

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

PRACTICES, PROBLEMS, AND PROSPECTS OF TVET INSTITUTES
IN MANAGING HUMAN RESOURCE: THE CASE OF NORTH SHOA
ZONE IN AMHARA REGION

BY
TALEFE ESHETE



March, 2007

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A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of
Masters of Arts in Educational Planning and Management

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Acknowledgement

I would like to express my sincere gratitude to Ato Melaku Yimam, my thesis advisor, for his unreserved assistance, encouragement and constructive comments throughout this study.

I would also forward my grateful thanks to principals of the respective training institutes for their full cooperation and to all individuals who assisted me during the course of this study.

Talefe Eshete

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List of Abbreviations

AAU	Addis Ababa University
EPC	Employment and Promotion Committee
HR	Human Resource
HRM	Human Resource Management
HRP	Human Resource Planning
MOE	Ministry of Education
NTS	Non-Teaching Staff
REB	Regional Education Bureau
SHRP	Strategic Human Resource Planning
T	Teachers
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
TVETI	Technical and Vocational Education and Training Institutes
TVETC	Technical and Vocational Education and Training Commission

ABSTRACT

The purpose of this study was to assess the practices, which were carried out by TVET Institutes of North Shoa Zone in managing their human resource during the last five years. It was also to investigate those factors which affect these efforts and thereby forward suggestions to improve the situation. To this effect, the practices and major factors affecting planning, recruitment and selection of the staff, their utilization, professional assistance, training and development, and performance appraisal of employees were the major areas of investigation.

A descriptive survey method was employed to reveal the present state of staff management in the institutes. The sample TVET Institutes were selected from North Shoa Zone of Amhara Region based on availability sampling technique. The subjects of the study were 42 teachers (trainers), 34 members of the non-teaching staff, 21 academic heads, 10 members of employment and promotion committee, 3 principals, and 3 TVET Commission experts. Purposive, availability, and quota sampling techniques were used to select zone, institutes, and subjects of the study. The required data were obtained through questionnaire, interview and observation of documents. The data gathered were analyzed by employing frequency counts, percentages and chi-square test.

The findings of the study revealed that practice of preparing human resource plans and forecasting of staff needs were extremely low mainly due to lack of attention and the necessary skills of the staff management. Most of the members of EPC did not obtain any orientation on staff planning, recruitment and selection techniques. The methods mostly used to select staff were job advertisement, colleges candidates graduated from, professional associations and transfers. The practices of designing and implementing human resource plans, professional assistance, training programs and staff utilization were extremely low because of financial inadequacy and lack of skilled personnel.

In light of these findings, the following recommendations were forwarded. (1) Developing managerial skills of principals and other concerned personnel through constant training and providing more autonomy for the institutes to manage their financial and human resources; (2) Expanding colleges which train TVET professionals; encouraging private colleges to provide training in various fields at different levels; (3) allocating adequate budget as well as expanding income generating activities in the institutes to improve financial scarcity; (4) improving working conditions (5) providing a substantial attention to HRM activities.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This part of the study deals with the background of the study, statement of the problem, significance, delimitation, limitation, research methodology and procedure of the study, definition of terms, and organization of the study.

1.1. Background of the Study

People with a range of abilities, talents and attitudes are essential elements of any organization. They set the over all strategies and goals, design of work systems and produce goods and services. Thus, on account of the roles they assume in organizations, people become human resources (Bratton and Gold, 1994: 5). In short, managers and employees taken together represent the human resource of an organization. Human resources are the most important resources of an organization because without effective human resources, it is simply impossible for the organization to achieve its objectives (De Cenzo and Robbins, 1999:5).

According to Cowling and Mailer (1981: VI), the term 'human resource' is chosen as it reflects a commendable modern emphasis on treating employees as valuable resources requiring expert selection and development. Accordingly, people employed in organizations are viewed as resources that must be given careful and expert attention and should be managed to produce the utmost benefit (Graham, 1983:1; Nininger, 1982: 1). Managing human resource effectively influences not only the expenses associated with achieving the organization's mission but also its effectiveness. The ability of an organization in the process of planning, organizing, directing and controlling the procurement, development, compensation, integration, and maintenance of human resource and

finally the accomplishment of personal, organizational and effectiveness (Flippo, 1984:5).

In an organization, management of human resource includes activities such as staffing, recruiting, selecting, developing, utilizing, rewarding, maintenance, and employee relations. The activities could be categorized into four basic functions: staffing, training and development, motivation and maintenance (De Cenzo and Robbins 1998: 12-18). The purpose of these human resource management (HRM) activities is to improve employee performance and to enhance organizational effectiveness by bringing about well qualified, competent, and experienced people for jobs at all levels and in all departments of an organization. Mondy and Noe (1990:5) stated HRM as “utilization of the firm’s human resource to achieve organizational objectives”. In general, an effective system of human resource management must ensure conditions of service, which are appropriate to the professional development of employees.

The Educational and Training Policy of Transitional Government of Ethiopia (TGE, 1994) was formulated to employ conducive environment to the management of the educational system. The policy has given special attention to strengthen and expand education, decentralization of management, efficient and professionally coordinated participatory system. Technical and vocational training has been designed to prepare trained manpower to be engaged in various branches of the economy in the country, Ethiopia. Thus, technical and vocational education and training (TVET) has been brought to the center stage of the educational system. The government has attempted to obtain general public support of the education and training reform including the new approach to school governance and organizational structure. As a result, TVET has been changed in almost all aspects of its historical composition, including physical designs and training methodologies.

TVET Institutes, as any other social organizations, need effective human resource management. They require trainers (teachers) with technical and pedagogical skills and industrial work experience. They also require competent non-teaching staff, which plays a variety of supportive role in assisting the institutes, to achieve their objectives. Those qualified people are costly to train or attract from external sources to the teaching profession. But without such qualified people, even the best planned training programs could not be effective. On the other hand, the TVET program is devised to enable trainees develop working skills, knowledge, and attitude that would enable them secure employment in the labor market or create their own job (MoE, 1995E.C:11). Thus, to prepare these trainees to be able to fit the requirements of work and further training, the problems of qualified trainers (teachers) and the non-teaching staff need to be alleviated.

The other issues and problems in managing human resource are related to the educational reform and decentralization of management. Regarding this issue, Webb and Norton (1999:3) clearly described the following. "Developments like educational reform and restructuring, changes such as decentralization of school system management and local decision making have raised new issues and problems in human resource management" (Webb and Norton, 1999:3).

These constant changes of environmental conditions, government policies and regulations, uneven economic growth patterns, etc. have affected the institutional performance. These changes and the continuous expansion of TVET Institutes contributed to the desperate shortage of qualified trainers, other professionals and talent administrative and support staff, particularly in rural areas.

The type and profile of trainers (teachers) and non-teaching staff at TVET Institutes might be determined based on the country's social, political, and economic development level. In our country, the minimum requirement to train in TVET Institutes for teachers, principals, guidance & counselors is a first degree and for workshop assistants is diploma (MOE, 1995 E.C.:51). Nevertheless, the inability of the Institutes to attract and retain qualified professionals forced the institutes to fill vacant positions with people who have minimal or no appropriate qualification and practical experience (MoE, 2006:9). Closing the existing departments and opening new fields of study also has a great impact on the matching of demand and supply of labor. The practice of human resource management in TVET Institutes, therefore, has remained a challenge since a long time. The issues facing the human resource functions pose difficult challenges for the institutes and their leaders. Therefore, practices of human resource planning, recruitment and selection practices, methods and criteria for the selection of competent personnel, their utilization, training and development and performance appraisal are the major issues, which demand thorough investigation.

1.2. Statement of the Problem

Organizations, even with a lot of buildings, expensive equipment and some impressive bank balances cannot achieve their goals without human resources. Management of human resource in organizations involves policies, procedures and different activities that are adopted to obtain and develop efficiency, to retain and stimulate the growth of those individuals whose efforts are essential to the success of the organization (De Cenzo & Robbins, 1998:3).

The implementation of the Education and Training Policy of Ethiopia and the development of qualified manpower at various levels mainly depend on the professional competence of teachers and placement of non-teaching

staff in the institute. However, the institutes faced different problems in managing their human resource. These include desperate shortage of qualified persons, poor management practices of the human resource, and turnover of professionals, particularly in rural areas.

Although the government and authorities concerned with the issue have attempted to match the demand and supply for labor, the management of human resource in TVETI stayed to be one of the most challenging tasks. However, there is hardly any systematic research conducted to alleviate the problem. It necessitated the adoption of investigation to deal with the practices and problem in the present situation.

The basic purpose of this study was, therefore, to assess and investigate the current practice in managing human resource in TVET Institutes in line with the Educational and Training Policy of Ethiopia. It also tried to indicate the major problems with regard to human resource that affect the implementation of the program and then propose ways to improve the situation in the future.

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

1. How do TVET Institutes in North Shoa Zone determine their human resource needs?
2. What are the methods and criteria that TVET institutes adopt in the recruitment and selection of employees?
3. What are the processes of staff utilization, training and development conducted in the TVET Institutes of North Shoa Zone?
4. To what extent do staff members in TVET institutes obtain professional support from educational managers and other concerned professionals?

5. What are the major problems that affect management of the human resources in TVET Institutes?
6. What are the prospects of managing human resource in TVET Institutes of North Shoa Zone?

1.3. Significance of the Study

This study will be important in the following manner:

1. It may increase awareness among educational managers, policy makers, Regional TVET commission officials, members of EPC and those who manage the institutes to see issues, practices and problems in managing human resource of TVET Institutes.
2. It may provide some insight to show up means and ways as to how to reduce the gaps between demand and supply of labor, upgrade the human resource of the institute and utilize them with their full capacity.
3. The study will add some knowledge and enrich the existing literature in the area.
4. The findings of this study will invite other researchers to conduct wider and deeper study in the area.

1.4. Delimitation of the Study

The task of managing an organization combines human, financial and material resources for carrying out its objectives. The study of all these resources at Regional and/or National level will make the findings of the study more comprehensive and reliable. The study was; however,

delimited to the investigation of the practices and problems associated with managing human resource in TVET (10+1 and 10+2) programs of three Institutes namely: Debreberhan, Ataye, and Mehal Meda of North Shoa Zone. The rationale behind this selection is to make the study manageable by making the data source as accessible as possible.

1.5. Limitations of the Study

The researcher had a financial constraint for the study to cover the regional level or the most parts of it. The other limitation the researcher faced was shortage of related literature, particularly research work materials in the area under consideration in Amhara Region.

1.6. Research Methodology and Procedure of the Study

1.6.1. The Research Method

A descriptive survey method was employed in this research study to reveal the practices and problems of managing human resource in TVET institutes of North Shoa Zone. This method is appropriate to describe what is happening at present and to secure large amount of relevant data as asserted by Seyoum and Ayalew (1989:17).

1.6.2. Sources of Data

In this study, the data were gathered from both primary and secondary sources. As secondary sources, related literature was reviewed to acquire more knowledge and gain adequate insight in the area of study and to support the findings. Primary sources were also gathered from the subjects including teachers, department heads, principals, non-teaching staff, employment and promotion committee, and regional TVETC experts. Moreover, many available documents that constitute policies, guidelines,

regulations, reports, procedures, statistical information were consulted to get background data about the issue under study.

1.6.3. Sample Population and Sampling Technique

All the three TVET Institutes: Debreberhan, Mehal Meda and Ataye of North Shoa Zone were involved in this study; therefore, the availability sampling technique was adopted. The rationale behind selecting all the three TVET Institutes was that the population size was manageable and the Institutes represent relatively rural and urban areas. With regard to the sample population, principals, department heads, teachers, and the administrative staff (non-teaching staff) were involved in the study by using availability, purposive and quota sampling techniques. Teachers and the non-teaching staff were included in the study because they were directly affected by the staff management and hence had reliable and adequate information on the issue understudy.

Accordingly, of the total 80 teachers in the sample TVET Institutes, 48(60%) were included in the study by using quota sampling technique proportional to the total size of teachers in each Institute. By applying the same technique, among the total 76 non-teaching staff members in the Institutes, 38 (50%) were included in the study. The rationale behind taking 60 percent teachers and 50 percent non-teaching staff was to increase the representative ness of the sample respondents of all departments/sections. Table I shows the total and sample population of teachers and the non-teaching staff in each institute.

Table I: Total and Sample Population of Teachers and Non-Teaching Staff in the Study

Sample Institutes	Total population		Sample population		Percentages	
	T	NTS	T	NTS	T	NTS
Ataye TVETI	14	22	8	11	57.14	50
Debre berhan TVETI	50	32	30	16	60	50
MehaMeda TVETI	16	22	10	11	62.50	50
Total	80	76	48	38	60	50

Source: The Sample TVET Institutes

T= teachers; NTS=Non-teaching staff

The third group of respondents consisted of vice principals and department heads. Among these respondents three vice principals from each sample Institute were involved based on availability sampling technique. Whereas, of the total 24 department heads in the sample Institutes, 18 (75%) were selected by using purposive sampling technique. They were involved with an attempt to obtain their views and the required information since they were directly involved in managing the human resource of those Institutes.

In the fourth group, the Institutes' staff employment and promotion committee were included because they were involved in the decision of human resource matters. Since they were small in number, all 12 (100%) of them were selected by employing availability sampling technique. Moreover, three principals one from each institute & three Regional TVET Commission experts were incorporated in the study based on purposive sampling technique as they have direct relation with the issue under study.

1.6.4. Instruments of Data Collection

Questionnaire and interview were employed as instruments of data collection. Four sets of questionnaire involving both close ended and open ended items were prepared and administered to gather quantitative and qualitative data relevant to the study. Three sets of questionnaire for teachers, academic heads, and employment and promotion committee were prepared in English language because the respondents could read and understand the question items. The question items for the non-teaching staff were prepared in Amharic to avoid misinterpretation and misunderstanding of concepts.

Interview was conducted with principals of each Institute and Regional TVET Commission experts to elicit qualitative information regarding to issues that require clarification. Thus, unstructured interview was employed to obtain their views, opinions, problems and prospects to assess the over all picture of HRM in TVET Institutes.

1.6.5. Procedures of Data Collection

The data collecting instruments were prepared and given to thesis advisor and to two lecturers at Debre Berhan Teachers' Education and Vocational Training College to find out omissions, misunderstandings, and relevance of each item. Based on their professional comments and suggestions corrections were made.

The data collecting instruments were then pilot tested at Debre Berhan TVET Institute to make necessary adjustments and to maintain their validity before the final study was conducted. In the pilot study, 10 people from the teaching staff and 8 from the non-teaching staff were selected. This Institute was selected because it consists of relatively well

experienced staff members who could provide relevant feedback. It was also selected with an attempt to get respondents similar to those of the main study. Based on the pilot test, corrections such as changing open-ended items to close ended, improving ambiguous question items, and omitting items were made. The sets of questionnaire were distributed to the respondents at a convenient time (opening of institutes) in order to increase the rate of its return. Moreover, a close follow-up was made to obtain reliable data and information. Finally, the completed sets of questionnaire were collected.

1.6.6. Data Analysis

After the collection of the data gathering instruments and ensuring the responses, the process of tabulation was carried out, expressing in terms of both numbers and percentages. The items of the questionnaire were categorized into different tables based on the similarities of issues raised to address the problem under consideration. Then, each of the issues was analyzed and interpreted by employing counts and percentage. The chi-square (χ^2) test was also employed to check whether there exist significant differences between attitudes of the groups under study on the practices and problems of HRM in TVET Institutes or not. The existing differences were tested for statistical significance at $\alpha = 0.05$ level.

1.7. Definition of Terms

Human Resource- includes all employees in the institute irrespective of their levels in the hierarchy of authority. It includes the professional, administrative, and finance personnel and support staff of the institute.

Human resource Management- The sum of activities required to attract, develop and retain people with the knowledge and skills needed to achieve organizational objectives (Holt, 1993:370).

Management- The effort or activity necessary to direct the individual(s) who work with and through people, who administer (s) facilities, funds, materials and other resources to achieve organizational goals (Dejnozka, 1983:100).

Manager-in this study refers to principals, department heads, heads of sections, units, etc. in the training institutes.

Non-teaching staff: - personnel who play the role of facilitating implementation of activities of the teaching (training) staff by adjusting the administrative, financial and support conditions.

Principals - administrative heads of the training institutes who, subject to the institutional system policy and manages the institutes' total program (Dejzonka, 1983:127). The term in this study, also refers to vice principals who assist the principals and functioning in staff rather than a line capacity.

Recruitment-a term applied to the phase of HRM that involves reaching out and attracting a supply of persons from which to select candidates for job vacancies (Megginson, 1981:142).

Technical and Vocational Education and Training - education designed to educate and train students in specific traditional and modern fields of vocational skills for students who have completed grade 10 and show sufficient desire and inclination to train in the fields of their Choice (MOE, 2002:44).

Turnover - process in which employees leave organizations and have to be replaced (Mathis and Jackson, 1997:75).

1.8. Organization of the Study

This paper consists of four chapters. The first chapter deals with the problem and its approach which covers background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, research methodology and procedure of the study. The second chapter consists of the review of the related literature. The third chapter deals with presentation, analysis of data, and interpretation of the findings. The last chapter presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This part of the thesis deals with the literature review related to the issues under the study. It provides a theoretical background on managing human resource: Human resource planning in education, staff recruitment, selection, utilization, training, professional development and performance appraisal of employees.

2.1 An Overview of Human Resource Management

It seems appropriate to begin with defining the term "human resource management". As Ivancevich and Glueck (1989:2) defined human resource management "is a function performed in organizations that facilitate the most effective use of employees to achieve organizational and individual objectives". According to Dessler (1997:2), human resource management refers to the performance of all managerial functions involved in planning, recruiting, selecting, developing, utilizing, and maximizing the potential of the human resource to the best achievement of the organization's objectives.

Like any other social organizations, educational institutes must deal with the tasks of structuring, managing, and giving direction to a complex mix of human and material resources. Human resource management in the educational institutes is part of the process of management which focuses on the people side of management to meet the objectives of the institute. In educational institutes, the focus on human resource management is of the greatest importance, but not different in kind from the problems and issues that face human resources elsewhere (Hanson, 1996:1; Riches & Morgan, 1989:12).

The purpose of human resource management, according to Graham (1983:11), is to ensure that employees of an organization are used in such a way that the organization obtains the greatest possible benefit from their abilities and the employees obtain both material and psychological rewards from their work. Human resource management achieves its purposes by meeting the objectives of the society, the organization and the people working to the organization. Hence, the day-to-day activities of human resource management according to Glueck (1982:13-15) are directed to the realization of:

1. Societal objectives: to be responsive to the challenges and needs of society while minimizing the negative impact of such demands.

2. Organizational objectives: to recognize that human resource management exists to contribute to organizational effectiveness, so it is not an end in itself rather a means of helping the organization achieve its primary objectives.

3. Personal objectives: to assist employees in achieving their personal goals at least insofar as this goal enhances the individuals' contribution to the organization (Glueck, 1982:13-15).

2.2 Developing a Foundation for the Institutional Human Resource Decisions

2.2.1. Strategic Human Resource Planning In Education

Strategic human resource planning (SHRP) is a process of linking the efforts of human resource planning to the strategic direction of the institute. SHRP focuses on current decisions and their future implications. Its purpose is to ensure the most effective use of human

2.2.2. Human Resource planning in Education

2.2.2.1 Conceptual Definition

Human resource planning (HRP) is the foundation for decision of institute human resource needs of both the professional and the support staff. Human resource planning, as stated by Cole (2002:138), is “any rational and planned approach to ensure the recruitment of sufficient and suitable staff, their retention in the organization, and the optimum utilization of the staff and the improvement of their performance”. HRP is concerned with identifying the institute’s human resource demand and devising means to ensure sufficient supply of labor. Organizations use human resource planning to (1) analyze business plans to establish future human resource requirements, (2) estimate future human resource availability, (3) reconcile requirements and availabilities, and (4) formulate action plans that contribute to the organization plan achievements (Heneman III, et al., 1996:204). Human resource planning, therefore, helps to make decision about recruitment, avoidance of imbalances in distribution of manpower, formulate transfers, training and development numbers and categories, labor cost estimation and so forth.

The ultimate success in human resource planning, as stated by Cascio (1991:117), depends upon several factors such as:

1. The degree of interaction of human resource planning with strategic planning activities;
2. The quality of data base used to produce the personnel inventory and forecasts of human resource demand and supply;
3. The caliber of the programs established to achieve human resource objectives, and
4. The organization’s ability to implement the program (Cascio, 1991:117).

The efficient use of human resource is a continuous problem in TVET Institutes. Some of the issues that occur repeatedly include the availability of qualified persons to fill jobs, the maintenance of the quality managerial talents in the face of rapid economic, social and technological changes, and controlling the substantial labor costs of high talent personnel (Simon, 2004:).

2.2.2.2. The Human Resource Planning Process

As Cascio (1991: 218-220) suggested human resource planning is a two-step process:

1. Anticipating and responding to needs emerging within and outside the organization to determine priorities and to allocate resources where they can do the best.
2. Planning programs follows the analysis of need. Activities and programs relate directly to current and anticipated issues and they must be evaluated in terms of needs, costs and expected results.

The steps involved in this process include forecasting future needs, analyzing the availability and supply of people, drawing up plans to match supply to demand, and monitoring the implementation of the plan.

2.2.2.3. Human Resource Planning Components

Human resource planning has two components, namely, human resource requirements and human resource availability forecasting.

Requirement forecasting involves determining the number and type of employees needed by skill level and location to realize the institute objectives (Mondy et al., 1999:152). In forecasting process, institutes need to consider the past use of human resource, future institutional plans,

general economic trends and other factors such as anticipated internal turnover, enrollment increase, budget constraints and allocations (Chandan, 1997:275).

Availability forecasting, on the other hand, is “the process of determining the source of employees with the necessary knowledge, skills and abilities needed by the organization” (Mondy, et al., 1999:153). An institute may secure such employees from within it; from the outside, or from a combination of the two sources. Thus, an institute looks into both internal sources (currently existing employees) and external sources (the labor market).

By analyzing the requirements and availability, an institute will determine whether it will have a surplus or shortage of employees. If surplus is projected, methods such as restricted hiring, reduced hours, early retirement and layoffs must be applied to reduce the number of employees while shortage forecast calls for external recruitment and selection (Mondy, et al., 1999:150).

The skill levels being sought determine the relevant labor market. Forecasting can assist in identifying where potential employees may be found as well as for predicting the types of individuals that would likely succeed in the institutes. There are at least four basic terms used in forecasting. These are:

- a. **Long- term trend:** - projection of demand for the institute’s labor requirements for five years or more into the future.
- b. **Cyclical variation:** - reasonable predictable movements such as change in economic conditions, societal pressure etc.

about the trend line that occur over a period of one to five years.

c. **Seasonal variations:** -are predictable changes that occur over a period of one year.

d. **Random variations:** - refers to change, which occurs without pattern. (Mondy, et al., 1999:150).

Thus, random variations cannot be planned. Institutes need only be prepared to deal with these variations while the first three are predictable and can be planned.

2.2.2.4. Factors Limiting the Implementation of Human Resource Planning

In practice, human resource planning can be difficult and often inaccurate. Some of the factors limiting implementation of human resource planning according to Graham (1983:119) are:

- The type of institutes: some depend on political decisions; others work on a tendering basis, so that plans can only be short-term;
- Resistance of employees to the change expressed in the plan;
- The difficulty of making accurate forecasts of social and economic changes;
- The goals of the controlling interest in the Institute;
- The need to have very complete and accurate employee records, maintained for at least the last five years;
- Recruitment plans, which may be impossible to put into practice due to scarcity of finance.

2.3 Recruitment and Selection

2.3.1 Recruitment

2.3.1.1 Conceptual Definition

Educational institutes enter into recruitment activities to add, to maintain, and to readjust their total human resource in accordance with the human resource requirements. According to Saiyadain (1988: 65), recruitment may occur either due to transfer, promotion, retirement, termination (or death) of employees or the expansion, diversification, and growth of the organization.

Recruitment, as Mondy, et al. (1999:147) defined, “is the process of attracting individuals on a timely basis, in sufficient numbers and appropriate qualifications, and encouraging them to apply for the jobs within an organization”. It is the first part in the process of filling vacant positions. The principal purpose of recruitment is to attract sufficient and suitable potential employees to apply for vacancies in the organization (Cole, 1997: 139; Prasad & Banerjee, 1981:93 and De Cenzo & Robbins, 1996: 158). The activity of planning for recruitment begins with conducting job analysis to determine the qualification needed for each job vacancy, determining where and how to recruit for each vacant position, and establishing adequate policy guideline and procedure to direct each of the activities to be undertaken (Kleiman, 2003:70).

2.3.1.2 Sources of Recruitment

There are two basic source of recruitment (internal and external), which are used depending upon factors such as the qualified people available in both sources, the economic condition and plans of the institute, its equal employment opportunity (EEO) condition and relative costs (Glueck, 1982:255).

2.3.1.2.1 Internal Recruitment

Internal recruitment is the most obvious source within the institute itself. It is applied in the case of employee transfers, promotions or recalls from layoffs (Chandan, 1987:278). Thus, internal recruitment looks for applicants to vacant positions from among the employees who are currently employed. Internal recruitment has both advantages and disadvantages.

The advantages of internal recruitment are that, it enhances employee utilization, motivation, job satisfaction, and better job performance; it reduces turnover and increase effectiveness; better knowledge of the internal candidates' skills and abilities; it is less expensive and time saving (job openings can be filled more quickly); internal candidates are more familiar with the institutional policies, and practices and thus they require less orientation (Bernardin, 2003: 96-97). The disadvantages are that it creates vacancies elsewhere in the institute, it discourages creativity and diversity, lack of new blood (insufficient supply of candidate), and it may be based on nepotism or seniority rather than merit (Kleiman, 2003: 121 – 126)

2.3.1.2.2 External Recruitment

When recruiting externally, a training institute should first assess its attractiveness in the eyes of potential applicants. Pay policies and practices are likely to influence attraction of new employees, their performance, retention and satisfaction. Hence, organizations may need to increase the starting pay level, improve benefit package, and improve working conditions and growth opportunities (Kleiman 2003: 70). The external recruitment also has its advantages and disadvantages. Some of the advantages according to Bernardin (2003: 96-98) include facilitating

the introduction of new ideas and thinking in to the institute's decision-making; increasing diversity/creativity and saving training time. Its disadvantages are that the introduction of new personnel may have negative impact on work group cohesion and morale; the new personnel take longer to learn the chain of the jobs; it can be very costly and it suppresses upward movement of personnel.

2.3.1.3 Methods of Recruitment

Whenever an institute recruits the required talent from either internal or external sources, a variety of methods is available.

2.3.1.3.1 Internal Recruitment Methods

Glueck (1982:258) suggested three major internal recruiting methods: job postings and self-selection, skills inventories and employee referrals.

1. Job posting: - This method allows employees to apply for other positions in the institute. Employees respond to the announcements of the vacancy and are considered for the position. Self-selection is another method that is based on employee request even when vacancy does not exist. Therefore, employees may indicate the positions in which they feel that they have the required talent and interest.

2. Skill Inventories: - organizations, instead of job vacancy notice, may use skill inventories and search the files for potential qualified candidates. The identified candidates are then contacted to see their interest for the position to apply. In this method, supervisor recommendations will also be taken in to account.

3. Employee Referrals: - friends of current employees will serve as source of internal recruitment. This form of recruitment, however, will have adverse consequence for working and social relations on the job. Because

it reduces the chance for protected group members to hear about job vacancies unless all applicants are treated equitably (Glueck, 1982:258).

2.3.1.3.2. External Recruitment Methods

No organization is able to meet all its human resource needs from internal sources. It may not even be desirable. Thus, to meet the demand for talent, desire for fresh ideas, or to replace workers who leave, institutes frequently turn to the external labor market (Cascio, 2003: 212). There are several methods of external recruitment. Bernardin (2003: 99 – 104) and many other mentioned the following most common methods.

- 1. Walk-ins / Unsolicited Applicant Files:** - Institutes may accept applications or resumes from individuals interested in working for the institute. This approach for candidate's direct application is the most common and least expensive. It can also provide a pool of potential employees to meet future needs. While direct applications are more effective in filling unskilled positions, some organizations because of their reputation or geographical location, compile best pools of potential employees for skilled positions.
- 2. Employee Referrals:** -in this method, firms ask their employees to solicit applications from qualified friends and associates. Thus, it is a recruiting method through recommendations by present employees.
- 3. Direct Links with Educational Establishments:** - Educational institutes at all levels (colleges, universities, schools) offer employers the opportunities for recruiting recent graduates.
- 4. Employment Agencies:** - There are two forms of employment agencies: public or state agency and private agencies. They are used

to identify potential applicants, to increase their pool and to perform preliminary screening. Government Agencies are funded publicly and provide free placement service. On the other hand, private agencies charge either the employee or the employer for a placement or referral. Private agencies are most effective when the organization, (1) has had difficulty in building a pool of qualified applicants, (2) is not equipped to develop a sophisticated recruitment effort, (3) is explicitly recruiting minorities or females, (4) is attempting to recruit individuals who are not actively seeking employment and, (5) when there is a need to fill a position quickly.

5. Professional Associations: - this is professional societies or associations within a specialized area. These include labor unions and significantly affect and control the supply of prospective applicants. They control the principal supply of particular type of labor or give employment preferences to their members.

6. Advertising: - This is common method, which can range from a simple classified advertisement to an elaborate media campaign through radio or television to attract applicants. It is often the only source used by educational institutes to fill classified vacancies. When selecting the proper vehicle radio, television, bulletins, journals or newspapers the employer should rely heavily upon the past results for any particular position (Kleiman, 2003:99-104).

The choice of an external recruitment method (Ivancevich &Glueck 1989:239; Kleiman, 2003: 134) depends largely on circumstances surrounding the employment situation. Accordingly, to decide which method to use, the organization should know the type of job to be filled, how quickly the job needs to be filled, the geographic region of

recruitment, cost of implementing the method, and its attractiveness to potential employees.

2.3.1.4. Factors Affecting the Recruitment Process

Several factors affect the process of recruitment. These factors can be categorized in to two internal and external to the institutes.

2.3.1.4.1. Internal Factors Affecting Recruitment Process

As Glueck (1982: 251-52) suggested, the decision to recruit people with certain qualification, recruitment polices, the source and methods of recruitment, and the evaluation of the recruitment process are internal factors that affect the recruitment. Human resource planning and job analysis are the major factors in making decision to recruit. This is because they guide the number and types of people needed, appropriate recruiting sources, and methods, and the evaluation of recruiting process. The institutional recruitment policies such as internal promotion, source of recruits, who does the recruiting, and its overall approach to recruiting also guide recruitment decision in organizations (Glueck, 1982: 250 – 252).

2.3.1.4.2. External Factors Affecting Recruitment Process

Factors external to the institute, according to Glueck (1982: 248) and Ivancevich and Glueck (1989:223) include government and union restriction, the labor market, and candidates' preferences.

- a) Labor Market Conditions:** - These are major factors in the external environment, which affect recruitment. When there is an excess number of a workforce at recruiting time, even tight screening will

attract more than the required number of applicants. When there is shortage of work force in the labor market, it may be necessary to attract any applicants that fulfill the expectation of the institutes.

b) Governmental and Union Restrictions: - Laws and regulations are other external factors that affect recruitment process. Government restrictions may affect who can be recruited, how and where. Unions may also restrict recruiting to the umbrella of hiring their members.

c) The Candidates' Preference: - Sometimes qualified applicants do not want to be hired in the institutes. The reasons, as De Cenzo (1996:158-159) suggested, include image of the training institutes and attractiveness of the job.

- **Image of the Organization:** - A number of communities perceive local institutes as if they are engaged in less effective activities, poor quality services, unsafe working condition, or as being indifferent to the need of workers. This attitude reduces the chance of attracting application pool.
- **Attractiveness of the Job:** - job viewed, as boring, low paying or lacking in promotion opportunity will rarely attract a qualified pool of applicants.

Other factors include recruitment cost (budget constraints), the composition of the labor, location of the organization and employment & promotion committee unless it is well oriented and properly organized.

2.3.2. Selection

2.3.2.1. Conceptual Definition

Once the recruitment activities of the institute have succeeded in attracting sufficient numbers of relevant applicants then follow the selection activities. The purpose of selection is to identify the most suitable applicants and persuading them to join the organization (Cole, 2002: 183). Selection, as defined by Chandan (1987: 281), is “a process of choosing the right candidate from a pool of applicants, established to achieve a good match between job requirements and the candidate’s skill and motives”. An effective and efficient selection decision improves the proportion of successful employees.

2.3.2.2 The Process of Selection

Organizations use a variety of selection methods and procedures in making selection decision. The number of steps in the selection process and their sequence varies with the type and level of job, the cost of administering the particular activity at each step, and the effectiveness of a step in eliminating unqualified candidates (Glueck, 1982:293). According to Webb, et al. (1987: 77), selection process is important to make improvements in the service of the institute. Therefore, vacant positions in TVET Institutes offer a chance to improve the quality and effectiveness of their training process; however, filling vacancy with inappropriate candidate can cause serious professional and personal problems. To this effect, selection has to be conducted in ways that ensure the highest degree of success. Employment decision requires appropriate and valid information about the candidates even though there is no one best way for processing the applicants (Webb, et al., 1987: 77).

The selection process may consist of various steps each of which represents a decision point for the process to continue. Glueck (1982: 293–294) and De Cenzo & Robbins (1996:171-175) identified the following series of steps through which applicants pass.

1. Initial Screening Interview

Initial screening is used when applicants are likely to walk into the employment office or job location. The organization develops some rough guidelines such as minimum education to be applied to reduce the time and expense of actual selection by screening those who are obviously unqualified.

2. Completion of Application Form

Once the initial screening has been completed applicants are asked to fill an application form. The information required may be used to record the applicant's identifying data such as name, address, telephone number, job for which he is applying. It also includes information covering education, work experience, and other facts relating to his/ her background.

3. Employment Test

A candidate who fulfills the application form may be given one or more tests of intellect, aptitude, personality (ability and interests) to provide major input to the selection process. As Atwood and Dim Mock (1996:45) stated "selection tests are used to provide standardized, reliable, and objective measure of applicant's skill". The type of tests used must be selected based on the job requirements and their value in predicting the probable success of the candidate on the job.

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4. Employment Interview

Employment interview is one of the most widely used tools in the selection process. It is designed to explore areas such as applicant's motivation, ability to work under pressure, and ability to fit in with the institute, which cannot be addressed easily by the application form or tests. The process of developing and conducting an effective interview with a prospective employee; therefore, requires extensive training, skill and experience (Webb, et al., 1987: 78).

5. Background Investigation

This includes contacting former employers and other job- related and personal references to confirm the candidate's work record and to obtain their appraisal of his/ her performance (Ivancevich &Glueck, 1989:298).

6. Physical Examination

Physical examinations are included in the selection process as a protection to both the organization and the individual. They help the organization in determining whether the applicant is physically capable of performing the job. They also help to place the individual in the job that is suitable to his/her physical conditions.

2.3.2.3. Criteria for Staff Selection

A well planned and carefully executed selection can identify a person, who will bring new life into the institute (Webb, et al., 1987:77). Hence, criteria are necessary in carrying out good selection. In setting criteria, the characteristics of employees desired for effective job performance should not be too long because it may be impossible to select anyone. On the other hand, if there is no criteria the wrong prospects are likely to be

selected. Thus, criteria should be set based on what the organization can offer or on the objective of the management (Ivancevich and Glueck, 1989:269-272). The criteria for selection of suitable candidate can be categorized in several ways: education, experience, physical characteristics, and personal characteristics of employees, who will perform well in the position to be filled (Glueck, 1982: 289).

1. Education: -The person to be selected among the applicants for a job should possess knowledge, abilities and skills, which match those required on the job.

2. Experience: -Generally, candidates with relatively more and relevant experience are preferable to those with less relevant experience.

3. Physical characteristics: -This is practicing physical characteristics such as age, sex, and physical fitness as relevant category of selection criteria whenever they are directly related to work effectiveness.

4. Personal characteristics: -Personal characteristics include marital status and age. Organizations may prefer married employees, assuming low turnover and high performance. They may also set age limits depending on the nature of the job to be performed.

These criteria are used to compare job applicants to select the best-qualified candidate and determine his/ her potential to successfully perform on the job. According to Bernardin (2003: 112-114), a successful standard should have the following basic characteristics: reliability, validity and utility.

^ **Reliability:** -It is an index reflecting the degree of consistency among the selection scores earned by an individual under different conditions. The reliability of selection methods can be affected by administrative factors including emotional and physical state of candidates, lack of rapport and inadequate knowledge of how to respond to a measure. Technical factors such as individual differences, question difficulty and length of measure also affect reliability.

^ **Validity:** - It is an index of selection effectiveness and reflects the extent to which applicants would perform the job. It indicates the appropriateness, meaningfulness and usefulness of the inference made during the selection process.

➤ **Utility:**-concerns the economic gain derived from using a particular method (Bernardin, 2003: 112-114).

2.3.2.4. Factors that Affect the Selection Process

There are various factors, both internal and external, that affect the selection process. Glueck (1982: 286 – 288) has suggested the following:

a) The Sector: - The sector in which the institute operates affects the process it practices. In public organizations such as TVET Institutes, the selection may be made based on political merit or patronage rather than pure merit selection.

b) The Nature of the Labor Market: - the number of applicants relative to the job vacancies also affects selection process. When there are more workers than jobs, employees find employment costs minimum. An excess of labor can reduce employee pressures for salary & benefit increases. Nature of the labor market depends on the source it recruits (national,

regional or local). Moreover, it is affected by the benefits or the conditions the organization provides (relative wage paid, the job itself and the organization's image).

C) Location of the Organization: - The location of the organization influences the type of people it hires and the HRM activities it carries out. For example, A TVET Institute located in rural areas faces different situations than one located in urban areas.

2.4. Induction

Induction as stated by Graham (1983: 136) is “the process of receiving the employee when he/she begins work, introducing him/her to the organization and to his/her colleagues, and informing him/her of the activities, customs, and traditions of the organization”. It includes comprehensive activities designed to match institute's objectives and employee needs. It begins with job application and continues as the organization or the employee requires it.

The main purposes of induction, as stated by Glueck (1982: 324-326) are as follows.

- a) Facilitating the entry of employees by minimizing anxiety and other troubles into their new positions
- b) Reducing employee turnover, because initial impressions and information are important to later attitude toward the job, the colleagues, and the institute.
- c) Saving time for supervisors and coworkers
- d) Increasing employee efficiency and effectiveness, and
- e) Promoting the highest level of personal satisfactions and confidence (Glueck, 1982: 324-326).

In the TVET institutes, the induction needs of support staff are greater than those of the professional staff. Most of the professional staff is being oriented to various aspects of institutes during their educational preparation programs. While many of the support staff came to the job with certain skills or training but without clear understanding of the role of the institute, the educational process, or the working condition of the educational system (Webb, et al., 1987:241). Accordingly, induction program must be carefully planned, sequenced, and directed towards helping the new employee see the picture of the institutes and the district in which the institute is located.

2.5. Labor Turnover

Labor turnover, according Graham (1982:165), is “the movement of people into and out of the organization”. When the number of workers who leave the organization increases, a number of problems to the organization arise. These include increase in cost of recruitment, selection, training, overtime payment to other workers and administrative costs, less effectiveness of new employees, delay of work while waiting for replacement, and possible division of efforts of qualified employees (Graham, 1982: 165).

There is a very wide variety of possible reasons for employee turnover. As stated by Taylor (1998: 235-238), people become dissatisfied with their jobs because they may be bored with the job contents, frustrated by lack of promotion, fed up with their supervisors or irritated by changes in their working environment and lack of training.

Once the reasons for turnover have been established and analyzed the next step must be to formulate plans to reduce it. Many authors [Graham, (1982:165), Taylor (1998: 238-39) and Armstrong (1999:340)] suggested

some methods to reduce or maintain a stable work force in organizations.

These include:-

- a) Identification of various categories of employees (departments, age groups, occupation), to see the turnover rate;
- b) Ensuring the adequacy and suitability of selection procedures;
- c) Checking the full utilization of employees;
- d) Developing more equitable promotion procedure and encouraging promotion from within;
- e) Providing appropriate induction, training, and development
- f) Ensuring that physical working conditions are adequate;
- g) Communication with employees in a timely and frankly manner

2.6. Staff Utilization

The primary concern of staff utilization is the placement of people in the jobs that best match their skills and interests. Staff utilization, according to Webb and Norton (1999:87), is the process that maximizes human resource through the:

1. Assignment of talent and competency in the best interests of all concerned;
2. Assignment of roles: including the identification of inhibitors and facilitators;
3. Recognition of individual staff difference and implementation of leadership styles that best fulfill the potential of all personnel.

4. Utilization of available research results and skills to provide the best possible working conditions including work load, effective staff supervision, and improvement practices; and
5. Development of a healthy organizational climate, and evaluation methods that enhances the maximization of human potential (Webb and Norton, 1999:87).

2.6.1. Position Assignment

Most of the time, applicants are employed for a specific position in a department/unit of an organization. Sometimes the same vacancy may call for many people. Hence, one should be placed under the supervision of the other. This situation requires the best fit between the superior and the subordinate because most people have competencies that they enjoy utilizing and that tend to bring both the highest level of effectiveness and highest level of personal satisfaction (Monappa & Saiyadain, 1999:157).

Appropriate position assignment is one of the effective means for an organization to achieve its stated objectives and workers to maximize their potentials. Position assignment needs various considerations: (1) the specific nature of the position (2) the educational preparation, competencies and interests of the employee (3) the relationship of the position and the employees' characteristics and competencies and (4) the amount of employee motivation needed and the extent to which success can be realized in the position (Webb, et al., 1987:168 – 169).

2.6.2. Teacher's Load Assignment

Teacher load has to be given careful attention for effective staff utilization. Maximum effectiveness of the teachers will be realized only when each of them is given work, which he/she can do best. Inequitable distribution of

load seriously affects the maximization of resources. Summarized teacher workload information is needed to make intelligent and defensible decision of how the talents of each staff member are utilized, decision concerning the assignment of extra duties, and provide evidence for the need of additional staff (Ayalew, 1991: 118).

The factors that need to be considered in the actual load of teacher include more than class size and number of classes, the number of pupils, and the number of subject-matter preparations, the length of class periods, the nature of subject /course taught and additional duty assignments (Ayalew, 1991: 118 – 126). Although each employee does not always consider these workload factors similarly, their make up have certain common points that can be measured with a reasonable objectivity.

2.7. Staff Training and Development

2.7.1. Conceptual Definition

Training and development (T&D) is necessary for all categories of employees in all organizations. As Chandan (1997: 282) defined, training and development “is the process of developing knowledge, skills, and behaviors in people that will enable them to better perform their current and future jobs” Thus, T&D is given to improve worker competency so as to assure flexibility and adaptability at all times when need arises. The two terms “training” and “development” are used interchangeably since they are similar in the methods used to affect learning; however, they differ in their time frames. Training is more current day oriented while development is future oriented. Accordingly, Mondy, et al.(1999:259) and De Cenzo and Robbins (1996: 237- 38) stated training as an activity that focuses on individuals’ present jobs, to enhance those specific skills and abilities to immediately perform their jobs while development focuses on

the personal growth to carry out future jobs in the organization. In short, training and development improves individual's abilities and brings them more in line with the present or anticipated job requirements of the institute.

2.7.2. Identifying Training and Development Needs

The first step in employee development process is to examine training needs. Such needs indicate the gaps between the actual and potential performance, which can be improved through effective and efficient training programs (Heneman III, et al., 1996: 423). There are three levels of analysis to determine organizational training and development needs: organizational analysis, operations analysis and person analysis (Bernardin, 2003: 168 – 169).

1. Organization Analysis: - such analysis focuses on the entire institute to determine when within the organization training and development is needed. It includes the assessment of the strategic plans of the institute along with the results of human resource planning to identify the inefficient organizational unit and the appropriateness of training.

2. Operation Analysis: - This level involves identifying the content of training and development for the employee to perform competently. It is also necessary to determine the importance of tasks and proficiency of employee's competency in performing these tasks.

3. Person Analysis: - this is determining how well each worker is performing the tasks that make up his/ her job. This analysis deals with two questions "who needs to be trained"? And "what kind of training is needed?" As many of the training needs as possible must be met with the available resources (staff, facilities and funds).

2.7.3. Objectives of Training and Development

Once training needs are determined, then follows establishment of tangible, accurate, and measurable training objectives, which are clear to both the management and employee (De Cenzo and Robbins, 1996: 243). Objectives are set in order of priority until they are exhausted and then integrated into work plans. Without clear and concise objectives, it would not be possible to design meaningful T&D programs and to evaluate the programs effectiveness. When the objectives are clearly established, the management can determine the content of training, and whether the trainee, has achieved the necessary knowledge from the training or not (Mondy, et al., 1999: 232 – 233).

2.7.4. Training and Development Methods

There are varieties of training and development methods. Some methods are more applicable to managers, professionals, and others to operative employees. However, the majority of training and development methods generally apply to all employees (Mondy, et al., 1999: 263). The most popular training and development methods used by organizations can be classified as either on the job or off the job training methods (techniques). The decision on the methods (techniques) to use for the actual training is often constrained by a number of factors. These include people, who must be trained, the availability of facilities and technologies, budgetary considerations, and the experience and flexibility of the trainer (Heneman III, et al., 1996: 431).

2.7.4.1. Off- The-Job Training:-this training can take place on special courses or training areas, which are equipped and staffed for training. Of the job training is relatively efficient from learning point of view but

relatively inefficient in transferring learning from the class room to the job (Heneman, et al., 1996: 432:36).

2.7.4.2. On the-job Training: - On-the job, training is often used to supplement off the job training in the interest of facilitating improvements in job behavior and organizational results. According to Assey (1999: 161), it is the only way to develop and practice specific managerial, technical and administrative skills needed by an institute. On the job training becomes effective and efficient when the situation is managed carefully and skilled mentors offer continuous guidance and assistance (Heneman, et al., 1996:437-439).

2.7.5. Evaluation of Training and Development

Evaluation of training will be carried out to determine the successfulness of several training programs and the overall employee development process. Bernardin (2003:180) stated the importance of evaluation as follows.

It may be important to determine whether trainees are capable of showing the appropriate level of skill, to know whether or not trainees have changed their behavior and if the change was due to training. Further, it may be critical to know that if the organization places a new group of supervisors in the same training program that they will also improve their learning or behaviors.

Many (Cascio, 1991: 391; Heneman III, et al., 1996: 443 – 450; Armstrong, 1999: 531 – 532; Bernardin, 2003: 180 – 182) and others identified the following four levels in the evaluation of training and development programs. In each case, trainees should be assessed both before and after training to determine the extent to which leaning objectives are achieved.

1. Reaction: - is designed to assess trainees' opinions impressions or feelings regarding the training program. Trainees are asked to complete reaction form or questionnaire at the end of the training to indicate the extent they were satisfied with the trainer, subject matter and content, the materials (books, handouts, etc.) and other facilities.

2. Learning: - intends to measure knowledge acquired, skill developed or improved and attitude changed in the desired direction. Learning can be measured using paper and pencil tests (for knowledge), questionnaires (for attitudes), or simulation exercise (for skills).

3. Behavior: - this level measures how much the behavior has changed as intended when workers who attended the training have returned to their job.

4. Results: - organizational results provide a basis to assess the contribution of training programs to the organizational objectives. Evaluating results intends to examine the impact of training on the work group or entire institute.

2.8. Performance Appraisal

2.8.1. Conceptual Definition

Appraisal, according to Graham and Bennett (1990:203), is defined "as judgment of an employee's performance in his/her job, based on considerations other than productivity alone". Therefore, it is an activity used to determine the extent of an employee to perform the job effectively. Mondy, et al. (1999:336) also defined performance appraisal as "a formal system of periodic review and evaluation of the individual's job performance". It provides feedback on strengths and weaknesses of

employees to improve correct performance. It is used to assess the merits of employees and identify what training they need to improve their performance or meet new demand.

Monappa and Saiyadain (1999:207) suggested the importance of appraisal as follows.

1. To make decisions on what increases of pay shall be given based on merit;
2. To determine the future use of employees (transfer, promote, terminate);
3. To indicate training needs and potentials for improvement;
4. To motivate employee do better in his/her present job and ultimately increase organizational performance.

2.8.2. Performance Appraisal Methods

A number of performance appraisal methods are available. Indeed, each organization can have its own if the method meets the criteria of reliability and validity (Chandan, 1997: 287). However, as Monappa & Saiyadain (1999:215) revealed none of the methods for appraising is absolutely valid or reliable. Most of these methods involve judgments of one kind or the other. These appraisal methods require employees to be matched against the demands of their jobs. Performance appraisal is considered more effective when it is objective, use appropriate methods, actively involve employees, is well understood and is an accepted management responsibility (Walker, 1992:278).

2.9. An Overview of Managing Human Resource of TVET Institute in Ethiopia

TVET institutes, as any other educational institutions in Ethiopian, have been given autonomy in their internal administration and in designing and implementation of education and training programs (TGE, 1994: 30). Thus, they manage the human resource including identifying human resource needs, employing, financial administration, and determining their internal organization. The education and training policy TGE (1994) also set high standards for teachers, and described a new approach to education and training.

The MOE (1995 E.C.:51) has stressed the qualification and profile of the human resource in the institutes and stated the requirement of teachers, workshop assistants, principals, guidance and counselors with a qualification in accordance with the technological development of the country. It also stated that a sufficient number of supportive staff, administrative and finance workers are essential for the institutional goal achievement. Teachers involved in any aspect of TVET are required to possess the personal, ethical, professional and teaching qualities. They need to have practical skills, experience in the occupational field and special initiation concerning the objectives and requirement of TVET besides their usual qualification, both in professional and teaching field. With regard to people responsible for administrative and guidance functions, teaching experience in TVET, proficiency acquired through study, and knowledge of administrative and guidance techniques are considered as necessary conditions (MOE, 1995 E.C.: 52).

The educational sector strategy (1994:17) also devised ways to improve the poor quality professionals particularly teachers (trainers). The strategy emphasized.

1. The upgrading of teachers' training and professional competency in order to improve the quality and standard of education and training.
2. The provision of continuous upgrading of the level and qualification of teachers through in-service (further) education.
3. The improvement of working condition by offering an acceptable, attractive and realistic career promotion scheme.

This strategy is assumed to elevate the status of the professionals in the community, and to enhance their motivation and professional attitude. In this way, the human and non human resources will be managed effectively and efficiently for the success of the education and training process.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data. It consists of two parts. The first part reveals the characteristics of respondents in terms of sex, age, work experience and educational qualification. The second part discloses the analysis of the data collected for the study.

3.1. Characteristics of Respondents

A total of 119 copies of questionnaire were distributed to teachers, department heads, non-teaching staff and Employment and Promotion Committee (EPC). Staff members with less than one-year work experience in their respective institutes were excluded assuming that they would have inadequate familiarity with the practices that had been carried out and the problems that had been affecting the implementation of HRM programs in the institutes.

Out of the total 119 copies of questionnaire, 107 (89.92%) were completed and returned. Of the total 107 respondents, 42(39.25%) were teachers and 21 (19.63%) were academic heads while 34(31.78%) consisted of the non-teaching staff. The rest 10(9.34%) were members of the EPC. This rate of return of questionnaire was regarded as sufficient to conduct the study. Teachers and department heads from each department and the non-teaching staff from each section/unit were involved in filling out the questionnaire. The respondents were; therefore, composed of various groups for the data to be more reliable and comprehensive.

Table II: Description of Respondents by Sex and Age

Items		Respondents and Frequency of Responses							
		Teaching staff		EPC		Non-teaching staff		Total	
		No	%	No	%	No	%	No	%
Sex	Male	55	87.30	7	70	21	61.76	83	77.57
	Female	8	12.70	3	30	13	38.24	24	22.43
	Total	63	100	10	100	34	100	107	100
Age in yrs	< 25	7	11.11	-	-	6	17.65	13	12.15
	25-30	24	38.10	3	30	15	44.12	42	39.25
	31-36	14	22.22	3	30	6	17.65	23	21.49
	37-42	16	25.40	1	10	4	11.76	21	19.63
	> 42	2	3.17	3	30	3	8.82	8	7.48
	Total	63	100	10	100	34	100	107	100

Note: EPC=Employment & Promotion Committee

Item 1 of Table II indicates that among the 63 teaching staff (teachers and academic heads), 87.30 percent were male and 12.70 percent were female. Moreover, of the total 34 non-teaching staff, 61.76 percent were male while the remaining 38.24 percent were female. With regard to the employment and promotion committee members, 70 percent were males and 30 percent were female. As shown in the Table, the number of female was less than the number of males in each group of respondents, particularly in the academic fields, which require more qualification. This might be due to the low participation of girls in education, particularly in the technical and vocational fields due to the previous cultural influences imposed upon females.

Item 2 of Table II shows the age distribution of respondents. As it can be seen from this table, 78.50 percent of the total respondents are categorized between the age ranges of 25 -42 years. Thus, it is safe to generalize that the TVET Institutes consisted of young staff members who have an appropriate age to carry out their responsibilities more efficiently if they are handled properly.

Table III: Respondent's Years of Service in these Institutes

Years of service	Respondents& Frequency of Responses											
	Teaching staff		Non-teaching staff		Employment &promotion committee						Total	
					Teaching		Adminis tration		As member of EPC			
	No	%	No	%	No	%	No	%	No	%	No	%
< 5	37	58.73	32	94.12	1	10	4	40	10	100	79	73.83
5-8	20	31.75	2	5.88	-	-	1	10	-	-	22	20.56
9-12	3	4.76	-	-	-	-	1	10	-	-	3	2.80
13-16	2	3.17	-	-	-	-	-	-	-	-	2	1.87
> 16	1	1.59	-	-	3	30	-	-	-	-	1	0.94
Total	63	100	34	100	4	40	6	60	10	100	107	100

Table III depicts the services of the respondents in the training institutes. Accordingly, 73.83 percent of the total respondents had less than 5 years of work experiences whereas, 20.56 percent had served 5-8 years in these institutes. As these data disclose, the majority (94.39%) of the total respondents were with the work experience of not more than 8 years in the institutes. Thus, most of the staff members have less work experience in the institutes, which influences their job performance since practical skill and experience are very important in providing tangible and complete training.

Table IV: Description of Respondent's Educational Qualification

Qualification	Respondents &Frequency of Responses							
	Teaching staff		Non-teaching staff		Employment and promotion committee		Total	
	No	%	No	%	No	%	No	%
Below grade 12	-	-	2	5.88	-	-	2	1.87
Grade 12	-	-	10	29.41	-	-	10	9.35
Below diploma	-	-	13	38.24	4	40	17	15.89
Diploma	47	74.60	9	26.47	6	60	62	57.94
First degree	16	25.40	-	-	-	-	16	14.95
Second degree & above	-	-	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-
Total	63	100	34	100	10	100	107	100

In Table IV, the educational qualification of respondents was treated. As indicated in the table, while 74.60 percent of the teaching staff had diploma, 25.40 percent had a first degree. On the other hand, 67.65 percent of the non-teaching staff members were grade 12 and certificate holders, while 26.47 percent were diploma holders. Of the total members of employment and promotion committee, 40 percent were below diploma while the remaining 60 percent had diploma. So, it may be inferred that the TVET programs were conducted with staff members, most of which did not have the required qualification; and this contradicts the guideline stated by the Ministry of Education (MoE, 1995 E.C.: 51).

However, the records of employees in the institutes and the interview results with the principals showed that most of the teachers are attending in-service (summer) education to be upgraded to a first degree, where as, the other staff members are rarely getting education (or training) to improve their qualification.

3.2 Analysis of the Findings and Interpretation of the Study

In this section, variables related to the practices of staff need forecasting, processes and methods of recruitment and selection, staff utilization, training and development, and performance appraisal are addressed. Moreover, factors that were severely affecting such practices are treated.

3.2.1. Determining Human Resource Needs of the Institutes

Every organization is established to attain some sort of objectives. The achievement of their objectives requires strategic plan that consists of strategies to determine its HR needs. Similarly, TVET institutes should prepare human resource plan and integrate it with strategic plan activities for its ultimate success.

Table V: Integrating Human Resource Plans with the Strategic Plan

N o	Items	Resp onde nts	Responses												D F	Table value of χ^2	Calcul ated χ^2	p-value
			SA		A		UD		D		SD		Total					
			No	%	No	%	No	%	No	%	No	%	No	%				
1	The institutes have clearly defined strategic plans.	T	19	45.24	14	33.33	6	14.29	2	4.76	1	2.38	42	100				
		NTS	11	32.35	13	38.24	7	20.59	2	5.88	1	2.94	34	100				
		Total	30	39.47	27	35.53	13	17.11	4	5.26	2	2.63	76	100	4	9.49	1.42	.84
2	The strategic plans are communicated well with all staff members.	T	7	16.67	14	33.33	10	26.19	9	21.43	2	4.76	42	100				
		NTS	4	11.76	13	38.24	3	8.82	7	20.59	7	20.59	34	100				
		Total	11	14.47	27	35.53	13	17.10	16	21.05	9	11.84	76	100	4	9.49	6.88	.14
3	The institutes have clearly defined human resource plan.	T	4	9.52	8	19.05	11	26.19	12	28.57	7	16.67	42	100				
		NTS	5	14.70	6	17.65	6	17.65	9	26.47	8	23.53	34	100				
		Total	9	11.84	14	18.42	17	22.37	21	27.63	15	19.74	76	100	4	9.49	1.53	.82
4	The human resource plan is linked with the strategic plan.	T	5	11.90	8	19.05	5	11.91	14	33.33	10	23.81	42	100				
		NTS	6	17.65	5	14.71	3	8.82	16	47.06	4	11.76	34	100				
		Total	11	14.47	13	38.24	8	10.13	30	39.47	14	18.42	76	100	4	9.49	15.08	.005
5	Each department has well defined HR plan.	T	-	-	16	38.10	5	11.90	11	26.19	10	23.81	42	100				
		NTS	-	-	8	23.53	5	14.70	15	44.12	6	17.65	34	100				
		Total	-	-	24	31.59	10	13.16	26	34.21	16	21.05	76	100	4	9.49	3.49	.32
6	Managers of institutes have clear direction in advance.	T	3	7.14	15	35.71	14	33.33	4	9.52	6	14.29	42	100				
		NTS	3	8.82	12	35.29	9	26.47	6	17.65	4	11.76	34	100				
		Total	6	7.89	27	35.53	23	30.26	10	13.16	10	13.16	76	100	4	9.49	1.39	.84

Note: $\alpha=.05$ T=Teachers; NTS=Non-Teaching Staff

SA=Strongly Agree; A=Agree; UD=Undecided; D=Disagree; SD=Strongly Disagree

Best and Kahn (1999:247) suggested that the two categories “strongly agree” and “agree”; & “disagree” and “strongly disagree” may be combined in reporting percentage reports of Likert-type scale. Thus, items in this table and other similar scales will be discussed in the same manner.

In Table V, attempt was made to find out the existence of strategic plans, HR plans, and how they were related to each other. As item 1 of Table V indicates, 78.57 percent of the teachers and 70.59 percent of the non-teaching staff showed their agreement that the institutes had clearly defined strategic plans. Thus, managers of the training institutes might have established the basis, which they require to achieve the objectives and thereby mission of their institutes.

Discussing strategic plan with all staff members increases the likelihood of the plan implementation since the staff members may develop a feeling of commitment and use their full effort to achieve the Institutes’ missions. In the second item of Table V, teachers and the non-teaching staff were asked to assess this issue. Accordingly, 50 percent of the teachers and 50 percent of the non-teaching staff reported that the strategic plans were widely communicated with the staff members. On the other hand, 26.19 percent of the teachers and 41.18 percent of the non-teaching staff rejected to accept this idea. Based on these data, it may be observed that the strategic plans were discussed among the staff members inadequately. Thus, employees might not have a better understanding of the institutes’ mission and guiding principles to put forth their maximum effort for attaining their objectives.

As shown in item 3 of Table V, 30.26 percent of the total respondents disclosed that the institutes had clearly defined human resource plans while 47.37 percent rejected to accept this idea. On the other hand, only 31.59 percent of the total respondents (in item 5) confirmed that each department had well defined human resource plan. As these data show, the institutes

failed to have clearly defined human resource plans both at institutional and departmental level. Therefore, the staff management might have lacked to show its effort in determining what HRM requirements exist for present and future demands and supplies of workers.

In item 4 of Table V, 31.58 percent of the total respondents reported that the human resource plan is linked with the strategic plan while 57.89 percent opposed to accept this idea. The chi-square test shows that there is a significant difference between the responses of teachers and non-teaching staff. As these data show, there was weak linkage between the institute's human resource plan and its strategic plan. This would result in failure to ensure the availability of appropriate personnel to meet the targets set during the strategic planning process.

In the same Table, item 6 deals with investigation of whether the principals, department heads and administration heads of the institutes have clear direction in managing their HR for the next five years or not. Accordingly, 43.42 of the total respondents showed their agreement while 26.32 revealed their disagreement. The remaining 30.26 reserved to decide on this issue. Thus, based on the responses of the majority, it is safe to infer that the staff management might have set guidelines in order to perform activities according to the importance of their priority.

The chi-square test results for items 1,2,3,5 and 6, at $\alpha = 0.05$ level of significance and 4 degrees of freedom, revealed that in each item, there was no statistically significant difference between the opinions of the teachers and the non-teaching staff. Thus, teachers and the non-teaching staff had similar opinions on the state of strategic planning and HRP as well as on their integration in the training institutes of North Shoa Zone.

Table VI: Identifying Factors that Affect the Activities of Staff Need Forecasting and the Implementation of HRP

No	Items	Responses								DF	Table value of χ^2	Calculated χ^2
		EPC(10)		Teachers(42)		NTS(34)		Total(86)				
		No	%	No	%	No	%	No	%			
1	Does the institute estimate its HR needs?											
	a)Yes	3	30	10	23.81	15	44.12	28	32.56			
	b)No	6	60	29	69.05	18	52.94	53	61.63			
	c)Do not know	1	10	3	7.14	1	2.94	5	5.81			
	Total	10	100	42	100	34	100	86	100	4	9.49	4.11
2	If the institute fails to project HR requirements, the reasons could be:											
	a. lack of enough time	-	-	-	-	-	-	-	-			
	b. lack of attention	3	30	10	34.48	8	44.44	21	39.62			
	c. lack of talent people	1	10	8	27.59	4	22.22	13	24.53			
	d. lack of data on the expected number of trainees	1	10	9	31.03	5	27.78	15	28.30			
	e. others	1	10	2	6.90	1	5.56	4	7.55			
	Total	6	100	29	100	18	100	53	100	8	15.51	1.90
3	The factors limiting HRP practices : *											
	a. dependency of plans on political decisions	2	20	10	23.81	8	23.53	20	23.26			
	b. Difficulty to forecast social and economic changes	3	30	14	33.33	9	26.47	26	30.23			
	c. Difficulty to maintain employee records	1	10	9	21.43	8	23.53	18	20.93			
	d. Scarcity of finance	5	50	16	38.10	15	44.12	36	41.86			
	e. Lack of qualified people	3	30	11	26.19	5	14.70	19	22.09			
	Others	1	10	2	4.76	2	5.88	5	5.81			

Note: - $\alpha=.05$;

* Multiple responses;

NTS=Non-teaching staff

EPC= employment and promotion committee;

In item 3 percentages were calculated from the No of Respondents

Table VI deals with how TVET Institutes forecast to their human resource needs and the factors that limit implementation of human resource plans. As shown in the first item of this Table, 32.56 percent of the total respondents supported that the institutes forecast their human resource needs; while a considerable proportion (61.63%) reported the opposite. Thus, the training institutes lacked to forecast their human resource needs in advance. This might influence the decision made on the number and type of employees in the recruitment and selection of the staff.

In the second item of the same Table, the respondents who reported the failure of Institutes to forecast their staff needs were asked to explain their reasons. As shown in the Table, 39.62 percent of the total respondents reported lack of attention while 28.30 percent revealed shortage of data on the expected number of trainees in the last five years. There were also some (24.53%), who specified shortage of talent people to analyze staff needs. Thus, the Institutes' managers might have been reluctant to identify and improve their deficiencies by developing a system of monitoring and evaluation and then to fulfill their desired staff.

In items 1 and 2 the chi-square test results, for degrees of freedom 4 and 8 respectively at $\alpha = 0.05$ level of significance, revealed that in each case, there was no statistically significant variation between the responses of the three groups. This indicates an agreement of responses among the three groups of respondents. For instance, in item 1, more than half of the teachers, EPC and NTS asserted that TVET Institutes in North Shoa zone did not forecast their HR needs.

In the third item of Table VI, an attempt was made to illustrate the factors that restrict the implementation of human resource plans. Accordingly, 41.86 percent of the total respondents reported scarcity of finance while 30.23 percent disclosed difficulty to forecast social and economic changes.

There were still others, who reported dependency of plans on political decisions, lack of qualified people, and difficulty to maintain employee records.

Therefore, as the responses of the majority and the interview results with the institute principals indicated, the implementation of human resource plans mainly failed due to scarcity of finance. The institutes request for budget from Regional TVET commission to employ and to provide promotion for workers. Regional TVET commission may or may not allocate budget to fulfill staff requirements for a given position in the Institutes. It is quite discouraging for the institutes because they could not fill vacant position through any mechanism considered appropriate due to lack of budget (finance highly centralized at regional level). This, in turn, may limit the practice of decentralization at institutional level.

3.2.2. The Practice of Recruitment and Selection Activities

Having determined the requirements of human resource, the next steps are identifying the potential applicants and then evaluating their qualification and experience to make selection. These activities require the application of civil service personnel policies, procedures, recruitment methods and selection criteria to avoid unfair personnel decisions. Methods and criteria of selection use to specify the experience, education, ability, skill or knowledge sought in candidates, relative to position descriptions and requirements. Policies and procedures are used to promote or employ people strictly based on merit and qualification. According to Webb, et al. (1987:235) sound recruitment and selection policies and practices maintain employee morale and faith in the recruiting committee, commitment to equity and fairness.

Table VII: Descriptions of Recruitment and Selection Practices

No	Items	Resp onde nts	Responses												D F	Table value of χ^2	Calcul ated χ^2	p-value
			SA		A		UD		D		SD		Total					
			No	%	No	%	No	%	No	%	No	%	No	%				
1	All vacancies are announced with appropriate media.	T	9	21.43	11	26.19	7	16.67	10	23.81	5	11.90	42	100				
		NTS	24	70.59	8	23.53	-	-	1	2.94	1	2.94	34	100				
		EPC	2	20	5	50	-	-	2	20	1	10	10	100				
		Total	35	40.70	24	27.91	7	8.14	13	15.12	7	8.14	86	100	8	15.51	27.78*	.001*
2	Candidates are subject to detailed selection procedures.	T	9	21.43	12	28.57	8	19.05	10	23.81	3	7.14	42	100				
		NTS	12	38.24	15	44.12	4	11.76	2	5.88	1	2.94	34	100				
		EPC	2	20	4	40	-	-	4	40	-	-	10	100				
		Total	23	26.74	31	36.05	12	13.95	16	18.60	4	4.65	86	100	8	15.51	12.42	.134
3	The Civil Service Personnel Policies and procedures are strictly considered.	T	3	7.14	14	33.33	17	40.48	5	11.91	3	7.14	42	100				
		NTS	9	26.47	11	32.35	7	20.59	3	8.82	4	11.77	34	100				
		EPC	2	20	7	70	1	10	-	-	-	-	10	100				
		Total	14	16.28	32	37.21	25	29.07	8	9.30	7	8.14	86	100	8	15.51	14.32	.074
4	Promotions and transfers are based on personal relations rather than merit.	T	10	23.81	12	28.57	5	11.90	11	26.19	4	9.53	42	100				
		NTS	8	23.53	6	17.65	8	23.53	7	20.59	5	14.70	34	100				
		EPC	-	-	2	20	1	10	4	40	3	30	10	100				
		Total	18	20.93	20	23.26	14	16.28	22	25.58	12	13.95	86	100	8	15.51	8.82	.358
5	Employment policies are widely communicated among staff members.	T	2	4.76	10	23.81	9	21.43	15	35.71	6	14.29	42	100				
		NTS	1	2.94	5	14.71	9	26.47	11	32.35	8	23.53	34	100				
		EPC	1	10	2	20	-	-	4	40	3	30	10	100				
		Total	4	4.65	17	19.77	18	20.93	30	34.88	17	19.77	86	100	8	15.51	5.77	.673
6	Internal recruitment is considered before external recruitment is exercised.	T	6	14.29	19	45.24	10	23.81	6	14.29	1	2.38	42	100				
		NTS	7	20.59	9	26.47	8	23.53	6	17.65	4	11.76	34	100				
		EPC	2	20	3	30	3	30	1	10	1	10	10	100				
		Total	15	17.44	31	36.05	21	24.42	13	15.12	6	6.98	86	100	8	15.51	5.42	.712

Note: - $\alpha=.05$; T=Teachers; NTS=Non-teaching staff; EPC=Employment and promotion committee

SA=Strongly Agree; A=Agree; UD=Undecided; D= Disagree; SD=Strongly Disagree

opposite. The rest 16.28 preferred to be indifferent. Thus, although the portion of respondents seems exaggerated, one can see lacked fairness and transparency in promotion and transfer of employee in the institute.

Item 5 of Table VII was asked to identify whether employment policies were widely communicated among staff members or not. As shown in the Table, only 24.42 percent of the total respondents reported affirmatively while 54.65 percent rejected to accept this idea. Hence, the employment policies of the institutes were not widely communicated among the staff members. This situation might reduce the motivation and commitment of the staff members, as they would not have clear vision of promotion or transfer opportunities to prepare themselves.

As item 6 of Table VII indicates, 53.49 percent of the total respondents agreed that internal recruitments were considered very carefully before external recruits while 22.09 percent showed their disagreement. The rest 24.42 percent reserved to decide on this issue. As these data show, the practice of assessing internal sources of recruitment before external recruits was fairly considered. This might have substantial contribution to reduce cost of recruitment, dissatisfaction and staff turnover.

Chi-square tests calculated for items 2, 3, 4, 5, and 6, at $\alpha=.05$ level of significance and 8 degree of freedom, show that there were no statistically significant perceptual differences between teachers, non- teaching staff, and members of employment and promotion committee. This shows an agreement of responses among the three groups of respondents with regard to the practices of staff recruitment and selection in TVET Institutes of North Shoa zone.

Table VIII: Methods and Views of Employees in Recruitment and Selection Process

N o	Items	Respondents								D F	Table value of χ^2	Calcu lated χ^2
		EPC (10)		Teachers(42)		NTS (34)		Total(86)				
		No	%	No	%	No	%	No	%			
1	Methods mostly applied to employ from external sources include:-											
	a)Personal contact with employees	1	10	4	9.52	2	5.88	7	8.14			
	b)Educational institutes candidates graduated from	2	20	15	35.71	3	8.82	20	23.25			
	c)Job advertisement	5	50	7	16.67	20	58.82	32	37.21			
	d)Professional associations	1	10	13	30.95	-	-	14	16.28			
	e)Friends or relatives	-	-	-	-	-	-	-	-			
	f)Others	1	10	3	7.14	9	26.47	13	15.12			
	Total	10	100	42	100	34	100	86	100	8	15.51	26.34*
2	Conditions that frequently attract candidates to the institute: **											
	a. Better working conditions	2	20	13	30.95	5	14.71	20	23.26			
	b. Personal interest in the job	4	40	24	57.14	12	35.29	40	46.51			
	c. Better growth opportunities	4	40	10	23.81	4	11.76	18	20.93			
	d. Fair management	1	10	5	11.90	2	5.88	8	9.30			
	e. Better payment	-	-	6	14.29	2	5.88	8	9.30			
	f. Absence of other job opportunities	-	-	11	26.19	13	38.24	24	27.91			
	g. others	-	-	-	-	5	14.71	5	5.81			

NB: $\alpha=.05$; **Multiple responses; NTS= Non-teaching staff;

*Significant Difference; EPC=Employment & Promotion Committee

In item 2 proportions were calculated from No of respondent

In Table VIII, the methods and views of employees on recruitment and selection processes were treated. As indicated in item 1 of Table VIII, 50 percent of the employment and promotion committee members and 58.82 percent of the non-teaching staff reported that the most commonly used method of recruitment was job advertisement. On the other hand, 35.71 percent of the teachers were employed through educational institutes they graduated from while 30.95 percent revealed professional associations. The chi-square test result for 8 degree of freedom at $\alpha=0.05$ level of significance revealed that there was a significant difference between the responses of teachers and the non-teaching staff. That is a considerable proportion of teachers revealed educational Institutes as method or source of external recruitment while 58.82 percent of the non-teaching staff pointed out job advertisement. Thus, it may be fair to infer that the training institutes used limited number of methods in the process of recruitment, which in turn might restrict the attempt to attract as many quality applicants as possible.

Item 2 of the same Table discloses the conditions that were frequently used to attract employees to the institutes. Hence, 46.51 percent of the total respondents reported personal interest in the job. On the contrary, 27.91 percent reported absence of other job opportunities. It was also found that working conditions, management, growth opportunities, payment and other benefit conditions were unsatisfactory. As a result, workers might have low morale and commitment to perform their tasks and they would leave their jobs within short period. Thus, it may be inferred that the competition for the consumption of candidates, particularly those scarce professionals, might be very low due to the poor condition exercised to attract the desired applicants.

Table IX: Identifying Bodies Responsible for Recruitment and Selection Activities

Items	Respondents (EPC)					
	Human Resource planning*		Recruitment process?*		Selection process?*	
	No	%	No	%	No	%
a. Regional TVET Commission	8	61.54	6	42.86	5	35.71
b. Committee established from different department	3	23.08	8	57.14	8	57.14
c. HR department	-	-	-	-	1	7.14
d. The Management Committee	-	-	-	-	-	-
e. Others	2	15.38	-	-	-	-

* Multiple responses

As Table IX depicts, both the Regional TVET Commission and committees established in the institutes were responsible for planning, recruitment, and selection of the professional workers. The Institutes were given full authority to employ staff members with a qualification of diploma or less. The interview held with the principals and the Regional TVET Commission experts revealed that most of the time the commission employs the professional staff for the institutes. However, the professionals were reluctant to go to remote areas. This situational employment practice, both at regional and local level, is important to attract as a number of applicants as possible since the geographic region of recruitment (labor market) influences both the pool of candidates and the cost of implementing selection process. Here it should be noted that the practice of employing workers by the two organizations independently would create redundancy unless it is managed very carefully.

Table X: Description of the Employment and Promotion Committee

No	Items	Respondents(EPC)	
		No	%
1	Whether or not committee members receive adequate orientation:		
	a. Yes	3	30
	b. No	7	70
	Total	10	100
2	Reason for orientation was not given:		
	a) The committee members have the required skills	-	-
	b) They are well experienced	-	-
	c) No attention is given	5	71.43
	d)Others	2	28.57
	Total	7	100
3	Whether or not committees succeed to attract good quality of candidates:		
	a. yes	4	40
	b. No	5	50
	c. Not sure	1	10
	Total	10	100
4	Reason for failing to attract quality candidates:*		
	a) The Institutes low credibility	-	-
	b)Unattractive working conditions	3	60
	c)Poor vacancy advertisements	2	40
	d) low salary package	4	80
	e) Others	1	20

Note: * Multiple responses;

In item 4 percentages are calculated from the No of respondents

As indicated in item 1 of Table X, 70 percent of the members of employment and promotion committee confirmed that they received inadequate orientation (or training) while the rest 30 percent opposed the same idea. Thus, it is safe to infer that the committee members did not get adequate training in accordance with their tasks so that they might have lacked the basic skills in systematic selection techniques, which would result in unfair selection decisions.

In item 2 of the same Table, those who reported the inadequacy of orientation were asked to argue the reasons. As depicted in the table, 71.43 percent reported that the superiors gave no attention. While the remaining 28.57 percent revealed lack of skilled people to plan and provide orientation.

As the data show, the committee did not receive adequate orientation to carry out its tasks effectively mainly due to lack of attention. Thus, the staff management might have failed to identify weaknesses and strengths of the committee to improve their efficiency and effectiveness in staff employment, promotion and development. However, as Webb, et al. (1987:78) stated the process of developing and conducting all effective selection procedure requires an extensive training, skill and experience.

In item 3 of Table X, the respondents were asked to assess whether candidates attracted to the institutes have right qualification and practical skills or not. Accordingly, 40 percent of the total respondents replied that they had succeeded in employing people with the required knowledge, skills, abilities and experience while 50 percent reported negatively. The main reason for the failure to attract such quality people, as revealed by 80 percent of these respondents, was the low salary of employees, which lacks flexibility. On the other hand, 60 percent reported unattractive working conditions and 40 percent mentioned poor vacancy advertisement methods.

Interview with the principals revealed that the practice of recruiting employees having the required qualification and relevant experience was unsatisfactory. The Regional TVET Commission experts also emphasized lack of professionals in the labor market, staff turnover, low salary and other benefits as great challenges to attract and retain these personnel in the institutes. Therefore, the institutes might have failed to examine their attractiveness in terms of pay policies and practices as well as to improve working conditions.

Table XI: Methods and Criteria used in selecting the Staff

No	Items	Respondents	High		Average		Low		No		Total		DF	Table value of χ^2	Calculated χ^2	p-value
			No	%	No	%	No	%	No	%	No	%				
1	Experience Relevant to the job	EPC	-	-	3	30	6	60	1	10	10	100				
		T	11	26.19	21	50	7	16.67	3	7.14	42	100				
		NTS	9	26.47	17	50	6	17.65	2	5.88	34	100				
		Total	20	23.26	41	47.67	19	22.09	6	6.98	86	100	6	12.59	10.93	.09
2	Interview	EPC	1	10	5	50	3	30	1	10	10	100				
		T	4	9.52	18	42.86	10	23.81	10	23.81	42	100				
		NTS	4	11.76	15	44.12	8	23.53	7	20.59	34	100				
		Total	9	10.46	38	44.19	21	24.42	18	20.93	86	100	6	12.59	1.07	.98
3	Letter of Recommendation	EPC	2	20	4	40	2	20	2	20	10	100				
		T	4	9.52	13	30.95	8	19.05	17	40.48	42	100				
		NTS	3	8.82	10	29.41	9	26.47	12	35.29	34	100				
		Total	9	10.46	27	31.40	19	22.09	31	36.05	86	100	6	12.59	2.71	.84
4	Practical skill	EPC	3	30	6	60	1	10	-	-	10	100				
		T	14	33.33	15	35.71	9	21.43	4	9.52	42	100				
		NTS	4	11.76	14	41.18	6	17.65	10	29.41	34	100				
		Total	21	24.42	35	40.70	16	18.60	14	16.28	86	100	6	12.59	11.90	.06
5	Aptitude Test	EPC	2	20	2	20	5	50	1	10	10	100				
		T	3	7.14	10	23.81	16	38.10	13	30.95	42	100				
		NTS	7	20.59	7	20.59	11	14.47	9	26.47	34	100				
		Total	12	13.95	19	22.09	32	37.21	23	26.74	86	100	6	12.59	4.83	.56
6	Interest in the job	EPC	1	10	5	50	3	30	1	10	10	100				
		T	12	28.57	16	38.10	10	23.81	4	9.52	42	100				
		NTS	5	14.70	13	38.24	10	29.41	6	17.65	34	100				
		Total	18	20.93	31	36.05	23	26.74	11	12.79	86	100	6	12.59	4.00	.68
7	Educational Qualification	EPC	5	50	3	30	2	20	-	-	10	100				
		T	23	54.76	15	35.71	4	9.52	-	-	42	100				
		NTS	16	47.06	10	29.41	8	23.53	-	-	34	100				
		Total	44	51.16	28	32.56	14	16.28	-	-	86	100	6	12.59	2.84	.59

Note: - $\alpha=.05$; T=Teachers; NTS=Non-teaching staff;

EPC=Employment and promotion committee

In Table XI, attempt was made to identify the methods and criteria used to select both the teaching and non-teaching staff. As the table indicates, 83.72 percent of the total respondents confirmed that the criterion for staff selection was educational qualification while 70.93 percent revealed relevant experience. Selection methods like practical skills, interest in the job and interview also were given at least an average consideration in the process of staff selection. Letter of recommendation and selection test, as reported by 58.14 percent and 63.95 percent of the total respondents respectively, were given either low or no consideration during the selection process of staff.

The chi-square test results calculated for each item (items 1 to 7) in table XI, for $\alpha = 0.05$ level of significance and 6 degree of freedom imply that there was no statistically significant difference between the responses of the three groups of respondents. Therefore, the institutes had used various criteria and selection methods though each of those was not given strong attention. The application of these different methods and criteria might increase the chance of identifying candidate with suitable characteristics for selection and those shortcomings to reject him/her from consideration.

3.2.3. Staff Utilization

Staff utilization requires proper assignment of employees. Maximum effectiveness of the staff could be realized only when everyone is placed to a job which he can perform well. On contrary, misplacement of workers contributes to low morale and commitments of workers who will end up in psychological or physical withdraw (Ayalew, 1991:116).

revealed the number of courses the teacher is teaching. The number of students in a given section and non-classroom responsibilities were given very low consideration. Hence, such assignment of teachers without arranging balanced load distribution might have resulted in shortage of time and energy to provide the training task effectively.

Table XIII: Teachers' Assignment with regard to subject area of training

No	Items	Teachers	
		No	%
1	Teachers were assigned to teach in their:		
	a. Major areas	21	50
	b. Minor areas	6	14.28
	c. Both major and minor	8	19.05
	d. Neither major nor minor areas	7	16.67
	Total	42	100
2	Reasons to assign teachers outside their major area:		
	a. Department in major area was closed	5	23.81
	b. Shortage of teachers	10	47.62
	c. Simply assigned by superiors	4	19.05
	d. others	2	9.52
	Total	21	100

In item 1 of Table XIII, teachers were asked concerning the subjects they were teaching. Accordingly, 50 percent of the teachers reported that they were teaching in their major areas, while the remaining 50 percent were assigned outside their field of specialization. As teachers differ in ability, interest, experience, etc., such assignment might have resulted in low utilization of their knowledge, skills and abilities to improve quality of training.

In the second item, those teachers who were teaching outside their major areas were asked to explain the reasons for such an assignment. As shown in the Table, they described various reasons. Thus, 47.62 percent of these respondents disclosed shortage of teachers in some fields. Some (23.81%)

revealed that the departments in their major areas were closed while a few reported that the departments in major areas were not opened yet. Therefore, it may be inferred that the reasons for teachers assignment outside their field of training among other things was the opening and closing of departments without conducting critical study of the existing workforce.

Table XIV: Conditions of Professional Support for the Staff

No	Items	Academic heads		Teachers		Non-teaching staff		Total		D F	Table value of χ^2	Calculated χ^2
		No	%	No	%	No	%	No	%			
1	Do staff members receive professional support?											
	a. yes	13	61.90	24	57.14	19	55.88	56	57.73			
	b. No	8	38.10	18	42.86	15	44.12	41	42.27			
	Total	21	100	42	100	34	100	97	100	2	5.99	0.21
2	If "yes", the professional support is mostly provided by											
	a. Senior staff members	5	38.46	11	45.83	8	42.10	24	42.86			
	b. Department heads	3	23.08	3	12.50	5	26.32	11	19.64			
	c. Vice Principal/administrators	3	23.08	5	20.83	2	10.53	10	17.86			
	d. Regional TVETC officials /experts	2	15.38	5	20.83	4	21.05	11	19.64			
	e. Others	-	-	-	-	-	-	-	-			
	Total	13	100	24	100	19	100	56	100	8	15.51	2.23
3	Is the professional support adequate to help staff development?											
	a. Yes	4	30.77	9	37.50	7	36.84	20	35.71			
	b. No	9	69.23	15	62.50	12	63.16	36	64.29			
	Total	13	100	24	100	19	100	56	100	2	5.99	0.18

Note: $\alpha = 0.05$

In Table XIV, the current state of professional assistance to the staff was treated. As the first item of this table shows, 57.73 percent of the total respondents confirmed that both the teaching and non-teaching staff received assistance, while the remaining 42.27 percent reported that no professional assistance was given. Only 35.71 percent replied that the

professional assistance given was adequate while the remaining 64.29 reported the opposite (item 3). Hence, it was found that the professional assistance given was insufficient to facilitate staff development. Therefore, it may be concluded that staff management might have failed to provide the necessary support of employees to improve their personal performance and institutional results.

In the second item of the same Table, those respondents who reported item 1, positively were asked to specify the providers of the assistance. Thus, 42.86 percent mentioned the senior staff members and 19.64 percent revealed department heads. Moreover, 19.64 percent specified the Regional TVET commission experts.

The chi-square test results for items 1, 2, and 3 at $\alpha = 0.05$ and degrees of freedom 2, 8 and 2 respectively, revealed that there were no statistically significant variations between the responses of the teaching staff and non-teaching staff. The respondents further explained that the inadequacy of the professional assistance was occurred due to lack of budget, lack of technical skills from educational managers and giving low attention to the assistance.

3.2.4. Arranging Induction Programs

Induction is an important activity to success of organizations. Because new employees who undergone an effective induction program are likely to perform their jobs better and quickly than those having no induction. They are also less likely to leave their institutes at an early stage. According to Glueck (1982: 326), orientation may increase the efficiency and effectiveness of employees, and develop their satisfaction as well as feeling of certainty.

Table XV: State of providing Induction to Employees

No	Items	Respondents & Frequency of Responses								D F	Table value of χ^2	Calc ulate d χ^2
		Teachers		NTS		Heads		Total				
		No	%	No	%	No	%	No	%			
1	Whether or not institutes provide induction service: a. Yes	19	45.24	16	47.06	12	57.14	47	48.45			
	b. No	23	54.76	18	52.94	9	42.86	50	51.55			
	Total	42	100	34	100	21	100	97	100	2	5.99	0.83
2	Reason for not offering induction: a. It was costly	-	-	-	-	-	-	-	-			
	b. It was time consuming	2	8.70	1	5.56	1	11.11	4	8			
	c. No attention was given	19	82.60	16	88.89	6	66.67	41	82			
	d. Others	2	8.70	1	5.56	2	22.22	5	10			
	Total	23	100	18	100	9	100	50	100	6	12.59	2.36

Note: $\alpha = 0.05$

As item 1 of Table XV depicts, 48.45 percent of the total respondents confirmed that orientation was given whenever new employees come to the institutes while the remaining 51.55 percent refused to support this idea. The orientation program, as replied by the majority (82%) in item 2 of the same table, was given no attention by the Institutes staff management. The degrees of freedom for items 1 and 2 were respectively 2 and 6. The critical value of χ^2 for each item was found to be greater than the calculated value of χ^2 at $\alpha = .05$ level of significance. Hence, there was no statistically significant difference between the responses of the three study groups.

The training institutes failed to conduct orientation programs mainly because of giving low attention to such programs. Hence, the staff management might not help employees to develop a favorable attitude towards the Institutes and to settle themselves into their new jobs.

Table XVI: State of Staff Turnover in TVET Institutes

No	Items	Respondents						D F	Table value of χ^2	Calcul ated χ^2
		Teachers(42)		Heads(21)		Total(63)				
		No	%	No	%	No	%			
1	Staff turnover was:-									
	a. High	7	16.67	4	19.05	11	17.46			
	b. Medium	29	69.05	14	66.67	43	68.25			
	c. Low	6	14.28	3	14.28	9	14.29			
	d. Not at all	-	-	-	-	-	-			
	Total	42	100	21	100	63	100	2	5.99	0.06
2	Reason(s) for “High” staff turnover: *									
	a. Dissatisfaction with the work itself	-	-	-	-	-	-			
	b. Dissatisfaction with the supervision	-	-	-	-	-	-			
	c. lack of promotion opportunity	4	57.14	2	50	6	54.54			
	d. Changes in working conditions	2	28.57	1	25	3	27.27			
	e. Low pay opportunity	5	71.43	3	75	8	72.73			
	f. Others	-	-	-	-	-	-			

Note: - $\alpha=.05$; * Multiple Responses

In item 2 percentages are calculated from No of respondents

Table XVI reveals the state of staff turnover and investigation of the reason(s) for high turnover. As the first item of Table XVI indicates, 68.28 percent of the total respondents reported that staff turnover was medium. On the other hand, 17.46 percent replied that the turnover rate was high while the rest 14.29 percent revealed that it was low. The chi-square test result, at $\alpha=.05$ level of significance and 2 degree of freedom, showed that there was no statistically significant perceptual difference between the respondents. From these data, it may be observed that staff turnover was medium. This, however, was not encouraging to the management of the institutes' human resource, particularly in the rural areas, where it was difficult either to replace or to hire workers on the part-time basis.

The interview with principals and Regional TVET Commission experts also disclosed severity of staff turnover in the institutes. This situation created

problems to the management of human resource in institutes, particularly to those having one person (trainer) in a department.

In the second item of Table XVI, those who reported “high” staff turnover were asked to specify reason(s). As depicted in the table, 72.73 percent of these respondents revealed dissatisfaction with low pay opportunities. Moreover, 54.54 percent replied lack of promotion opportunities and 27.27 percent revealed inconvenience of the working conditions. Surprisingly, interview conducted with Regional TVET Commission experts disclosed the above reasons in one or the other way for high turnover of staff. Therefore, it is secure to infer that staff managers might not have identified and analyzed the factors associated with staff turnover and correct them to reduce its rate. As a result, employees leave their jobs whenever they obtain other employment opportunities.

3.2.5. Staff Training and Development programs

Training & development (T&D) plans help an organization to balance the available resources with its identified needs. Thus, TVET Institutes, being organizations, should plan T&D programs by taking the internal and external resources available as well as qualification required into consideration (Martin and Jackson, 2000:87). Based on these plans and need assessment, employees must adapt, learn new skills and acquire new knowledge to enable them cope with different pressures.

Table XVII: Provision of Staff Development Opportunities

No	Items	Respondents								D F	Table value of χ^2	Calcul ated χ^2
		Teachers		Heads		NTS		Total				
		No	%	No	%	No	%	No	%			
1	Whether or not institutes had HR development plans:											
	a) Yes	13	30.95	6	28.57	7	20.59	26	26.80			
	b) No	28	66.67	15	71.43	25	73.53	68	70.10			
	c) I do not know	1	2.38	-	-	2	5.88	3	3.10			
	Total	42	100	21	100	34	100	97	100	4	9.49	2.49
2	Whether or not members had attended training program for the last five years:											
	a)Yes	27	64.29	19	90.48	5	14.70	51	52.58			
	b)No	15	35.71	2	9.52	29	85.30	46	47.42			
	Total	42	100	21	100	34	100	97	100	2	5.99	33.99*
3	If “Yes”, the nature of the program was:											
	a) On the job training	4	14.81	2	10.53	5	100	11	21.57			
	b) Off the job training	1	3.70	1	5.26	-	-	2	3.92			
	c) Further(in-service) training	15	55.56	13	68.42	-	-	28	54.90			
	d) Both on the job and off the job training	7	25.93	3	15.79	-	-	10	19.61			
	Total	27	100	19	100	5	100	51	100	6	12.59	24.14*
4	The organization that provided opportunity of training program was: **											
	a)The Ministry of Education	30	71.43	13	61.90	-	-	43	68.25			
	b)The Institutional Effort	6	14.29	1	4.76	-	-	7	11.11			
	c) Personal Effort	8	19.05	2	9.52	-	-	10	15.87			
	d)The Regional TVET Commission	14	33.33	11	52.38	-	-	25	39.68			
	e)Others	1	2.38	-	-	-	-	1	1.59			

Note: $\alpha=.05$; * Significant difference; **Multiple Responses; In item 4 percentages are calculated from No of respondents

In the first item of Table XVII, the respondents were asked on the existence of T&D plans. Accordingly, a few (26.80%) replied affirmatively while a considerable portion (70.10%) reacted in opposite manner. The chi-square test result, for $\alpha=.05$ level of significance at 2 degree of freedom, showed that there was no statistically significant variation between the responses of these group of respondents. As the Table shows, the institutes did not have clear training and development plans. Thus, it is secure to infer that these programs in the training Institutes might have lacked the full support of principals (top management) and involvement of other staff managers.

As shown in the second item of Table XVII, 64.29 percent of the teachers, 14.70 percent of the non-teaching staff and 90.48 percent of the academic heads confirmed their participation in training programs. While 35.71 percent of the teachers and 85.30 percent of the non-teaching staff refused to accept the same idea. The chi-square test result at $\alpha= .05$ level of significance for 2 degree of freedom implies that there was statistically significant perceptual difference between the teachers, non-teaching staff and the academic heads in the provision of staff T & D programs.

In the third item of this Table, the respondents who replied item 2 positively were asked to sort the type of programs they were attending. As displayed in the Table, 55.56 percent of the teachers and 68.42 percent of the department heads revealed in-service (summer) education, which was provided to up grade them from diploma to a first degree. On the other hand, only 14.70 percent of the non-teaching staff reported that they had attended on the job training and nothing else. So, it seems logical to mention that the non-teaching staff had received little attention to improve their required knowledge, skills and abilities. The reasons for such very low T& D programs for the non-teaching staff might be lack of finance (budget) and giving priority to the teaching staff. However; as Webb, et al. (1987: 240) suggested the finance expended in training programs for the non-teaching staff is small

as compared to the dissatisfaction, inefficiency, ineffectiveness and staff turnover resulting from lack of such programs.

The chi-square test result revealed that there was a statistically significant difference between the responses of these groups. The variation might have occurred because of the difference between the responses of the teaching staff and the non-teaching staff. Therefore, the training and development programs offered to improve the qualification of the staff members were inadequate to satisfy both the institutes' objectives and personal needs of the staff. Hence, staff managers might have lacked one of the core elements in the process of developing employees since training and development provides job-related skills and knowledge to improve their performance.

As disclosed in item 4 of Table XVII, 68.25 of the total respondents acknowledged the Ministry of Education for providing opportunity to training programs while 39.68 percent specified the Regional TVET Commission. It is only 11.11 percent, who revealed Institutional efforts. Hence, the TVET Institutes had a minimum role in conducting training programs. This might have indicated low commitment of the institutes to provide the necessary skills for their employees to perform their jobs competently.

3.2.6. Performance Appraisal of Employees

Performance appraisal should be prepared based on both employees and their supervisors' agreement. Employees need to understand its purposes and perform their jobs based on such pre-determined plans so that evaluation will be fair and transparent. Regarding this issue, teachers and non-teaching staff were asked how they were appraised and what its intention was in the institutes.

Table XVIII: Purpose and methods of Employees' Performance Appraisal

No	Items	Teachers		NTS		Total		D F	Table value of χ^2	Calcu lated χ^2
		No	%	No	%	No	%			
1	Whether or not Institutes appraise employees based on their job:									
	a. yes, always	22	52.38	15	44.12	37	48.68			
	b. yes, some times	13	30.95	9	26.47	22	28.95			
	c. No	7	16.67	10	29.41	17	22.37			
	Total	42	100	34	100	76	100	2	5.99	1.76
2	The purpose of appraising in the institute Was:									
	a. to determine future use of employees	17	40.48	12	35.29	29	38.16			
	b. to assess training needs	-		-	-	-	-			
	c. to increase payment based on merit	-		-	-	-	-			
	d. to motivate employees to do better on the present job	11	26.19	9	26.47	20	26.32			
	e. I do not know	6	14.28	7	20.59	13	17.10			
	f. Others	8	19.05	6	17.65	14	18.42			
	Total	42	100	34	100	76	100	5	11.07	0.58

Note: $\alpha=.05$;

NTS= Non-teaching staff

As item 1 of Table XVIII indicates, the question was asked to identify how employees were appraised in TVET institutes. Accordingly, 48.68 percent of the total respondents revealed that employees were always appraised based on their job performance. On the other hand, 22.37 percent opposed this idea while 28.95 percent pointed out that they were sometimes appraised on their job performance. The chi-square test result, at 2 degree of freedom and $\alpha =.05$ level of significance, implies that there was no statistically significant difference in the perceptions of teachers and non-teaching staff. Thus, about 51.32 percent of the employees were appraised either by disregarding duties specified in their jobs or by adding other factors not specified in their jobs. This probably would have lead to subjectivity and unfair evaluation of employees' performance.

In the second item of Table XVIII, teachers and non-teaching staff were asked to disclose the purposes of performance appraisal in the institutes. As shown in the table, 38.16 percent of the total respondents replied that it was used to determine future use of employees while 26.32 percent revealed that it was used to motivate employees to do better on their current jobs. The χ^2 test result, at 5 degree of freedom and $\alpha=.05$ level of significance, shows no statistically significant perceptual difference between the two group of respondents regarding the purposes of performance appraisal in the training institutes of North shoa Zone. Decisions about payment, training needs, poor performance, etc. were not based on results of appraisals. Therefore, appraisal in the training institutes might have been conducted in a way, which neither enhance workers' potential nor link individual performance to attainment of institutional objectives.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings of the study, conclusions drawn from these findings and recommendations that are suggested to alleviate the problems.

4.1 Summary

The purpose of this study was to assess the practices, problems and prospects of managing human resource in TVET Institutes of North Showa Zone. The study focused particularly on planning, recruitment, selection, utilization, training and development and performance appraisal of the staff in the Institutes of North Shoa zone.

In order to achieve this purpose of the study, the data were collected from three TVET Institutes mainly through questionnaire. Interviews were also conducted with principals of Institutes and experts from the Regional TVET Commission. The data were analyzed by employing relevant statistical tools such as percentages and chi-square test. Based on the analysis made, the major findings of the study were summarized as follows.

4.1.1. Out of the total teaching staff of the training institutes, 25.40 percent had the requisite qualification. Almost all the non-teaching staff had a qualification of diploma or less.

4.1.2. The majority of teachers (78.57%) and non-teaching staff (70.59%) agreed that there were well developed strategic plans at Institutional level, which were fairly communicated among the staff members. However, human resource plans, as revealed by 47.37 percent of the respondents, were not well developed at both institutional and departmental levels. Moreover, the existing human resource plans were not integrated into the strategic plans.

4.1.3. The TVET Institutes, as revealed by a considerable proportion (61.63%) of the total respondents, lacked an organized practice of forecasting staff needs in both number and type of employees. This was due to firstly, the low attention given to this activity; secondly, lack of data on the expected number of trainees to be enrolled in advance; and thirdly, the shortage of skilled personnel to analyze staff needs.

4.1.4. Of the total respondents, 41.86 percent revealed that the main factor affecting implementation of human resource plans was financial scarcity while 30.23 percent reported difficulty to forecast social and economic changes. Other factors included dependency of plans on political decisions, lack of well-established database for personnel decisions and the lack of qualified personnel in the labor market.

4.1.5. As 53.49 percent of the total respondents revealed, the civil service personnel policies and procedures, though not communicated widely among the staff, were considered to some extent in dealing with human resource matters. Moreover, internal recruitment potentials and selection procedures were fairly considered in relation to vacant positions. However, the practice of advertising vacant positions was not satisfactory to attract as many applicants in the professional fields as possible. Promotion and transfer, as 44.17 percent of the total respondents indicated, were not free from personal relations with decisive bodies.

4.1.6. There was a practice of applying a few methods in the recruitment process. These include contacts with colleges candidates graduated from (as reported by 35.71% teachers) and professional associations (reported by 30.95% teachers) to attract the professional staff. Conversely, 58.82 percent of the non-teaching staff reported Job advertisement while 26.47 percent revealed transfers from other organizations as the most widely used methods in the employment process. The institutes failed to use many recruitment

methods such as referrals, contact with employees, employment agencies, etc. which might increase the opportunity of obtaining an adequate pool of desired applicants.

4.1.7. Most of the staff members (46.51%) were frequently attracted to apply for working in the institutes due to their personal interests in the job while some (27.91%) came due to absence of other job opportunities. The recruitment programs in the training institutes failed to attract an adequate number of qualified applicant pool. The main constraint for the failure to attract such personnel, as majority (80%) of the total respondents revealed, was the low salary scheme. On the other hand, 60 percent reported unattractive working conditions and 40 percent revealed poor vacancy advertisement practices.

4.1.8. The Institutes had employment and promotion committee (EPC) for staff planning, recruitment and selection. As 70 percent revealed, the committee members were not given adequate training or orientation in systematic recruitment and selection methods. The main reason for this, as 71.43 percent of the respondents reported, was lack of attention from staff management. Another reason, as 28.57 percent revealed, was shortage of skilled person to plan and provide orientation program.

4.1.9. In the Institutes, 83.72 percent of the total respondents reported educational qualification and 70.93 percent revealed work experience as the main selection criteria. While 65.12 percent replied practical skills, 56.98 percent revealed interest in the job. Moreover, as 54.65 percent revealed interview was given fair consideration in the process of staff selection. However, each criterion and method was not given equal weight of application. For instance, letter of recommendations, selection tests, etc. were given very low considerations.

4.1.10. Teaching load, as reported by 57.14 percent, was determined by the department heads and members of the department together. The vice principal and department heads had some contributions. The major factors considered in this assignment, as revealed by 61.90 percent and 60.32 percent of the respondents, were nature of the course and the number of courses the teacher is teaching respectively. Factors such as number of trainees in a section and non-classroom responsibilities were given low consideration. Moreover, about 50 percent of the teachers were assigned to teach outside their field of training. The main reason for this was shortage of teachers in some fields. They also revealed that the departments in their major areas were either closed or not opened yet.

4.1.11. Slightly more than 50 percent of the respondents asserted that the professional assistance, mostly provided by senior staff members and sometimes by department heads and Regional TVET Commission, was not adequate to help for staff development. The major constraints to this were lack of adequate budget, shortage of technical skills from educational managers and the low consideration given to this program.

4.1.12. Staff turnover in the training institutes, as confirmed by 68.28 percent of the total respondents, was medium. This, however, had been severe problem for the Institutes, particularly located in the rural areas, as there was no opportunity to either replace or obtain an overtime worker. It was reported that dissatisfaction with low salary, lack of promotion opportunities and inconvenience of the working conditions were the major factors for the staff members to leave their jobs. The low salary of employees, as reported by the majority (72.73%), could not satisfy their personal needs, therefore, they prefer to leave jobs whenever they get the opportunity.

4.1.13. As 70.10 percent of the total respondents revealed, the Institutes did not have staff development plans. However, 64.29 percent teachers, 90.48 percent academic heads and 14.70 percent non-teaching staff reported their participation in training programs for the last five years. In other words, training programs were provided without balancing the availability of resources and training needs. As a result, 60.87 percent of the teaching (training) staff revealed that in-service (summer) education was offered to upgrade them from diploma to a first degree while the non-teaching staff was given almost no training. Shortage of finance to conduct this program, lack of competent people to identify training needs and remoteness of the institutes from colleges that provide training were the main factors to this failure. The majority (68.25%) of the respondents revealed that most of the training and development opportunities had been provided through the MoE while the training Institutes had a minimum role in arranging these programs.

4.1.14. As more than 50 percent of the total respondents reported performance appraisal was not conducted based on job performance. Employees were not involved in the process of appraisal so that it was not well understood. It was used to some extent in determining future use of employees and in motivating them to perform better on their present jobs. It did not address decisions about promotion, training, payment and other benefits.

4.2. Conclusions

Based on the findings of the study the following conclusions are drawn.

4.2.1. The training institutes of North Shoa zone failed to plan HR needs appropriately. Thus, recruitment and selection of the staff was conducted without a predetermined plan, which might result in an inappropriate recruitment, selection and assignment of employees.

4.2.2. Recruitment policies and practices had been applied in ways that improve fair decision in external recruitment. However, they failed to address appropriate promotion and transfer of employees.

4.2.3. The training institutes did not plan as many methods for attracting sufficient flow of desired applicants as well as did not define and apply relevant recruiting requirements as possible. Therefore, recruitment methods and conditions applied were not efficient and effective to attract an adequate pool of qualified applicants. This, in turn might result in failure to compete for the share of those talent personnel with other organizations by applying only a few mechanisms.

4.2.4. The members of EPC would not have the competence on recruitment and selection methods due to lack of relevant orientation. This situation might open door for the selection of candidates with inappropriate qualification and rejection of those with the desired qualification.

4.2.5. Selection of candidates for employment requires methods and criteria to identify skills, knowledge, experience and attributes of employees needed for effective performance. Therefore, TVET Institutes of North Shoa zone devised and applied certain useful criteria and methods of employee selection. The application of these methods and criteria although, each was not given equal weight, might have a substantial contribution to increase reliability and validity of selection methods.

4.2.6. The Institutes failed to assess their potentials (demand and supply) of trainers in detail before beginning various new occupational and training fields. Moreover, the assignment of employees did not give emphasis to their qualification, experience, ability and interest. As a result, training institutes of North shoa zone failed to identify and plan opportunities for improving

staff utilization. This might influence the provision of quality training because the potentials employees were not exploited properly.

4.2.7. Employees need regular guidance and support for the implementation of their institutional objectives. The staff management, however, did not organize, motivate, equip and direct workers to perform with their highest possible levels. Thus, the professional support of employees might influence the improvement of personal performance and institutional results.

4.2.8. The principals and other concerned educational managers of the training institutes seemed to be reluctant to help employees settle and become effective workers by identifying factors, which were associated with staff turnover and correcting them.

4.2.9. Training and development programs help employees perform effectively and give a chance of personal growth and satisfaction. These programs also have a useful stake in enhancing employee retention and loyalty. The institutes' managers, could not manage both performance (short term) and adaptability (long-term) needs. Therefore, training and development program lacked the support of top management (principals, vice principals) and commitment of the institutes to their employees.

4.3. Recommendations

Based on the findings obtained and conclusions drawn, the following suggestions are forwarded to improve practices of managing human resource and to alleviate the above-mentioned problems of TVET Institutes.

4.3.1. To improve the management of human resource in the area, the personnel concerned with those activities (including those in the EPC) should be well qualified and experienced. Moreover, these personnel should be trained regularly to acquire the necessary skills for improving their

accuracy and fairness. Most of the HRM functions in the institutes failed due to lack of attention. Hence, they should be given a fair share of educational managers' attention to attain the objectives of the Institutes. The Regional TVET Commission also has to develop the managerial skills of principals and provide more autonomy to the TVET Institutes for managing their human and financial resources.

4.3.2. For improving the shortage of qualified staff, the REB, Regional Capacity Building Bureau and MOE together should find ways to expand colleges that train teachers and other professionals of TVET Institutes. In addition to this, private colleges should be encouraged to provide training for technical and vocational professionals on various fields. Increasing salary and other benefits for those professionals, particularly to those in the rural areas, will help to attract the desired applicants. This, in turn, enables the Institutes to compete and share those scarce personnel with other organizations.

4.3.3. TVET institutes demand financial investment. To improve the financial problems of the Institutes, the Regional TVET Commission should allocate adequate budget. It also requests the Institutes to create and expand their own income generating activities such as production unit, cost sharing with those who use training products, and other service giving activities (e.g. providing training to individuals or organizations in different fields).

4.3.4. Every employee should obtain appropriate promotion and transfer opportunities. Vacant positions should be advertised in appropriate media (newspaper, radio, etc.); labor market information system and application of different recruitment and selection methods must be strengthened so that maximum applicants will be attracted.

4.3.5. For effective utilization of the staff, TVET Institutes and Regional TVET Commission should have a strong communication link. The Regional TVET

Commission also should develop monitoring and evaluation system and extend this to Institutional level. Before training fields are opened and/or closed, analysis to determine the number and type of labor required and available in various occupational fields may be important. However, it should be noted that training is offered in line with the regional development plan. Such an analysis will help the Institutes to enroll trainees according to their plans, to improve the assignment of employees on their field of training and enhances staff utilization by reducing the mismatch between supply and demand of labor. Moreover, all newly recruited employees should be oriented (trained) properly, particularly with job they are assigned to perform.

4.3.6. The professional assistance given to the staff will be improved by first training senior staff members, academic heads and administrative heads with the techniques of supervision. The Regional TVET Commission also should assign well-qualified and skilled supervisors at regional level and provide unreserved support to the Institutes.

4.3.7. The staff management should make training and development plan by conducting need assessment. This activity requires assignment of skilled personnel. Thus, TVET Institutes, Regional TVET Commission, Regional Capacity Building Bureau and REB officials should work together in preparing training and development plans. A continuous and objective performance appraisal of employees will help to identify training needs. Based on needs assessment, employees should be provided with continuous and complete training to keep up-to-date their knowledge, skills and ability. It may also be appropriate to provide managers of the institutes and other staff with refresher courses to introduce themselves with technological changes.

4.3.8. Working conditions including workload assignment, staff selection decisions, staff supervision, improvement practices, facilities, etc. should be revised constantly and immediate improvements must be made.

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Appendix A

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Department of Educational Planning and Management

**Questionnaire to be completed by Trainers (Teachers) of TVET
Institutes**

Dear respondent,

The purpose of this research questionnaire is to collect information, ideas and opinions of TVET teachers (trainers) about the practices, problems and prospects of managing human resources in TVET institutes, particularly in North Shoa Zone. Your responses to all items in this questionnaire would be of great importance to the success of this study. Therefore, you are kindly requested to respond honestly and frankly to the question items provided

Your responses will be kept strictly confidential and will be used for academic purpose only.

Thank you for your cooperation!

General Directions

- I. You do not have to write your name
- II. Indicate your opinion by putting an "X" mark for questions with rating scale (choices) or write your response in brief whenever necessary in the blank space provided.

Personal Information

1. Age a) Less than 25 yrs ☐ b) 25-30 yrs ☐ c) 31-36 yrs
 ☐ d) 37-42 yrs ☐ e) 43 yrs and above ☐
2. Sex a) Male b) Female
3. Academic qualification a) Below Diploma ☐ b) Diploma ☐
 C) First degree ☐ d) second degree & above ☐
4. Total years of service in teaching

Service	Less than 5	5-8	9-12	13-16	Over 16
In this institute					
In other organization					
Total					

II. Issues on Human Resource Management

1. The following items are asked to identify whether they are practiced or not. Please indicate the extent of your agreement or disagreement by putting an "X" mark against each statement. The numbers indicate:

5= Strongly Agree; 4= Agree; 3= Uncertain;

2= Disagree; 1= Strongly Disagree

No	Question items	Scale				
		5	4	3	2	1
1.1	The institute has a clearly defined strategic plan.					
1.2	The strategic plan is well communicated with all members of the institute.					
1.3	The institute has a clearly defined human resource plan.					
1.4	The institute human resource plan is linked with its strategic plan.					
1.5	Each department has well defined human resource plans.					
1.6	Principals of this institute have a clear direction for the next five years in advance.					

2. Does the institute forecast its human resource requirement at least for five years? a) Yes ☐ b) No ☐ c) I don't know ☐
3. If your response to question No 2 is "No", what do you think would be the possible reason (s)? (One or more response is possible)
- a) Lack of attention to identify staff needs ☐
 - b) Lack of enough time to identify staff needs ☐
 - c) Lack of talent people to analyze staff needs ☐
 - d) Lack of data on the expected number of trainees that will be enrolled in the next five years ☐
 - e) Other (please specify) _____
4. What factors do you think limit implementation of human resource plans in your institute? (One or more response is possible)
- a) The plans depended on political decisions ☐
 - b) Difficulty to forecast social and economic changes ☐
 - c) Difficulty to maintain complete and accurate employee records for the last five years ☐
 - d) The scarcity of finance ☐
 - e) Lack of qualified people in the labor market ☐
 - f) Others (please specify) _____
5. For the following list of statements, please indicate your agreement or disagreement, by marking an "X" against each item to show the application of each statement in your institute. The numbers indicate:
- 5= Strongly Agree; 4= Agree; 3= Undecided;
2= Disagree; 1=strongly Disagree

No	Items	scale				
		5	4	3	2	1
5.1	All vacancies are announced with appropriate media before they are occupied					
5.2	Candidates are subject to detailed selection procedures in relation to the vacant position before they are employed.					
5.3	The Civil Service Personal Policies and procedures are strictly considered in dealing with human resource matters.					
5.4	Promotions and transfers are based on personal relationships with superiors or influential political bodies rather than merit.					
5.5	Employment policies are widely communicated among the staff members.					
5.6	Internal capabilities are considered very carefully before external recruits are hired.					

6. How did you get employed in this institute? Through

- a) Personal contact with the institute ☐
- b) Educational establishment you graduated from ☐
- c) Job advertisement (newspaper, notice board etc.) ☐
- d) Professional Associations ☐
- e) Friends or relatives ☐
- f) Others (please specify) _____

7. What are the conditions that attracted you **most** to be employed in this institute? (You can give more than response).

- a) Better working conclusions ☐
- b) Personal interest in the job ☐
- c) Better growth opportunities ☐
- d) Fair management ☐
- e) Better payment ☐
- f) Absence of other job opportunities ☐
- g) Others (please specify) _____

8. The following items are factors that need to be considered in selection and employee process. Indicate the degree of their consideration, by putting an "X" mark against each item, in selecting staff members in your institute. The scale indicates:

4= High consideration; 3= Average consideration;
2=Low consideration; 1= No consideration at all

No	Items	Scale			
		4	3	2	1
8.1	Experience relevant to the job/teaching				
8.2	Interview				
8.3	Letter of recommendation				
8.4	Practical /industrial skills				
8.5	Selection tests				
8.6	Interest in the job or training				
8.7	Educational qualification				
8.8	If any other (describe a indicate the consideration)				
8.9					
8.10					

9 Does the institute arrange induction (orientation) program whenever new employees join the institute?

a) Yes ☐ b) No ☐

10. If your response in question No 9 is "No" what do you think is (are) the reason(s)? (More than one responses is possible)

a) It is costly ☐ b) It is time consuming ☐

c) The institute does not give attention to orientation programs ☐

d) Others (please specify) _____

11. At present you are teaching in:

a) Your major area ☐ b) Your minor area ☐

c) Both your major and minor area ☐ d) outside your field of training ☐

17. Do staff members receive professional support from education managers and other concerned bodies?
- a) Yes ☐ b) No ☐
18. If your response in question no ~~17~~ is "Yes", who provide professional **most** of the time?
- a) Senior staff members ☐ b) Department heads ☐
c) Vice principals ☐
d) Regional TVET commission officials ☐
e) Others (please specify) _____
19. Do you think the support offered is adequate to help for staff development?
- a) Yes ☐ b) No ☐
20. Does the institute have a clearly defined human resource development plan?
- a) Yes ☐ b) No ☐ c) I don't know ☐
21. Do staff members in the institute obtain training to improve their abilities?
- a) Yes ☐ b) No ☐
22. If your response in question No 21 is "Yes", what was the training program?
- a) On the job training ☐ b) Off the job training ☐
c) Summer (in-service) training ☐
d) Both on the job and off the job training ☐
23. In the past five years most of the opportunities of further education are provided (More than one response is possible)
- a) By the Ministry of Education ☐
b) Through the institutional effort ☐
c) Through personal effort ☐
d) By the Regional TVET Commission ☐
e) Others (please specify) _____

I. Personal Information

1. Age a) Less than 25 yrs ☐ b) 25-30 yrs ☐ c) 31-36 yrs ☐
 d) 37-42 yrs ☐ e) 43 yrs and above ☐

2. Sex a) Male ☐ b) Female ☐

3. Academic qualification

- a) Below Diploma ☐ b) Diploma ☐
c) First degree ☐ d) second degree and above ☐

4. Total years of service

Service	Less than 5	5-8	9-12	13-16	Over 16
In this institute					
In other institute					
Total					

II. Issues on Staff utilization and Professional Development

1. In your institute, who decide on the number of teaching loads for each teacher /trainer?

- a) Vice Principal ☐ b) Department Head ☐
c) Department head and members of the department ☐
d) Others (please specify) _____

2. What are the factors considered in determining teaching load of teachers in your institute?

- a) Number of students in a given section ☐
b) Nature of the courses ☐
c) The number of preparations /courses of the teacher ☐
d) Other non-class room responsibilities ☐
e) Others (please specify) _____

3. Did teachers get professional assistance from educational managers and or other concerned professionals?

- a) Yes ☐ b) No ☐

11. Does the institute have staff development plan?
a) Yes ☐ b) No ☐ c) I don't know ☐
12. Do staff members in the institute obtain training to improve their abilities?
a) Yes ☐ b) No ☐
13. If your response in question No 12 is "Yes", what was the training program?
a) On the job training ☐ b) Off the job training ☐
c) Summer (in-service) training ☐
d) Both on the job and off the job training ☐
14. Most of the opportunities of further training are provided
(More than one response is possible)
a) By the Ministry of Education ☐ d) through personal effort ☐
b) By the Regional TVET Commission ☐
c) Through the institutional effort ☐
e) Others (please specify) _____
15. In your opinion, what are the major problems in the utilization of teachers?
a) _____
b) _____
c) _____
16. In your opinion, what are the major problems in the professional development of teachers (trainers)?
a) _____
b) _____
c) _____
17. What do you suggest to solve the aforementioned problems?
a) _____
b) _____
c) _____

I. Personal data

1. Age a) Less than 25 yrs ☐ b) 25-30 yrs ☐
 c) 31-36 Yrs ☐ d) 37-42 Yrs ☐
 e) 43 Yrs and above ☐

2. Sex a) Male ☐ b) Female ☐

3. Academic qualification

- a) Below grade 12 ☐ b) Grad 12 c) Below diploma ☐
d) Diploma ☐ e) First Degree ☐
f) Second degree and above ☐

4. Current position

- a) Clerical employee ☐ b) Professional employee ☐
c) Administration ☐ d) Support staff ☐
e) Senior management ☐ f) others (specify) _____

5. Total years of service

Employment	Less than 5	5-8	9-12	12-16	Over 16
As a teacher					
In administration					
As a member of employment and promotion committee					

II Issues on Human Resource Management

1. Who is responsible in the human resource planning in your institute?
a) The Regional TVET Commission ☐
b) The committee established from different departments ☐
c) The human resource department ☐
d) The institute management committee ☐
e) Others (please specify) _____
2. Does the institute anticipate the institutional human resource needs for at least five years?
a) Yes ☐ b) No ☐ c) I don't know ☐

3. If your response in question No 2 is "No" what do you think is (are) the reason(s)? (More than one responses is possible)

- a) Lack of enough time to identify staff needs ☐
- b) Lack of competent personnel to identify staff needs ☐
- c) Lack of information on the expected number of student enrollment ☐
- d) Not certain ☐
- e) Others (please specify) _____

4. What factors do you think limit implementation of human resource plans in your institute? (One or more response is possible)

- a) The plans depended on political decisions ☐
- b) Difficulty to forecast social and economic changes ☐
- c) Difficulty to maintain complete and accurate employee records for the last five years ☐
- d) The scarcity of finance ☐
- e) Lack of qualified people in the labor market ☐
- f) Others (please specify) _____

5. Recruitment of the institutional staff is a responsibility of:

- a) The Regional TVET Commission ☐
- b) The committee established from different departments ☐
- c) The human resource department ☐
- d) The institute management committee ☐
- e) Others (please specify) _____

6. Who carries out the selection process to fill the Institutes' vacant positions?

- a) The Regional TVET commission ☐
- b) The committee established form different departments ☐
- c) The human resource department ☐
- d) The institute management committee ☐
- e) Other (please specify) _____

7. As you are concerned with recruitment and selection process, did you get training or orientation in systematic selection techniques?

a) Yes ☐

b) No ☐

8. If your response in question No 7 is "No", what do you think is (are) the reason(s)?

a) The committee members have the necessary skills

b) The committee members have the experience

c) No attention is given to the orientation programs

d) Others (please specify) _____

9. What is (are) the method(s) the institute use **most** to recruit its staff?
(More than are response a possible)

a) through educational establishments ☐

b) Job advertisement ☐

c) Through professional associations ☐

d) Personal contact with employees ☐

e) Other (specify) _____

10. The following list of statements is some of the recruitment and selection practices. Please indicate your agreement or disagreement, by marking an "X" against each statement to show the application of each statement in your institute. The numbers indicate:

5= Strongly Agree; 4= Agree; 3= Undecided;

2= Disagree; 1=strongly Disagree

No	Items	scale				
		5	4	3	2	1
10.1	All vacancies are announced with appropriate media before they are occupied					
10.2	Candidates are subject to detailed selection procedures in relation to the vacant position before they are employed.					
10.3	The Civil Service Personal Policies and procedures are strictly considered in dealing with human resource matters.					
10.4	Promotions and transfers are based on personal relationships with superiors or influential political bodies rather than merit.					
10.5	Employment policies are widely communicated among the staff members.					
10.6	Internal recruitment is considered very carefully before external recruits are hired.					

11. The following items are factors that need to be considered in selection and employment process. Indicate the degree of their consideration by putting an "X" mark against each item, in selecting staff members in your institute. The scale indicates:

4= High consideration;

3= Average consideration

2=Low consideration

1= No consideration at all

No	Items	Scale			
		4	3	2	1
11.1	Experience relevant to the job				
11.2	Interview				
11.3	Letter of recommendation				
11.4	Practical /industrial skills				
11.5	Selection tests				
11.6	Interest in teaching (training)				
11.7	Educational qualification				
11.8	If any other (describe a indicate the consideration)				
11.9					

12. How does the institute attract potential applicants? (One or more response is possible)

- a) Practicing better working conditions
- b) Providing growth opportunities
- c) Encouraging candidates to develop interest in the job
- d) Providing better payment
- e) Exercising better payment
- f) Others (please specify) _____

13. Do you think that good quality (high caliber) applicants apply for vacant positions in your institute? a) Yes ☐ b) No ☐

14. If your response in question No 13 is "No", what do you think is (are) the reason(s)? (One or more response is possible)

- a) Low credibility of the institutes ☐
- b) Unattractive working conditions ☐
- c) Poor vacancy advertisement ☐
- d) Low salary package ☐
- e) Others (please specify) _____

15. What should be done in the future regarding the management of human resource in the institutes?

- a) Training more teachers for RVET institutes ☐
- b) Increasing salary and other fringe benefits ☐
- c) Improving the institutes' working conditions ☐
- d) Others (please specify) _____

16 In your opinion, what are the strengths of the institutional staff planning, recruitment and selection practice?

- a) _____
- b) _____
- c) _____

17. In your opinion, what are the weaknesses of the institutional staff recruitment and selection practice?

- a) _____
- b) _____
- c) _____

18. What solutions do you propose to improve the weaknesses?

- a) _____
- b) _____
- c) _____

Appendix D

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Department of Educational Planning and Management

Questionnaire to be Completed by Members of the Non-Teaching Staff in TVET Institutes

Dear respondent,

The purpose of this research questionnaire is to collect information, ideas and opinions of the non-teaching staff about the practices, problems and prospects of managing human resources in TVET Institutes, particularly in North Shoa Zone. Your responses to all items in this questionnaire would be of great importance to the success of this study. Therefore, you are kindly requested to respond honestly and frankly to all question items provided.

Your responses will be kept strictly confidential and will be used for academic purpose only.

Thank you for your cooperation!

General Directions

- III. you do not have to write your name
- IV. Indicate your opinion by putting an "X" mark for questions with rating scale (choices) or write your response in brief whenever necessary in the blank space provided.

I. Personal Information

1. **Age** a) Less than 25 yrs ☐ b) 25-30 yrs ☐
c) 31-36 yrs ☐ d) 37-42 yrs ☐ e) 43yrs and above ☐
2. **Sex** a) Male ☐ b) Female ☐
3. **Academic qualification** a) Below grade 12 ☐ b) Grade 12 ☐
c) Below diploma ☐ d) Diploma ☐ e) First degree ☐
f) Second degree & above ☐
4. **Total years of service**

Service	Less than 5	5-8	9-12	13- 16	Over 16
In this institute					
In other institute					
Total					

II. Issues on Human Resource Management

1. The following items are asked for identifying practices of human resource planning in your institute. Please indicate the extent of your agreement or disagreement by putting an "X" mark against each statement. The numbers in the scale indicate:

5= Strongly Agree; 4= Agree; 3= Uncertain;
2= Disagree; 1= Strongly Disagree

No	Items	Scale				
		5	4	3	2	1
1.1	The institute has a clearly defined strategic plan.					
1.2	The strategic plan is well communicated with all members of the institute.					
1.3	The institute has a clearly defined human resource planning.					
1.4	The institute human resource planning is linked with its strategic plan.					
1.5	Each department has defined human resource plans to achieve the institutional objectives.					
1.6	Principals of this institute have a clear direction for the next five years.					

2. Does the institute forecast its human resource requirement at least for five years? a) Yes ☐ b) No ☐ c) I don't know ☐

3. If your response to question No 2 is "No", what do you think would be the possible reason (s)?

a) Lack of attention to identify staff needs ☐

b) Lack of enough time to identify staff needs ☐

c) Lack of talent people to analyze staff needs ☐

d) Lack of data on the expected number of trainees that will be enrolled in the next five years ☐

e) Other (please specify) _____

4. What factors do you think limit implementation of human resource plans in your institute? (One or more response is possible)

a) The plans depended on political decisions ☐

b) Difficulty to forecast social and economic changes ☐

c) Difficulty to maintain complete and accurate employee records for the last five years ☐

d) The scarcity of finance ☐

e) Lack of qualified people in the labor market ☐

f) Others (please specify) _____

5. For the following list of statements, please indicate your agreement or disagreement, by marking an "X" against each item to show the application of each statement in your institute. The numbers indicate:

5= Strongly Agree; 4= Agree; 3= Undecided;

2= Disagree; 1=strongly Disagree

No	Items	scale				
		5	4	3	2	1
5.1	All vacancies are announced with appropriate media before they are occupied					
5.2	Candidates are subject to detailed selection procedures in relation to the vacant position before they are employed.					
5.3	The Civil Service Personal Policies and procedures are strictly considered in dealing with human resource matters.					
5.4	Promotions and transfers are based on personal relationships with superiors or influential political bodies rather than merit.					
5.5	Employment policies are widely communicated among the staff members.					
5.6	Internal recruitments are considered very carefully before external recruits are hired.					

6. How did you get employed in this institute? Through

- a) Personal contact with the institute ☐
- b) Educational establishment you graduated from ☐
- c) Job advertisement (newspaper, notice board etc) ☐
- d) Professional Associations ☐
- e) Friends or relatives ☐
- f) Others (please specify) _____

7. What are the conditions that attracted you **most** to be employed in this institute? (You can give more than response).

- a) Better working conclusions ☐
- b) Personal interest in the job ☐
- c) Better growth opportunities ☐
- d) Fair management ☐
- e) Better payment ☐
- f) Absence of other job opportunities
- g) Others (specify) _____

8. Does the institute arrange induction (orientation) program whenever new employees join the institute?

- a) Yes ☐
- b) No ☐

9. If your response in question No 8 is “No”, what do you think is (are) the reason(s)? (More than one responses is possible)

- a) It is costly ☐ b) It is time consuming ☐
c) The institute does not give attention to orientation programs ☐
d) Others (please specify) _____

10. The following items are factors that need to be considered in selection and employment process. Indicate the degree of their consideration, by putting an “X” mark against each item, in selecting staff members in your institute. The scale indicates:

4= High consideration; 3= Average consideration;
2=Low consideration; 1= No consideration at all

No	Items	Scale			
		4	3	2	1
10.1	Experience relevant to the job/teaching				
10.2	Interview				
10.3	Letter of recommendation				
10.4	Practical /industrial skills				
10.5	Selection tests				
10.6	Interest in the job or training				
10.7	Educational qualification				
10.8	If any (describe a indicate the consideration)				
10.9					
10.10					

11. Do staff members receive professional support from education managers and other concerned bodies?

- a) Yes ☐ b) No ☐

12. If your response in question no 11 is “Yes”, who provide professional **most** of the time?

- a) Senior staff members ☐ b) Department heads ☐
c) Vice principals ☐
d) Regional TVET commission officials ☐
e) Others (please specify) _____

13. Do you think the support offered is adequate to help for staff development? a) Yes ☐ b) No ☐

14. Does the institute have a defined human resource development plan for the non- teaching staff? a) Yes ☐ b) No ☐

15. If your response in question No 14 is "No", what do you think is the reason? a) _____
b) _____
c) _____

16. Do staff members in the institute obtain training to improve their abilities? a) Yes ☐ b) No ☐

17. If your response in question No 16 is "Yes", what was the training program?

- a) On the job training ☐ b) Off the job training ☐
c) Summer (in-service) training ☐
d) Both on the job and off the job training ☐

18. Does the institute appraise employees based on their job performance?

- a) Yes, always ☐ b) Yes, sometimes ☐ c) No ☐

19. What do you think is the importance of performance appraisal in your institute?

- a) To determine future use of employees ☐
b) To increase payment based on merit ☐
c) To motivate employees to do better on their present job ☐
d) To assess training needs ☐ e) I don't know ☐
f) Others (please specify) _____

20. What should be done in the future regarding the management of teachers in the institutes?

- a) Training more teachers for RVET institutes ☐
- b) Increasing salary and other fringe benefits ☐
- c) Improving the institutes' working conditions ☐
- d) Others (please specify) _____

21. In your opinion, what are the major practical activities to determine the non-teaching staff needs?

- a) _____
- b) _____
- c) _____

22. What are the major problems in the non- teaching staff utilization, training and development in your institute?

- a) _____
- b) _____
- c) _____

Appendix E

Interview for the Principals of the Institute

1. How do you forecast human resource requirements and availabilities in your institute?
2. Who is responsible in determining these human resource needs (i.e., planning, recruitment and selection) of the staff in the institute?
3. What methods do you apply to announce vacant positions before they are occupied? Do you think that they are appropriate and sufficient enough to attract as many good quality applicants as possible?
4. Do you think that the institute is utilizing its human resource effectively and efficiently? If no, what do you think are the reasons?
5. Does the institute provide professional support to the staff? If no, why? If yes, in which specific areas?
6. Are training needs of the staff periodically assessed? Are they implemented effectively? If no, why? If yes, do you think that the short term and long term training needs of each member attained? Do you evaluate the training and development process?
7. What are the major practices and encountered problems of the staff management in your institute with regard to:
 - Determining the human resource needs?
 - Recruitment and election of staff members?
 - Staff utilization, training and development?
8. What solutions do you suggest to improve the problems you mentioned?
9. What are your prospects (positive result expectations) of managing human resource in your institute?

Appendix F

Interview for the Regional TVET Commission Experts

1. What are the major roles of Regional TVET Commission in:-
 - Determining human resource needs (planning, recruitment and selection)?
 - Providing staff Training and professional development?
2. Does the commission allocate enough budgets to the institutes? If not, how do TVET Institutes in the Region obtain money to fill vacant positions which may be through employment, transfer or promotion? Do you encourage the institutes to create and expand income generating activities to improve the scarcity of finance?
3. Do you think that the institutes are utilizing their human resource effectively and efficiently? If no, what do you think are the reasons?
4. What do you think are the major problems of TVET Institutes:-
 - a) To determine their human resource needs?
 - b) To satisfy institutional objectives and personal needs of staff training and development?
 - c) To develop a strong communication link with the regional TVET Commission and with other training institutes?
5. What do you suggest to solve or improve the problems of TVET Institutes in managing their human resource?
6. What are your prospects of human resource management in TVET institutes?

ሐ. ከ31-36ዓመት ☐, ☐

አዲስ አበባ ዩኒቨርሲቲ

ትምህርት ፋኩሊቲ

ትምህርት እቅድና ሥራ አመራር ትምህርት ክፍል

ድህረ ምረቃ ትምህርት ፕሮግራም

ለጥናትና ምርምር የሚውል መረጃ መሰብሰቢያ መጠይቅ

ክፍል ☐ዕጀመሪያ ዲግሪ ☐

በቴ/መ-/ት/ስ/ተቋም የአስተዳደር ሰራተኞች የሚሞላ

ውድ የዚህ መጠይቅ ተሳታፊ፡

16ዓመት	ከ16ዓመት በላይ

የዚህ መጠይቅ አላማ በአማራ ክልል በሰሜን ሸዋ ዞን ስር ባሉ የቴ/መ-/ት/ስ/ተቋማት ውስጥ ያለውን የሰው ሀይል አስተዳደር፣ ስራ አተገባበር፣ ያጋጠሙ ችግሮችና የወደፊት አቅጣጫ በሚመለከት ጥናት ለማድረግ ሲሆን የተቋሙን የአስተዳደር ሰራተኞች መረጃ፣ ሀሳብና አስተያየት ለመሰብሰብ ነው። በእያንዳንዱ መጠይቅ ጥያቄ ላይ የሚሰጡት ምላሽ ለዚህ ጥናት መሳካት ከፍተኛ ጠቀሜታ አለው።

ስለሆነም ለተሰጡት እያንዳንዱ ዝርዝር ጥያቄ የሚመስልዎትን መልስ በአስተማማኝና በግልፅ እንዲሰጡ በአክብሮት ይጠየቃል።በዚህ መጠይቅ የተሰበሰበው መረጃ በሚስጥር የሚጠበቅ ሲሆን ከላይ ለተጠቀሰው ጥናት ብቻ የሚውል ነው።

ስለ ትብብርዎ በቅድሚያ አመሰግናለሁ!

አጠቃላይ መመሪያዎች

I. ስም መጻፍ አያስፈልግዎትም፡

II. ምርጫ ላላቸው ጥያቄዎች ከምርጫው ፊትለፊት ባለው ክፍት ቦታ ላይ የ"X" ምልክት በማስገባት፣ ምርጫ ለሌላቸው ጥያቄዎች ደግሞ መልስዎን በአጭሩና በግልፅ በመጻፍ ሀሳብዎን ይግለፁ።

በይቅ

X" ምልክት

ወይም የማይስማሙ

ም አስማማለሁ 4=

ስማማም

	ስኬል				
	5	4	3	2	1
ጠፈው					
ተያያዘ					
ማዎች					
አሉት።					
የምስት					

2. እርስዎ የሚሠሩበት ተቋም ቢያንስ የአምስት ዓመት የሰው ሃይል ፍላጎት ትንተና ያደረጋል?
 ሀ. አዎ ☐ ለ. አያደርግም ☐ ሐ. አላውቀውም ☐

3. በጥያቄ ቁጥር 2 መልስዎ 'አያደርግም' ከሆነ፣ ምክንያቱ(ቶቹ) ምን ይመስልዎታል?
 ሀ. በሰው ሀይል ፍላጎት እቅድ ትኩረት አለመስጠት ☐
 ለ. የሰው ሀይል ፍላጎት ለመስራት በቂ ጊዜ አለማግኘት ☐
 ሐ. በሰው ሀይል ፍላጎት እቅድ በመስራት ችሎታ ያለው ሰራተኛ እጥረት ☐
 መ. በሚቀጥሉት 5 ዓመታት ሊመዘገብ የሚችለውን ሰልጣኝ መረጃ እጥረት ☐
 ሠ. ሌላ ምክንያት ካለ ይጥቀሱ -----

4. በተቋሙ ውስጥ የሰው ሀይል እቅድን በተግባር ላይ ለማዋል የሚወስኑት (የማያስችሉት) ምክንያቶች ምንድን ናቸው ብለው ያምናሉ?
 ሀ. እቅዶቹ በፖለቲካዊ ውሳኔ ላይ የተመሰረቱ መሆኑ ☐
 ለ. ማህበራዊና ኢኮኖሚያዊ ለውጦችን ለመገመት አስቸጋሪ መሆኑ ☐
 ሐ. የተሟላና ትክክለኛ የሰራተኞች መረጃ (ሪከርድ) ያለመኖሩ ☐
 መ. የምልመላና መረጣ እቅድን ለመተግበር የበጀት እጥረት መኖሩ ☐
 ሠ. ሌላ ካለ ይጥቀሱ -----

5. በሚከተለው ሰንጠረዥ ያሉ እያንዳንዱ ዝርዝር ተግባራት በተቋሙ ውስጥ መተግበር ያለመተግበራቸውን በመለየት ስምምነትዎን ወይም የማይስማሙ መሆኑን የ"X" ምልክት በማስገባት ያመልክቱ። ቁጥሮቹ የሚወክሉት 5= በጣም አስማማለሁ 4= እስማማለሁ 3= እርግጠኛ አይደለሁም 2=አልስማማም 1= ፍፁም አልስማማም

ተ.ቁ	ምልመላና መረጣ የሚመለከቱ ተግባራት	ስኬል				
		5	4	3	2	1
5.1.	በእያንዳንዱ ክፍት የስራ ቦታ ላይ ሰራተኛ ከመቀጠሩ በፊት አግባብነት ያለው የክፍት ስራ ቦታ ማስታወቂያ ይወጣል።					
5.2.	እጩ ተቀጣሪዎች በክፍት የስራ መደብ ላይ ከመቀጠራቸው በፊት ከስራው ጋር በተያያዘ ዝርዝር የሆነ ምልመላና መረጣ ይከናወናል።					
5.3.	በማንኛውም የሰው ሀይልን በሚመለከቱ ጉዳዮች የሲቪል ሰርቪስ ሰራተኞች መመሪያዎችና ደንቦች ዝውውርን የደረጃ እድገትን ወዘተ በሚመለከት ግምት ውስጥ ይገባሉ።					
5.4.	የደረጃ እድገትና ዝውውር ከትምህርትና ብቃት ይልቅ ከበላይ ሀላፊው ወይም ወሳኝ ከሆኑ የፖለቲካ ሰዎች ጋር ባለ ግንኙነት ላይ የተመሰረተ ነው።					
5.5.	የሰራተኛ ቅጥር መመሪያዎች በተቋሙ ማህበረሰብ ሰፊ ውይይት ይደርግባቸዋል።					
5.6.	የውጭ ቅጥር የሚከናወነው የውስጥ ሰራተኞች እድገት ወይም ዝውውር ሁኔታ በጥንቃቄ ተመርምሮ ያሉት አማራጮች ሁሉ ከታዩ በኋላ ነው።					

18. የወደፊት የተቋሙን የአስተዳደር ስራተኞች የሰው ሀይል አመራር በተመለከተ ምን መደረግ አለበት ብለው ያምናሉ?

ሀ. ለሠራተኞች የደመወዝና የሌሎች ጥቅማጥቅሞች መጨመር

ለ. ለሚፈለገው የሥራ ቦታ ከሚያስፈልገው ቁጥር በላይ ስራተኛ ማሠልጠን

ሐ. ለሠራተኞች ትምህርትና ሥልጠና መስጠት

መ. ሌላ ካለ ይጠቀስ

19. ከተቋሙ ውስጥ የሰራተኞች የሥራ አፈጻጸም ግምገማ በስራቸው ላይ የተመሰረተ ነው ወይ?

ሀ. አዎ፣ ሁልጊዜ ☐ ለ. አዎ፣ አንዳንድ ጊዜ ☐ ሐ. አይደረግላቸውም ☐

20. የተቋሙ የአስተዳደር ስራተኞች የስራ አፈጻጸም ግምገማ ዓላማ ምንድን ነው?

ሀ. ለወደፊቱ ያለውን የሰራተኛ አጠቃቀም ለመወሰን ☐

ለ. የተቋሙ ስልጠና ፍላጎት ለመለየት ☐

ሐ. በችሎታ ላይ የተመሰረተ የደመወዝ ክፍያ ጭማሪ ለማድረግ ☐

መ. ስራተኞች በስራቸው ላይ እንዲተጉ ለማበረታታት ☐

ሠ. ምንም የማውቀው ነገር የለም ☐

ለ. ሌላ ካለ ይጠቀስ _____

21. በእርስዎ ሀሳብ፣ የአስተዳደር ስራተኞች የሰው ሀይል ፍላጎት ለመወሰን መደረግ ያለባቸውን ዋና ዋና ተግባራት ምንድን ናቸው?

ሀ. _____

ለ. _____

ሐ. _____

22. የአስተዳደር ስራተኞችን በትክክል ለስራ ለመጠቀም፣ የስልጠናና ብቃት ማሻሻያ ተግባራትን በተቋሙ ለማከናወን የማያስችሉ ዋና ዋና ችግሮች ምንድን ናቸው?

ሀ. _____

ለ. _____

ሐ. _____

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Talefe Eshete

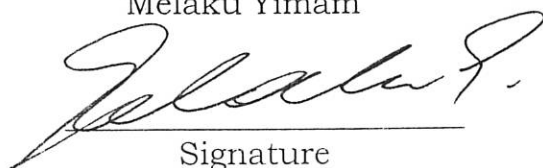
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Place: Addis Ababa University

Date of submission: _____

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

Melaku Yimam



Signature

Date of Approval 27/02/07