes, and Impacts and Worth |
| 5 | Systems approach (Bushnell, 1990) | Four sets of activities: Inputs, Process, Outputs and Outcomes. |
| 6 | Kraiger, Ford, & Sales (1993) | A classification scheme that specifies three categories of learning outcomes (Cognitive, Skill-Based , Affective) |
| 7 | Kaufman and Keller (1994) | Five levels: Enabling And Reaction, Acquisition, Application, Organizational Outputs and Societal Outcomes. |
| 8 | Hoton (1996) | Five categories: Secondary Influences, Motivation Elements, Environmental Elements, Outcomes, Ability/Enabling Elements. |
| 9 | Philips (1996) | Five levels: Reaction and Planned Action, Applied Learning on the Job, Business Results, Return on Investment. |

2.5. Human Resource Development Methods

Training and development methods are the means by which designed programs are put into effect. After all the necessary activities are completed, the appropriate method that is pertinent to a particular situation or appropriate to a program should be selected. There are various methods of training, which can be divided in to cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, its impact on trainees keeping their background and skills in mind before giving training. <http://traininganddevelopment.naukrihub.com/methods-of-training>

2.5.1. On-The-Job Training and Development Methods

As the name suggests, on-the-job training takes place in the work setting and during actual job performance. Learning takes place in the real work place or situation using the office, documents, materials, facilities and tools that have been used; that is, no special space or equipment are required. In this method managers or first line supervisors and experienced employees instruct and demonstrate for others (Milkovich and Boudrea, 1991; Pigors and Myers, 1981).

Authorities like Mitchel (1982) and Holbeche (1988) emphasize that on-job-training is the most important source of employee training and development. If conducted effectively, it has a lot of advantages. To begin with, it provides the opportunity for one-to-one instruction and therefore is individually tailored (Tracey, 1984). Secondly, as the training takes place at the work place, it is simple, economical and highly motivating (Graham, 1989); Dwivedi, 1984). Thirdly, learning takes place while the trainee is in the production environment. Conversely, on-the-job training has some disadvantages: success depends on the ability of and time availability for the trainer, there could be risk of being exposed to inefficient methods. There could be some incidences like producing low quality of outputs, annoyed customers, wastage of materials, etc. (Milkovich and Boudrea, 1991).

A number of specific methods are used in on the job training. Some of the most widely used methods are discussed below.

2.5.1.1. Mentoring

Mentoring, according to Bhatta and Washington (2003), is useful development intervention for the very reasons that mentors and protégés choose each other by mutual agreement, provides constant feedback from the mentor to the protégés, more guidance-oriented than a strict teacher-student or trainer-trainee relationship and based on shared experiences of the mentor and the protégés. Moreover, it is a continuous learning such that even everyday professional experiences can be shared on an ongoing basis and is typically of long-term duration and the relationship survives changes in roles or organizations.

2.5.1.2. Job Rotation

According to Randy (2002), job rotation is an approach of training where the trainee is generally expected to learn more by observing and doing than by receiving instruction. As the name itself implies, involves a series of assignments to different positions or departments for a specified period of time. During this assignment, the trainee is supervised by a department employee, usually a supervisor, who is responsible for orienting, training, and evaluating the trainee.

There are however, problems in coaching. First, its success depends on the ability and skill of the coach (Balkin and Cardy, (1995). In other words, if coaches are incompetent, there would be high risk of transmitting incorrect working methods. Secondly, coaches may not have adequate time. In flat organizational structure organizations, managers may have more subordinates under their supervision as a result they will spend less time to develop each employee (Mitchell, 1982). Thirdly, most managers are ill prepared to coach employees and feel uncomfortable in the role and fourthly, according to Graham (1989), coaching is wasted if the trainer fails to pay attention at crucial moments.

2.5.2. Off – the - Job Training And Development Methods

This is a kind of training and development approach conducted away from the work setting (Schermerhorn, 1989). In other words, the training can be conducted with in or off the organization, but trainees are not engaged in their usual production activity.

According to Cole (1997), off the job training emphasizes learning for developing an understanding of general principles, providing background knowledge and generating an awareness of comparative ideas and practices.

Off-the-job training is usually offered for management or professional development in the form of formal courses, workshops, seminars etc (French, 1990). Thus, trainees can learn in uninterrupted way employing special tools and equipment (Graham, 1989).

However, off-the-job training has also its own disadvantages. Firstly, what is learnt may not be transferred back to the jobs as the class room situation and equipment used might be different from the actual job situation. Secondly, there is a risk that some employees may consider it as

an opportunity to enjoy as a result of which much learning may not take place (Gomez, Balkin and Cardy, 1995). Thirdly, it may involve higher costs (Kerrigan & Luke, 1987).

2.6. Integrating Human Resource Plans Into Strategic Plans

Strategic plans should clearly indicate the overall organization's purposes and objectives and the means by which they are to be achieved. In doing so, organization's mission has to be clearly defined and its guiding principles well communicated among all members of the organization. As a result, employees and managers would put maximum effort in achieving the organization's objectives (Monday, Noe and Premeaux, 1999; Tohomson and Mabey, 1994).

Objectives and strategies determine the type and number of human resources required by an organization in each unit or department to implement policies and programs in achieving the overall organizational goals. In fulfilling this need, the first attempt is to assess the capability and potential of each employees and managers available in the organization. In short, training and development plans should be incorporated into strategic plans of an organization; otherwise, training and development programs will be conducted on an ad hoc basis (Gray and others, 1997; Wong and others., 1997).

2.7. Constraints to Human Resource Training and Development

Human resource training and development encounters fierce challenges to developing countries, including Ethiopia. Numbers of problems have cropped it; some of these are financial problems, availability of resources and attitude of managers.

Among other problems that hampered human resource training and development, the one is financial problem, which is mainly due to budgetary constraints. Most institutions don't have a separate budget for training and those that usually placed funding requests for training purposes from budgetary source had their requirements rejected. As indicated by Bramhani (1997), the amount of funding available will clearly affect the amount and quality of education and training that can be undertaken.

Also, lack of funding has deprived training units from access to appropriate equipment and staff training and development programs from long term training up to short term training, such as orientation, workshops and seminars.

Human resource training and development is an expensive activity that needs expenditure of capital in terms of money, materials and facilities. Organizations that have considerable shortage in either these resources face problems

The attitude of managers is also an important factor in human resource training and development, Mabey, Graeme and Story in Altaye (2005:31),

Management tends to regard training as an operative expense rather than an investment. Decisions regarding allocation of resources for training and development are made by top management are made by top management. Besides, support from top management is crucial in integrating training and development activities into strategic plan.

In short, if top management doesn't provide the necessary support, it would be hard to expect positive outcomes from training and development.

CHAPTER THREE

3.1. Research Method

This study involved both qualitative and quantitative research methodology. Descriptive research design was adopted as it was suitable to gather different types of data on the situations that exist, opinions that are prevailed and trends that are developing (Best, 2005). Therefore, descriptive research design enabled the researcher to assess and describe the practices and problems of designing and implementing Human Resource Development Programs.

3.2. Sources of Data

The sources of data were both primary and secondary. Primary data were obtained from managers at the Addis Ababa Education Bureau, Kifle Ketema Education Department heads, Kebele Education Office experts and Schools Directors. Secondary data were gathered from annual reports, educational abstracts, directives and published and unpublished documents.

3.3. Sample and Sampling techniques

This contains population and sample frame and the sampling techniques used in the research.

Table two below depicts the population and sample frame of AAEB, Kifle Ketema Education Department, Kebele Education Officers and School directors.

Table 2: Samples and Population Frame

| No | Sample/Category | Population | Sample Size | Percentage |
|----|-------------------------------|------------|-------------|------------|
| 1 | Addis Ababa Education Bureau | 1 | 1 | 100 |
| 2 | Kifle Ketema Education Bureau | 10 | 4 | 40 |
| 3 | Kebele Education Offices | 40 | 16 | 40 |
| 4 | School Directors | 8 | 8 | 100 |

As can be seen from the table, 4 (40%), Kifle Ketema Education Departments, 16 (40%) Kebele Offices and 8 (100%) of high school directors were selected on the basis random sampling techniques. This was to give equal chances for each groups being selected. The total size of the

respondents who took part in the study were 19 respondents from AAEB, 38 respondents from KKED, 44 respondents from KEO and 23 respondents from government high schools.

3.4. Data Collection Tools and Procedures

The main data gathering tools employed in this research were questionnaire, interviews and focus group discussion. Questionnaires have a number of advantage in research work, among these are it provides adequate information about views and opinions of individuals and could help the research to reach large number of respondents in short time frame (Best, 2005). Most of the items in the questionnaire were closed ended.

Interviews were set to collect data from AAEB, KKED, KEO and School Directors. Interview was employed because it makes clear issues, problems and practices. Moreover, it can probe and explain items and is flexible to use (Gay and Airasian, 1996, Nachmias and Nachmias 1979).

Focus Group Discussion employed in this study to dig out some points on HRD issues which were not obtained through questionnaire and interviews. Therefore, Focus Group Discussion was one of the instruments used to collect qualitative data from the respondents. A total of 12 respondents who participated (3 from AAEB, 3 from KKED, 3 from KEO and 3 from school directors) were included for the Focus Group Discussion.

Questionnaires were prepared and checked by expertise who believed to have adequate knowledge on instrument setting. After receiving comments and opinions as an input necessary adjustments and improvements were made

A pilot testing was conducted to test the validity and reliability of the instruments it was done with the objectives of checking whether or not the items included in the instruments could enable the researcher to gather relevant information. The reliability test was estimated and the test result was 0.86 as it was checked by spearman Brown statistical formula. As a result, based on the information obtained from the pilot testing, some basic changes and arrangements were made. The sequences of questions were corrected and some vague and long sentences were restated in short forms.

Thus, in this pilot study two KKED managers, two KEO experts and two school directors that were not included in the study were involved. Participants of the pilot study were informed about the objectives of the pilot study and how to fill, evaluate and give feedback regarding the relevance of the question items, its length and its lay out etc. An ample time was given to the participants of the study to review the questions and provide their critical comments. Accordingly, as per suggestions forwarded, the instruments were improved before they were administered to the main participants of the study.

Then, the final questionnaires were distributed to the sampled respondents of the study in each respective offices and departments. The respondents were given enough time to fill out the questionnaire and return them to the researcher.

By using the interview guides the researcher interviewed a total of 12 respondents who were not included in the questionnaire (3 from AAEB, 3 from KKED, 3 from KEO and 3 school directors) each group separately on mutually agreed time and place. Interviews were conducted both in English and Amharic to make sure that the useful information is not missed out due to language constraints. And the researcher had taken short notes of the responses in a note book while asking the questions at the same time.

Data Analysis

Different statistical tools were used to analysis and interpret the collected data. The choice of tools was dependent on the nature of the collected data. An integration of qualitative and quantitative data analysis was employed. Statistical Package for Social Sciences (SPSS) version 16.0 was used to organize, analyze and interpret collected data. Data collected from different sources were coded, tallied, counted and organized using tables and charts. This was done to get detailed background information about sample and responses of the participants of the study. Percentages, mean, Chi-square values (for ordinal and nominal data) at alpha level 0.05 and One Way Analysis of Variance (for interval data which used Likert scale) at alpha level 0.05 and $df=3$, 120 were employed to analyze the data gathered from respondents using the questionnaire and interviews. Accordingly, P-values less than 0.05 ($P<0.05$) confirms the existence of statistically significant differences of respondents' opinion while P-values greater than 0.05 ($P>0.05$) ascertain that the absence of statistically significant difference of respondents' opinion. In doing so, the significant answers were observed.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the data collected from four groups of respondents namely: Addis Ababa Education Bureau (AAEB), Kifle Ketema Education department (KEED), Kebele Education offices (KEO) and Government High Schools Directors. The data were collected through questionnaire, in-depth interview and focus group discussion with the aforementioned education officials. All the data gathered from the questionnaires were organized in a tabular form and were interpreted using computer assisted SPSS program for appropriate statistical tools. The information gathered through interview and focus group discussions were also qualitatively described in words in order to give answer for the basic questions set in this study.

4.1. Characteristics of the Study Population

The main sources of information were education officials and experts in Addis Ababa Education Bureau, Kifle Ketema Education Departments, Kebele Education Officers and School Directors. A total of 136 questionnaires were prepared and distributed to officials and experts.

Accordingly out of 136 questionnaires distributed 124 (91.17%) were filled out properly and returned. In addition to the questionnaires, to raise the quality of data, interviews were conducted with officials at different levels and focus group discussions were also carried out.

4.1.1. Sex Profile of Respondents

As can be seen from figure 4, the majority of respondents ranging between 89% and 91% were males. Females account only 9% to 11% of the total respondents. The data reveals that females' involvement in the respective offices was very low compared to their counterpart males. This needs an extensive effort of the concerned body to bring women to a position where they could play significant role.

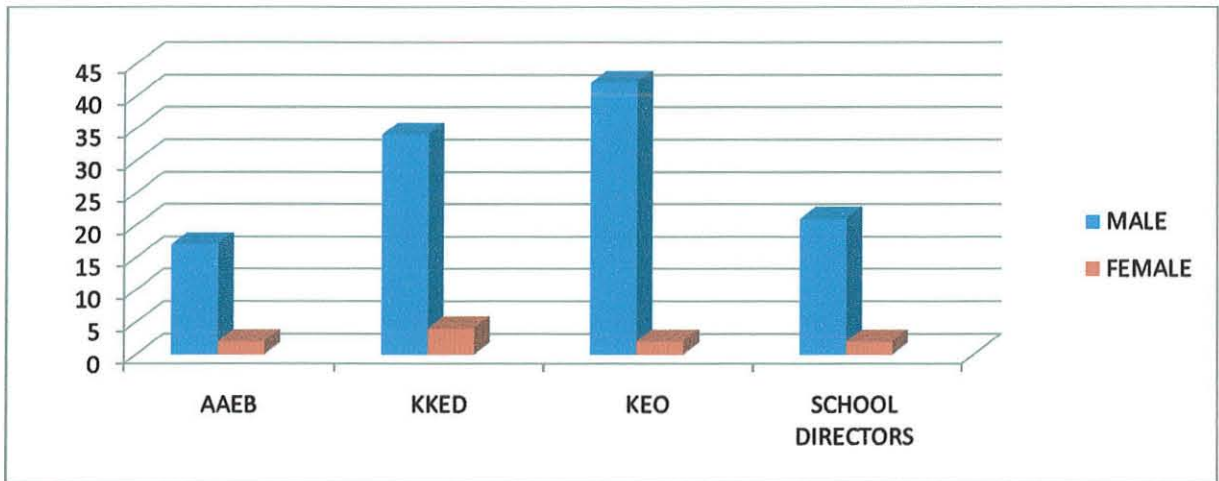


Figure 4: Graphic representation of sex profiles of respondents.

4.1.2. Age Profile of Respondents.

As shown in figure 5, the majority of the respondents, 8 (42.15%) of AAEB members, 22 (57.89%) of KKED members, 20 (45.45%) of KEO members and 15 (65.21%) of school directors fall at the age of forties and above. Thus age distribution of respondents' shows that the respondents are matured enough to provide reliable information which is pertinent to the problem under this study.

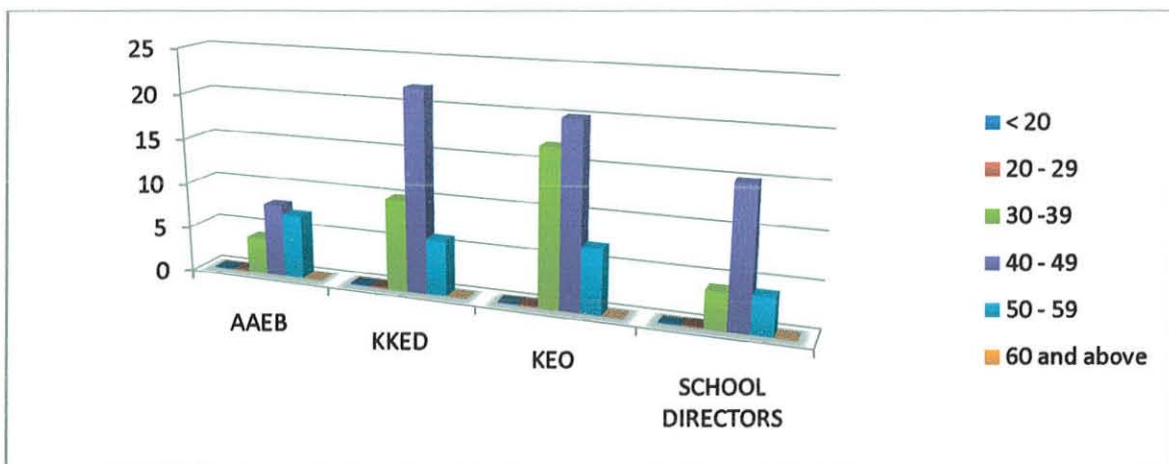


Figure 5: Graphic representation of age profile of respondents.

4.1.3. Educational Qualification Profile of Respondents

In relation to respondents' characteristics in terms of educational qualification all of AAEB and KEO respondents, 37 (97.37%) of KKED officials and 22 (95.65%) of School Directors were BA/BSc. holders. Only one respondent from each KKED and School Director was MA/MSc. holder. This shows that these people were capable enough to design and implement HRD activities in their organizations.

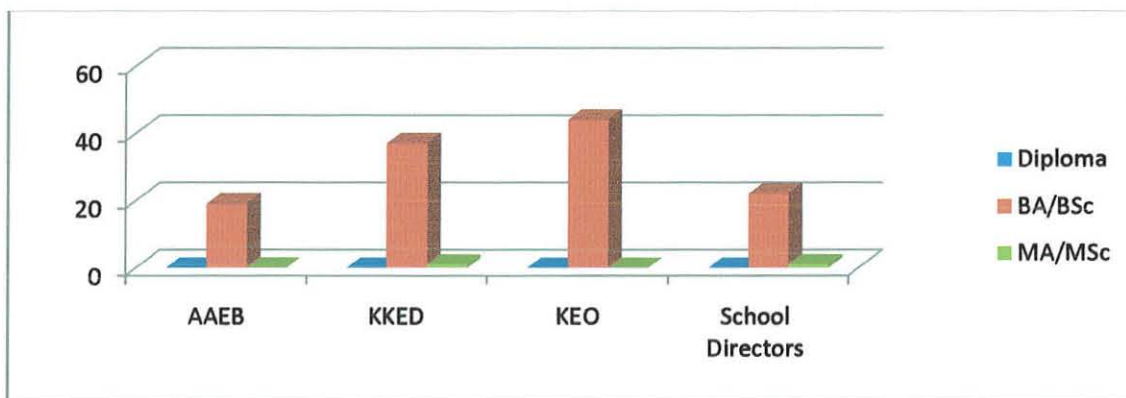


Figure 6: Graphic representation of academic qualification profile of respondents.

4.1.4. Fields of Specialization Profile of Respondents

The respondents of the study were asked about their major areas of study. As data gathered indicated 11 (57.89%) of AAEB, 24 (63.15%) of KKED, 21 (47.72%) KEO and 12 (52.17%) school directors were specialized in natural sciences. The larger proportion of respondents, therefore were assigned to a position which has no or little relation with the nature of task they are carrying out. This could have taken as one factor that might have influenced the designing and implementing an effective HRD programs in the respective organization. On the other hand only 4 (21.05%) of AAEB, 7 (18.42%) of KKED, 8 (18.18%) of KEO experts and 8 (34.78%) of school directors were specialized in educational planning and management which is very related to the position they are assuming.

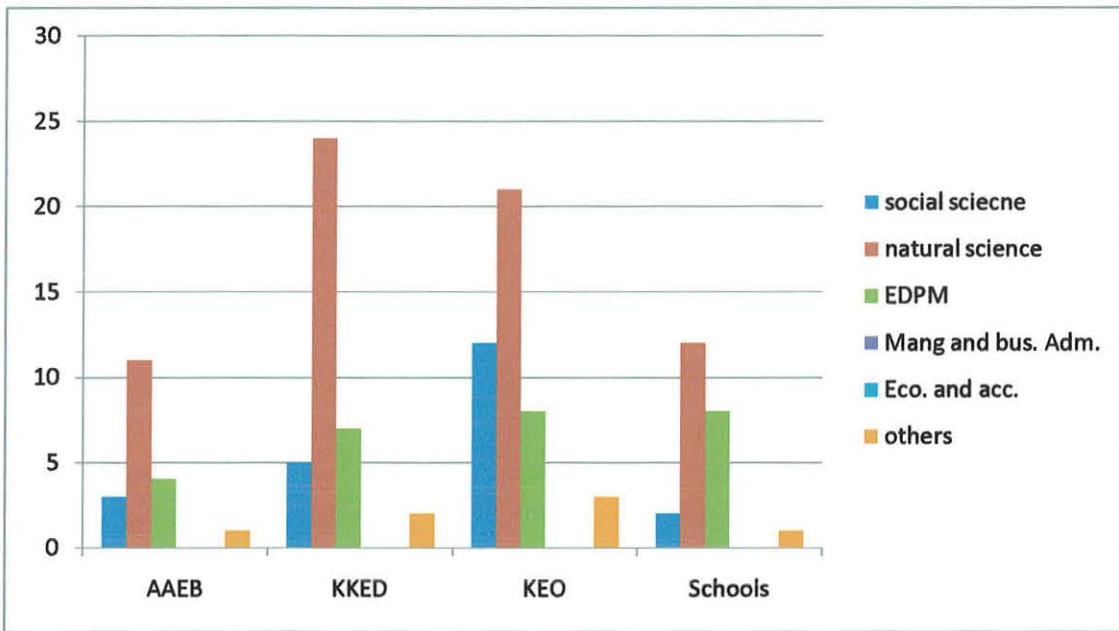


Figure 7: Graphic representation of area of specialization profile of respondents

4.1.5. Respondent's Years of Experience

Years of experience of the respondents was summarized as shown in the figure 8. From the figure it can be read that majority 15 (78.94%) of AAEB managers, 28 (73.68%) of KKED heads, almost half 18 (41%) KEO experts and 16 (69.53%) school directors were found out to have 6 to 20 years of experience. The remaining respondents 8 (42.10%), 10 (26.31%), 4 (9.09%) and 12 (52.17%) of AAEB, KKED, KEO and School Directors respectively were found that they were highly experienced with above 20 years of experience. From the data obtained most personnel were highly experienced for the position they were assuming. This may positively affect the designing and implementing HRD programs in the sector.

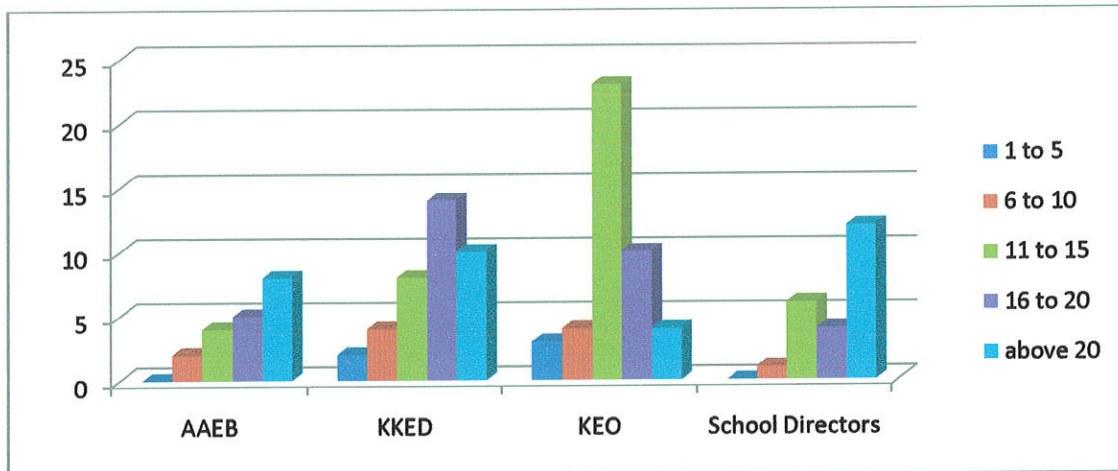


Figure 8 : Graphic representation of total years of service profile of respondents

4.2. HRD Alignment with Sector Strategy

Nowadays, many organizations realized the significance and crucial role of Human Resource Development for their survival. Therefore, they gave emphasis for this issue because through Human Resource Development activities important skills such as problem solving, communication and team building skills are developed. Likewise, Human Resource Development increases the motivation and commitment of employees to achieve organizational goals. So education sector organizations organize Human Resource Development programs for their employees based on this solid back ground. This part of the main section of the study tried to investigate the alignment of HRD programs with the sector strategy, the practices and problems of designing and implementing Human resource development programs.

Table 3: Availability of Formal HRD Design Strategy

| Qn. | Item | Respondents | Responses | | | | χ^2 | significance |
|-----|--|------------------|-----------|------|----|------|----------|--------------|
| | | | Yes | | No | | | |
| | | | N | % | N | % | | |
| | Does your organization have a formal written strategy? | School directors | - | - | 23 | 100 | 59.283 | 0.000 |
| | | KEO | - | - | 44 | 100 | | |
| | | KKED | 10 | 26.3 | 28 | 73.6 | | |
| | | AAEB | 18 | 94.7 | 1 | 5.3 | | |
| | | | | | | | | |

[df = 3 , $\alpha = 0.05$]

Table 3, item 1, shows the perception of respondents regarding the existence of formal written HRD design strategy. All school directors and KEO officials, 28(73.6%) KKED respondents and one AAEB official disregarded the availability of formal HRD design strategy. On the other hand, 10 (26.3%) KKED respondents and majority of AAEB 18 (94.7%) officials confirmed the existence of HRD design strategy. To validate the observed frequency and percentage opinion differences statistically Kruskal-Wallis test for K independent samples was carried at level of significance $\alpha=0.05$ and obtained 59.283 and $p<0.05$ showing the existence of statistically significant difference in the opinions of the respondents. However, AAEB officials claim the existence of strategy but the school directors, KEO and KKED officials indicated the absence of HRD strategy. From the interview and focus group discussions it was learnt the absence of well articulated HRD strategy.

As it can be seen in table 4 below, item 1, respondents were also asked to what extent the designed HRD and the mission, vision and goals of the organization were aligned, majority of school directors 13 (56.52%) and 26 (59.09%) KEO officials responded that the HRD activities designed and the mission, vision and goals of their organization were less related. While almost half KKED 20 (52.63%) respondents and almost all respondents of AAEB 18 (94.4%) replied that the HRD activities were very closely related. This difference might be due to lack of sharing information between two high level categories and with the other relatively lower level categories in the education sector. On the contrary a good proportion of respondents, 5 (21.74%) school directors, 6 (13.63%) KEO officers, 4 (9.09%) KKED officials replied that they couldn't say any. This shows that there was no means of ensuring the effect of HRD activities in achieving the mission, vision and goals of the organization.

As it is depicted in table 4 below, item 2, one can see that respondents who confirmed the availability of HRD design strategy were asked the degree to which the strategy assisted the attainment of overall sector strategy, two of the KKED and three of AAEB respondents confirmed very closely while three of KKED and six of AAEB replied moderately and the rest 50% of both the KKED and AAEB respondents replied very loosely. From the interview and focus group discussion it was found out that most respondents believed that the strategy assisted the overall sector strategy loosely.

Table 4: Alignment of HRD Programs with Education Sector Strategy.

| Qn. | Item | Responses | Respondents | | | | |
|--|---|--|-------------|-----------|-------|-------|-------|
| | | | F. | Sch. dir. | KEO | KKED | AAEB |
| 1 | How are the designed HRD activities and the mission, vision and goals of the bureau aligned? | Very closely | N | 3 | 11 | 20 | 18 |
| | | | % | 13 | 25 | 52.63 | 94.7 |
| | | Doesn't at all refer the objectives set | N | 2 | 1 | | |
| | | | % | 8.69 | 2.27 | | |
| | | Less related to the mission, vision and goals | N | 13 | 26 | 14 | 1 |
| | | | % | 56.62 | 59.09 | 36.84 | 5.26 |
| Can't be told | N | 5 | 6 | 4 | | | |
| | % | 21.74 | 13.63 | 9.09 | | | |
| 2 | How well does the strategy help to attain the overall sector strategy? | very closely | N | - | - | 2 | 3 |
| | | | % | - | - | 20 | 16.67 |
| | | Moderately | N | - | - | 3 | 6 |
| | | | % | - | - | 30 | 33.33 |
| | | Loosely | N | - | - | 5 | 9 |
| | | | % | - | - | 50 | 50 |
| can't be made such a comparison | N | - | - | - | - | | |
| | % | - | - | - | - | | |
| 3 | What disadvantage did it bring? | Replication of training and development activities. | N | 23 | 44 | 28 | 1 |
| | | | % | 100 | 100 | 73.68 | 5.26 |
| | | picking wrong trainee | N | 7 | 12 | 5 | |
| | | | % | 30.43 | 27.27 | 13.15 | |
| | | Failure to attain the objectives set | N | 23 | 44 | 28 | 1 |
| | | | % | 100 | 100 | 100 | 5.26 |
| creating dissatisfaction among employees | N | 7 | 14 | 11 | | | |
| | % | 30.43 | 31.81 | 28.94 | | | |
| misuse of the limited resource available | N | 23 | 35 | 22 | 1 | | |
| | % | 100 | 79.54 | 57.89 | 5.26 | | |
| 4 | How does the bureau identify that the HRD activities carried out go along with the sector strategy? | Through improved performance gap | N | 18 | 34 | 38 | 19 |
| | | | % | 78 | 77 | 100 | 100 |
| | | Through less absenteeism, turnover and dissatisfaction | N | 23 | 34 | 38 | 19 |
| | | | % | 100 | 77 | 100 | 100 |
| | | Through higher motivation in the actual work | N | 23 | 23 | - | - |
| | | | % | 100 | 52 | - | - |
| | | Through the trainees work efficiency and effectiveness | N | 23 | 28 | 34 | - |
| | | | % | 100 | 64 | 89 | - |

As it is clearly indicated in table 4, item 3, attempted to see the disadvantage that the organization understudy has faced, based on the respondents opinion. Accordingly, respondents at all level

agreed all school directors and KEO respondents, 28 (73.68%) KKED informants and one AAEB official confirmed that the absence of HRD design strategy ended up in replication of HRD activities, failure to attain the objectives set by the organization and misuse of the limited resources available. From the interview and group discussion it was found out that the absence the HRD design made it difficult to recruit the right trainee for HRD activity and misuse of the resources available.

To check whether the HRD activities carried out were aligned with the mission, vision and goals of the sector, the informants were asked to give their opinion on item 4 of the same table, as how their organization identified the alignment between the HRD activities carried out and the mission, vision and goals through improved performance gap and less absenteeism and turnover, and dissatisfaction. These factors were identified to be the main indicators for the activity proving that the HRD activities were going along with the sector strategy.

4.3. Designing and Processes of HRD Activities

Table 5: The practice of designing HRD programs

| Qn. | Item | Respondents | Responses | | | | Total | | χ^2 -value | Sig. |
|-----|---|-------------|-----------|------|----|------|-------|-----|-----------------|------|
| | | | Yes | | No | | N | % | | |
| | Does your organization design its own HRD programs? | | N | % | N | % | N | % | 78.128 | 0.00 |
| | | Sch. Dir. | - | - | 23 | 100 | 23 | 100 | | |
| | | KEO | 10 | 22.7 | 34 | 77.3 | 44 | 100 | | |
| | | KKED | 34 | 89.5 | 4 | 10.5 | 38 | 100 | | |
| | | AAEB | 19 | 100 | - | - | 19 | 100 | | |

[$\alpha = 0.05$, $df = 3$]

As it is depicted out in table 5, regarding the practice of designing HRD programs at four different levels of the organization, all school directors, and 34 (74.3%) KEO, 4 (10.5%) KKED responded that their organization didn't design HRD programs while 10 (22.7%) KEO, 34 (89.5%) KKED and all AAEB responded that their organization designed its own HRD programs. From the responses given the perception of designing HRD programs at the four levels of the education sector is different. To validate the differences statistically Kruskal-Wallis test for K independent samples at 0.05 level of confidence was applied and obtained $\chi^2 = 78.125$ at $p < 0.05$ shows that there was significant statistical difference in the opinions of the respondents. This

shows that the practice of designing HRD programs was very limited among school directors and KEO while KKED and AAEB were involved in designing organization's HRD program.

Table 6: The frequency and percentage distribution regarding responsible body for designing HRD activities

| No | Item | Alternative | Freq. | Sch. Dir. | KEO | Respondents | | | |
|---|--|--|---|--------------------|------|-------------|------|------|-----|
| | | | | | | KKED | AAEB | | |
| 1 | Who designs HRD programs in your organization? | Addis Ababa Education Bureau | No | - | - | 34 | - | | |
| | | | % | - | - | 89.5 | - | | |
| | | Addis Ababa City Administration | No | - | - | - | 19 | | |
| | | | % | - | - | - | 100 | | |
| | | HRD design team. | No | - | - | - | - | | |
| | | | % | - | - | - | - | | |
| | | No formal designing at all levels. | No | - | - | - | - | | |
| | | | % | - | - | - | - | | |
| | | 2 | What do the designed HRD activities focus at? | Specific functions | N | 4 | 4 | 4 | 2 |
| | | | | | % | 17.4 | 22.7 | 10.5 | 8.6 |
| Linking development issues and recruitment | N | | | 9 | 10 | 8 | 14 | | |
| | % | | | 60.8 | 22.7 | 21 | 60.8 | | |
| Attaining the mission, vision and goals | N | | | 23 | 44 | 38 | 19 | | |
| | % | | | 100 | 100 | 100 | 100 | | |
| Satisfying the requests of donors in the sector | N | | | - | 2 | - | - | | |
| | % | | | - | 4.5 | - | - | | |
| 3 | What factor has your organization considered in implementing HRD activities? | Availability of budget. | N | 16 | 29 | 10 | | | |
| | | | % | 69.5 | 65.9 | 26.3 | | | |
| | | Importance and urgency of the need. | N | 10 | 25 | 10 | 5 | | |
| | | | % | 43.4 | 56.8 | 26.3 | 26 | | |
| | | Trainee capability and level of motivation | N | 19 | 25 | 10 | 5 | | |
| | | | % | 82.6 | 56.8 | 26.3 | 26 | | |
| | | Availability of training institution | N | 3 | 14 | 10 | | | |
| | | | % | 13 | 31.8 | 26.3 | | | |
| Lack of timely feedback. | N | 9 | 5 | 10 | 5 | | | | |

In the same table 6, item number 1, to find out as to who was responsible for the designed HRD activities the respondents at 34 (89.5%) KKED felt that Addis Ababa education bureau was responsible for it while all respondents at AAEB responded that the HRD programs were

designed by an HRD design team. The responses at these two levels showed that there was no common understanding regarding who designed the activities. This proves that respondents relatively with higher positions and authorities to allocate resources didn't have the same perception. From the two items discussed above it can be concluded that only limited attempt was made practical in designing and implementing HRD activities at the different levels of the education sector. Moreover, the limited attempts made were not done by a responsible body.

As shown in the table 6, item 2, respondents were subjected to an additional question item as what the target or focus of the HRD activities in their organization. Accordingly, all school directors, KEO officials, KKED authorities and AAEB respondents replied that all HRD activities designed were targeting at attaining the mission and vision and goals of the education sector strategy as it is part of the country's education sector strategy. On the other hand, 9 (39.1%) school directors, 10 (22.8%) KEO officials, 8 (21%) and 14 (60.8%) AAEB respondents also replied that the designed HRD activities were meant to link development issues.

In addressing item number 3 in table 6, as to what factors were considered important in designing HRD activities, the response obtained showed that there was no common factor where the majority pointed out. Nevertheless, majority of KKED respondents 21 (55.26%) and 10 (52.63%) confirmed that the availability of budget plays a significant role followed by importance and urgency of the need for the activity. On the other hand 7 (30.43%), 10 (43.47%), of school directors identified availability of budget and trainee capability and level of motivation respectively are key factors considered. 19 (43.18%) and 13 (29.54%) KEO respondents agree with the responses of the school directors. Interview and focus group discussions conducted at the different levels proved that the level of understanding regarding the factors considered is not uniform. The main reason might be accounted for lack of communication which was caused by being overburdened.

Table 7: The Practice of Carrying out Needs Assessment

| N o. | Question item | Respondents | Responses | | | Total | | | χ^2 | Sig. |
|---------|--|-------------|-----------|------|----|-------|----|-----|----------|------|
| | | | Yes | % | No | % | No | % | | |
| | Does your organization carry out needs assessment? | | | | 23 | 100 | 23 | 100 | 66.808 | 0.00 |
| | | Sch. Dir. | | | | | | | | |
| | | KEO | | | 44 | 100 | 44 | 100 | | |
| | | KKED | 8 | 21.1 | 30 | 78.9 | 38 | 100 | | |
| | | AAEB | 16 | 84.2 | 3 | 15.8 | 19 | 100 | | |

Table 7 shows that the practice of needs assessment for the intended HRD activity at the different levels was assessed by subjecting respondents to reply whether needs assessment was carried out in their respective organization or not. Accordingly, the respondents at school and KEO level and majority of KKED 30 (78.9%) unanimously denied the practice of carrying out needs assessment in their respective offices. On the other hand AAEB respondents 16 (84.2%) responded that their organization carried out needs assessment before HRD activities are carried out. Contrary to these respondents, 8 (21.06%) of the KKED and 16 (84.21%) of the AAEB participants of this study responded that needs assessment is carried out before HRD activities were designed and implemented. To prove statistically the difference in the opinions of the respondents Kruskal-Wallis test for K independent samples was carried out and obtained $\chi^2=66.808$, $p < 0.05$. This showed there was statistical significant difference in the opinions of respondents. From the interview and focus group discussion conducted respondents especially school directors and KEO officials felt that their organization was not expected to carry out needs assessment as most of the HRD activities were originating from the AAEB and they felt they were only expected to implement them than involve in designing. This shows that there was a great difference in the perception of the respondents regarding the practice of carrying out needs assessment. From this one can conclude that there was no practice of carrying out needs assessment in the respective offices except some attempts in AAEB.

Table 8: Frequency and Percentage Results Regarding Needs Assessment

| No | Item | Responses | Freq. | Respondents | | | |
|-----------------|--|--------------------------------|-------|-------------|-----|------|------|
| | | | | Sch. Dir. | KEO | KKED | AAEB |
| 1 | Who designs HRD programs in your organization? | Absence of trained personnel | N | 23 | 44 | 30 | 3 |
| | | | % | 100 | 100 | 78.9 | 15.8 |
| | | Lack of budget | N | 23 | 44 | 30 | 3 |
| | | | % | 100 | 100 | 78.9 | 15.8 |
| | | Absence HRD training manual | N | 23 | 44 | 30 | 3 |
| | | | % | 100 | 100 | 78.9 | 15.8 |
| | Needs assessment considered unessential | N | - | - | - | - | |
| | | % | - | - | - | - | |
| 2 | Which level of analysis the most given attention if needs assessment carried out? | Organizational analysis | N | - | - | - | 9 |
| | | | % | - | - | - | 69.2 |
| | | Task analysis | N | - | - | 3 | 4 |
| | | | % | - | - | 37.5 | 44.4 |
| | | Person analysis | N | - | - | 5 | 3 |
| | | | % | - | - | 62.5 | 33.3 |
| 3 | How is data gathered in carrying out the intended needs assessment for the designed HRD? | Conducting survey | N | - | - | 5 | 16 |
| | | | % | - | - | 62.5 | 100 |
| | | Through observation | N | - | - | 4 | 4 |
| | | | % | - | - | 50 | 25 |
| | | Performance reviewing | N | - | - | 8 | 16 |
| | | | % | - | - | 100 | 100 |
| | | Conducting group discussion | N | - | - | - | - |
| | | | % | - | - | - | - |
| | | Observing employees behavior | N | - | - | - | - |
| | | | % | - | - | - | - |
| | | Complaints from customer | N | - | - | 5 | 16 |
| | | | % | - | - | 62.5 | 100 |
| | | Employee morale and motivation | N | - | - | - | - |
| | | | % | - | - | - | - |
| Job description | N | - | - | - | - | | |
| | % | - | - | - | - | | |

As shown in Table 8, item 1, it was equally important to know why needs assessment was not made practical in the respective organizations of the respondents' and accordingly, the respondents who replied that no needs assessment was carried out in their organization were asked to reason out. Accordingly, all school directors and KEO officials, 30 (78.94%) KKED respondents and 3 (15.8%) of AAEB respondents confirmed that because of the absence of skilled personnel, lack of budget and absence of human resource development manual, their organization failed to conduct needs assessment.

Table 8, item 2, shows that respondents who agreed that their organization carried out needs assessment were subjected to another question to see their opinions regarding level of analysis and found five of KKED respondents and three of AAEB informants deduced that the needs analysis concentrated on person analysis. On the other hand, three of KKED and four of AAEB respondents felt that the needs assessment carried out mainly focused on the task. The remaining 9(69.2%) respondents AAEB valued their organization carrying out needs assessment at the organization level. From the obtained data respondents who confirmed that needs assessment was carried out didn't have relatively closer impression about the question. From the available data one can conclude that the idea of carrying out needs assessment is not well recognized and officials didn't have same opinion and this leads to conclude that needs assessment was not carried out in all the organization at all.

As shown in Table 8, item 3, those respondents who confirmed that their organization carried out needs assessment were asked to give their opinions regarding the source of information for the due process. Accordingly, all of AAEB respondents confirmed that Conducting survey, Performance reviewing and Complaints from customer were the main sources of information in the needs assessment process which was used in designing HRD activities. Similarly, 5 (62.5%) respondents in KKED agreed with the respondents of AAEB officials with a lesser degree. From the obtained data it can be concluded that the main sources of information for the intended needs assessment are conducting survey, performance reviewing and complaints from customers.

Table 9: Availability of up-to-date data recording system

| Qn. | Item | Respondents | | | | χ^2 | sig. | |
|-----|---|-------------|----|----|----|----------|--------|------|
| | | Yes | | No | | | | |
| | | N | % | No | % | | | |
| | Is there an up to date data recording system? | Sch.dir. | | | 23 | 100 | 51.024 | 0.00 |
| | | KEO | | | 44 | 100 | | |
| | | KKED | 7 | 18 | 31 | 82 | | |
| | | AAEB | 13 | 68 | 6 | 32 | | |

[Df=3, $\alpha = 0.05$]

According to Randy (2002), HRD is a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands, all HRD activities need to be recorded. To check whether or not the bureau had an up to date data recording system as to who participated and the contents of covered, accordingly, 23 (100%) of school directors, 44 (100%) KEO officials, 31 (81.5%) KKED informants and only 6 (31.57%) of the AAEB respondents replied that there were no such practice while 13 (68.42%) confirmed that all HRD activities carried out are recorded. to authenticate their differences in their opinions statistically Kruskal-Wallis test was carried out and obtained $\chi^2 = 51.024$ and $p < 0.05$ showing the existence of significant statistical difference in the perceptions of the respondents. From the data obtained one can conclude that there was no practice of an up to date data recording system except some unsystematic effort in AAEB.

Table 10: Percentage and Frequency results of respondents regarding the absence of up to date data recording system

| Qn. | Item | Responses | Respondents | | | | |
|-----|---|--|-------------|-----|------|------|---|
| | | | Sch. dir. | KEO | KKED | AAEB | |
| | What reason/s can be accounted for the absence of up-to-date data recording system? | lack of skilled manpower | N | 23 | 44 | 9 | - |
| | | | % | 100 | 100 | 100 | - |
| | | lack of due attention for the activity | N | 23 | 44 | | - |
| | | | % | 100 | 100 | 29 | - |
| | | lack of appropriate technology | N | 23 | 44 | - | - |
| | | | % | 100 | 100 | - | - |

Informants were also asked to figure out why there was no up to date data recording system. All school directors and KEO agreed that lack of skilled manpower, lack due attention for the activity and lack of appropriate technology were the main reasons for its non existence.

4.4. Regarding Implementation of HRD Activities

Implementation of HRD is the stage where HRD programs are put in to practice. This involves conducting of HRD programs in accordance with the design. Program implementation involves three activities planning program, implementation, preparing and organizing and executing the program (Campagna, 1998). The upcoming part this research paper is concerned with the implementation activities of HRD programs at AAEB and its respective offices.

Table 11: Availability and Implementation of Planned HRD Activities

| Qn. | Item | Respondents | Responses | | | | | | χ^2 | sig |
|-----|--|-------------------|-----------|-------|----|------|-------|-----|----------|------|
| | | | Yes | | No | | Total | | | |
| | | | N | % | N | % | N | % | | |
| 1 | Are there Planned HRD activities? | School directors | | | 23 | 100 | 23 | 100 | 42.996 | 0.00 |
| | | KEO | 10 | 22.7 | 34 | 77.3 | 44 | 100 | | |
| | | KKED | 10 | 26.31 | 28 | 73.7 | 38 | 100 | | |
| | | AAEB | 17 | 89.47 | 2 | 10.5 | 19 | 100 | | |
| 2 | Are the designed HRD activities implemented? | School directors. | 4 | 17.4 | 19 | 82.6 | 23 | 100 | 28.063 | 0.00 |
| | | KEO | 14 | 31.8 | 30 | 68.2 | 44 | 100 | | |
| | | KKED | 28 | 73.7 | 10 | 26.3 | 38 | 100 | | |
| | | AAEB | 14 | 73.7 | 5 | 26.3 | 19 | 100 | | |

As shown in Table 11, item 1, respondents were asked whether the HRD activities that were being carried out were planned or not and all school directors, 34 (77.3%) KEO respondents, 28(73.68%) of KKED officials and two AAEB respondents confirmed that the HRD activities implemented were not planned. On the other hand 10 (26.3%) of KKED officials and majority (89.5%) AAEB officials replied that the HRD activities carried out were planned. To authenticate the differences in the respondent's opinion Kruskal-Wallis test was carried out and

$\chi^2=42.996$ and $p<0.05$ and proved that there was statistical difference in the respondents opinion. From the obtained data one can conclude that there were no planned HRD activities.

As shown in the table 11, item 2, regarding the implementation of HRD programs 4 (17.4%) of the school directors, 14 (31.8%) of the KEO officials, and the majority 28 (73.7%) KKED officials and 14 (73.7%) respondents of AAEB agreed that the designed HRD activities were implemented while majority of school directors and more than half 30 (68.2%) of the KEO officials disagreed that the HRD activities designed were not implemented. This shows the implementation of designed HRD activities were not well recognized by all officials at their respective offices. To see if the calculated percentage differences were consistent Kruskal-Wallis test for K independent was carried out and obtained $\chi^2 = 28.063$ and $p<0.05$ proving that there was significant statistical difference. This means the implementation of designed HRD activities is not a common activity and only the officials high at the echelon in the education sector recognized it.

Table 12: The Absence and the Reasons Why the Program Is Not Implemented.

| No | Item | Responses | Freq. | Respondents | | | |
|----|---|--|-------|-------------|------|------|------|
| | | | | Dir. | KEO | KKED | AAEB |
| 1 | What do you think the reason/s for the absence of planned HRD activities? | Absence of responsible person | N | 23 | 34 | 28 | 2 |
| | | | % | 100 | 100 | 100 | 100 |
| | | Lack of budget | N | 23 | 34 | 28 | 2 |
| | | | % | 100 | 100 | 100 | 100 |
| | | lack of monitoring and evaluation system | N | 23 | 25 | 28 | 2 |
| | | | % | 100 | 74 | 100 | 100 |
| 2 | What do you think the reason/s why the program is/are not implemented? | lack of due attention for the programs | N | - | 12 | - | - |
| | | | % | - | 35 | - | - |
| | | Lack of budget. | N | 16 | 29 | - | - |
| | | | % | 69.5 | 65.9 | - | - |
| | | Lack of commitment. | N | 10 | 25 | 10 | 5 |
| | | | % | 43.4 | 56.8 | 26.3 | 26.3 |
| | | Frequent appointment of new officials | N | 19 | 25 | 10 | 5 |
| | | | % | 82.6 | 56.8 | 26.3 | 26.3 |
| | | Lack of support from top management | No | 3 | 14 | 10 | - |
| | | | % | 13 | 31.8 | 26.3 | - |
| | | Lack of timely feedback | No | 9 | 5 | 10 | 5 |
| | | | % | 39 | 11.3 | 26.3 | 26.3 |

As shown in Table 12, item 1, informants who confirmed that the HRD activities carried out were not planned, were also asked to tell the reason why HRD activities were not planned, and all school directors, KEO informants, KKED officials and AAEB managers confirmed that absence of responsible person for follow up, lack of budget, lack of monitoring and controlling system were identified as major problems.

As pointed out in item 2 of the same Table, respondents also were asked to identify as to why the designed HRD activities were not implemented. Accordingly, majority of school directors 19 (82.6%) replied that the major problems were frequent appointment of new officials, lack of budget, lack of commitment and lack of timely feedback were the reasons identified for the failure to do so. On the other hand out of 30 respondents of KEO who believed that the designed HRD activities were not implemented, enumerated the reasons as 65.9% of them for lack of budget, 56.8% of them for frequent appointment of officials, 31.8% of them for lack of support from top management and 11.3% for lack of timely feedback. As can be seen from table 12, item 2, respondents of KKED and AAEB responded that lack of commitment, assignment and reassignment of officials, lack of support from the top management as well as lack of timely feedback were equally important pull factors for the failure in implementing the designed HRD activities.

As shown in table 13 below, item 1, respondents were asked whether their organization has short term trainings to its employees or not. Majority of the AAEB respondents 17 (89.47%) and 28 (73.68%) of KKED officials replied positively for their availability, while majority of KEO respondents 15 (72.7%) and 15 (65.2%) respondents confirmed that there were no short term trainings in their organization. To validate the observed differences using an appropriate statistical tool Kruskal-Wallis test for K independent samples was carried out and obtained $\chi^2=28.06$ at $p<0.05$. This shows that there is significant statistical difference in the opinions of the respondents signifying the availability of short term trainings in the organizations under study. From the interview and focus group discussions held with these informants confirmed that there were plenty of short term trainings though majority of the activities were not related to the task that they were carrying out. On the contrary, for the available trainings, workshops and seminars few individuals were attending due to the very reason the responsibility they are assuming.

Table 13: Frequency and percentage results regarding trainings

| No | Item | Respondents | Responses | | | | Total | | χ^2 | Sig. |
|----|---|-------------|-----------|------|----|------|-------|-----|----------|-------|
| | | | Yes | | No | | | | | |
| | | | N | % | N | % | N | % | | |
| 1 | Is there any short term training in your organization? | Sch. D. | 8 | 34.9 | 15 | 65.2 | 23 | 100 | 28.06 | 0.00 |
| | | KEO | 12 | 27.3 | 32 | 72.7 | 44 | 100 | | |
| | | KKED | 28 | 73.7 | 10 | 26.3 | 38 | 100 | | |
| | | AAEB | 17 | 89.5 | 2 | 10.5 | 19 | 100 | | |
| 2 | Have you attended any training and development program in recent years? | Sch.dir. | 16 | 70 | 7 | 30 | | | 3.21 | 0.361 |
| | | KEO | 26 | 59 | 18 | 41 | | | | |
| | | KKED | 30 | 79 | 8 | 21 | | | | |
| | | AAEB | 19 | 100 | - | - | | | | |

[Df=3, $\alpha = 0.05$]

As shown in Table 13, item 2, to check whether the respondents have participated in any form of HRD activity recently, informants were asked to respond on it accordingly, 19 (100%) AAEB managers, 30 (78.9%) KKED officials, 26 (59.09%) KEO officials and 16 (69.6%) respondents replied that they participated in HRD activities carried out in their organization. To check the responses given obtained the informants statistically Kruskal –Wallis test for K independent samples was carried out and obtained $\chi^2 = 3.205$ and $p > 0.05$. This infers that there was no significant statistical difference in the opinions of the respondents. The information obtained from the interview and focus group discussion carried out with selected respondents at each level was also in line with the information obtained from the questionnaire. From the obtained data it can be concluded that there is no shortage of HRD activities in the education sector of Addis Ababa.

Table 14: Frequency and HRD Delivery Mechanisms.

| Qn. | Item | Responses | | Respondents' | | | |
|---------------------|---|---|-------|--------------|------|-------|------|
| | | | | Sch. dir | KEO | KKED | AAEB |
| 1 | How often are the HRD programs done? | At the beginning of the year. | N | 1 | 3 | 5 | 12 |
| | | | % | 4.3 | 6.8 | 13 | 63 |
| | | At the middle of the year. | N | 2 | 3 | 7 | 4 |
| | | | % | 8.7 | 6.8 | 18 | 21 |
| | | Every three month | N | - | - | - | - |
| | | | % | - | - | - | - |
| | | After accomplishment of any major duty | N | - | - | - | - |
| | | | % | - | - | - | - |
| Unknown Schedule | N | 7 | 8 | 16 | 12 | | |
| | % | 30.43 | 16.36 | 42.1 | 5.26 | | |
| 2 | What was/were the types of training? | Short term training, seminars | N | 12 | 14 | 21 | 15 |
| | | | % | 75 | 53.8 | 70 | 78.9 |
| | | Attending higher institution | N | 1 | | 1 | 2 |
| | | | % | 6.67 | | 3.33 | 10.5 |
| | | Distance education program | N | 1 | 8 | 7 | 2 |
| | | | % | 6.67 | 30.8 | 23.33 | 10.5 |
| | | Job rotation | N | 2 | 4 | 1 | |
| | | | % | 12.5 | 15.4 | 3.33 | - |
| On the job training | N | - | - | - | - | | |
| | % | - | - | - | - | | |
| 3 | What is the mechanism used to recruit trainees for the designed HRD activity? | Notice board for interested applicants. | N | - | - | 9 | 4 |
| | | | % | - | - | 100 | 100 |
| | | Performance appraisal result | N | - | - | 9 | 4 |
| | | | % | - | - | 100 | 100 |
| | | Immediate supervisors recommendation | N | - | - | 9 | 4 |
| | | | % | - | - | 100 | 100 |
| | | Professional requirements | N | - | - | 9 | 4 |
| | | | % | - | - | 100 | 100 |
| | | Closeness to immediate supervisors | N | - | - | 2 | - |
| | | | % | - | - | 22.22 | - |
| | | Individuals whom the training refers to | N | - | - | 9 | 4 |
| | | | % | - | - | 100 | 100 |

As can be seen from Table 14, item 1, respondents who confirmed the existence of short term trainings were subjected with an additional question to find out how frequently they were done,

as depicted out in the table above, almost all respondents, 7 (87.5%) of school directors, 8 (100%) of the KEO officials, 16 (57.1%) of KKED respondents, and 12 (70.5%) agreed that the short term trainings were carried out at an unscheduled time. From the obtained data it can be concluded that HRD implementation was rarely scheduled as a result their contribution in meeting the objectives were very limited.

As depicted in table 14, item 2, respondents who revealed the existence of HRD activity and who confirmed that the HRD activity was very relevant to their current work demand were asked to identify the types of HRD that their organization offered and majority 12 (75%) of school directors, 14 (53.8%) KEO, 21 (70%) of KKED and 15 (78.9%) of AAEB respondents replied that the majority of HRD activities were short term training, seminars and workshops to improve the current job demand of their organization. From the focus group discussion conducted it was learnt that most participants from each category revealed that all HRD activities were only very short term HRD activities are being carried out very frequently.

As shown in table 14, item 3, respondents were again asked how their organization recruited trainees for HRD activities designed in the absence of a formal written directive and showed that their organization used multiple factors to recruit trainees. All KKED officials and AAEB respondents who responded that their organization didn't have formal written directive to recruit trainees confirmed that their organization relied on notice board for interested applicants, performance appraisal results, professional requirements and individuals whom the training refers to are the commonly used mechanisms to recruit trainees for the designed HRD activity.

As clearly shown in table 15 below, item1, respondents who confirmed that they have taken part in HRD activities in their organization were asked whether the HRD activity was related to their job or not, accordingly, majority 13 (81%) school directors, 20 (77%) KEO officials, 23 (77%) KKED respondents and 17 (89%) AAEB officials replied that the HRD activity was related to their job and helped them in improving their way of doing in their current job post.

Table 15: The practice of offering HRD activities related to the task.

| Qn. | Item | Respondents | Responses | | | |
|-----|--|-------------|-----------|----|----|------|
| | | | yes | | No | |
| | | | N | % | No | % |
| 1 | Was/Were the training(s) related to your job? | Sch.dir. | 13 | 81 | 3 | 18.8 |
| | | KEO | 20 | 77 | 6 | 23 |
| | | KKED | 23 | 77 | 7 | 23 |
| | | AAEB | 17 | 89 | 2 | 11 |
| | | | | | | |
| 2 | Did you get proper placement after completing the training and development activity? | Sch.dir. | 4 | 25 | 12 | 75 |
| | | KEO | 12 | 46 | 14 | 54 |
| | | KKED | 9 | 30 | 21 | 70 |
| | | AAEB | 4 | 21 | 15 | 79 |

On the contrary minority of respondents 18.8%, school directors, 23% KEO, 23% KKED and 11%AAEB respondents disregarded the relevance of the HRD activity to their current posts. From the interview and focus group discussion it was found out that the training and development activity was to a larger extent very essential to the current job. From this one can easily conclude that the HRD activities carried out were of paramount importance.

In Table 15, item 2, respondents were asked to give their opinion regarding any change in their placement after they have completed the training and development. As it is shown very clearly in the table above, majority of the respondents replied that attending training and development activity didn't bring any change in their work status. The interview and focus group discussion held also proved the existence of dissatisfaction due to the lack of proper placement even after attending a long term training and development activity.

Table 16: Factors Affecting Designing and Implementing HRD

| Ser. No. | Items | Respondent's categories | N | Mean | SD | F-value | sig. |
|----------|--|-------------------------|-----|------|-------|---------|-------|
| 1 | Low level perception of the importance of HRD activities. | AAEB | 19 | 3.89 | 0.315 | 5.371 | 0.002 |
| | | KKED | 38 | 3.79 | 0.413 | | |
| | | KEO | 44 | 4 | 0 | | |
| | | Directors | 23 | 4 | 0 | | |
| | | Total | 124 | 3.92 | 0.273 | | |
| 2 | Lack of participatory approach in designing HRD activities | AAEB | 19 | 2.74 | 0.806 | 17.2 | 0 |
| | | KKED | 38 | 3.74 | 0.554 | | |
| | | KEO | 44 | 3.77 | 0.605 | | |
| | | Directors | 23 | 3.87 | 0.344 | | |
| | | Total | 124 | 3.62 | 0.694 | | |
| 3 | Lack of information on employee personal data | AAEB | 19 | 1.74 | 0.905 | 105.44 | 0 |
| | | KKED | 38 | 2.53 | 0.687 | | |
| | | KEO | 44 | 3.77 | 0.424 | | |
| | | Directors | 23 | 1.3 | 0.559 | | |
| | | Total | 124 | 2.58 | 1.176 | | |
| 4 | Lack of forecasting ability for the future manpower need | AAEB | 19 | 1.32 | 0.478 | 154.42 | 0 |
| | | KKED | 38 | 2.24 | 0.943 | | |
| | | KEO | 44 | 4 | 0 | | |
| | | Directors | 23 | 4 | 0 | | |
| | | Total | 124 | 3.05 | 1.209 | | |
| 5 | Lack of support from top management | AAEB | 19 | 2.32 | 1.108 | 16.62 | 0 |
| | | KKED | 38 | 3.55 | 1.155 | | |
| | | KEO | 44 | 3.39 | 1.224 | | |
| | | Directors | 23 | 4.7 | 0.635 | | |
| | | Total | 124 | 3.52 | 1.291 | | |
| 6 | Lack of adequate budget for HRD | AAEB | 19 | 3.63 | 1.383 | 5.2 | 0.002 |
| | | KKED | 38 | 4.03 | 1.197 | | |
| | | KEO | 44 | 4.2 | 1.025 | | |
| | | Directors | 23 | 4.87 | 0.344 | | |
| | | Total | 124 | 4.19 | 1.114 | | |
| 7 | Absence of HRD department | AAEB | 19 | 2 | 0 | 981.7 | 0 |
| | | KKED | 38 | 2 | 0 | | |
| | | KEO | 44 | 2.18 | 0.39 | | |
| | | Directors | 23 | 5 | 0 | | |
| | | Total | 124 | 2.62 | 1.166 | | |
| 8 | Lack of trainee recruitment system | AAEB | 19 | 1.68 | 0.82 | 5.371 | 0.002 |
| | | KKED | 38 | 4.47 | 1.133 | | |
| | | KEO | 44 | 5 | 0 | | |
| | | Directors | 23 | 5 | 0 | | |
| | | Total | 124 | 4.33 | 1.348 | | |

[4.5---5.00 = strongly agree, 3.5---4.49 = agree, 2.5---3.49 = undecided, 1.5---2.49 = disagree, 1.00-- -1.49 = strongly disagree] and Statistical significance level $\alpha = 0.05$

As it is shown in the table 16, item 1 indicates how often the AAEB and its respective offices faced problems in designing and implementing HRD programs due to low level perception of the importance of HRD activities. As it is shown clearly in the table above the mean scores of respondents AAEB (m= 3.89), KKED (m=3.79), KEO (m=4.0) and school directors (m=4.0) revealed their agreement regarding the problem. ANOVA results ($F=5.371$, $p<0.05$) have shown that there is a significant statistical difference in the opinions of the respondents. From the data obtained it is possible to conclude the HRD activities being designed and implemented in AAEB are facing great challenges in considering the activity as an essential as a result the designed HRD activities may fail to assist in attaining the intended of goals of the organization.

In table 16, item 2 deals with the practice of using participatory approach in designing and implementing HRD activities. The mean scores of AAEB respondents (m=2.74 with SD=0.806) remained undecided whether participatory approach was used or not in designing and implementing HRD activities in their respective organization. In the contrary, respondents of KKED (m=3.74), KEO (m=3.77) and school directors (m=3.78) revealed the inapplicability or immature practice of participatory approach in designing and implementing HRD activities in their respective organizations. The results of ANOVA test ($F=17.2$, $p<0.05$) proved that there was no statistical significant difference in the opinions of respondents. From this it is possible to conclude that, the practice of participatory approach in designing HRD activities is very low or nonexistent.

As clearly shown in Table 16, item 3, regarding the practice of the availability of information on employee personal data, which very essential in designing an effective HRD activity and is a primary element in setting objectives as to whether HRD is essential to minimize the performance gap observed. Respondents in KEO (m=3.77 with SD=0.424) showed the availability of information regarding employee in very scarce or none. From this it is possible to infer that HRD activities designed are not based on employee personal data. On the other hand, AAEB respondents (m=1.74 with SD=0.905), KKED respondents (m=2.53 with SD=0.687) and school directors with mean value 1.3 and SD 0.559 overwhelmingly disagreed showing that information regarding employee personal data was very accessible for the intended HRD activities. The ANOVA test results (104.44, $p<0$) confirmed that there was a significant statistical difference in the opinions of the respondents regarding the question raised. From this it

is possible to conclude that the application of information regarding employee personal data in designing and implementing HRD activities needs improvement in the respective organizations.

With regard to the lack of forecasting ability for future manpower need as one of the problems faced in designing and implementing HRD activities in AAEB, respondents of AAEB strongly disagreed ($m=1.32$ and $SD = 0.478$) that their organization didn't face such a problem. In addition to AAEB respondents, respondents of KEED officials ($m=2.24$ and $SD=0.943$) disagreed. Contrary to that, respondents of KEO and school directors with mean scores of 4.0 agreed that their respective organizations suffer from lack of forecasting ability in designing and implementing HRD programs. The ANOVA test results ($F=154.42$, $p<0.05$) confirmed that there is significant statistical difference in the opinions of the respondents. From this it is possible to infer that in AAEB and in its respective offices there is a problem of forecasting ability the future manpower need.

One the foremost important conditions to be fulfilled for carrying out an effective HRD program is the coordinated assistance from top management of the organization. As to the practice of support from top management is shown in Table 16, item 5, the respondents of AAEB disagreed ($m=2.32$ and $SD=1.108$), while KEO informants were not sure ($m=3.39$ and $SD=1.224$) whether top management in their organization was supporting in designing HRD activities. On the contrary, respondents of KKED agreed ($m=3.55$) and school directors ($m=4.7$) strongly agreed that there is no or only little support from top management. The ANOVA test results ($F=16.62$, $p<0.05$) also confirmed that there was no statistical significant difference in the opinions of the respondents regarding the tradition of top management supporting HRD activities is very negligible. From here it is very possible to state that all HRD activities designed and implemented at AAEB and respective offices under its control are not fully supported by the top management. Hence, all HRD activities are designed and implemented in the absence of support from the top management.

As shown in Table 16, item 6, whether budget was playing a pivotal role as a factor in designing and implementing HRD activities, respondents of the AAEB, KKED and KEO revealed their agreement with mean values 3.63, 4.03 and 4.2 respectively. While school directors strongly agreed with mean value 4.87 confirming that the designing and implementing of HRD programs were highly crippled due to the shortage of budget. As it can be seen from the mean values of

respondents though there is an agreement among them regarding the effect of shortage budget in the designed HRD activities there exists a difference in their opinions. ANOVA test results ($F=5.2$, $p<0.05$) confirmed that there exists a significant statistical difference in the opinions of respondents. From the available data it is possible to conclude that the HRD programs designed and implemented were more of budget driven than skill gap driven.

With regard to the availability of HRD department, as shown in Table 16, item 7, respondents of AAEB, KEED and KEO disagreed with the mean values 2.00, 2.00 and 2.18 respectively and standard deviation 0.00, 0.00 and 0.39 for AAEB, KEED and KEO respectively. According to these respondents their respective organizations have never faced fierce challenge for the absence of an HRD specialist on the implementation of designed HRD activities. Contrary to that, school directors strongly agreed with mean value 5.00 and standard deviation 0.00. School directors confirmed that their organization is suffering of the absence HRD department and the designed HRD activities are being implemented in other departments which are not fully responsible for the implementation of an effective HRD programs. The ANOVA test results ($F=981.70$, $p<0.05$) confirmed that there was a significant statistical difference among the opinions of the respondents.

As to the selection of appropriate trainee for the designed HRD activity, trainee recruitment system is very essential. In Table 16, item 8, the availability of trainee recruitment system was shown. As one can easily figure out from the table all respondents of KEED, KEO and school directors agreed the unavailability of or inappropriateness of trainee recruitment system with mean values 4.74, 5.0 and 5.0 respectively revealed the absence of trainee recruitment system for the designed HRD activities. To the contrary, respondents of the AAEB disagreed with mean value 1.68 and standard deviation 0.82 denying the unavailability of HRD recruitment system. ANOVA test result ($F=5.371$, $p<0.05$) revealed that there was a significant statistical difference in the opinion of respondents. According to the observed data, it is possible to conclude that the offices didn't give great concern regarding establishing HRD trainee recruitment system. From the interview and focus group discussions carried out it was found out that due to the lack of HRD recruitment system, most of the time it was observed replication of training activities and assigning individuals for an HRD activity that is not or less related to the position they are assuming.

Table 17: Current practices of needs assessment AAEB

| Ser. No. | Items | Respondents categories | N | Mean | SD | F-value | sig. |
|----------|---|------------------------|-----|-------|-------|---------|-------|
| | Problems/factors hindering HRD programs | | | | | | |
| 1 | Extent of analyzing the current HRD program | AAEB | 19 | 4.37 | 0.831 | 6.06 | 0.001 |
| | | KKED | 38 | 3.21 | 1.35 | | |
| | | KEO | 44 | 2.89 | 1.33 | | |
| | | Sch. Dir. | 23 | 3.13 | 1.35 | | |
| | | Total | 124 | 3.26 | 1.36 | | |
| 2 | Extent of analyzing HRD programs demand | AAEB | 19 | 3.37 | 1.3 | 8.51 | 0 |
| | | KKED | 38 | 2.11 | 1.29 | | |
| | | KEO | 44 | 1.84 | 1.16 | | |
| | | Sch. Dir. | 23 | 1.74 | 1.137 | | |
| | | Total | 124 | 2.14 | 1.321 | | |
| 3 | Extent of HRD offered | AAEB | 19 | 3.16 | 1.302 | 0.846 | 0.471 |
| | | KKED | 38 | 1.522 | 3.18 | | |
| | | KEO | 44 | 3 | 1.312 | | |
| | | Sch. Dir. | 23 | 2.65 | 1.027 | | |
| | | Total | 124 | 3.02 | 1.331 | | |

[4.5---5.00 = very high, 3.5---4.49 =high, 2.5----3.49 = undecided, 1.5---2.49 = low, 1.00---1.49 = very low] and Statistical significance level $\alpha= 0.05$

Items 1 through 3 of table 17, deals with Human Resource Development need assessment activities in AAEB. The designing, planning and implementing of HRD programs are highly dependent on the analysis of the current practices, demands and nature of the required skills that needs to be developed through the provision of HRD programs.

As item 1 in the table above depicts, respondents of AAEB agreed (m=4.37) that the bureau analyzed the existing program prior to designing and implementing of HRD activities. The other group respondents were uncertain with the analysis of the program with computed mean values ranging between 2.89 and 3.21. The result of ANOVA test revealed (F=6.06, $p<0.05$) that there was statistically significant difference among the respondents in regard to the extent of adequacy of analyzing the current HRD programs.

As it is observed in table 17, item 2, with regard to considering the extent of analyzing the demand for the Human Resource Development Program in the due process of carrying out needs assessment before the implementation of the designed HRD program, the AAEB respondents(m=3.37) agreed that HRD activities were based on demand analysis. On the

contrary, KKED ($m=2.11$) disagree the application of analyzing the demand before implementing HRD activities. The respondents of KEO and school directors with mean values 1.84 and 1.74 strongly disagree with the utilization of analyzing the demand for HRD programs in their respective offices in designing and implementing HRD programs. The ANOVA results confirmed ($F=8.15$, $p<0.05$) that there was statistically significant difference among the respondents. Thus, HRD programs were carried out without analyzing the current demand analysis.

As it is shown in table 17, item 3 indicated the current practice or extent of Human Resource Development Programs as a component of needs assessment in designing and implementing HRD programs, all groups of respondents were hesitant about the practice of analyzing the current practices. Mean values ranging from 2.65 for school directors to 3.18 for KKED proved that the respective respondents witness the practice in their respective organizations. The test results also confirmed ($F=0.846$, $p>0.05$) that there was no a significant statistical difference in the opinions of the respondents and this can lead to conclude that the designing and implementing of HRD programs were without considering the current practices or extent of HRD programs in the AAEB.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Under this chapter, summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to alleviate the problems are presented.

5.1. Summary

The main purpose of this study was to assess the practices and problems of designing HRD programs that have been carried out in education sector of Addis Ababa in training and developing their employees. It also attempted to find out those practices, there by suggest possible solutions/recommendations on how to design and implement an effective HRD program in the education sector. To this effect, the study had attempted to provide answers to the following basic questions.

1. To what extent does the HRD program of the Addis Ababa Education Bureau go in line with its overall sector strategy?
2. How far are the processes and procedures designed for HRD program of AAEB helping the realization of its objectives?
3. What are the factors that influence the implementation of HRD strategy of the AAEB?

A descriptive survey method was employed for the study. Accordingly, four Kifle Ketema Education Departments, sixteen Kebele Education Offices and eight government high schools were chosen randomly and Addis Ababa Education Bureau as a pivotal informant for the designing and implementing HRD programs in the sector was taken purposively. In general a total of 124 respondents were included in the study.

Questionnaire, interview and focus group discussion were employed for the study as data gathering tools and finally appropriate statistical tools (percentages, means, one way analysis of variance ANOVA and Kruskal-Wallis test for k independent samples) were used to analyses and interpret the data. Accordingly, the following major findings were drawn from the study.

Characteristics of Respondents

In relation to respondent's characteristics, it was found out that the majority 17 (89.47%), 34 (89.47%), 42 (95.45%) and 21 (91.30%) of the respondents from AAEB, KKED, KEO and School Directors were males respectively. Female participation in designing and implementing HRD programs is very limited. With regard to the age, majority of respondents 8 (42.15%) of AAEB members, 22 (57.89%) of KKED members, 20 (45.45%) of KEO members and 15 (65.21%) of school directors fall at the age of forties and above. Hence they were assumed to be matured and reliable informants. Educational profile of respondents proved that almost all were well educated all of AAEB and KEO respondents, 37 (97.37%) of KKED officials and 22 (95.65%) of School Directors were degree holders as a result the people working in the area under this study were educated enough to understand the questionnaire and give genuine information. With regard to the total years of experience, only two KKED and three KEO respondents were with less than five years. The rest of the respondents were very senior employees in their current positions.

- Regarding the existence of formal written HRD design strategy, all school directors and KEO officials, 28 (73.6%) KKED respondents and one AAEB officials disregarded the availability of a formal HRD design strategy. On the other hand 10 (26.3%) KKED respondents and majority of AAEB 18 (94.7%) officials confirmed the existence of HRD design strategy.
- Regarding the extent to which HRD strategy assisted the attainment of overall sector strategy, 50% of the KKED and AAEB respondents confirmed very closely while 3 (30%) and 6 (33.33%) of the KKED and AAEB respectively replied moderately and the rest two and three of the KKED and AAEB respondents replied very loosely.
- Regarding the extent of alignment between the strategy and the designed HRD activities, majority of school directors 13 (56.52%), 26 (59.09%) KEO officials responded that the HRD activities designed and the mission, vision and goals of their organization are less related. While almost half KKED 20 (52.63%) respondents and almost all respondents of AAEB 18 (94.4%) replied that the HRD activities are very closely related. A good proportion of respondents, five school directors, six KEO officers and four KKED officials replied that they were not sure to tell the extent of alignment.

- Concerning the practices of designing HRD programs in the respective offices, all school directors, 34 (74.3%) KEO, 4 (10.5%) KKED responded that their organization didn't design HRD programs while KEO 10 (22.7%), KKED 34 (89.5%) and all AAEB respondents replied that their organization designed its own HRD programs.
- Regarding the responsible body from which the HRD activities originate, the respondents at KKED 34 (89.5%) felt that Addis Ababa education bureau was responsible while all respondents at AAEB responded that the HRD programs were designed by an HRD design team.
- Regarding the target or focus of the designed HRD activities, all groups of respondents assumed that all HRD activities designed were targeting attaining the mission, vision and goals of the education sector strategy. More than that 9 (39.1%) school directors, 10 (22.8%) KEO officials, 8 (21%) and 14 (60.8%) AAEB respondents also concluded that the designed HRD activities were meant to link development issues.
- As to why these designed activities were not implemented, multiple factors with varied degree of influence were pointed out. 10 (43.4%) school directors, 25 (56.8%) KEO officials, 10(26.3%) KKED respondents and 5 (26.3%) considered lack of commitment and 19 (82.6%) school directors, 25 (56.8%) KEO respondents, 10 (26.3%) KKED officials and 5 (26.3%) AAEB officials considered frequent assignment and reassignment of officials were taken as the leading factors for its hindrance.
- Regarding the factors that were given priority in implementation of the designed HRD activities, 21 (55.26%) and 10 (52.63%) confirmed that the availability of budget plays a significant role followed by importance and urgency of the need for the activity. On the other hand 7 (30.43%), 10 (43.47%), of school directors and 19 (43.18%) and 13 (29.54%) KEO identified availability of budget and trainee capability and level of motivation respectively are key factors considered.
- Regarding the availability of needs assessment before designing HRD activities, the respondents at school and KEO level and majority 30 (78.9%) KKED respondents unanimously rejected the practice of carrying out needs assessment in their respective offices. On the other hand AAEB respondents 16 (84.2%) responded that their organization carried out needs assessment before HRD activities are designed.

- The reason why needs assessment was not carried out, was also analyzed accordingly, all school directors and KEO officials, 30 (78.94%) KKED respondents and 3 (15.8%) of AAEB respondents confirmed that the absence of trained personnel, lack of budget and absence of HRD training and development manual were considered as the main factors.
- Regarding level of analysis, it was found that five of KKED respondents and three AAEB informants deduced that the needs analysis concentrated on person analysis. On the other hand, three of KKED and four AAEB respondents felt that the needs assessment carried out mainly focused on the task. The remaining 9 (69.2%) respondents AAEB valued their organization carrying out needs assessment at the organization level.
- The drawbacks learnt for the absence of HRD design strategy were also treated and the feedback was summarized. Respondents at all level agreed all school directors and KEO respondents, 28 (73.68%) KKED informants and one AAEB officials confirmed that the absence of HRD design strategy will end up in replication of training and development activities, failure to attain the objectives set by the organization and misuse of the limited resources available.
- Regarding the availability of short term trainings as part of an HRD program, majority of the AAEB respondents 17 (89.47%) and 28 (73.68%) of KKED officials replied positively for their availability, while majority of KEO respondents 15 (72.7%) and 15 (65.2%) respondents confirmed that there were no short term trainings in their organization. On the other hand respondents who replied the availability of short term trainings were asked regarding their schedule, all respondents, 7 (87.5%) of school directors, all of the KEO officials, 16 (57.1%) of KKED respondents, and 12 (70.5%) agreed that the short term trainings were carried out at an unscheduled time.
- As to whether the implemented HRD programs were planned or not, all school directors, 34 (77.3%) KEO respondents, 28 (73.68%) of KKED officials and two AAEB respondents confirmed that the HRD activities implemented were not planned. On the other hand 10 (26.3%) of KKED officials and majority (89.5%) AAEB officials replied that the HRD activities carried out were planned. Regarding the reason why these activities were not planned, all school directors, KEO informants, KKED officials and

AAEB managers accordingly, confirmed that absence of responsible person for follow up, lack of budget, lack of monitoring and controlling system.

- Concerning the availability of an up to date data recording system, all of school directors and KEO officials, 31 (81.5%) KKED informants and only 6 (31.57%) of the AAEB respondents replied that there were no such practice while 13 (68.42%) confirmed that all HRD activities carried out are recorded. Respondents who reasoned out the absence of such a practice confirmed the main reasons as, all school directors and KEO agreed that lack of skilled manpower, lack due attention for the activity and lack of appropriate technology
- As to the availability of trainee recruitment system, all of school directors and KEO officials, 29 (76.3%) KKED informants and 4 (47.4%) of AAEB respondents replied that there was no. On the hand 9 (23.68%) KKED informants and 15 (78.94%) AAEB managers confirmed all recruitments for HRD purpose were done based on written directives.
- Regarding the availability of HRD department, respondents of AAEB, KEED and KEO disagreed the absence of HRD department with the mean scores 2.00, 2.00 and 2.18 respectively and standard deviation 0.00, 0.00 and 0.39 for AAEB, KEED and KEO respectively. Contrary to that, school directors strongly agreed with mean value 5.00 and standard deviation 0.00. The ANOVA test results ($F=981.70$, $p<0.05$) confirmed that there was a significant statistical difference among the opinions of the respondents.
- Whether budget was playing a pivotal role as a factor in designing and implementing HRD activities, respondents of the AAEB, KKED and KEO revealed their agreement with mean values 3.63, 4.03 and 4.2 respectively. While school directors strongly agreed with mean value 4.87 confirming that the designing and implementing of HRD programs were highly crippled due to the shortage of budget.
- With regard to analyzing the current practices of HRD programs, respondents of AAEB agreed ($m=4.37$) that the bureau analyzed the existing program prior to designing and implementing of HRD activities. The other groups of respondents were uncertain with the analysis of the program with computed mean values ranging between 2.89 and 3.21.
- With regard to considering the extent of analyzing the demand for the Human Resource Development Program, the AAEB respondents ($m=3.37$) agreed that HRD activities

were based on demand analysis. On the contrary, KKED ($m=2.11$) disagree the application of analyzing the demand before implementing HRD activities. The respondents of KEO and school directors with mean values 1.84 and 1.74 strongly disagree with the utilization of analyzing the demand for HRD programs in their respective offices in designing and implementing HRD programs.

- Considering the current practice or extent of Human Resource Development Programs, all groups of respondents were hesitant about the practice of analyzing the current practices. Mean values ranging from 2.65 for school directors to 3.18 for KKED proved that the respective respondents didn't witness the practice in their respective organizations. The ANOVA test results also confirmed ($F=0.846$, $p>0.05$) that there was a significant statistical difference in the opinions of the respondents

5.2. Conclusion

Regarding HRD strategy, it was found out that the organization understudy had the strategy but didn't make use of it; as a result, the strategy assisted the overall sector strategy loosely. As a result, replication of training and development activities, failure to attain the objectives set by the organization and misuse of the limited resources available were some of the disadvantages the organization faced for failing to apply the HRD strategy

Regarding designing HRD activities within their organization, from the obtained data it can be concluded that, the practice of designing HRD programs was very limited and there was no common understanding regarding who designed the activities. Moreover, the implementation of the designed HRD activities was not well recognized by all officials at their respective offices.

Regarding the reason why the designed HRD activities were not implemented was accounted to different factors, namely, lack of commitment, assignment and reassignment of officials, lack of support from the top management as well as lack of timely feedback. More than anything else, there was no means of ensuring the effect of HRD activities in achieving the mission, vision and goals of the organization.

Concerning the availability of planned HRD activities was found out that, there were no planned HRD activities. The main reasons for the absence designed HRD activities were absence of responsible person for follow up, lack of budget, lack of monitoring and controlling system. As a

result HRD activities were carried out when the bureau finds it necessary, the demand comes from the donors, or on the request from the Addis Ababa city administration. Improved performance gap, less absenteeism and turnover, and dissatisfaction, higher motivation in the actual work efficiency and effectiveness were the indicators to identify whether the HRD activities in line with the mission, vision and goals of the organization.

Regarding the practice of carrying out needs assessment before designing and implementing HRD activities, from the obtained data one can conclude that there was no needs assessment in carrying out the designed HRD activities. The main reasons why needs assessment was not carried out was also accounted for, absence of skilled personnel, lack of budget and absence of HRD training and development manual. The main sources of information for HRD activities to be designed in the absence of data from needs assessment the organization under study used, Conducting survey, Performance reviewing and Complaints from customer as the main source of information.

Regarding the availability of short term trainings, there were plenty of short term trainings but majority were not related the task demands more than that the trainings were unscheduled. The major reasons for carrying out an activity that was not scheduled ahead of time was lack of budget, lack of professional in the field and lack of attention to the activity were considered as the main ones.

As to the availability of an up to date data recording system, it was found out there were no such practice. Lack of skilled manpower, lack due attention for the activity and lack of appropriate technology were the main factors hindering the activity.

Regarding HRD trainee recruitment system, due to the difference in the opinions of the respondents it can concluded that there was no such a system. As a result the organization relied on notice board for interested applicants, performance appraisal results, professional requirements and individuals whom the training refers to recruit trainees for the intended HRD activity.

Regarding the factors affecting designing HRD programs, it is possible to conclude the following

- ❖ The HRD activities being designed and implemented in AAEB are not fully considered as an essential activity.
- ❖ The practice of participatory approach in designing HRD activities was very low or non-existent
- ❖ The application of information regarding employee personal data in designing and implementing HRD activities needs improvement.
- ❖ There was a problem of forecasting ability the future manpower need.
- ❖ All HRD activities designed and implemented at AAEB and respective offices under its control are not fully supported by the top management.
- ❖ The HRD programs designed and implemented were more of budget driven than skill gap driven.
- ❖ The offices didn't give great attention regarding establishing HRD trainee recruitment system.

Regarding the practice of needs assessment, the study came to the conclusion that:

- ❖ Analyzed the existing program prior to designing and implementing of HRD activities very low.
- ❖ The extent of analyzing the demand for the Human Resource Development Program in the due process of carrying out needs assessment before the implementation of the designed HRD program very low or nonexistent.
- ❖ The designing and implementing of HRD programs were without considering the current practices or extent of HRD programs.

5.3. Recommendation

Based on the major findings and conclusions drawn with respect to the practices and problems of designing and implementing human resource development programs in Addis Ababa Education Sector, the following recommendations are suggested.

1. Designing and implementing HRD programs should be regulated and guided by policy. Therefore, there has to be HRD policy which gives direction to identify priority areas, allocation of resources, selection of trainees, designing content and evaluating HRD

programs at all levels of the sector AAEB, KKED, KEO and School directors, Thus Addis Ababa Education Bureau has to put in to effect regional technical assistance to KKED, KEO and schools in designing and implementing their own organizational HRD policy.

2. HRD programs are designed to fill the gap that exists what is being done and what should have been and to build the capacity and potential of individuals for the future better performance. Therefore, in order to achieve this, it is recommended:
 - a. AAEB, KKED, KEO and school directors should develop/design relevant content that related to the current job which enhances the technical skills of employees to perform the day to day operation in the efficient and effective manner on the identified needs.
 - b. AAEB, KKED, KEO and school directors should set an objectives and transparent selection criteria to select trainees for the intended HRD program.
3. Designing and implementing HRD programs could be effectively achieved if they were planned based on the identified training and development needs assessment. Otherwise, it would be wastage of resources and could not improve the knowledge, skill and attitude of individuals and achieve the desired goals of the organization. Therefore, it is recommended that
 - a. AAEB, KKED, KEO and school directors should create close relationships and identify the HRD needs through survey study and discussion with employees and their organization.
 - b. AAEB, KKED, KEO and schools should organize a committee that comprises professionals in their organization that have the knowledge, skills, experience and commitment to conduct HRD needs assessment and provide them with the necessary conditions that help them identify the gaps through measuring each employees work against the performance established for the job, examining the knowledge, skill and attitude specified on the job description required the job and analyzing the effectiveness and the problems of the organization in achieving its goals.
4. Organizations need to have a well defined and clearly stated HRD policy for effective implementation of their HRD programs. This would help to set priorities, standards, and

the scope of HRD program in the organization. Thus, AAEB has to play a pivotal role in designing HRD policy and provide the necessary technical assistance to KKED, KEO, and school in designing organizational policy.

5. The practice of conducting HRD needs assessment by the respective offices should encompass the needs of individuals' employees so that they are able to determine their own needs. Moreover, efforts should be made by AAEB to develop HRD needs assessment manual which helps as a guideline for effective identification of needs. Besides, appropriate measures have to be taken AAEB to the capability of individuals in change of identifying training and development needs of all employees in their organization.
6. In the process of designing and implementing HRD programs, setting objectives is a critical stage not only because it defines and controls quality of product but also influences all the subsequent stages. Setting specific and detailed objectives at the start would help trainees to decide whether the objectives set are directly or indirectly related to the accomplishment of their task; helps managers to decide whether the HRD programs are good enough for the attainment of organizational goals, and it directs the trainer to know what to train. Thus it is recommended that preparation of HRD objectives should be done with meaningful participation of trainees and the managers of each respective organization. However, this is so; the bureau should schedule a follow-ups in advance that every HRD programs are as per to the objectives which set with involvement of all parties.
7. The effectiveness of designing and implementing HRD programs had been hindered by inadequate organizational facilities, lack of well designed HRD programs, unavailability of HRD policy, budgetary constraints, and absence of technical and managerial capacity to design and implement HRD programs. Though these are big challenges to be addressed, the following recommendations are however forwarded:
 - a. Addis Ababa Education Bureau and respective offices should design various projects and negotiate with donors to obtain the required financial and technical support for their HRD programs.

- b. Addis Ababa Education Bureau and respective offices should try hard to distribute an HRD manual so that the all human resource development activities will easily be geared to the attainment of the sector strategy.
- c. Addis Ababa Education Bureau and respective offices should take advantage of the availability of educational institutions to develop the technical and managerial capacity and capability to enable its officials to design and implement an effective HRD programs.

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<http://traininganddevelopment.naukrihub.com/methods-of-training>

<http://www.emerldinsight.com>

APPENDICES

Appendix A

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

**A study on “The Practices and Problems of Designing and Implementing
Human Resource Development Programs”**

in Addis Ababa Education Bureau

A Questionnaire to be Filled out by Experts and Managers

The purpose of this questionnaire is to gather data regarding the practices and problems of designing and implementing human resource development programs that are being carried out by the Addis Ababa Education Bureau.

This study is academic and thus would not affect nobody in any case. However, the findings of the study and recommendations forwarded are believed to provide valuable inputs for the education bureau regarding Human Resource Development programs. As a result of this, your genuine and timely response is vital for the success of the study. Therefore, you are very kindly requested to respond to each question item carefully and return them to the student researcher.

Note

1. No need of writing your name
2. Where alternative answers are given, please put a tick mark in the box against your choice. If you think there is more than one possible response you may tick those responses.

Thank you for filling out the questionnaire in time.

SECTION I: PERSONAL INFORMATION

1. Name of your organization _____

2. Your position _____

3. Your Educational qualification

MA/M. Sc.

12th grade complete

BA/B. Sc

Certificate

Diploma

4. Total years of service

1 - 5

16 – 20 years

6 -10

Above 20

11 - 15

5. Age

Less than 20

40 – 49

20 – 29

50 – 59

30–39

60 and above

6. Sex

Male

Female

7. Your area of specialization

a. Social Sciences

b. Natural Science

c. Educational Planning and Management

d. Management and Business Education

e. Economics and Accounting

f. Others

SECTION II: HRD PROGRAM ALIGNMENT WITH SECTOR STRATEGY.

1. Does your organization have a formal written HRD design strategy?
- a. Yes No
2. How are the designed HRD and the mission, vision and goals of the bureau aligned?
- a. Are very closely
- b. Doesn't at all refer the objective set
- c. Less related with the mission, vision and goals of the bureau
- d. Can't be told
- e. Please specify if any _____

3. How well does the strategy help to attain the overall sector strategy? (You may give more than one response).
- a. Very strongly as the HRD design is minted from the overall strategy
- b. Moderately coincides
- c. Very loosely as the HRD design is not fully emanating from the overall strategy
- d. Can't be made such a comparison
- e. Please specify if any _____

4. What disadvantage did it bring? (You may give more than one response).
- a. Replication of training and development activity
- b. Picking wrong trainee
- c. Failure to attain the objective of the bureau
- d. Creating dissatisfaction among employees
- e. Misuse of the limited available resources
- Please specify if any _____

5. How does the bureau identify that HRD activities being carried out go along with the sector strategy? (You may give more than one response).

- a. Through improved performance gap
- b. Through less absenteeism, turnover and dissatisfaction
- c. Through higher motivation in the actual work
- d. Through the trainees work efficiency and effectiveness
- e. Please specify if any _____

SECTION III: DESIGNING HRD PROGRAMS.

6. Does your organization design its own HRD programs?

- a. Yes No

7. Who designs the HRD activities in your organization? (You may give more than one response).

- a. The Addis Ababa Education bureau
- b. The Addis Ababa City Administration
- c. HRD design team of different professionals
- d. No formal designing at all levels
- e. Please specify if any _____

8. What do the HRD designed at your organization focus at?

- a. Specific functions of the bureau
- b. Linking development issues and recruitment
- c. Attaining the mission, vision and goals of the bureau
- d. Satisfying the requests of donors in the sector
- e. Please specify if any _____

9. What factor has your organization considered in designing human resource development needs? (You may give more than one response).

- a. Availability of budget
- b. Importance and urgency of the need
- c. Trainees capability and level of motivation
- d. Availability of training institutions
- e. Please specify if any _____

10. Does your organization carry out needs assessment prior to designing HRD?

- a. Yes No

11. Why needs assessment is not carried out? (You may give more than one response).

- a. Absence of trained personnel in the area
- b. Lack of budget
- c. Absence of HRD training manual
- d. Training and development needs assessment considered as an unessential
- e. Government regulations
- f. Please specify if any _____

12. Which level of analysis is given the most attention in assessing HRD needs?

- a. Organizational analysis
- b. Task analysis
- c. Person analysis

13. How is data gathered in carrying out the intended needs assessment for the designed HRD? (You may give more than one response).

- a. Conducting survey
- b. Through observation
- c. Performance reviewing
- d. Conducting group discussion
- e. Attitude survey
- f. Observing behaviors of employees
- g. Complaints from customers

- h. Employee morale and motivation
 - i. Job description
 - j. Please specify if any _____
-

14. Is there an up to date recording system as to who participated in HRD activities and what content is covered?

Yes No

15. What reason can be accounted for the absence of up to date data recording system?

(You may give more than one response).

- a. Lack of skilled manpower
 - b. Lack of due attention for the activity
 - c. Lack of appropriate technology
 - d. Please specify if any _____
-

SECTION IV: IMPLEMENTATION OF HRD ACTIVITIES

16. Are there planned HRD activities in your organization?

Yes No

17. Are the designed HRD activities implemented in all offices under the bureau?

Yes No

18. What do you think is/are the reason/s for the absence of planned HRD activities? **(You may give more than one response).**

- a. Absence of responsible person for follow up
 - b. Lack of allocated budget
 - c. Lack of monitoring and controlling system
 - d. Lack of due attention to the program
 - e. Lack of resource
 - f. Please specify if any _____
-

19. What do you think the reason/s why the program is/are not implemented? (You may give more than one response).

- a. Lack of budget
- b. Lack of commitment on the part of offices of the bureau.
- c. Frequent assignment and reassignment of experts, managers, ...
- d. Lack of support from the top management.
- e. Lack of timely feedback among the offices at different levels.
- f. Please specify if any _____

20. Is there any short term training program in your organization?

- a. Yes No

21. Have you attended any training and development program in recent years?

- a. Yes No

22. If your answer to question number 20 is "YES", how often is it done?

- a. At the beginning of the year
- b. In the middle of the year
- c. Every three months
- d. Every month
- e. After accomplishment of any major duty
- f. Unknown schedule
- g. Please specify if any _____

23. What were the types of training program? (You may give more than one response).

- a. Short term training, seminars and panel discussions
- b. Attending higher education institution
- c. Distance education program
- d. Job rotation
- e. On job trainings
- f. Please specify if any _____

24. What is the mechanism used to recruit trainees for the designed HRD activities? (You may give more than one response).

- a. Notice board for inviting interested applicants
- b. Employees performance appraisal result
- c. Immediate supervisor's recommendation
- d. Professional requirements such as licensing and certification
- e. Closeness to the immediate supervisors, directors, experts, etc
- f. Individuals whom the training available refers to
- g. Please specify if any

25. Was/were the training/s related to your job?

- a. Yes No

26. Did you get proper placement after completing the training and development program?

- a. Yes No

SECTION V: Current Practices of Human Resource Development Programs Needs

Assessment

Instruction: below are a series of statements which represent Practices of Human Resource Development Programs Needs Assessment. Read each statement carefully and indicate your opinion about the current Practices of Human Resource Development Program Needs Assessment in Addis Ababa education bureau by putting a "√" mark in one of the five alternatives, very high (=5), high (=4) neither high nor low (=3), low , (=2) or very low (=1).

| About Training and Development | | Responses | | | | |
|--|---|------------------|----------|----------|----------|-----------|
| How do you rate (HRD) Human Resource Development activities in your organization? | | VH | H | A | L | VL |
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Extent of analyzing current Human Resource Development programs. | | | | | |
| 2 | Extent of analyzing demand for Human Resource Development | | | | | |
| 3 | The current practices or extent of Human Resource Development programs offered by Addis Ababa Education Bureau | | | | | |

SECTION V:

Rate the Major Problems of Designing and Implementing of HRD Programs.

Instruction: below are a series of statements which represent the major problems of designing and implementing of HRD programs. Read each statement carefully and indicate your opinion about the major problems of designing and implementation of HRD programs in Addis Ababa education bureau by putting a "√" mark in one of the five alternatives, strongly disagree (=5), disagree (=4) not decided (=3), agree, (=2) or strongly agree (=1).

| No | Factors/Problems | Responses | | | | |
|----|--|-----------|--------|---------|--------|---------|
| | | SA 5 | A 4 | ND 3 | D 2 | SD 1 |
| 1 | Low level of perception of the importance of human resource development | | | | | |
| 2 | Lack of participatory approach in designing human resource development | | | | | |
| 3 | Lack of information on employees personal data | | | | | |
| 4 | Lack of forecasting ability for the future manpower need. | | | | | |
| 5 | Lack of support from top management | | | | | |
| 6 | Lack of adequate budget for human resource development programs | | | | | |
| 7 | Absence of Human resource Development department | | | | | |
| 8 | Lack of trainee recruitment system | | | | | |

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

**A study on “The Practices and Problems of Designing and Implementing
Human Resource Development Programs”**

in Addis Ababa Education Bureau

**INTERVIEW GUIDE QUESTIONS FOR EDUCATION BUREAU OFFICERS, SUB-
CITY EDUCATION DESK OFFICERS AND KEBELE EDUCATION DESK
SUPERVISORS AS WELL AS TRAINING AND DEVELOPMENT EXPRTS**

1. Does your office conduct HRD and training activities based on needs assessment?
2. How well the needs assessment results are applied for designing and implementing training and HRD activities?
3. How does your organization select trainees for different types of HRD activities conducted through your organization?
4. What is the driving force for training and development programs to be conducted?
5. What are the major problems faced in carrying out HRD and training activities in the organization?

Appendix C

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FOCUS GROUP DISCUSSION GUIDE

(FOR OFFICIALS AND EXPERTS)

The purpose is to identify the perception of training and development officials regarding HRD activities.


The following items will be used for the focus group discussion to be held at the respective offices in the AAEB.

1. How do you perceive HRD and training activities and what is your opinion about the importance of HRD?
2. What do you think are the major problems HRD activities face when they are designed and implemented?
3. What is employees opinion regarding HRD activities?
4. Do you think trainees are recruited in a proper way to make use of the human resource development programs very effectively?

Declaration

I, hereby, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged.


Name: Paulos Shikur Kirato

Signature. 

Date. July 9, 2010

This thesis has been submitted for the examination with my approval as a university advisor.

Name: **Melaku Yimam**

Signature. 

Date. 09/07/2010