



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF**  
**EDUCATIONAL PLANNING AND MANAGEMENT**

**Human Resource Development Practices in Government Secondary Schools  
in West Hararghe Zone, Oromia Regional state**

**By HailuNigussie**

**August, 2021**  
**Addis Ababa, Ethiopia**

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**Human Resource Development Practices in Government Secondary Schools  
in West Hararghe Zone, Oromia Regional state**

**By Hailu Nigussie Senbetu**

**A Thesis Submitted to the College of Education and Behavioural Studies,  
Department of Educational Planning and Management, Postgraduate  
Program Directorate in partial Fulfillment of the Requirements for the  
Degree of Master of Art in Educational Leadership and Management**

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**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
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**EDUCATIONAL PLANNING AND MANAGEMENT**

**This is to certify that the thesis prepared by Hailu Nigussie entitled, Human Resource Development Practices in Government Secondary Schools in West Hararghe Zone, Oromia Regional state, Submitted in partial Fulfillment of the Requirements for the Degree of Master of Art in Educational Leadership and Management Complies with the Regulations of the University meets the Accepted Standards with Respect to Originality and Quality**

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## **DECLARATION**

I, HailuNigussie hereby my signature below declare that the thesis entitled “The Practices of Human Resource Development in Government Secondary Schools in West Hararghe Zone, Oromia Regional State” submitted for the award in Master of Arts in Educational Leadership and Management in Addis Ababa University is my original work and it has not been presented for the award of any degree, diploma , and other similar titles of any other university or institution and that all sources of materials used for this thesis have been dully acknowledged.

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## **CERTIFICATION**

This is to certify that this thesis entitled “The practices of Human Resource Development in Secondary Schools: Evidence from Selected Government Secondary Schools of West Hararghie Zone,Oromia Regional State” submitted in partial fulfillment of the requirement for the award in Master of Arts in Educational Leadership and Management in Addis Ababa University, through the Department of Educational Planning and Management done by Hailu Nigussie ID No GSR/1424/11 is conducted by him under our supervision.

BefekaduZelege (PhD)

Principal Advisor

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Signature

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Date

## **BIOGRAPHICAL SKETCH**

The author was born on March, 1987 in Shenen Dhugo Woreda, West Hararghe Zone of Oromia Regional State. He attended his elementary and secondary school education at Golia primary, Mesela primary and Hirna secondary schools respectively. Then, he joined Aseella Teachers' Training Institute with certificate and joined 2020 Open College and graduated with Diploma. Then after teaching and leading different primary Schools in Shenen Dugo Woreda he joined Adama Science and Technology University in summer for degree program and graduated in Educational Planning and Management. Finally; after leading primary Schools and Woreda Education Office in Shenen Dugo Woreda for 5 years, he joined the school of graduate studies at Addis Ababa University in 2019 academic year to attend masters of art in Educational Leadership and Management.

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## TABLE OF CONTENTS

DECLARATION .....	i
CERTIFICATION .....	ii
BIOGRAPHICAL SKETCH .....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	viii
ABBREVIATIONS AND ACRONYMS .....	ix
<i>ABSTRACT</i> .....	x
CHAPTER ONE .....	1
1. INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem .....	3
1.3. Objectives of the Study .....	6
1.3.1. General objective .....	6
1.3.2. Specific objectives .....	6
1.4. Delimitation/Scope of the Study .....	6
1.5. Significances of the Study .....	7
1.6. Definition of Key Terms. ....	7
1.7. Limitation of the Study.....	8
1.8. Organization of the Study.....	8
CHAPTER TWO .....	9
2. REVIEW OF THE RELATED LITERATURE .....	9
2.1. The Concept of Human Resource Development.....	9
2.2. Theories of Human Resource Development .....	11
2.3. Components of Human Resource Development.....	13

2.3.1. Training and Development .....	13
2.3.2. Career Development .....	13
2.3.3. Performance Appraisal.....	14
2.4. Objectives of Human Resource Development .....	14
2.4.1. Employee Competency Development.....	15
2.4.2. Employee Motivation Development.....	15
2.4.3. Organizational Climate Development.....	15
2.5. Techniques of Human Resource Development.....	16
2.6. Training and Development.....	16
2.7. Training and Development Techniques .....	17
2.8. Factors than can impede/inhibit the practice of employee growth and development.....	17
2.9. Empirical Studies .....	18
2.10. Human Resource Development in Ethiopian Context .....	20
2.11. Human Resource Development Process .....	22
CHAPTER THREE.....	23
3. RESEARCH DESIGN AND METHODOLOGY .....	23
3.1. Description of the Study Area.....	23
3.2. Research Design .....	23
3.3. Sources of Data .....	24
3.3.1. Primary sources of data.....	24
3.3.2. Secondary sources of data.....	24
3.4. Population, sample size, and Sampling Techniques .....	24
3.5.1. Questionnaire .....	26
3.5.2. Interview .....	28
3.5.3. Document analysis .....	28
3.6. Procedures of the Study.....	28
3.7. Methods of Data Analysis .....	29

3.8. Ethical Consideration of the Study.....	30
CHAPTER FOUR.....	31
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	31
4.1. Analysis of the Characteristics of Respondents.....	31
4.2. Training and Development.....	33
4.2.1. Human resource training & development program .....	33
4.2.2. Identification of HR training and development needs assessment. ....	35
4.2.3. Training and development objectives and focuses of the programs .....	38
4.2.4. Selection of Trainees and contents .....	40
4.3. Career Development.....	42
4.4. Organizational Development.....	44
4.5. Performance Appraisal.....	45
4.6. Employees view in the opportunity for growth and development. ....	47
4.7. Major problems that can inhibit the practices of employees’ training and development program. ....	51
CHAPTER FIVE.....	56
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	56
5.1. Summary.....	56
5.2. Conclusion.....	60
5.3. Recommendations .....	61
REFERENCES.....	i
APPENDICES .....	viii
APPENDIX I: Sample Questionnaire for Cluster Supervisors’, Principals’ and Teachers’ respondents.....	viii
APPENDIX II: Sample Interview Guide Questions.....	xii
APPENDIX III: Sample of Document Review Checklist.....	xiv

## LIST OF TABLES

Table 1. Summary of population and sample size of respondents.....	26
Table 2: Reliability Test Result .....	27
Table 3: Personal information of respondents .....	32
Table 4; Respondents view on arrangement and types of HRTDP .....	33
Table 5: Respondents view on HR training and development need assessment. ....	36
Table 6: Respondents view on training and development objectives and focuses of the programs .....	39
Table 7; Respondents view on selection of trainees and contents .....	40
Table 8; Respondents' reply on Career Development .....	42
Table 9; Respondents answer on organizational development practices.....	44
Table 10; Respondents reply on the practice of performance appraisal .....	46
Table 11: Employees view in the opportunity for growth and development.....	48
Table 12: Major Challenges of human resource development practices .....	51
Table 13: Information gathered from school HRDTP by analyzing Schools' Strategic plan &CPD Program.....	54

## **ABBREVIATIONS AND ACRONYMS**

CPD	Continuous Professional Development
CRC	Cluster Resource Center
CSA	Census Statics Agency
HR	Human Resource
HRD	Human Resource Development
HRDP	Human Resource Development Programs
JEG	Job Evaluation Grading
KPI	Key Performance Indicators
LAMP	Leadership and Management Program
MoE	Ministry of Education
NCBP	National Capacity Building Program
PA	Performance Appraisal
PBL	Problem-based Learning
TD	Teacher Development
T&D	Training and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
WHZ	West Hararghe Zone

## **ABSTRACT**

*The main objective of this study was to assess human resource development practices in Government secondary schools of West Hararghie Zone. To achieve this, a descriptive survey research design was employed. Questionnaires, interviews, and document analysis were used as tools of data collection. Primary and secondary sources of data were used. The school documents such as employee portfolios, schools strategic plans, and reports were used as a secondary data source. The data were collected from 210 secondary school teachers selected by simple random sampling, 20 principals and 10 supervisors were also selected by using availability sampling while 10 Woreda Education Office deputy heads were selected purposefully. Descriptive and inferential statistics such as Frequency, Mean, SD and t-test were predominantly used to analyze the data. Finally the findings' of the study indicated that the schools have HRTDP, done well on career & organizational development and performance appraisal. However the result revealed the absence of the systematic needs assessment, unclear objectives of TDP, absence of clear and transparent TD criteria for selecting trainees and contents. The practice of preparing and implementing TDPs had been constrained by allocation of insufficient time, lack of adequate budget, selection of inappropriate trainees and contents, inadequate training and development program, and absence of monitoring and evaluation. Based on the findings, it concluded that; due to lack of systematic training and development needs assessment capacity and potentials of individuals had not been built for better future performance, appropriate individuals were neglected from the selection for the TDPs, secondary schools and education leaders fail to measure the effects and benefits of the TDPs. Finally the study recommended that, appropriate attention to be given to training and development needs assessment, allocation of necessary resources for TDP, planning TDP in association with strategic plan, applying on-the-job methods, creating systematic monitoring and evaluating practices of TDP, and giving more emphasis on professional development rather than other activities in secondary schools and woreda education offices.*

**Keywords:** *Human Resource, Development, Practice, Secondary School and Zone*

# CHAPTER ONE

## 1. INTRODUCTION

This section presents an overview of evidence about human resource development practice. It deals with background of the study, statement of the problem, objectives of the study, delimitation of the study, significances of the study, and definition of key terms.

### 1.1. Background of the study

It becomes apparent that, the rapidly changing educational environment cannot be easily managed without continuous learning improvement. This is to mean failure to improve competence will be a failure to discharge teaching responsibilities satisfactorily. So, schools effectiveness is the synergetic sum total of the performance of all employees in the school as organization. As the major input of education quality, the development of teaches', principals' and supervisors' performance were widely recognized as critical factor influencing education quality (UNESCO, 2006).

HRD includes training individual after first hired, giving that the opportunity to be told new skills, distributing resources that are useful to the employees' task, and activities. HRD are often formal such as in classroom training, a college course, or an organizational planned change effort. Human resource development can be informal as in employee coaching by a manager or internal training and development classes taught by internal staff or a consultant. Mentoring by older employees is additionally recommended for employee development. According to Achyut, (2018) human resource is considered the foremost significant and precious resource in every organization. Dynamic, motivated and energetic resources can form a successful organization. Employees can contribute and play great role, contributing their expertise, time and energy to form organization effective, profitable, and to be success in overall aspect of the business. Staff development is one of amongst human resource development in educational organization. This can be the methods of appraising staff performance and identifying their key skills and competence that requires development of training to enhance their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organization depends on the strength and quality of the

staff members. There's must change through training and to boost and grow in competence. This will be done through in-service training, conference, workshop and seminars.

Currently organizations operate in a very complex and changing environment that highly influences their growth and expansions. To cope up with this changing environment and technological advancements, organizations have to develop and train their employees. Therefore, ineffective practice of HRD may end up with different problems such as reduced employees' aspiration to learn and apply new skills, decrease employees productivity, low morale, higher employee turnover and low performance of organization (Edgar and Geare, 2005). Thus, it is possible to say that problems in HRD systems appear when the capacity building practices are failed to accommodate the organizational and employees' needs.

The current education and training policy (ETP) of Ethiopia indicated that teachers, starting from kindergarten to higher education, will be required to have the necessary teaching qualification and competency in the media of instruction, through pro-service and in-service training. In Ethiopia, the government recognizes that good sector policies depend on building Human Resource (HR) capacity if it is to be implemented successfully at proposed time. In 2001, the country launched broad National Capacity Building Program (NCBP) which is an extremely wide ranging and encouraging program which needs commitment from all public sectors to upgrade employees potential (Adebabay and Perkins, 2010). Similarly, in education sector, Teacher Development Program was launched in order to improve teachers' qualification and professional development (MoE, 2010). In addition to this, according to the document of MoE (2009b), all teachers must be actively engaged in: their own learning process, working with their colleagues, identifying their own needs and the wide range of activities, formal and informal that brings about improvement on their own practice and the practice of others.

West Hararghe zone as one of the zones in Oromia Regional States attempting to contribute for the attainment of objectives of the education of the country in general and that of the region in particular. Therefore, this study was assessed the practice of HRD in secondary schools of WHZ by focusing on contents and types HRDPs, need assessment, objectives and focus of training and development programs, career development, organizational development, performance appraisal and challenges of human resource development practices.

## 1.2. Statement of the Problem

HRD comprises the procedures and process that purposely seeks to provide learning and development activities to enhance the skills, knowledge and capabilities of people, team and the organization so that there is a change in action to achieve the desired outcome. It incorporates traditional views of training and development but seeks to extend attention to learning throughout an organization as a strategy to cope with change/<https://www.neulandpartner/>. Joan Dean, (2002) in practice the development of a school or a person is a slowly evolving process which is continuous. Plans for development change as growth takes place and the original pattern becomes something more and new goals emerge. People change and develop and create new possibilities. Achieving this vision will also require human resource development be strengthened by training competent and innovative people and demands that regular adjustments to education and training be made so that human development investments focus on equipping a workforce that can meet the various productive sectors' needs./ESDP V/

Professionalizing leadership and management is critical for efficiency and effectiveness. Continuous training and leadership development is needed. Regarding preparation, focus on experiential learning (problem-based learning, school based project work, internships, shadowing, coaching and mentoring) and application oriented method as key pedagogy to inform leadership preparation. As a major popular approach, Problem-based Learning (PBL) utilizes concrete and complex problems candidates face in their schools as a starting point to stimulate and shape the content of leadership preparation programs (*Ethiopian Education Development Roadmap 2018-30*).

The Federal Public service and human resource management conducted government sector reform in (2019) E.C. The reform is focused on the job evaluation grading system (JEG) for the sake of improving the performance of government sector or organizations through improving employee quality, skill, attitude and knowledge. The MoE in (2018) conducted reform in education sector by providing Ethiopian Education Development Roadmap to implement from 2018 to 2030. The investigation indicated that education sector faced with various problems such as; political influence, lack of effective and efficient management, lack of resource, quality and in effective implementation of training and development program for employee.

Zemzem (2016) found out that the correlation between employee's participation in education or training and employee's performance and motivation was positive and significant correlation exists between the variables. Simachew (2014) has also done on empirical study on human resource development practices and challenges in public sector. The researcher found out individual analysis wasn't conducted effectively as a critical HRD need assessment approach and the sector bureaus did not have good HRD system. A study conducted by Achyut (2018) concerned with the practice of human resource development. The study identified that employees training and development program has positive relationship with performance.

GashuMesfin (2017) has conducted empirical study on the practices of HRD in enhancing employee satisfaction. The findings implies training and development purposes have set in relation with the organizational mission, highly focused on off the work training and development than on the work method, deficiency of relevant training and development for the higher management is the main critics that constraint training and development, the organization isn't committed in programs for upgrading staff skill and competencies, individual growth and development to boosting personal motivation.

Study conducted by Hussien and Adem (2018), in their study indicated that activities like openness of the school culture, planning for HRD and implementation of career development were some of the strength observed. Similarly; the study revealed limitations in HRD activities such as, the practices of training and development, performance appraisal and the awareness and participation of administrative staffs. Study has also conducted by Kebede and Sambasivam (2013), Thesis for partial fulfillment of Master of art, with the goals of found out the strategic orientation, practices and managers' awareness towards the concept of human resource development in Ethiopian context. The result of the study indicated that managers of the institute as perceive of career development as the part of HRD, managers are set the meaning of performance appraisal as the component of HRD.

Okotoni Comfort (2015), has been conducted research on staff training and development and quality education delivery. The study objective was to examine correlation between school outcomes and quality of personnel entrusted to hold out the delivery of education from the angle of staff training and development, that specialized in in commission training of teachers in publicly secondary schools. The researcher found out a reasonable level in-service training and

development of teachers in public schools in the state; although there were inadequacies in planning, logistics as well as deployment of the resources.

The study made by DekeyoLapiso and EndaleBerhanu (2019), on the title of HRD practices and challenges in secondary school to examine the practices and challenges of HRD. The researchers found out that there were no HRTD plan that incorporated in strategic plans, objectives of TDP had not been well presented to trainees, no clear and transparent training and development criteria for selecting trainees and trainers.

Moreover, as researchers experience on development program offered at the selected areas of Woreda Education office and secondary schools have been observed different problems regarding the issues like, lack of need assessment, unclear plan for development program, resigning of employee, compliance for salary, training unconcerned employee, perceive training in terms of money, problem of training time, insufficient employee performance, low attention for development and training, prioritize politics, etc. Generally as discussed above various local studies were reviewed in relation to practice of human resource development. However, most of the studies have not been conducted at the secondary school level, and to compatible the HRD to the needed direction. This showed that there is an important research gap to be filled.

This study is different in contents, methods and in its depth of investigation from the other studies. In addition to this, there is no published works available in relative with practices of HRD in the study area. Thus, the presence of such limited researches in school context and absence of studies in the study area initiated the researcher to raise the case under consideration. Therefore, this study attempted to fill the existing gap by assessing the current practices of HRD in Government Secondary Schools in West Harereghe Zone, by attempting to answer the following basic questions.

1. What are the current practices of human resource development in Secondary Schools of West Harerghe Zone?
2. How do employees see the opportunity for growth and development within the secondary schools of West Harerghe Zone?
3. What are the main problems that inhibit the practices of human resource development in secondary schools of West Hararghe Zone?

### **1.3. Objectives of the Study**

Based on the human resource development practice thereby by focusing on the basic research question the general and specific objectives of this study are stated as follows.

#### **1.3.1. General objective**

The main objective of this study was to assess the practices of human resource development in Government Secondary Schools of West Hararghe Zone of Oromia Regional State.

#### **1.3.2. Specific objectives**

- To examine the current human resource development practice in Government Secondary Schools of West Hararghe Zone.
- To assess the staff opportunity for growth and development and the possibility of learning from their task and mentor within the Government secondary school of West Hararghe Zone?
- To identify the major problems that inhibit the practices of employees training and development programs in Government Secondary schools of west Hararghe Zone?

### **1.4. Delimitation/Scope of the Study**

The study is delimited to Oromia regional state of WHZ Secondary schools in relation to HRD practices. This is because of the researcher's long time experience in this area and familiar with such problems, which helps to conduct the study effectively. Accordingly, HRD has different dimensions and theories such as economic theory, psychological theory and system theory. But for the objective of this study in relation to educational organization, the researcher delimited this investigation on psychological theory of HRD by focusing on variables like practices of training and development, career development, organizational development, performance appraisal, need assessment, objectives and contents, and challenges. Respondents from Teachers, Supervisors, Principals, and vice head of Woreda education office were included to gather relevant information.

There are 49 government secondary schools in WHZ. Due to financial, time and other constraints such as State emergency declared to control pandemic disease (COVID 19) was inhibited to find relevant data from all school and to make the study manageable, it was confined to 10 secondary

Schools. Here, according to the researcher's long time experience as teacher, principal and head of woreda education office, it is observed that the practices of HRD related activities by experienced teachers, principals and head departments those in secondary schools have been not that much as intended and that is why secondary schools are selected for this investigation. Timely this study is delimited from the beginnings of February 2020 to the end of February 2021.

### **1.5. Significances of the Study**

The purpose of HRD at school level is to improve employees' skills and competences for the accomplishment of educational objectives. Therefore it is hoped that the findings will fill the gaps by providing an increased awareness of the significance of professional development and the involvement of staff in their own development that could be of value in creating high achiever schools. The researcher's specific findings will also give pertinent and timely information for supervisors, principals, teachers, and educational officers relating to the practices of HRD and enabling them to identify ways in which professional staff could benefit from sharing good practices, thereby enhancing the quality of their respective practices. This will help them develop better motivation techniques which will result in improved employee performance and student achievement.

The researcher contends that the findings of the study may also help leaders on the sample schools to see their own shortcomings and strong points in implementing HRD programs in their respective schools. The study may also be a useful guide to educational leaders, teachers and other stakeholders, who are working in the area of education. The researcher believes that this study will benefit other researchers who want to carry out research in the same or related topic in greater depth and to learn more about the practices of human resource development.

### **1.6. Definition of Key Terms.**

**Development:** the gradual growth of something so that it becomes more advanced, stronger (Oxford Dictionary).

**Perception:** idea, belief or images you have as a result of how they notice, see or understand something (Oxford Dictionary).

**Secondary School:** Refers to structure of educational system which encompasses grade 9& 12 (ESDP IV, 2014).

**Woreda:** It is the lower administrative structure next to the zonal administrative level in Ethiopia.

**Zone:** It is an administrative division which is below the Regional State that encompasses woredas and administrative towns in Ethiopian context.

### **1.7. Limitation of the Study**

The researcher had been faced some difficulties like; Occurrence of COVID 19 inhibited the researcher to collect data on time, shortage of time to refer various review related literature and frequently shortage of important materials and finance. In addition to this, the researcher faced that, few respondents, has low interest to responds the questions, and some have no time these limit the study to complete in expected time. However to overcome the problems the researcher used face mask, sanitizer to protect COCID 19, initiated uninterested respondents so as to respond properly and use the rest time to work, the study were completed properly with paying great efforts.

### **1.8. Organization of the Study**

The study was arranged in to five sections. The first part is the introduction part that contains background of the study, statement of the problem, basic questions, objectives, Scope/delimitation, significances, definitions of key terms, ethical consideration, and organization of the study. The second section deals with reviews of the related literature. The third section also deals with about the research design and methodology of the study, the fourth section is about data analysis and interpretation and the fifth is focused on summary, conclusion and recommendation of the study. Finally, the references and appendices parts were attached.

## **CHAPTER TWO**

### **2. REVIEW OF THE RELATED LITERATURE**

This part of the proposal deals about review of related literature by focusing on concepts of HRD, objectives, components, processes, benefits of HRD and also on challenges in the processes of implementing HRD as stated bellow within each paragraphs.

#### **2.1. The Concept of Human Resource Development**

Despite numerous attempts in literature to define HRD, a consensus on a specific definition does not exist. However, two strands of definitions can be identified: one referring to a broader and the other to a narrower understanding of HRD. In the broad means HRD sought to develop employee's knowledge, expertise, productivity and motivation, whether to individual or group to obtain the benefit of an institution, community, nation, or ultimately, the whole of humanity (McLean & McLean 2001). In the narrow sense HRD is used as a generic term for systematic and planned activities implemented by an organization to enhance the professional qualifications of its employees with regard to the objectives of the organization. This interpretation of HRD is usually equated with Training and Development and forms the most widely practiced one within organizations (O'Donnell, McGuire & Cross 2006).

The schools are social institutions created to serve the society. It requires resources such as financial, material and human to function in a smooth manner and to meet the educational goals. Therefore, the primary focus should be given for human resource for the effective utilization of financial and material resource for maximum achievement of the organization. According to Jacobs and Jones (1995), HRD is a continuous process to match human knowledge and skill with organizational objectives. It is state as human resource development is organized and nonstop pace of supporting staff to become effective and efficient at their activities, knowledge and abilities through training, education and development programs (Desimone et al., 2002) based on this concept everyone can understood human resource development is planned and nonstop endeavor of an institute to boost staff activity action, competency and knowledge.

In detail the term human resource refers to the knowledge, skills, creative abilities, talents aptitude, values and beliefs of an organization's workforce (Sharma and Maheshwari, 2013).

Therefore it is important to invest more on the capacity building of human resource for maximum achievement of the individual and the organization. Similarly, to McLean (2001), HRD is conceptualized as, any trend or task either short or long term that support to enhance employees work based on knowledge, skill, expertise, productivity, and motivation to individual, institutional, community and national.

According to Singh (2012), in the national sense human resource development is perceived as employees in different team are supported to gain new knowledge continuously and make them self-reliant. Similarly, in Hurriss (2008) described human resource development as well as organized learning activities to improve institutional performance and personal growth planned by institution. Thus, human resource development is an issue playing important significance at a national level and sensitive matter as due consideration would be given by developed and developing countries to achieve organizational development through modernizing employees' skills.

HRD is the development of the employees for the better competencies, dynamism, motivation, and effectiveness (Rao, 1998). HRD aims on persistently appraising the proficiency necessities of persons to perform the job and responsibility given to them. HRD tries to develop the potentiality on employees for future jobs roles in the organization' (Rao, 1998). Redman and Wilkinson (2006), suggested that human resource development is concerned with developing human competencies throughout time-bound and planned learning practice to improve the creative input of people to achieve organizational goals. Managers of organizations, get the jobs done by working with and through mobilizing people in right time and in right places. Human resources need to be developed continuously as a result, organizations perform to achieve their goals efficiently and effectively.

The definition of HRD relates to both the competencies (knowledge and skills) required for workplace entry as well as the need and opportunities for continuing life-long learning. This remains to be achieved, particularly in providing opportunities for people working as technicians, technologists and middle managers. It becomes apparent that, the rapidly changing educational environment cannot be easily managed without continuous learning improvement. This is to mean failure to improve competence will be a failure to discharge teaching responsibilities satisfactorily. Schools can be viewed as community, because there were a close linkage between

school and community. So, schools effectiveness is the synergetic sum total of the performance of all employees in the school as organization. As the major input of education quality, performance of teachers, principals and departments were widely recognized as critical factor influencing education quality. Therefore, the development of teachers' performance has to be the most determining factor to guarantee education quality (UNESCO, 2006).

To cope up with this changing environment and technological advancements, organizations need to develop and train their employees. Therefore, ineffective practice of HRD can result with different problems such as reduced employees' aspiration to learn and apply new skills, decrease employees productivity, low morale, higher employee turnover and low performance of organization (Edgar and Geare, 2005).

## **2.2. Theories of Human Resource Development**

A theory could be a general statement or set of related statement about cause and effect, actions and reactions. The most purpose of discussing these various foundations is to acknowledge the actual fact that HRD should still development as discipline and also integration of economic, psychological and system theories functions a singular theoretical foundation of HRD. Business traced its roots within the early stages of human civilization in one form or the opposite every endeavor necessary an economic activity. To convey and to require has been the two aspects over which the bottom of business lies. Within the past of your time, it absolutely was meted out on individual basis, but with the passage of your time it seems within the shape of a proper and an organized structure (Torraco, 1999). A company is an organic entity through which business is meted out primarily for achieving economic objectives of the organization.

Moreover, the theory holds the critical position within the evolution of the concept of HRD in context of a corporation. Economics is that the study of how scarce resources are optimally utilized and the way these scarce resources are allocated. It consists of certain concepts of efficiency which could help in designing a framework for ensuring maximum societal well-being. Thus, economics is taken into account to be one in every of the theories of human behaviour (De, 2010).

From the organizational view point psychology is anxious about the individual behavior at work. This theory is asserts that the behavior and cognitive process of employees and their effect

on organizational system performance. For a corporation to be effective and well-organized within the competitive edge and global scenario, it must take charge of maintaining a cohesive working environment. This can be undertaken where the working conditions are integrated with the abilities and skills of the HRD. The appliance of of psychological tools to resolve problems of the staff working within the organizations facilitates their integration with the organizational climate and leads to enriched and enhanced performance (Deb, 2010).

Accordingly, psychological theory operates at the individual level additionally as at a gaggle at organizational level (Deb, 2010). It explains the way how the perceptions, attitudes, behavior of a personal can affect upon the technologies, internal sub-systems, process, goals and objectives of the organization. Therefore, understanding the psychological perspective is critical to the organizational performance. Because it brings key skills and perspectives that effectively facilitate change in culture and shifts in strategy to handle the complex challenges and risks facing organizations. Moreover, to nurture the organizational effectiveness, there's a desire to strike a balance between the individual needs and goals therewith of the organization. Human considerations like adapting with the dynamic changes of your time, organizational decisions supported performance of the staff, perceived equity has immense impact on individual performance and ultimately over organizational performance (Passmore, 1997).

It sees the globe in terms of systems where each system could be a 'whole' that's over the sum of its parts, but also itself an element o larger system (Deb, 2010). System theory is the tras-disciplinary study of the abstract organization of phenomena, interdependent of their substance type or spatial or temporal scale of existence. This theory is an interdisciplinary field which studies the systems as a whole and explanation of how the interrelation among inputs, process, and feedback affect internal subsystems with set goals derived from and that contribute to the mission of the overall system (Torraco, 1999).

According to (Lynhamet *al.*, 2004), organizations interact with the external environment and maintain a synergy between the internal affairs of the organization and the external environment; it is termed as an open system based on the assumption that an organization or an individual cannot improve in vacuum. Therefore, organizations have ro expose themselves to the external word for growth and development. Within the organizational context, HRD could be a sub-system and a system of its own because human resources are the prime movers of all other

physical resources and transform those input resources into valuable output within the type of product and/or services. Therefore, for the effective management and practices of HRD in the organization the stated theories are essential to see the development from different angles and to implement as well.

### **2.3. Components of Human Resource Development**

In keeping with Swanson and Holten (2009), human resource development may be a combination of coaching and development, organizational development and career development efforts with helps to boost organizational effectiveness. In the same way, to Werner and Desimone (2006), argue that HRD practices like training and development, career development, organizational development and performance appraisal are vital to each organization. Hence, HRD is one in every of the foremost important factors for organizational performance. Therefore human resource development components which are very important for better functioning in an exceedingly given organization are the subsequent.

#### **2.3.1. Training and Development**

According to Khan *et.al.* (2012), training involves providing the staff the knowledge and skills needed to a specific current job or task while development is preparing employees for future work responsibilities, increasing capacities and help them to perform their current job. Hence, competitive success of a company is achieved through the abilities and potentials of those productivity. Other than recruiting, selecting, orienting and placing employee in job don't ensure success. In most cases, there is also gap between employee knowledge and skill and what the duty demand that might be filled through training program (Abdullah, 2009). Training will be give internally and externally. Internally, might be on-the-job at the work station and off-the job through lecture and demonstration, while externally, by universities and colleges to develop depth expertise (Gomez-Mejia *etal.* 2007).

#### **2.3.2. Career Development**

Smbacasim and Mulugeta (2013) argued that, no human resource development tasks are often acceptable to the people of any organization if it fails to produce opportunities for individual employee to own bright career prospects. It develops the career of each individual executive,

which ends adequate growth of the career of each employee (Abdulahi, 2009). Hence, successful planning is closely linked with career planning and development (VanDijk, 2004). Similarly, Upton and Egan (200) noted that career development focuses on the alignment of individual subjective career aspects and also the more objective career aspects of the organization so as to attain the most effective fit between individual and organizational needs additionally as personal characteristics and career roles.

It focuses on the performance of the organization as a fill (Singh, 2012). Consistence with French and Bell (1999), it is a long-term effort supervised and assisted by top managers, to boost an organization's vision, learning and problem-solving processes, As outlined by singh (2012). Organizational developments are often done through an ongoing collaborative management of organization culture to boost the effectiveness of a company and therefore the well being of the workers. Moreover, OD involves tasks that ought to be attended to organizational variables like structures and systems and employees variables such as: competence, skills and attitude (Vijay, 2007).

### **2.3.3. Performance Appraisal**

Performance appraisal is a vital part of human resource development, which enables organizations to know where their employee stand, what's expected from them, what really do, where they lack capacity and the way they'll be updated. Thus, performance appraisal may be a review and an assessment of an employee's performance of assign duties and responsibilities. PA serves for several purposes within the organizations for instance; it provides tools for acknowledging good performance, identifying areas in need of improvement and proving guidelines to justify management decisions (Akuoko and Baffoe, 2012). Therefore, PA is over simple checklist actions whether activities are performed or not that organizations sought to review their effectiveness and make further management decisions.

## **2.4. Objectives of Human Resource Development**

The major objective of HRD is to prepare employees to cope with functional complexities and facilitate integration of changes. Specifically, Fullan (2007) asserted that effective staff development is an essential and indispensable process without which schools and programs cannot hope to realize their desired goals to improve students' achievement. The people

development process is therefore, the synthesis of efforts on two fronts: preparing individuals for technological competence and psychological acceptance for willing participation in change implementation. In fact, HRD aims to achieve multiple goals as follows:

#### **2.4.1. Employee Competency Development**

According to Rao (1992), HRD helps people to perform the roles or functions which may be assigned to them in future and tries to develop their potentials for future likely jobs/roles in the organization by enabling them to develop their competencies including knowledge, attitudes and skills to perform different tasks or functions and combat the changes occurring in the environment, organizational priorities, goals and strategies, technology, new knowledge bases and new challenges. Hirosata and Kitamura (2009) emphasize the importance of a system for capacity development with its main focus on education.

#### **2.4.2. Employee Motivation Development**

Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behavior and performance. Therefore, HRD aims at developing the motivation of employees to maximum possible extent so that they can become dynamic contributors to organizational goals as motivation is a commitment to the job, work and the organization. Without motivation employees are not likely to give their best. Motivation is influenced by various factors such as one's own needs, personality and habit patterns, supervisor's style and behavior, personnel policies, organizational culture and environment, career opportunities and reward mechanisms (Rao, 1992).

#### **2.4.3. Organizational Climate Development**

HRD also aims at climate development. A healthy organizational climate helps in utilizing and enhancing employee competencies and developing employee motivation. Thus, Harris (2008) described HRD as, well organized learning activity to improve organizational performance and personal growth planned by an institution. A healthy climate is one which is characterized by: Pro-activity which means employees are action oriented and willing to take initiative, Openness and risk taking which is to mean employees feel free to express their ideas and are willing to take risks, experiment with new ideas and new ways of doing things, Collaboration is to say

employees collaborate with each other and have feeling of belongingness towards the group and the organization, trust and authenticity means employees and work groups trust each other and can be relied upon to do whatever they say they will do, confrontation for employees face problems and issues without hiding or avoiding them, and autonomy to express employees have some freedom to act independently within the boundaries of their role or job (Rao,1991).

## **2.5. Techniques of Human Resource Development**

According to Sharma and Maheshwari (2012) the subsequent techniques may be used for the development of human resource in organization: Appraisal performance potential appraisal, career planning, career development, employee training, team work spirit, monetary rewards and non-monetary rewards.

## **2.6. Training and Development**

Training and development are often used to close the gap between current performances and expected future performance. TD falls under human resource development function which has been argued to be an important function of human resource management (weil& Woodall 2005). Amongst the functions activities of this function is the identification of the needs for training and development and selecting methods and programs suitable for these needs, plan the way to implement them and at last evaluating their outcome results (McCourt & Eldridge 2003).

Training is a systemic process of altering the behavior, knowledge, and motivation of employee in a direction to increase organizational goal achievements (Glueck, 1982), Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010)

The rationale of training is primarily to urge knowledge and skill and to alter attitudes. It's one in all the foremost important potential motivators which might cause many possible benefits for both individuals and also the organization. Change of technology requires that employees acquire the knowledge, skills and talents needed to deal with new processes and production

method. According to Cole (2002), training can achieve; High morale, higher performance, lower cost of production, lower turnover and changes management.

According to Bratton and Gold (1999) the steps necessary within the training process that almost all organizations practiced; Organizational objective, needs assessment, training objectives, selected the training and trainers, select the training methods and mode, administrate training and evaluate the training. Organizations that plan their training process are more successful than people who don't because, training will increase employee motivation, reduce turnover rate, and increase capacity to adopt new technologies and methods. Training needs are often assessed by analyzing three major human resource areas; the organization as an entire the task characteristics and therefore the needs of the individuals. Training goals should clearly state what behavior or skill are going to be changed as results of the training and should relate to the mission and strategic plan of the company.

## **2.7. Training and Development Techniques**

There are broadly two different methods that organizations may choose from for training and development skills of its employees. These are on-the-job training given to organizational employees, while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

## **2.8. Factors than can impede/inhibit the practice of employee growth and development**

Training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasion or event in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations. According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.

**Organization's Strategic Goals:-** one of the important purposes of organization's strategic goal is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. Clear understanding of both short and long term goals also contributes an important role for organizational objectives.

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

**Support of managers for training activities:-**the key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peer willingness to provide information to trainees about how they can use knowledge, skill and behavior learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply training to their jobs.

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

## **2.9. Empirical Studies**

Empirical finding are one of the important components of the literature review in the research study. This type of literature contribute a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher under take the

study which helps the researcher by providing insight about what and how assume the investigation he/she stand for.

A number of studies have been conducted on the area of human resource development practice. Zemzem, (2016) found that the correlation between employee's participation in education or training and employee's performance and motivation was positive and significant correlation. A Study by Simachew, (2014) entitled human resource development practices and challenges in Public Sectors. The investigation found out that personal analysis was not conducted effectively as is the most crucial HRD need analysis approach and the sector bureaus didn't have good HRD system.

Mwendapole, (2011) has conducted empirical study on human resource development practices. The study found out that private secondary schools have adopted career development by prioritizing internal appointments and promotions for the academic staff who have successfully completed further studies. GashuMesfin (2017) has also done on empirical study on the practices of Human Resource Development (HRD) in enhancing employees' satisfaction. The findings of the study indicated that training & development objectives were set in line with the organization goals, relatively focused on off the job Training &Development than on the job methods, Lack of adequate training & development to the top management is the major factor that inhibit Training &Development, the institute is not committed in active programs to upgrade employees skills & knowledge, personal growth and development to enhancing employees satisfaction, HRD unfairly focused on some work units only.

Study conducted by Hussien and Adem (2018), on the status of HRD in preparatory Schools. The findings of the study indicated that activities like openness of the school culture, planning for HRD and implementation of career development were some of the strength observed. Similarly; the study revealed limitations in HRD activities such as, the practices of training and development, performance appraisal and the awareness and participation of administrative staffs. The obstacles of HRD activities identified at the school level were include; shortage of time for participating in PD activities and workload, commitment and outlook of teachers towards HRD and irrelevant contents of CPD.

The study made by DekeyoLapiso and EndaleBerhanu (2019), on the Practices and Challenges of Human Resource Development in Secondary Schools to assess the practices and challenges of human resource development. The researchers discovered that there have been absence of the systematic needs assessment practices, no HRTD plan incorporated in strategic plans, objectives of TDP had not been well presented to trainees, no clear and transparent training and development criteria for choosing trainees and trainers. the practice of preparing and implementing TDPs had been constrained by low attention of top level educational leaders, lack of adequate budget, selection of inappropriate trainees and trainers, allocation of insufficient time.

Okotoni Comfort (2015), has been conducted on Staff Training and Development and Quality Education Delivery. The researcher found out a reasonable level in-service training and development of teachers in public schools in the state; although there were inadequacies in planning, logistics as well as deployment of resources. The researcher concluded that for quality education delivery, capacity building of the personnel should be accorded a high priority.

## **2.10. Human Resource Development in Ethiopian Context**

In Ethiopia, the government considered that good sector policies depend on the construction of HRD if it is to be implemented productively at planned time. In 2001, the country launched extensive National Capacity Building Program (NCGP) which is an tremendously broad ranging and encourage program which needs commitment from all public sectors to promote employees latent (Adebabay and Perkins, 2010). Similarly, in education sector, Teacher Development Program was launched in order to improve teachers' qualification and professional development including; English Language Improvement Program (ELIP), A Post Graduate Diploma in Teaching(PGDT), Continuing Professional Development(CPD) and A extraordinary Leadership and management program (LAMP) were initiated to build capacity of school principals and supervisors in planning and management in addition to summer in-service teacher training program to develop the performance of teachers with developing a teacher career structure and licensing and re-licensing system which recognizes professional development and behavior (MoE, 2010).

The Federal Public service and human resource management conducted government sector reform in (2019). The reform is focused on the job evaluation grading system (JEG) for the sake of improving the performance of government sector or organizations through improving employee quality, skill, attitude and knowledge. The MoE in (2018) conducted reform in education sector by providing Ethiopian Education Development Roadmap to implement from 2018 to 2030. The investigation indicated that education sector faced with various problems such as; political influence, lack of effective and efficient management, lack of resource, quality and in effective implementation of training and development program for employee.

Progressively, greater shares of economic production will come from industry and manufacturing with consequent demands for middle- and higher-level skilled manpower. Achieving this vision will require human resource development be strengthened by training competent and innovative people and demands that regular adjustments to education and training be made so that human development investments focus on equipping a workforce that can meet the various productive sectors' needs/ESDP V/

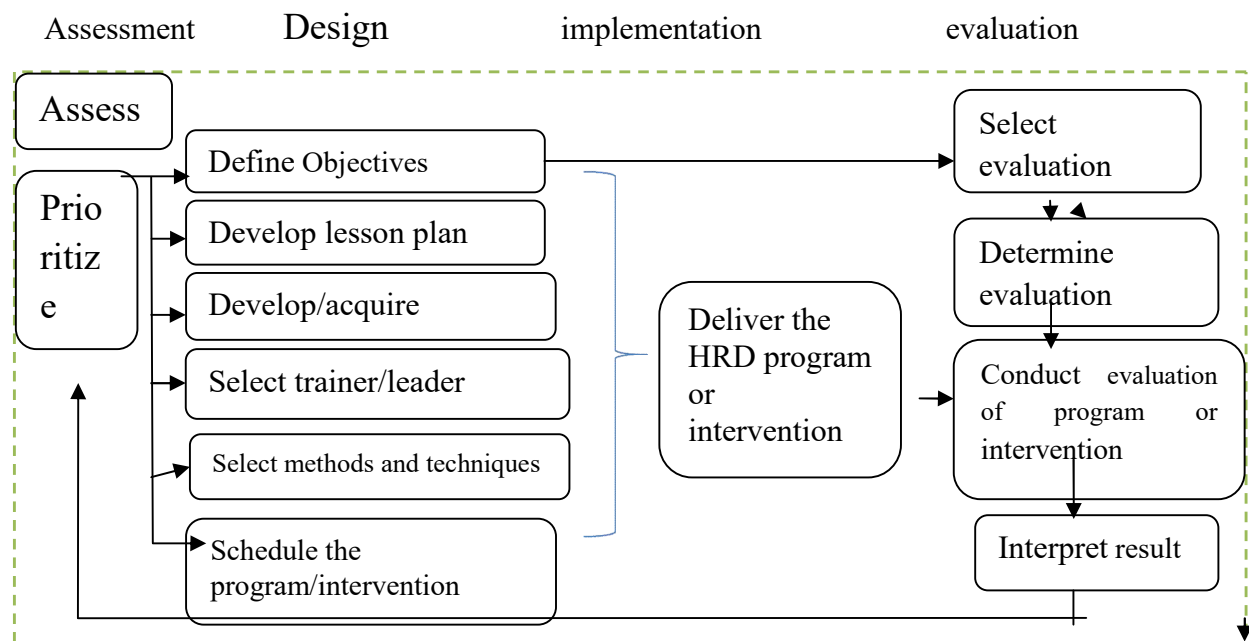
Professionalizing leadership and management is necessary for efficiency and effectiveness. Continuous training and leadership development is needed. The leadership and management recruitment, selection and appointment have to be based on transparent and objective criteria/key performance indicators/KPI. As a major popular approach, Problem-based Learning (PBL) utilizes concrete and complex problems candidates face in their schools as a starting point to stimulate and shape the content of leadership preparation programs/*Ethiopian Education Development Roadmap (2018-30)*

However, in this study issues like need assessment, how HRD is practiced and critical challenges were not clearly addressed. Moreover, as researchers experience development program offered at the selected areas of Woreda Education office and secondary schools have been observed different problems regarding the issue. For example, lack of need assessment, clear plan for development program, resigning of employee, compliance for salary, training unconcerned employee, perceive training in terms of money, problem of training time, insufficient employee performance, low attention for development and training, prioritizing politics, etc

## 2.11. Human Resource Development Process

Human resource development is the process of assisting employees in a certain organization to improve their personal and organizational skills, their abilities and use of knowledge. This includes helping them through taking them for training, career development t courses, organizational and performance management. According to Joy-Matthews, Megginson, Surtees (2004), the main aim of human resource development is to develop an advanced workforce that will enable the organization to achieve its goals and offer the best to its customers. Human resource development can be done form within the organization or from outside the organization. It can also be done formally such as a planned organization change, offering classroom training to employees or taking them through a certain college course, or informally where a manager may decide to coach the employees on a particular issue. The process of human resource development comprise: assess needs, design the program, delivers the HRD program/implementation and evaluation of the program.

**Figure 1: The Human Resource Development Process: ADIME**



Source: Joy-Matthews, Megginson, Surtees (2004)

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part focuses on description of the study area, design, and source of data, population, sample size and sampling technique, method of data analysis and ethical consideration of the study which is discussed in detail as follows.

#### **3.1. Description of the Study Area**

This study was conducted in West Hararge Zone of Oromia Regional state. It shares boundaries with East Hararghe, Arsi, and Bale and also with Afar and Somali regional states. Its capital is Chiro town, which is located at 326km far away from Addis Ababa, the capital city of Ethiopia. This zone has 15 Woredas and 2 town administration. Based on the 2007 National Census conducted by CAS, this Zone has a total population of 1,871,706, of which 958,861 were men and 912,845 female, within an area of 15,065.86km<sup>2</sup>(CSA, 2010). In relation to educational provision, this zone has been done several activities in expanding primary and secondary schools in each Woredas. Also it has about 49 secondary schools and in addition, as it is observed, there are different educational institutions in this zone such as, Teacher Training College, OdaBultum University, Technical & Vocational Education Training and those of non-governmental Institutions like: Rift Valley University College, Alpha and St. Merry University for serving students from the surrounding Woredas through regular, extension and distance education program (ZEO, 2019).

#### **3.2. Research Design**

Research design is a plan and procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). Thus, this study focuses on the HRD practice in secondary schools of West Hararghe Zone. A descriptive survey design was employed to carry out the study. This is because the researcher believes that it helps to gather relevant data in detail and to make in depth analysis. In line with this, Best and Kahn (2007) commented that, descriptive design is the most preferable to gather data on existing phenomena with the intent of employing data to justify current condition.

### **3.3. Sources of Data**

Both primary and secondary data sources were used.

#### **3.3.1. Primary sources of data**

Primary data were collected from participants consisting of teachers, school principals, supervisors, and Woreda education office vice heads. The selection of these target groups was based on their direct involvement on the practices of HRD at school level, and is expected to provide all the relevant information for the study.

#### **3.3.2. Secondary sources of data**

Thus, secondary sources which were used for this study were Strategic plan, training manual, staff meeting document, HRD Plans, portfolio of teachers, and reports in Woreda Education Office and schools.

### **3.4. Population, sample size, and Sampling Techniques**

West Hararghe Zone is one of the Zones in Oromia Regional State. It consists of 15 Woredas and 2 town administrations. According to Zone Education Office educational statistics annual abstract 2012 E.C (2019/2020 G.C) report shows, in West Hararghe zone until the academic year of 2019/2020, there are 49 secondary schools, in these schools there are 49 principals, 15 supervisors and 1509 teachers which were total population of the study.

For this study, West Hararghe Zone was selected using purposive sampling technique. This was decided on the basis of researcher close observation in the study area. Therefore 10 Woredas out of 17 woredas (15 woredas and 2 administrative Town) were selected by using lottery method. In the selected 10 woredas there are 27 secondary schools. In these 27 secondary schools there are 468 teachers, 27 principals, 10 supervisors and 10 Woreda Education deputy head office were the target population of the study. For this study 10(38%) secondary schools out of 27 secondary schools were selected with their respective Woredas by using lottery method. This was done to make the sample manageable and to minimize bias. Accordingly, Mesela, Hirna, Charachar, Badesa, Gelemso, Mieso, Asebot, Gemechis, Boke and Mechara secondary school which is located in each Woreda were selected randomly.

Regarding the sampling size of the respondents' those found in randomly selected schools, availability sampling was used to include 10(100%) Supervisors, 20(100%) principals, and 10(100%) woreda education office deputy heads, because of their responsibility on human resource development practice (training and development program implementation).

To add, in the decision of sample size the three principles are very essential to collect the required data from study participants. These are level of precision, level of confidence or risk and the degree of variability in the attributes being measured that enable the researcher to determine appropriate sample size (Miauou& Michener, 1976). Therefore, by considering these issues sample size for teachers staffs to collect data through questionnaire for this research was determined by using Yamane's (1967) formula;

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

Where: n = the sample size

N=the study population

e = the level of precision

1 = designates the probability of the event occurring

Therefore:  $n = \frac{N}{1+N(e)^2} = \frac{468}{1+468(0.05)^2} = 215$  teachers.

Accordingly, the researcher considered essential to take independent samples to have for selected secondary school ensure equal representative as schools have different number of staff members.

Therefore, proportional sample size from each school by using the following formula;  $n_i = \frac{n \cdot N_i}{N}$

Where:  $n_i$ =sample size for each secondary school.

$N_i$ = the total number of staff members in each secondary school

N=the total number of staff members in the selected secondary schools.

n= the total sample size for selected secondary schools

Therefore, 215 (46%) out of 468 teachers were randomly selected from the sample schools. This was done to give equal and independent chance of being selected for the sample. Thus, the total number of participants was 255 as shown in the table below.

**Table 1. Summary of population and sample size of respondents.**

No	Sampled Secondary Schools	Woreda Education Office Deputy head		Supervisors		Principals		Teachers		Total	
		Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample
1	Asebot	1	1	1	1	2	2	31	14	35	18
2	Badesa	1	1	1	1	2	2	51	24	55	28
3	Boke	1	1	1	1	2	2	38	17	42	21
4	Charchar	1	1	1	1	2	2	61	28	65	32
5	Gelemso	1	1	1	1	2	2	54	25	58	29
6	Hirna	1	1	1	1	2	2	56	26	60	30
7	Gemechis	1	1	1	1	2	2	37	17	41	21
8	Mechara	1	1	1	1	2	2	53	24	57	28
9	Mesela	1	1	1	1	2	2	52	24	56	28
10	Mieso	1	1	1	1	2	2	35	16	39	20
<b>Total</b>		10	10	10	10	20	20	468	215	508	255
Sampling technique		Available Sampling		Available Sampling		Available Sampling		Simple random sampling			

Source: West Hararghe Education Office Statistics (2020).

### 3.5. Data Gathering Tools

Using different tools for gathering data helps the researcher to get adequate and sufficient information for the study. Therefore, the researcher used three different types of data gathering instruments for this study. These are questionnaire, interview and document analysis.

#### 3.5.1. Questionnaire

A questionnaire is the most frequently used data collection instrument in educational research (Radhakrishna, 2007). Accordingly, the researcher used questionnaire to gather different information and facts from respondents on practice of HRDPs, extent of need assessment, teachers' perception on the opportunity of growth and development and challenges of HRD practice. The questionnaire comprised of closed ended questions in the form of five point rating scale items based on scale from "strongly disagree" to "strongly agree" that enable the researcher to get relevant and consistent data. Thus, it was designed for principals, supervisors

and teachers. Thus, it was prepared with three main parts. The questionnaire translated into local language Afan Oromo.

Before conducting the final administration of the questionnaire, pilot test was made on one randomly selected Secondary school from non-sample school which was Doba Secondary School. The pilot test was conducted for 20 respondents (1 school principal, 1 supervisor, and 18 teachers) to check the validity and reliability of instruments. The issue of Validity and Reliability was checked. Thus, to do this first of all discussion was carried out with 3 experienced individuals on research associated issues from related field of study to check the validity of instruments. Validity refers to the degree that an instrument actually measures what it is supposed or intended to measure (Amin, 2005). It is the extent to which the instrument is measuring what it supposes to measure. A content validity test checks whether there are enough and relevant questions covering all aspects being studied and that irrelevant questions are not asked (Parahoo, 2006). Face validity, in contrast, refers to the extent to which an instrument appears to measure what it is intended to measure.

**Table 2: Reliability Test Result**

Sub-categories of questionnaire items	Measures	
	N =20	r-c alpha
Training and Development	23	.983
Career Development	4	.898
Organizational Development	5	.978
Performance Appraisal	4	.985
Challenges while implementing HRD activities	9	.746
Total	45	0.918

*Note: r-c alpha: Reliability by Chronbach's alpha*

Items in Table above were designed to measure the understanding level of respondents regarding the practices of training and development, career development, Organizational development, performance appraisal and challenges of HRD. The result indicated that all items of sub category items have greater score( $r > 0.70$ ) indicating that the items were internally consistent. If items have reliability coefficient greater than 0.70 according to Hair et al., (2003), the items measure similar construct and have acceptable reliability coefficient.

Therefore, both the content and face validities of the instruments were reviewed. Then, based on their valuable comments and suggestions, necessary adjustments were made. With this, the clarity of language, ideas and contents of the questionnaire were checked and re-adjusted. The most commonly used measure of internal consistency for questionnaire is Cronbach's alpha coefficient (Sekaran and Bougie, 2010). Thus, after all data were collected, its reliability was tested by the help of internal consistency item analysis and measured through Cronbach's alpha. Finally, questionnaires were distributed to sample respondents.

### **3.5.2. Interview**

To strengthen the information obtained through questionnaire, semi-structured interview were conducted for woreda education office vice heads. This was employed to gather first hand information from respondents. The interview question items consisted of a list of open-ended questions by focusing on practice of HRDPs, need assessment, teachers of growth and development opportunities and challenges. Generally 7(seven) open ended interview questionnaire were employed by using Afan Oromo. The interview was conducted at 10 woreda education office for 10 hour, one hour for each woreda education office deputy head, then data were recorded by taking note.

### **3.5.3. Document analysis**

In order to found out facts in the study area, the researchers was analyzed various school documents like; teachers' performance reports, staff meeting minutes, training and development strategic plan and portfolios to obtain relevant information about HRD practices.

## **3.6. Procedures of the Study**

First of all, before the actual study was carried out, a pilot test was made. The purpose of the pilot study was to make necessary clarification on the questionnaire items and to identify some approaching techniques that could help to collect data for the actual research. The researcher made all the necessary amendments on the questionnaire and forwarded it for the final administration.

In order to administer the questionnaire; first of all, the researcher attempted to contact the school leaders of the sample schools and Woreda Education officials to create conducive

environment for the successful accomplishment of the study. Next to this, school teachers, principals and supervisors members were informed about the purpose of the study in detail and then they were given the required information about the questionnaire. Following to this, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised.

To this effect, the respondents were told to reply the questionnaires based on the facts and their personal feelings. After the respondents had filled the questionnaire, they returned these data back to the researcher for further analysis. An interview was also conducted through disclosing the purpose of the study based on the permission and willingness of respondents. The data from the interviewee were collected with the use of note taking methods. Besides, document analysis was also employed. Then, the researcher collected all the data from the respondents and analyzed by using different methods of data analysis as stated below.

### **3.7. Methods of Data Analysis**

Quantitative and qualitative methods were employed to analyze data. The data obtained through questionnaire were systematically and quantitatively be tailed and counted in frequencies and analyzed through quantitative descriptive such as percentages, frequencies, mean and standard deviation and inferential statistics such as T-test are applied by using SPSS version 16.0 computer software. Percentage and frequency were used to examine the characteristics of respondents in the sample schools and respondents view on training and development objectives and focuses of the programs. Mean and SD were employed to measure rating scale type items and to determine the grand mean on variables such as, arrangement and types of HRTDP, selection of trainees and contents, career development, organizational development, performance appraisal and challenges. The five point Likert scale with measurement value 1=strongly disagree; i.e. very much dissatisfied with the case indicated, 2= Disagree; i.e. not satisfied with case described, 3= Neutral; i.e. uncertain with the case described, 4= Agree; i.e. feeling all right with the case described and considered as satisfy, and 5= strongly agree; i.e. very much supporting the case described and considered as highly satisfy. To make easy interpretation, the following ranges of mean values were reassigned to each scale: 1-1.8=strongly disagree, 1.81-

2.6= Disagree, 2.61-3.40, Neutral, 3.41-4.40=Agree and 4.21-5 strongly agree Best, 1977 (cited in Yonas, 2013).

In addition, T-test were used to determine statistically significance difference between mean responses of groups (teachers 210 and leaders 30) on variables like opportunity for growth and development and need assessment of HRD at  $\alpha=0.05$  significance level. On the other hand, qualitative data were collected through interview and document analysis was analyzed qualitatively by using narrative analysis. Here, quantitative results were presented, discussed and interpreted in line with basic questions of the study by supporting with published reports and the qualitative results from interview and document analysis were presented in support of the quantitative results and finding in subsection and then, the major finding were summarized to draw conclusion and recommendation.

### **3.8. Ethical Consideration of the Study**

Primarily, the department was approved the research proposal. Then, logical procedures were followed in every step of data collection processes. In a way that, the study participants were introduced about the objectives of the study then secured permission from the respondents and responsible officials covered by the study to discuss and interview with them about the subject under study. Therefore on the basis of these ethical principles, efforts were made and confidentiality were assured and reserved throughout the process of the investigation activities. The collected data were tabulated tailed and analyzed by using spss version 16.0. Finally, the quantitative results were presented, discussed and interpreted in line with basic questions of the study by supporting with published reports and the qualitative results from interview and document analysis were presented in support of the quantitative results and finding in subsection and then, the major finding were summarized to draw conclusion and recommendation.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This part deals with presentation, analysis and interpretation of the data collected from groups of teachers, principals, supervisors and Woreda education office deputy head. These data were collected through questionnaire and an interview was also conducted for 10 Woreda education office deputy head. Besides, information was gathered from reviewed documents. The information collected through interview and documents review were qualitatively described and narrated. This was made to answer the basic research questions that were set in the study. Thus, the collected data were presented in tables and analyzed using appropriate statistical tools such as, frequency, mean, SD and t-test. Presentation of the data was followed by discussion and interpretation in line with basic research questions.

#### **4.1. Analysis of the Characteristics of Respondents**

Regarding the rate of return of questionnaire, the sample size on which the study was carried out amounts to 255 which were consist of 215 teachers, 20 principals,10 supervisors and 10 woreda education deputy heads. Here, from the total of 245 questionnaire which were distributed for the group of sample respondents, 240(97.87%) filled and returned but 5(2.12%) were not. According to Mugenda (2003), a 50% response rate is adequate, 60% is good and above 70% return rate is very good. Interviews were also conducted with 10 woreda education deputy heads.

**Table 3: Personal information of respondents**

No	Indicators	Teachers (210)		Principals (20)		Supervisors (10)		Woreda Education Office Deputy Head(10)		Total	
		f	%	f	%	f	%	f	%	f	%
1	<b>Sex</b>										
	Male	167	79.5	20	100	10	100	10	100	207	82.8
	Female	43	20.5	-	-	-	-	-	-	43	17.2
	Total	210	100	20	100	10	100	10	100	250	100
2	<b>Age</b>										
	19-29	31	14.8	-	-	-	-	-	-	31	12.4
	30-39	105	50	12	60	7	70	6	60	130	52
	40-49	47	23.4	8	40	3	30	2	20	60	24
	50 and above	27	12.8	-	-	-	-	2	20	29	11.6
	Total	210	100	20	100	10	100	10	100	250	100
3	<b>Educational background</b>										
	Diploma	23	11	-	-	-	-	-	-	23	9.2
	Degree	133	63.3	12	60	3	30	6	60	154	61.6
	MA/MSc	54	25.7	8	40	7	70	4	40	73	29.2
	Total	210	100	20	100	10	100	10	100	250	100
4	<b>Work experience</b>										
	1-10	56	26.7	6	30	2	20	3	30	67	26.8
	11-20	82	39	10	50	6	60	7	70	105	42
	21-30	60	28.6	4	20	2	20	-	-	66	26.4
	31-40	12	5.7	-	-	-	-	-	-	12	4.8
	Total	210	100	20	100	10	100	10	100	250	100

Source: Field survey (2020)

As sex of respondents indicated in Table 3 above, the majority 82.8% were males, while 17.2% were female. The analysis shows that the majority of the teachers, principals, supervisors and Woreda education office deputy head in secondary schools covered by the study were males. As coming to respondents' age; the majority 52% were within the category of 30-39 years, This implies that, as the workforce of the sample schools were mixed with youngsters and adults which are vital for creating experience sharing opportunity.

With regard to educational qualification, the majority,61.6% of respondents were first degree and 11% of them have diploma. This indicates that, there is combination of teachers in their qualification of teaching secondary school (grades 9–12). The Ministry of Education; however,

considers raising the qualification requirement for the secondary school level to first degree. Thus, there was not as intended in qualifications for secondary schools standard which needs MA/MSc.

Concerning year of service, 42% of respondents were in the service category between 11-20 years. This implies that the majority of the study participants were experienced and expected for facilitating HRD activities effectively. Thus, these results reinforce the expectation that the data that they provided are believed to be relevant for this study.

## 4.2. Training and Development

TD indicates the systematic process of increasing the competencies linking to the job of staff for the current and future task/roles and responsibilities. Most of the organizations spent a lot of money on training, believing that training will improve their staff performance and efficiency. In most cases, there may be the gap among employees' knowledge and skill what the task required. The gap might be filled through training and development programs.

### 4.2.1. Human resource training & development program

The data gathered from respondents on training and development program were analyzed and discussed as shown here under.

**Table 4; Respondents view on arrangement and types of HRTDP**

No	Arrangement and types of HRTDP	N	M	SD
1	Your school organized and designed training and development programs.	240	3.35	1.14
2	You have attended enjoyable training and development program provided in your School.	240	3.45	1.233
3	Your school provided short-term training and development programs.	240	3.43	1.236
4	Your school provided in-service training and development programs.	240	3.41	1.357
5	Your school provided the training and development program directly related to your job	240	3.44	1.304

*Note: N=Number of participants, M=Mean, SD=Standard Deviation*

The Table 4 of item 1 above, shows that the view of the respondents towards the organization and designation of training and development programs. Accordingly, the scored mean value of the respondents' was (M=3.35; SD 1.14). This shows that respondents were rated as 'neutral' with less variation in their response. This indicates that the majority of respondents were indifferent towards the schools' action in relation to organizing and designing TD strategies that can play an important role in capacitating staff potential.

As it is also evidenced in the Table 4 above, the scored mean value of the second sub-construct, i.e. employees view in the attending enjoyable training and development program provided in the school was (M= 3.45; SD 1.23), that the respondents confirmed 'agreed'. This shows that majority of the respondents were feel all right with the case indicated. This implies that there was no great difference among the views of respondents. From this it is possible to deduce that the respondents were attended enjoyable training and development program provided by their school. Sanararajam (2009), found out that planning development strategies for HRD as the vital factors for employees and continuous organizational development. From this standpoint the secondary schools are courageous in organizing good TD strategies. The implication is that unless the schools are designing smart development strategies that could be impossible to create the organization victorious.

As shown result in Table 4, item 3 i.e. whether their school provided short-term training and development programs. The scored mean value of respondents' was (M=3.43; SD=1.24), which signifies that the respondents were agreed on rating with less variation in their responses. The scored mean value of this sub-construct points out that the school were prepared short term training program for their staff.

In the above Table 4 of item 4, as it can be seen from the calculated mean score of respondents 3.41 with standard deviation 1.36 significant numbers of respondents were agreed with the issue. The scored mean value of these sub-construct points out that the respondents were assured that their school provided in-service training and development programs. Okotoni (2015) found out a reasonable level in-service training and development of teachers in public schools; although there were inadequacies in planning, logistics as well as deployment of resources. The researcher concluded that for quality education delivery, capacity building of the personnel should be

accorded a high priority. Therefore, one can conclude that schools were implemented the principles of human resource development to improve educational quality.

In Table 4 above displays that the scored mean value for the fifth sub-construct i.e. measuring employees' views whether their school provided the training and development program directly related to their job was (M=3.44; SD=1.304) which signifies that the majority of respondents were agreed with less variation in their responses. This demonstrates that, the asked groups of respondents were perceived the issue positively. From this description one can clearly conclude that to some extent the schools were provided training and development program directly related to employees' job in order to improve their performance. The information obtained from document analyses indicated that human resource training and development program were prepared and documented in the schools, but there is no evidence that shows the results of the program implementation.

The information gathered from woreda education office deputy head interviewees also connoted that, arrangement and types of human resource training and development program were implemented in the school level with the more involvement of school principals and teachers. Therefore, the finding of the study revealed that, as there is problem of involvement towards supervisors and woreda education experts. Thus, it implies that, the issue of involvement needs to improve to engage in HRD activities for better performance as well as maximum achievement of teaching learning process.

#### **4.2.2. Identification of HR training and development needs assessment.**

In the training context, needs assessment provides a picture of skills and knowledge of the staff in the organization. Hence training and development can determine the level of best performance and standards for excellence, evidence of personal actual performance level, attitudes affecting performance and root causes of performance problems. By systematically, analyzing need organizations can identify solution to performance problems that will provides the best return on training and development investment. The data gathered from respondents on HR training and development needs assessment were analyzed and discussed as shown here under.

**Table 5: Respondents view on HR training and development need assessment.**

No	Training and development need assessment.	Respondent category				t-statistics	
		Teachers N=210		Leaders N=30		t- value	Sig.(T wo- tailed)
		M	SD	M	SD		
1	My school conducted human resource and development needs assessment.	2.52	0.772	2.6	0.855	-.53	0.596
2	Each individual identifies training and development needs.	2.54	0.964	2.5	0.572	.346	0.731
3	Top level leaders determined TD needs of employees.	3.53	0.939	3.73	0.691	-1.409	0.165
4	TD needs assessment had been identified through analysis of the plan and objectives.	2.78	1.027	3.77	0.774	-6.266	0.000
5	TD needs assessment had been identified through analysis of the task.	2.87	1.05	3.37	0.85	-2.493	0.013
6	My school considered availability of training facilities in prioritizing needs.	2.83	1.139	3.63	0.765	-4.992	0.000
7	Considered the trainees capability and level of motivation.	2.53	0.929	2.47	0.571	0.545	0.588

*Note: M=mean, SD=Standard Deviation, N=Number and significant at  $p < 0.05$*

In the above Table 5 of item 1, the mean score of teachers (Mean=2.52; SD=0.772), and leaders (Mean=2.6; SD=0.855), that, majority of respondents were ‘disagreed’. The scored mean value of this sub-construct conveys that the respondents were dissatisfied with the case indicated i.e. my school conducted human resource and development needs assessment. The t-test result ( $t=-.53$ ,  $P > 0.05$ ) which shows that, there is no statistically significance mean difference between group of respondents. This finding is consistence with Simachew (2014), in empirical study conducted on some public sector bureau in Tigray, The result indicated that the schools were not conducted systematic human resource training and development need assessment.

In the above Table 5 of item 2, the scored mean of teachers (Mean=2.54; SD=0.964) and leaders (Mean=2.5; SD=0.572). This illustrates that, all groups of respondents were disagreed, in the case i.e. each individual identifies training and development needs in the school. The t-test result ( $t=0.346$ ,  $P > 0.05$ ) shows that, there is no statistically significance mean difference between group of respondents. The result depicted that all respondents were not support, the idea that each individual identified his/her own training and development needs. From the data obtained, it can

be concluded that in the selected secondary schools, individuals were not have the opportunity to identify their own training and development needs.

As it is indicated in Table 5, item 3 reported that whether top level leaders determined TD needs of employees. Regarding the issue, scored mean of teachers (Mean=3.53; SD=0.939) and leaders (Mean=3.73; SD=0.691) confirms 'agree' respectively. The t-test result ( $t = -1.409$ ,  $P > 0.05$ ), that shows there is no statistical significance mean difference between group of respondents. Based on the information one can concluded that top level leaders determined TD needs of employee in the schools.

In Table 5 items 4, the respondents were requested to give their opinion, whether TD needs assessment had been identified through analysis of the plan and objectives. The rated mean score for teachers (mean=2.78; SD=1.027) and leaders (mean=3.77; SD=0.774). The groups of teachers' respondents were rated as 'neutral' while, leaders' respondents were confirmed 'agree'. This implies that group of teachers' respondents were uncertain as TD needs assessment had been identified through analysis of the plan and objectives, while leaders' respondents accepted the idea. The t-test result ( $t = -6.266$ ,  $P < 0.05$ ) confirmed that there is statistically significance mean difference between group of respondents on the case stated. From this result one can clearly conclude that teachers were not well informed whether the need assessment was based on plan and objectives. The information collected through interviews also supported the idea that the emphasis was given to the methodology and contents rather than objectives. The schools are focused on planning, but there were no techniques of following up the implementation and evaluation system of the programs.

As it was observed in item 5 of Table 5, respondents were requested to assert their opinions whether the TD needs assessment had been identified through analysis of the task. Accordingly, the mean values of teachers and leaders respondents (mean=2.87; SD=1.05, mean=3.37; SD=0.85) respectively. This entails that all groups of respondents were 'neutral' in the case stated. The t-test result ( $t = -2.493$ ,  $P < 0.05$ ) depicted that, there is statistically significance mean difference among group of respondents. This shows that in sample schools all groups of respondents were indifferent with the idea that TD needs assessment were identified through analysis of the task.

In the above Table 5 of item 6, the scored mean of teachers (Mean=2.83; SD=1.139) and leaders (Mean=3.63; SD=0.765). This indicates that, groups of teachers' respondents were 'neutral', while leaders' group were confirmed 'agree' in the case i.e. school considered availability of training facilities in prioritizing needs. The t-test result ( $t = -4.992$ ,  $P < 0.05$ ) shows that, there is statistically significance mean difference among group of respondents. The above information indicated that teachers, respondents were indifferent, that their school considered availability of training facilities in prioritizing needs, while leaders' respondents were supported.

In Table 5 item 7 also respondents were asked, whether the school considered the trainees capability and level of motivation. Accordingly, the mean values of teachers and leaders respondents mean=2.53; SD=0.929, mean=2.47; SD=0.571 respectively. This shows that all groups of respondents were disagreed in the case stated. The t-test result ( $t = 0.545$ ,  $P > 0.05$ ) depicted that, there is no statistically significance mean difference among group of respondents on the indicated case. From the evidence it is possible to say in sample schools there were no consideration of trainees' capability and motivation in need assessment.

The information gathered through interview with woreda education office deputy heads were also confirmed that there was no sufficient needs assessment systematically conducted. From this we can conclude that the secondary schools didn't well organized, HR training and development needs assessment for their employees and school leaders.

#### **4.2.3. Training and development objectives and focuses of the programs**

The data gathered from respondents on objectives and focus of HR training and development program were analyzed and discussed here under. With regard to this section respondents' opinion to various questions items were measured by summing (strongly disagree and disagree) as disagree, undecided as it was, (agree and strongly agree) as agree. The question items were analyzed by calculating the frequency and percentage. Objectives are statements, which stated intended outcomes of training and development programs and should be prepared before the program launched.

**Table 6: Respondents view on training and development objectives and focuses of the programs**

No	Item	Level of agreement	Respondents				Total F	Total %
			Teachers		Leaders			
			F	%	F	%		
1	The TDP objectives had been set before preparing and implementing the program	SA	42	20	4	13.3	46	19.17
		A	112	53.3	16	53.3	128	53.33
		UD	34	16.2	4	13.3	38	15.83
		DA	18	8.6	3	10	21	8.75
		SD	4	1.9	3	10	7	2.917
		ST	210	100	30	100	240	100
2	The objectives of the TDPs were clearly and precisely indicated the expected outcomes	SA	45	21.4	4	13.3	49	20.42
		A	132	62.9	15	50	147	61.25
		UD	4	1.9	5	16.7	9	3.75
		DA	25	11.9	4	13.3	29	12.08
		SD	4	1.9	2	6.67	6	2.5
		ST	210	100	30	100	240	100
3	The main focus of the TDP was to introduce new methods, procedure, etc., to teachers and leaders	SA	3		2	6.67	5	2.083
		A	46	21.9	2	6.67	48	20
		UD	17	8.1	8	26.7	25	10.42
		DA	133	63.3	16	53.3	149	62.08
		SD	11	5.2	2	6.67	13	5.417
		ST	210	100	30	100	240	100
4	The main focus of the TDP was to improve performance deficiency of teachers and educational leaders	SA	12	5.7	2	6.67	14	5.833
		A	38	18.1	5	16.7	43	17.92
		UD	22	10.5	4	13.3	26	10.83
		DA	129	61.4	15	50	144	60
		SD	9	4.3	4	13.3	13	5.417
		ST	210	100	30	100	240	100

*Note: SA = strongly agree, A = Agree, UD = Undecided, DA = Disagree, SDA = strongly disagree, ST =Subtotal, and F =frequency*

As it can be seen in Table 6, item 1 majority 174 (72.5%) of both groups of respondents agreed that in the training and development programs they have attended, objectives had been set before preparing and implementing the program. Conversely, 27 (11.6%) the respondents expressed their disagreement. However, 38(15.83%) of respondents were not sure about the case. Therefore it could be summarized that the TDP objectives had been set before preparing and implementing the program in sample secondary schools. As it is in Table 6, of item 2with regard to the clarity and precision of the training and development programs' objectives in indicating the expected outcomes, the majority 196(81.7%) of both groups of respondents confirmed their agreement. While, about 38 (15.7%) of the respondents expressed their disagreement. The rest 9 (3.75%) were not sure about the case.

Concerning the focus of the training and development programs delivered in the secondary schools those who had attended the programs expressed their opinion, in Table 6 item three, 53 (22.1%) agreed that the main focus of the programs was to introduce new methods, procedures, etc. to teachers and leaders. About 162 (67.5%) disagreed, while 22 (10.42%) of respondents were uncertain about the issue. From the above information responded by those who attended the programs, we can conclude that the main focus of the training was not to introduce new methods, procedures, etc., to teachers and leaders. Table 6 of item 4 depicts the responses whether the main focus of the program was to improve the job performance of the teachers and leaders. Accordingly, majority 157 (65.4%) of the respondents disagrees that the main focus of the programs was to improve the job performance deficiency of the employees. Moreover, 57 (23%) of respondents confirmed that the main focus of the program was to improve the job performance deficiency of the employees. On the other hand, about 126 (10.83%) of the respondents commented nothing.

#### 4.2.4. Selection of Trainees and contents

The data gathered from respondents on selection of trainees and contents were analyzed and discussed as shown here under.

**Table 7; Respondents view on selection of trainees and contents**

No	Selection of trainees and contents	N	M	SD
1	There were clear and transparent selection criteria for selecting trainees.	240	2.58	0.987
2	TDP opportunities offered to appropriate individuals by concerning organizational goals.	240	2.54	0.972
3	TDP opportunities offered to individuals based on personal relationships.	240	3.57	0.884
4	Training and development opportunities offered based on trainees' interest.	240	2.41	0.844
5	Trainees through their representatives participated in the selection of contents.	239	2.51	1.004
6	TDP coordinators selected the content of the training programs.	240	3.3	1.166
7	The school selected the content of the training and development programs based on MOE directives.	240	3.53	1.23

*Note: N=Number of participants, M=Mean, SD=Standard Deviation*

In the Table 7 above, the first sub-construct i.e. there were clear and transparent selection criteria for selecting trainees. Accordingly, majority of respondents were 'disagreed' response rate with scored mean value ( $M=2.58$ ;  $SD=0.987$ ). This implies that the majority of the respondents were disagreed with relative homogeneity in their response toward the presence of clear and transparent selection criteria in the schools which facilitates the process of conducting training and development of employee. From the information it can be concluded that there were no clear and transparent selection criteria for selecting trainees.

In the above Table 7 of item 2, the mean score of respondents ( $Mean=2.58$ ;  $SD=0.987$ ). This illustrates that, significant number of respondents were disagreed with no great variation in their responses that TDP opportunities offered to appropriate individuals by concerning organizational goals that their scored mean fall below the ideal mean. The result showed TDP opportunities offered to inappropriate individuals without concerning organizational goals.

As it is indicated in Table 7, item 3 reported on the case, whether training and development opportunities were usually offered to individuals who have good personal relationship with their immediate supervisors/leader. Regarding the issue, scored mean value of respondents ( $Mean=3.53$ ;  $SD=0.884$ ) that implies no variation among the respondents' responses. This indicates that majority of respondents were confirms agree as the mean scored above the ideal mean. Based on the information training and development opportunities were usually offered to individuals who have good personal relationship with their immediate supervisors/leader in all sample schools.

In Table 7 items 4, the respondents were requested to give their opinion about the opportunities given to the employee's interest towards TDP. The rated mean score for respondents was ( $mean=2.41$ ;  $SD=0.844$ ). This shows that large number of respondents was disagreed in the case, that the TDP opportunities offered were based on interest of the employees. From the information it can be concluded that the TDP opportunities offered were not based on the employee interest.

As it was observed in item 5 of Table 7, respondents were requested to assert their opinions whether the trainees through their representatives participated in the selection of contents. Accordingly, the mean values of respondents ( $mean=2.51$ ,  $SD=1.004$ ), signifies that the mean

was very low and less variation among the views of study participants. This entails that significant number of members of respondents were disagreed on the case stated. Based, on the above information we can conclude that usually trainees did not participate in the selection of the contents of the training and development programs.

In the above Table 7 of item 6, the scored mean value of the respondents was (M=3.3 SD=1.166). This show that the most of respondents were confirmed as ‘neutral’ with case described i.e. TDP coordinators selected the content of the training programs. This implies that the respondents were uncertain about the case.

Table 7 item 7 also depicted responses whether the TDP contents are selected based on the MoE directives or not. Accordingly, the mean values of respondents (mean=3.53; SD=1.23). This shows that all groups of respondents were agreed that TDP contents are selected based on the MoE directives. Besides, there was variation among the response of the study participants.

### 4.3.Career Development

Relevant career planning leads to career development. It improves the career of every person executive that resulted in adequate growth of career of every staff members. Hence successful planning is closely linked with career planning and development.

**Table 8; Respondents’ reply on Career Development**

No	Career Development	N	M	SD
1	Good in career planning and development activities	240	4.03	0.567
2	Integrates HRD with the school objectives	240	4.07	0.61
3	Well in working to implement career development timely	240	3.87	0.72
4	There is good counseling center that benefits all staff members	240	2.91	1.12

*Note: N=Number of participants, M=Mean, SD=Standard Deviation*

As indicated in Table 8 above, four items were treated under sub-construct of career development as one of HRD components. Thus, as shown above in Table 8 item 1, the mean score of respondents (mean=4.02; SD=0.567) on career planning and development activities

which implies that significance number of respondents satisfied with low variation in their responses in item described. The result indicated that all school samples were good in career planning and development activities.

In the same Table, item 2 was rated by study participants (mean=4.06; SD=0.61), for the issue of integrating HRD with organizational objectives. The mean value of respondents' showed that majority of respondents were agreed with low variation in their response on the described statement. This implies that, in secondary schools the activities of integrating HRD with organizational objectives were viewed as positive. Lapiso and Berhanu (2019), in depth assessment in secondary schools also found out that career planning and development as the most paramount part of overall HRD system which help in individual school goal integration. But in this investigation the secondary schools from this ground displays that there are task still remain to be done.

As come to item 3, in the above Table, the mean and SD value proved that respondents (mean=3.8; SD=0.72), for the statement that, the school was well in working to implement career development timely. This confirms that, all study participants' response fall under agreed category which means, the majority of respondents' were satisfied with it. The result showed that in all sample schools employee are well in working to implement career development timely.

In Table 8, item 4, was also rated by respondents and the statistical result for respondents (mean=2.94; SD=1.12), on the statement i.e. there is good counseling center that benefits all employees. This reflects that the mean value of all participants' responses lie on the ideal mean which suggests as 'neutral' with the issue stated. It depicts that the respondents were indifferent with the case described. In relation to this finding; Kolachi and Shah (2013), in their investigation found out that employees' counseling as the determinant factor to build good HRD as it is a process of dealing with the emotional harms and issues of the employees to make them feel light and relaxed at work. Contrary in this study, secondary schools from this But in this study, secondary schools from this position reveals that there is activities displays that there are tasks still stay behind to be done in the future.

#### 4.4. Organizational Development

Schools are open system, as it must develop itself by adopting various itself by adopting various changes that come across in the determinedly changing environment it emphasizes on the changing environment it emphasizes on the acceptance of suitable intervention that could traced with the ongoing activities of the education sector.

**Table 9; Respondents answer on organizational development practices**

No	Organizational development practices	N	M	SD
1	The school set clear mission and goal	240	3.87	0.675
2	Good school leadership with required profession	240	3.72	0.722
3	There is good culture of openness and communication	240	4.02	0.56
4	Immediate problem solving culture is practiced	240	3.40	0.967
5	There is good team spirit between the workforce	240	3.93	0.557

*Note: N=Number of participants, M=Mean, SD=Standard Deviation*

In the Table 9 above, under sub-construct of organizational development also 5 items were treated. As the analyzed result reveals that, for item 1, the scored mean value of respondents (mean=3.87; SD=0.675), on ‘the school setting clear mission and goal’ issue. Thus, it implies that, the majority of respondents agreed with it.

In the Table 9 above, as the analyzed result reveals that, for item 2, the scored mean value of respondents (mean=3.72; SD=0.722), on ‘good school leadership with required profession’ issue. Thus, it implies that, on the appropriateness of leadership with required profession, the majority respondents agreed with it. From the information one can concludes in sample schools leaders were assigned with required profession.

As indicated above in Table 9, for item 3 the analyzed result revealed that the response of study participant (mean=4.02; SD=0.56) on the issue of ‘good culture of openness in school’. Here, the mean value of respondents articulates that, majority of respondents satisfied with the case described and falling in the agreed category. This shows that, between the schools as well as the school community there is good culture of openness and communication which is essential aspects of organizational development.

Also, for item 4, in the Table above, the calculated result for the practices of immediate problem solving culture in school context rated by respondents (Mean=3.40; SD=0.967). This infers that, the level of agreement for all groups fall in the category of 'neutral'; that shows all respondents are indifferent with the case described. Here, in order to make teachers to develop professionally, it is necessary to create conducive learning environments by solving faced problems immediately. Creating safe learning environment is one of the areas where school principals can have significant impact on teacher professional development (Fullan, 2007).

Lastly, in Table 9 above, depending on item 5, the respondents were asked to indicate their level of agreement with the statement 'there is good team spirit between the workforces'. Accordingly, the calculated mean value of respondents (mean=3.93; SD=0.557), which signifies the majority of respondents agreed with low variation in their response on the described issue. In short, based on the information given and the result analyzed the schools are well in implementing organizational development from this point of views.

The qualitative data gathered also shows that, there were some challenges that affect the organizational development activities of the schools. The interview conducted with woreda education deputy heads revealed that as the culture of immediate problem solving issues at the school level have been faced several obstacles.

Consequently, as one of the interviewed Woreda education office deputy head replied: According to their Woreda's school context, to solve the problems happened in the process of teaching learning the interference of superiors, individual interest of the staff members, shortage of financial resource and political situation of the time have been influenced to respond timely.

#### **4.5. Performance Appraisal**

Performance appraisal is an important component HRD which enables organizations to understand where their staff members stand HRD, what expected from them, what actually do, where they lack capacity and how they could be modernized. Thus performance appraisal is a review and an assessment of an staff performance of assigned tusk and responsibilities.

**Table 10; Respondents reply on the practice of performance appraisal**

No	Practice of performance appraisal	N	M	SD
1	There is short and long term performance evaluation system in the school.	240	3.87	0.665
2	There is good system of acknowledgement for good performers.	240	3.73	0.723
3	There is system to take immediate action when the staff members lack capacity	240	2.18	0.583
4	Problems not happen during performance appraisal	240	2.2	0.615

*Note: N=Number of participants, M=Mean, SD=Standard Deviation*

In the Table 10 of item 1, the rated mean score for respondents (mean=3.87; SD=0.665), on the statement i.e. 'There is short and long term evaluation method in the school.' This implies that majority of respondents confirms as 'agree' with low variation in their response. The result indicated that short and long term performance evaluation system was practiced in the sample school.

In the above Table 10 of item 2, respondents were asked to rate for practice of acknowledgement for good performers in the school. Accordingly, the mean values of respondents mean=3.73; SD=0.723. This entails that all groups' of respondents were satisfied on the issue as their scored mean fall in agreed category. Based on the result one can conclude that there is good system of acknowledgement for good performers.

As shown result in Table 10, item 3 which is 'Immediate action is taken when the staff member's lack capacity.' Accordingly, the mean values of respondents mean=2.18; SD=0.583. This entails that significant number of respondents were dissatisfied on the issue as their scored mean fall in disagreed category. The result showed that there is no system to take immediate action when the staff members lack capacity.

In the above Table 10 of item 4, as it can be seen from the calculated mean score of respondents (mean=2.2, SD=0.615). This shows that, all respondents were dissatisfied with the issue as the value fall in below the ideal mean category on the item 'Problems not happen during performance appraisal is done'. Thus, it is concluded that, from the finding the happening of problem is obvious during performance appraisal is done at the school level.

As the data collected through interviews and reviewed documents regarding performance appraisal methods used in the secondary schools and attempts was made to evaluate its execution procedure and its implication on the staff performance and behavior of it was intended to boost the staff performance, however, the working environment is not suitable as the findings indicated from the informants. The information also displays that whatever performance appraisal is conducted deliberately by department heads, some of teachers are not satisfied on the result of their performance. Accordingly, the analyzed documents were also indicated that schools have used result oriented performance appraisal method, have performance appraisal file and diary to register the result of the staff by their name. However some of teachers are not signed on their result paper and files. The cause for this was lack of training, deficiency of of human personal potential and lack of the reasons for this were lack of incentives and training, lack of human capacity to set targets and lack of commitment.

Generally, according to the information obtained from gathered data, interviewed informants and reviewed documents in each selected secondary schools showed that the practices of these schools in relation to HRD components like training and development, career development organizational development and performance appraisal have been faced several limitations as identified above. Thus, from this perspective it is possible to say secondary schools were not courageous in the practices of HRD. The implication is that unless secondary schools are practicing well designed professional development activities it would be impossible to make the school as well as the staff successful.

#### **4.6. Employees view in the opportunity for growth and development.**

The data gathered from respondents on employees view in the opportunity for growth and development were analyzed and discussed as shown here under.

**Table 11: Employees view in the opportunity for growth and development**

No	Perspectives toward growth and development	Respondents				t-statistics	
		Teachers N=210		Leaders N=30		t-value	Sig.(Two-tailed)
		M	SD	M	SD		
1	Your school does good jobs of providing opportunities for growth and development for all employees	2.5	0.826	2.53	0.571	-0.24	0.811
2	The schools training & development programs improve my chance for promotion.	2.21	0.565	2.43	0.568	-2.027	0.044
3	Your school has good internal facility to provide appropriate training.	2.24	0.721	2.17	0.379	0.567	0.571
4	In your school employees are active in making suggestions about work improvement.	2.39	0.712	2.8	0.664	-2.97	0.003
5	Your school is able to maintain experienced, skilled & educated employees.	2.39	1.115	2.37	0.615	0.175	0.862
6	My boss gives me appropriate type of guidance.	2.8	1.307	2.13	0.571	4.869	0.000
7	Team leaders and supervisors were supported employee effort to boost their capacity.	2.27	0.781	3.57	0.817	-8.447	0.000
8	My boss and colleagues were make an impression on me with innovative idea, energy and resource fullness.	2.52	1.032	3.57	1.04	-5.175	0.000
9	My colleagues are willing to exchange new information and knowledge.	3.82	0.976	3.97	0.669	-0.801	0.424

*Note: M=Mean, SD=Standard deviation, N= Numbers and significant at p<0.05*

In the above Table 11 of item 1, the mean score of teachers (Mean=2.5, SD=0.826), and leaders (Mean=2.53, SD=0.571). This shows that, all groups of respondents were disagreed on the case i.e. school has done good jobs in providing opportunities for growth and development for all employees as their scored mean fall in disagreed category. The t-test result (t= -0.24, P >0.05) implies that, there is no statistically significant mean difference between groups of respondents. Therefore, from this finding one can conclude that both groups of respondents were dissatisfied

with the school activities in providing opportunities for growth and development for all employees.

In the above Table 11 of item 2, the scored mean of teachers (Mean=2.21, SD=0.565), leaders (Mean=2.43, SD=0.568). This illustrates that, group of teachers' and leaders' were disagreed on the case i.e. school training & development programs improve my chance for promotion. The t-test result ( $t = -2.027$ ,  $P < 0.05$ ) shows that, there is significant mean scores difference between two groups of respondents. The statistical test indicates that group of teachers' and leaders' respondents were disagreed on described case.

As shown result in Table 11, item 3 which is 'Their school has good internal facility to provide appropriate training.' Teachers and leaders rated it with mean value 2.24, SD=0.721 and 2.17, SD=0.379 respectively. This signifies that, both groups of respondents were dissatisfied with the stated case and rated as disagreed category. The calculated t-test result ( $t = 0.567$ ;  $P > 0.05$ ) shows that, there is no statistically significance mean difference among group of respondents. Therefore, from this finding one can conclude that, in all sample schools there is no sufficient internal facility to provide appropriate training.

In the above Table 11 of item 4, as it can be seen from the calculated mean score of teachers'=2.39, SD=0.712, leaders'=2.8, SD=0.664. This shows that, teachers were dissatisfied, while leaders were uncertain with the issue i.e. 'In their school employees are active in making suggestions about work improvement'. The variation in responses was also confirmed by calculated t-test result ( $t = -2.97$ ;  $P < 0.05$ ) shows that, there is statistically significant mean difference among group of respondents about the issue described. Thus, it is concluded that, from the finding that teachers were not active in making suggestions about work improvement, while leaders are indifferent.

In the same Table of item 5, the rated mean score for teachers mean=2.39; SD=1.115 and leaders mean=2.37; SD=0.615 on the statement 'Your school is able to maintain experienced, skilled & educated employees'. This implies that, all groups of respondents dissatisfied with the issue as rated in 'disagree' category. The analyzed t-test result ( $t = 0.175$ ;  $P > 0.05$ ) confirms that, there is no statistically significant mean score difference among group of teachers' and leaders'

respondents. Based on the finding it can be concluded that there is no culture to maintain experienced, skilled & educated employees in school.

In the above Table 11 of item 6, respondents were asked to rate whether their boss gives them appropriate type of guidance in the school. Accordingly, the mean values of teachers and leaders respondents mean=2.8; SD=1.307, mean=2.13; SD=0.571 respectively. This entails that group of teachers rated as 'neutral' and leaders' respondents were rated as 'disagree' on the issue. This implies that teachers were uncertain, while leaders were dissatisfied with types of guidance given in the school. The examined t-test ( $t=4.869$ ;  $P<0.05$ ) showed that there is statistically significant mean difference existed between group of respondents' ratings concerning the statement.

In the above Table 11 of item 7, the respondents were responded with the case i.e. 'Team leaders and supervisors are supported employees' effort to enhance their capacity', with teachers scored mean=2.27; SD=0.781 and leaders' mean=3.57; SD=0.817, which indicating that group of teachers were disagreed, while group of leaders were rated as agreed with the case described. The resulted t-test ( $t=-8.447$ ;  $P<0.05$ ) also implies that there is statistically significance difference on the mean score between group of respondents. Based on this information it Based on the findings it is likely to conclude teachers are not satisfied with, while leaders' respondents are satisfied with the issue.

In the above Table 11 of item 8, respondents were asked to rate whether their boss & colleagues impress them with innovative ideas, energy & resource fullness in the school. Accordingly, the mean values of teachers and leaders respondents mean=2.52; SD=1.032 mean=3.57; SD=1.04 respectively. This entails that group of teachers' respondents were dissatisfied on the issue as their scored mean fall in disagreed category, while leaders' group were rated as agree. The examined t-test ( $t=-5.175$ ;  $P<0.05$ ) showed that there is statistically significant mean difference existed between group of respondents' ratings concerning the statement. Based on the result one can conclude that there were no impression for teachers, as leaders admired with their ideas, energy and resourcefulness in the schools.

In the above Table 11 of item 9, as it can be seen from the calculated mean score of teachers'=3.82, SD=0.976, leaders'=3.97, SD=0.669. This shows that, teachers and leaders were satisfied with the issue as the value fall in above the ideal mean category on the item i.e. 'Their

colleague are willing to exchanges new information and knowledge in their school' The variation in responses was also confirmed by calculated t-test result ( $t=-0.801$ ;  $P>0.05$ ) shows that, there is no statistically significant mean difference among group of respondents about the issue described. Thus, it is concluded that, from the finding that colleagues are willing to share new information and knowledge to mentee in their school.

Information obtained through interviews with woreda education office deputy heads confirmed that there were no set criteria for teachers, principals and supervisors trainees for short or long term training programs. Conventional method of selection was used towards the type of training, that sometimes they used the on-the-job training selection criteria set for the teacher trainees or used the criteria set by those who organized the trainings. In most cases training and development opportunities were provided to individuals by considering organizational goals. However, there were problems towards the issue such as selecting few individual employees who had no direct contact with the job. In addition Ministry of education were prepared CPD (continuous professional development) for teachers, principals and supervisors to develop their profession on the job. However, the CPD course were not implementing in the school as intended with the predetermined criteria.

#### **4.7. Major problems that can inhibit the practices of employees' training and development program.**

**Table 12: Major Challenges of human resource development practices**

<b>No</b>	<b>Challenges HRD practices</b>	<b>N</b>	<b>M</b>	<b>SD</b>
1	Problem of developing comprehensive HRD strategies	240	2.56	0.908
2	Absence of planning and clear training objectives	240	3.03	1.02
3	Absence of monitoring and evaluation of training and development programs	240	3.62	0.744
4	Absence of transparent and clear short term TDP guidelines / directives/	240	3.56	0.94
5	Problem of allocating sufficient financial resources for HRD	240	3.63	0.804
6	Inadequate training and development program	240	3.57	0.825
7	Poor training plan in terms of contents and methods.	240	3.73	0.862
8	Lack of proper orientation program to new recruits and new position holders	240	3.74	0.819
9	Allocation of insufficient time in relation to contents	240	4.29	0.465

*Note: N=Number of participants, M=Mean, SD=Standard Deviation*

As it is observed in Table 12 respondents were requested to indicate the major constraints faced by their respective secondary schools to prepare and implement training and development programs to teachers, principals and supervisors. Majority of the respondents indicated their responses. According to the responses, the means and standard deviations of 9 listed problems were ranked corresponding to the means and standard deviations of all responses in the table. Accordingly, some of the basic constraints include allocation of insufficient time in relation to contents (M=4.3 and Std .471), Lack of proper orientation program to new recruits and new position holders (M=3.73 and Std .835), Poor training plan in terms of content & methods (M=3.70 and Std .858), Problem of allocating sufficient financial resources for HRD (M=3.63 and Std .814), Absence of monitoring and evaluation of training and development programs (M=3.62 and Std .754), Inadequate training and development program (M=3.57 and Std .837), Absence of transparent and clear short term TDP guidelines / directives/ (M=3.56 and Std .934), Absence of planning and clear training objectives (M=3.06 and Std.1.016) and Problem of developing comprehensive HRD strategies (M=2.57 and Std .921) respectively were ranked from 1st to 9th in ascending order of the main constraints to prepare and implement TDPs based on the responses replied by the respondents. From the information one can conclude that only item 1 is not the challenge of human resource development practice as rated below ideal means. This shows that schools were develop comprehensive HRD strategies. This study became with incompatible finding assessed by Gebrekidan (2011), as he outlined that inadequate training, lack of accountability and enforcement and lack of good merit system as bottleneck that organization would tackle in achieving human resource development in his systematic review conducted in some African countries.

The woreda education office deputy heads were requested to indicate the major constraints faced by their respective secondary schools to prepare and implement training and development programs to teachers, principals and supervisors. The respondents indicated the 6 main problems such as Allocation of insufficient time in relation to contents, Lack of proper orientation program to new recruits and new position holders, Poor training plan in terms of content & methods, Problem of allocating sufficient financial resources for HRD, Absence of monitoring and evaluation of training and development programs and Inadequate training and development program.

Accordingly, woreda education deputy heads were responded that attention should be given to on-the-job training at school level, using relevant evaluation mechanism for training and development program is paramount, HRDP should be participative in preparation, It is important to giving emphasis for employee development activities, CPD for teachers and principals should regularly be implemented, creating awareness about importance of training and development is important and training and development contents and trainee should be based on organizational and individual interest.

As indicated below, information gathered from schools' different plan such as growth and transformation plan, Action plan, CPD plan, and HRDP program showed that the contents which has been selected and practiced for capacity building, professional development and performance improvement of principals and teachers in selected secondary schools of West Hararghe Zone.

**Table 13: Information gathered from school HRDTP by analyzing Schools' Strategic plan &CPD Program.**

No	Secondary School	Academic year 2019/20		
		File code	Employee	HRDTP & CPD contents
1	Hirna	H06/12	Teachers	Effective teaching and learning method, evaluation method, Classroom management
			Principals	Planning system, classroom observation, supporting new teachers
2	Badesa	F002/12	Teachers	Experience sharing, implementing co-curricular program, Teaching and learning methods
			Principals	Community participation, Minimizing dropout, evaluation system, supporting teachers
3	Gelemso	F23/12	Teachers	Improving discipline, effective teaching and learning methods, continues assessment
			Principals	Classroom supervision, evaluating different plan, sharing experience, capacity building
4	Mesela	H015/12	Teachers	Conducting action research, continues assessment, giving tutorial class, text book evaluation
			Principals	Teaching and learning methods, classroom management, supporting teachers, how to planning
5	Asebot	HO9/12	Teachers	Organizing supplementary materials, teaching and learning methods, classroom observation.
			Principals	Classroom supervision, increasing students' achievement, improving female students' performance
6	Charchar	F43/12	Teachers	improving students' participation, improving absentees, classroom management
			Principals	Improving students achievement, conducting action research, implementing co-curricular program
7	Mechara	F33/12	Teachers	Teaching and learning method, evaluation method, observing experienced teachers.
			Principals	Capacity building, Annual and daily lesson plan preparation, and student evaluation methods.
8	Mieso	F010/12	Teachers	Classroom observation, supporting new teachers
			Principals	Classroom management, supporting teachers, how to planning
9	Boke	H10/12	Teachers	Improving discipline, effective teaching and learning methods.
			Principals	Community participation, Minimizing dropout,
10	Kunnaie	F011/12	Teachers	Teaching and learning method, evaluation method and continues assessment.
			Principals	Evaluating different plan, sharing experience, capacity building

*Source: Self construction.*

In Table 13 above shows, the outlined contents of training and development which are prioritized for annual plan of principals and teachers in each secondary school. Therefore, the majority of these contents focused on teaching and learning, classroom management, action research, evaluation techniques and improving students' achievement as outlined and prepared by principals and teachers depending on annual plan of school strategic plan and CPD. But, as stated in practical toolkit document, CPD is most effective when; it is school based and linked to school improvement, colleagues work closely together to improve their own practice, the effectiveness of their own school and, in the end, the achievement of their own students (MoE, 2009). In line with this, it is possible to deduce that more of these contents have been focused on the ultimate goal of the schools objectives rather than teachers and leaders own performance improvement. To this end, the finding of the study signifies that the selection of training and development contents should need more attention for maximum performance of secondary schools workforce and thus in doing so teachers and leaders get updated both in practices and knowledge.

Generally, the result obtained from respondents, interviewed participants and document reviewed deduced that, the identified sub-constructs indicated above were HRD challenges in secondary schools that need to be improved. With this actual truth it is likely to conclude that in secondary schools, there are challenges that impeded the efficiency and effectiveness of human resource development activities.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This part deals with the summary, conclusion and recommendation part of the study. The primary objective is to draw conclusions based on the findings and forward certain recommendations by focusing on the objectives of this study.

#### **5.1. Summary**

The main purpose of this study was to assess the practice of HRD, and to recommend possible suggestions that help for its proper implementation and which results with improvement of teachers' and leaders' performance and awareness in secondary Schools of West Harerghe Zone.

In achieving these objectives, three basic questions were raised;

1. What are the current practices of human resource development in Government Secondary Schools of West Harerghe Zone?
2. How do employees see the opportunity for growth and development within the Government secondary schools of West Harerghe Zone?
3. What are the main problems that can impede/inhibit the practices of human resource development programs in Secondary schools of west Harerghe Zone?

The study was conducted in Oromia regional state, West Hararghe Zone of, 17woredas of 27 secondary schools. Therefore 10Woredas out of 17 woredas and 10 Schools out of 27 secondary schools were selected by using lottery method. 215 (46%) out of 468 teachers were selected using stratified random sampling technique from the sample schools. Availability sampling was used to include 10(100%) Supervisors, 20(100%) principals, while 10(100%) woreda education office vice heads selected purposively. Thus, the total 255 sample population participated in the study.

Questionnaire with three main parts were used to gather different information and facts from respondents (teachers, principals, supervisors). In addition, seven similar lists of semi-structured questions were designed for interview with woreda Education Office deputy heads. Moreover document analysis was made to substantiate information obtained through another instruments.

Before conducting the final administration of the questionnaire, pilot test was made in representative samples. Important corrections were made after commented from participants. Then 245 copies of questionnaire were distributed to respondents, out of which 240(97.87%) were properly filled and returned. Data were presented in tables and analyzed using appropriate statistical tools such as, percentage, frequency, mean, SD, and t-test. Finally based on review of related literature and analyzed data the subsequent findings were obtained.

As sex of respondents the majority 82.8% were males, while 17.2% were female. As coming to respondents' age; the majority 52% were within the category of 30-39 years, With regard to educational qualification, the majority, 61.6% of respondents were first degree and 11% of them have diploma. Concerning year of service, 42% of respondents were in the service category between 11-20 years.

Respondents were indifferent towards the schools' action in relation to organizing and designing training and development strategies that play relevant role to develop the staff potentials, as the majority of respondents rated as 'neutral'. Regarding issues like; conducting training and development need assessment, school considered the trainees capability and level of motivation and each individual identifies training and development needs, group of teachers and group of leaders confirmed 'disagree' without statistically significance mean difference. This shows that all groups of respondents were dissatisfied with the stated cases. Group of teachers' and group of leaders' respondents confirmed 'agree', that top level leaders determined TD needs of employees, without statistically significant mean difference. Besides, the cases such as, TD needs assessment had been identified through analysis of the plan and objectives, through analysis of the task, and school considered availability of training facilities in prioritizing needs were rated as 'neutral' in teachers respondents, while leaders respondents confirmed as 'agree' with great statistically significance mean difference. This shows that group of teachers' respondents were indifferent, while group of leaders' respondents positively supported the ideas.

Regarding the objectives and focuses of the programs majority of respondents confirmed their agreement on the cases, TDP objectives had been set before preparing and implementing the program and the objectives of the TDPs were clearly and precisely indicated the expected outcomes. Besides, majority of respondents confirmed disagreed that the main focus of the TDP

was to introduce new methods, procedure, etc., to teachers and leaders and the main focus of the TDP was to improve performance deficiency of teachers and educational leaders.

Regarding the selection of trainees and training contents; majority of respondents rated as disagreement in the cases; there were clear and transparent selection criteria for selecting trainees, TDP opportunities offered to appropriate individuals by concerning organizational goals, training and development opportunities offered based on trainees' interest and trainees through their representatives participated in the selection of contents as the mean value scored below ideal mean. Contrary in the the cases like; TDP opportunities offered to individuals based on personal relationships and the school selected the content of the training and development programs based on MOE directives, large number of respondents were rated 'agree' as the mean value fall above the ideal mean. Besides majority of respondents confirmed 'neutral' on issue 'TDP coordinators selected the content of the training programs' that, shows respondents were uncertain about the case.

Regarding career development, majority of respondents were confirmed their agreement on the cases such as; good in career planning and development activities, integration of HRD with the school objectives and working to implement career development timely. This indicates that majority of respondents were satisfied with the stated issues. But majority of respondents were rated as 'neutral' in the case "there is good counseling center that benefits all staff members" that, indicates respondents were uncertain about the case.

Regarding organizational development, majority of respondents were rated 'agree' on the cases like, the school set clear mission and goal, good school leadership with required profession, there is good culture of openness and communication, immediate problem solving culture is practiced and there is good team spirit between the workforce. This depicts that organizational development component was well implemented in the school.

Regarding performance appraisal, majority of respondents were confirmed their agreement on the cases like; there is short and long term performance evaluation system in the school and there is good system of acknowledgement for good performers. Contrary in the cases, 'there is system to take immediate action when the staff members lack capacity and problems not happen during performance appraisal were confirmed disagreement in larger number of respondents.

There were no statistically significance deference in the responses of teachers and leaders on the cases such as; school has done good jobs in providing opportunities for growth and development for all employees, school has good internal facility to provide appropriate training and school is able to maintain experienced, skilled & educated employees. This shows that respondents confirmed disagreement or dissatisfaction. In other cases, there were statistically significance deference in the responses of teachers and leaders on the cases i.e. the schools training & development programs improve chance for promotion, that leaders group confirmed disagreement higher in mean than teachers' group. Moreover, there were statistically significance deference in the response of teachers' and leaders group of respondents in the issues, like; school employees are active in making suggestions about work improvement, boss gives appropriate type of guidance and team leaders and supervisors are supported employees' efforts to boost their capacity as rated in deference in means, thereby teachers disagreed while leaders were agreed.

Accordingly, some of the basic constraints includes; allocation of insufficient time in relation to contents, Lack of proper orientation program to new recruits and new position, Poor training plan in terms of content & methods, Problem of allocating sufficient financial resources for HRD, Absence of monitoring and evaluation of training and development programs, Inadequate training and development program, Absence of transparent and clear short term TDP guidelines / directives/, Absence of planning and clear training objectives, and Problem of developing comprehensive HRD strategies respectively were ranked from 1st to 9<sup>th</sup>.

## **5.2. Conclusion**

With regard to the current practices of human resource development in secondary schools, the finding showed that secondary schools have human resource training and development program; however, in practice all activities were not done well in relative to issues indicated to promote human resource development and achieve development goal. The findings of the study proved that, schools were not conduct systematic need assessment for training and development, ineffective setting performance objectives and focus of HRTDP to improve the job performance of teachers and leaders, and absence of clear and transparent selection criteria for selecting trainees and contents. The schools have career development, organizational development and performance appraisal in order to create motivated workforce, to improve their development and performance. All things have been done well in relation to issues, however availability of counseling center, culture of immediate problem solving culture, taking immediate action when the staff members lack capacity and problem happen during performance appraisal needs consideration. Therefore; from this perspective, the practice of HRD components in secondary schools is not properly implemented. Thus, the implication is that unless secondary schools are practicing well designed HRD activities it could be impossible to make workforce successful and improve educational quality as well.

Concerning the employees' opportunity for growth and development the study found out that, the schools' training & development programs were not improved employee chance for promotion, coaching practices provided by their immediate supervisors were poor. Coaching technique was the most often applicable on-the-job training and development method, however, it did not systematically applied as a method but as one of the work relationship, mentoring was one of the applicable on-the-job training and development methods. However, it was mainly depended on the willingness of individuals and determined through their personal relationship. This implies that employees have inadequate internal job opportunity to realize their career goals in the school, as there were no relevant opportunities for promotion in the school.

To the end the findings also reveals that allocation of insufficient time in relation to contents, lack of proper orientation program to new recruits and new position holders, poor training plan in terms of content & methods, problem of allocating sufficient financial resources for HRD and absence of monitoring are major challenges that impede the practices of human resource developments in the study area.

### **5.3. Recommendations**

In today world, schools are facing complex and dynamic changes and challenges, from which follows that teachers' and education leaders' roles and responsibilities are more diversified and complex than ever before. It is therefore unquestionable that teachers and education leaders should be encouraged and supported to develop professionally and to renew their capacity on a continuous basis to ensure the sustainability of quality education. In this study, the researcher explored the practices of HRD in secondary schools, and on the basis of the findings, consideration for the following measures should be necessary to facilitate and improve the practices of HRD.

Setting human resource development training program is nothing, without efficient and effective implementation strategies. Training and development programs could meet their intended objectives if and only if they are based on a systematic training and development needs assessment. Therefore, to avoid wastages of human, material, financial and time resources and the duplication of efforts, in secondary schools training and development needs assessment should be carried out in cooperation with all stake holders. Individuals should identify their needs, different mechanisms of collecting information has to be used by employing organizational, job (task) and person analysis.

To achieve the desired goals of the training and development programs objectives should be clear and precise to indicate the expected outcomes and these objectives should have presented in a systematic way to the trainees. Therefore, in delivering the training and development programs should be based on the objective reality of the secondary schools and situations. The absence of clear and transparent selection criteria for trainees and contents paved the way of training and top-level educational leaders to select contents and to offer training and development opportunities based on their personal relationships and good will could harmed the morals and initiatives of others. Therefore, it is recommended that secondary schools and education offices should have clear and transparent criteria to select trainees and contents that govern everybody in the schools irrespective to his/her position.

In order to increase staff satisfaction and contentment providing employees sense of purpose in the school, supporting employees chance to take action in their role and commitment, providing

act upon their commitment, and offering realistic help to learning are very essential. In this regard the teachers and school leaders should; develop school vision, empower school staff, strengthening relations among the schools', conduct regular monitoring, adopt HRD components, practice HRD process in the school, use participative leadership style, use coaching and mentoring methods, making conducive working environment and provide employees with sufficient materials and time.

Therefore to overcome the impediment of HRD there is a need for skilled man power in leader's position and a need to organize forums where the teachers and all stakeholders involved in professional development meetings and discuss the ways to overcome the challenges which influence the success of HRD implementation. To do this, Zone, WEO and Schools should give more attention to meet the stated educational goals. Therefore, schools should allocate adequate budget to sustain the implementation of HRD programs from block grant and the school grant fund provided by the government to improve the quality of education and propose for donors.

Finally, one thing is assured that, effective professional development can never be simply an event restricted by time. Professional development can be part of the process of quality improvement in education. Moreover, the issue of HRD is complex and change oriented which requires further research. Therefore, Universities and other organizations which are not which are not element of governmental agencies should be studied in depth to of governmental agencies should be studied in depth to get better HRD in the school context.

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## APPENDICES

### APPENDIX I: Sample Questionnaire for Cluster Supervisors', Principals' and Teachers' respondents.

ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF  
EDUCATIONAL PLANNING AND MANAGEMENT

#### Questionnaires for Cluster Supervisors, Principals and Teachers

**Directions:** Dear respondents, the main function of this questionnaire is to gather relevant data to the study allowed “Human Resource Development Practice in Secondary Schools of West Hararghe Zone, Oromia Regional state”. The information will be used as primary data in my study which is conducting as a partial fulfillment of Masters Degree in Educational Leadership and Management at Addis Ababa University. Kindly fill it as honestly as possible by marking (x) according to the key provided. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

#### NOTICE:

- Please, read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaires.
- You do not need to write your name on the questionnaire.

**Thank you in advance for your honest cooperation!!**

**SECTION A: Background Information:** Please, mark (x) your personal background on the space provided.

1. Sex: Male  Female

2. Age: 19-29  30-39  40-49  50 and above

3. Marital status: Single  Married  Divorced

4. Educational level:

Certificate  Diploma  Degree  MA/BSC and above

5. Work experience (in years):

Below 2 2-6  7-12  13 and above

**SECTION B:Extent of current human resource development practice:**

1. **Training and Development:** Please utilize one of the following Likert scales to point out your reply by marking (X)each item from the provided rating scales. Strongly agree=5 Agree=4 Undecided=3 Disagree=2 strongly disagree=1

I	Arrangement and Types of HRTDP	Agreement scales				
		1	2	3	4	5
1	Your school organized and designed training and development programs.					
2	You have attended enjoyable training and development program provided in your School.					
3	Your school provided short-term training and development programs.					
4	Your school provided in-service training and development programs.					
5	Your school provided the training and development program directly related to your job.					
II	<b>HR Training and Development Needs Assessment.</b>					
6	My school conducted human resource and development needs assessment.					
7	Each individual identifies training and development needs.					
8	Top level leaders determined TD needs of employees.					
9	TD needs assessment had been identified through analysis of the plan and objectives.					
10	TD needs assessment had been identified through analysis of the task.					
11	My school considered availability of training facilities in prioritizing needs.					
12	Considered the trainees capability and level of motivation.					
III	<b>HR training and development objectives and focuses of the programs</b>					
13	The TDP objectives had been set before preparing and implementing the program					
14	The objectives of the TDPs were clearly and precisely indicated the expected outcomes.					
15	The main focus of the TDP was to improve performance deficiency of employees and educational leaders.					

16	The main focus of the TDP was to introduce new methods, procedure, etc., to employees and officials.					
IV	<b>Items related to Selection of Trainees and contents</b>					
17	There were clear and transparent selection criteria for selecting trainees.					
18	TDP opportunities offered to appropriate individuals by concerning organizational goals.					
19	TDP opportunities offered to individuals based on personal relationships.					
20	Training and development opportunities offered based on trainees' interest.					
21	Trainees through their representatives participated in the selection of contents.					
22	TDP coordinators selected the content of the training programs.					
23	The school selected the content of the training and development programs based on MOE directives.					
2	<b>Career Development</b>					
24	Good in career planning and development activities					
25	Integrates HRD with the school objectives					
26	Well in working to implement career development timely					
27	There is good counseling center that benefits all staff members					
3	<b>Organizational Development</b>					
28	The school set clear mission and goal					
29	Good school leadership with required profession					
30	There is good culture of openness and communication					
31	Immediate problem solving culture is practiced					
32	There is good team spirit between the workforce					
4	<b>Performance Appraisal</b>					
33	There is short and long term performance evaluation system in the school.					
34	There is good system of acknowledgement for good performers.					
35	There is system to take immediate action when the staff members lack capacity.					
36	Problems not happen during performance appraisal					

**SECTION C- Employees view in the opportunity for growth and development.**

**1. Perspectives toward growth and development:**

I	Perspectives toward growth and development	Agreement scales				
		1	2	3	4	5
1	Your school does good jobs of providing opportunities for growth and development.					
2	The school's training & development programs improve my chance for promotion.					
3	Your school has good internal facility to provide appropriate training.					
4	In your school employees are active in making suggestions about work improvement.					
5	Your school is able to maintain experienced, skilled & educated employees.					
6	My boss gives me appropriate type of guidance					
7	Team leaders/supervisors support employees effort to enhance their capacity					
8	My boss & colleagues impress me with innovative ideas, energy & resource fullness					
9	My colleagues are willing to share new information and knowledge					

**SECTION D: Major impediment/ problems that can inhibit the practices of HRDP.**

**1. Challenges of human resource development:**

I	Challenges of human resource development	Agreement scales				
		1	2	3	4	5
1	Problem of developing comprehensive HRD strategies					
2	Absence of planning and clear training objectives					
3	Absence of monitoring and evaluation of training and development programs					
4	Absence of transparent and clear short term TDP guidelines / directives/					
5	Problem of allocating sufficient financial resources for HRD					
6	Inadequate training and development program					
7	Poor training plan in terms of content & methods					
8	Lack of proper orientation program to new recruits and new position holders					
9	Allocation of insufficient time in relation to contents					

**APPENDIX II: Sample Interview Guide Questions.**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF**  
**EDUCATIONAL PLANNING AND MANAGEMENT**

**Interview Questionnaires for vice heads of Woreda Education Office**

**Direction:** Dear respondents the major objective of this interview is to collect the main pertinent data on Human Resource Development Practice in Secondary Schools of West Hararghe Zone, Oromia Regional state. The data would be as primary data in my investigation that conducting for a partial fulfillment of Masters of Arts Degree in Educational Leadership and Management at Addis Ababa University. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

**NOTICE:**

- Please, read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaires.
- You do not need to write your name on the questionnaire.

**Thank you in advance for your honest cooperation!!**

**SECTION A: Background Information:** Please, circle your personal background on the choice provided.

1. Name of the Woreda/Town/\_\_\_\_\_

2. Sex: A, Male                      B. Female

3. Age: A. 20-29                      B. 30-39                      C. 40-49                      D. 50-59.

4. Education background: A. Diploma                      B. BA/BSc/BEd                      C. MA/MSc

5. Total service year

A. 1 -10    B. 11-20                      C. 21-30                      D. 31-40

## **Questions for Interview**

1. How do you perceive the practices of training and development, career development organizational development and performance appraisal?
2. What kind of opportunities provided by your school to develop job related skills & knowledge?
3. What techniques does your school use to assess training and development need?
4. How do you think about HRD process in terms of need assessment, design and identification of objectives, implementation and evaluation?
5. What is your opinion about perception of teachers on HRD of secondary schools?
6. What are the main problems your school faced in conducting training and development?
7. Are there anything related to HRD practices and challenges not covered that you consider as an essential issue?

**APPENDIX III: Sample of Document Review Checklist.**

**Note taking format/checklist/ for document analysis on human resource development practices in Secondary schools of West Hararghe Zone**

**Name of school** \_\_\_\_\_

**Woreda/Town/**\_\_\_\_\_

**1. School HRD/PD/Strategic/Policy plan**\_\_\_\_\_

1.1. Major HRD plan observed \_\_\_\_\_

1.2. Needs analysis/identification/criteria used

\_\_\_\_\_  
\_\_\_\_\_

**2. Report files and minutes**\_\_\_\_\_

3.1. Major HRD related activities \_\_\_\_\_

3.2 Discussions made in relation to HRD \_\_\_\_\_

3.3. Monitoring and evaluation techniques used \_\_\_\_\_