

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION  
SCHOOL OF GRADUATE STUDIES**

**HUMAN RESOURCE MANAGEMENT PRACTICES AND  
CHALLENGES: THE CASE OF ENTOTO TVET COLLEGE.**

**BY  
BERUK WOLDMEDHIN**

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**A THESIS SUBMITTED FOR THE PARTIAL FULFILLMENT OF THE  
REQUIREMENT OF MASTER OF ARTS IN MANAGEMENT OF  
VOCATIONAL EDUCATION IN THE DEPARTMENT OF CURRICULUM  
AND INSTRUCTION**

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Approved by Board Examination

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## **Abbreviations**

HRM= Human Resource Management

HR = Human Resource

TVET = Technical and Vocational Education Training

## ***Abstract***

*The study was conducted mainly to assess the human resource management practices and challenges in Entoto TVET College. It attempted to explain the process of human resource management practices, participants of HRM practices, process of hiring employees, retention and evaluation system in the Entoto TVET College. It also tried to identify the main challenges of HRM, case and its solution in the future. To this effect descriptive survey method was employed. As sources of information trainers, administrators of TVET College, city TVET agency officers and different department workers of the Entoto TVET College were selected. From trainers population of the TVET College were selected through availability sampling technique out of 206 trainers, 103 were selected and 101 questionnaires completed. Besides from 150 administrators, 53 were selected and 48 questionnaires completed. From Addis Ababa TVET agency officers and different department workers of Entoto TVET College of respondents were selected through purposive sampling method, out of 18 officers and 23 different department workers, 3 and 4 were selected for interview officers and workers respectively. To collect data from the sources questionnaires and interview were employed. In order to validate the instrument for the study, different capable person including the researcher and the assigned academic adviser examined it and pretest was conducted for the questioners, as the result the necessary measure were taken. Then after the data collected through questionnaires were computed in the percentage, presented in the table and followed by discussion. The results of open ended items of the questionnaires and interviews were present through descriptive statement. The study showed that in HRM practices there were problems of awareness because of administrators did not participate to give awareness for employees. And the main challenges of HRM in the college were less commitment of administrators and less employees' compensation. Therefore to improve HRM practices and prevent HRM challenges, administrators, other staff members and stakeholders should contribute a lot to Entoto TVET College.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Human Resource Management (HRM) practice is a comparatively new attitude to treatment people in numbers of institute particularly TVET College. People are considered the crucial resource in this approach and it is concerned with the people aspect in management of an institute. Since an institute is a body of people, their achievement, development of skills, inspiration for higher levels of fulfillments, as well as confirming maintenance of their level of assurance, are all significant activities. There is growing evidence that human resources are decisive to achieve the goals of organizational success, and may offer the best return on investment for sustainable competitive advantage (Price, 2007).

Human resource management, as a discipline and practice in the management of people in an institute, has evolved and developed into different area. These disciplines and practices have gone through a process of trial and error, theory building and testing of various concepts by practicing managers and academics. The essential powers behind the growth and development of human resource management have been (and still are) mainly environmental, and the mission for knowledge of better ways of obtaining and using employees in the college (Armstrong, 1995).

Human Resource Management is that branch of management which is responsible on a staff basis for concentrating on those aspects of operations which are primarily concerned with the relationship of management to employees and employees to employees and with the development of the individual and the group. As an extension of general management, that of prompting and stimulating every employee to make his fullest contribution to the purpose of TVET college objectives. Human resource management is not something that could be separated from the basic managerial function. It is a major component of the broader managerial functions like hiring process, termination etc. The best practices of attractive job design, evaluation, giving attention to employees, retention, encouraging, skill enhancement programs, increased autonomy, and flexible

work hours are used by the employers to attract experienced as well as young professionals to work for them (*Stone, 2002*).

According to Lado and Wilson (1994), Human resources are considered the most important asset of an organization, but very few organizations are able to fully harness its potential. They define a human resource system “. . . as a set of distinct but interrelated activities, functions, and processes that are directed to attracting, developing, and maintaining (or disposing of) a firm’s human resources.” Traditionally, management of this system has gained more attention from service organizations than from manufacturing organizations.

The notion of “modern HRM practices” has become an increasingly used way of referring to high levels of delegation of decisions, extensive lateral and vertical communication channels, high reward systems, often linked to multiple performance indicators, and other practices that either individually or in various bundles is deployed to achieve high levels of organizational performance (Colombo and Delmastro, 2008).

From the above context, Guthrie (2001) states that: “The common theme in this nonfiction is an emphasis on utilizing a system of management practices giving employees skills, information, motivation, and latitude and resulting in a workforce that is a source of competitive advantage.”

In the HRM process, there are different challenges that can affect the implementation of human resources. Like hiring, commitments of administrators, performances of employees are challenges the HRM systems in the college. The extent to which, if any, human resource management (HRM) impacts on organizational performance has emerged as the central research question in the personnel/HRM field (Becker and Gerhart, (1996) and Guest, (1997).

As the world is becoming more competitive and unstable than ever before, manufacturing-based industries are seeking to gain competitive advantage at all cost, challenges and are turning to more innovative sources through HRM (Sparrow, Schuler, and Jackson, 1994).

In general, HRM practice has its own process to get good managing system in the TVET College. Some of the the practices are planning, hiring process, employees retention and terminations. To implement these HRM practices in the study college concerned bodies must actively participate in it, in particularly the administrators play a critical role.

Such HRM management systems also have its own challenges that affect the implementing capacity of the college. To minimize the challenges, the concerned bodies must be actively participants in the college.

## **1.2. Statement of the Problem**

Human resource management practices have its own different steps in the TVET colleges hiring, employees' retention, giving opportunity, evaluation, termination process etc. The HRM practices can generate increased knowledge, motivation, synergy, and commitment of a firm's employees, resulting in a source of sustained competitive advantage for the firm (Harter, Schmidt, and Hayes, 2002).

According to Hilsop (2003), Human resources are the life blood of an organization. This implies that the practice of HRM in the college has direct connection with organization outcomes and more research needs to concentrate on the indirect relationship between HRM practices in an organization. Since knowledge resides in an individual and given the role of HRM practices in influencing an individual's attitude and behaviors, it is believed that HRM practices has significant and positive relationship on organizational innovation via knowledge management.

Without good practices of HRM, countries face numbers of problems to solve their challenges. In many countries, particularly developing ones like Ethiopia, people give less attention for human resource management, especially for Technical and Vocational Education Training (TVET). The management of HR is complex because the individuals as workers hardly adapt or voluntarily embrace the objectives of the organization. As individuals, the employees have needs, aspirations, motivations, desires and interests which influence their behavior at work but unfortunately these objectives are sometimes in conflict with the corporate objectives of the enterprise. In reconciling this conflicting interests, Human Resources Management and Planning are useful tools employed in harmonizing the needs of the employees with the goals and objectives of the organization on a continuous basis. Administrators have enough knowledge to minimize the challenges of HRM in the college. Knowledge of HRM practices is therefore, highly necessary and it has been acknowledged that it is an effective of resource (HRM) practices (Tan and Nasurdin, 2010).

In general, there are different challenges of HRM in government institutes of Technical and vocational Education Training (TVET) such as, employees give less contribution to creativity, innovation etc. Therefore, based on the above problems, the researcher realized the fact that the issue requires research to be conducted. This study, therefore, attempted to assess the HRM practices and challenges in Entoto TVET College and for answering the following basic research questions:

1. What is the practice of human resource management at Entoto TVET collage?
2. What are the major challenges that affect the human resource management in the study college?
3. Who should be the participants to minimize the challenges of HRM in the study college?
4. What are the processes of HRM practices in Entoto TVET College?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this study was to find out the practices and challenges of human resource management in the case of Entoto TVET College.

#### **1.3.2. Specific Objectives**

- A. To assess the current human resource management practices at Entoto TVET College.
- B. To identify the major challenges of human resource management in TVET college.
- C. To identify the main participants (stakeholders) in minimizing human resource management challenges in the study area.
- D. To explain the process of HRM practices in the study area.
- E. To provide policy recommendations that can improve the practices of HRM in the study area.

#### **1.4. Significance of the Study**

The study is expected to have the following significances:

1. The study indicates the specific challenges that affect the practice of human resource management in TVET colleges
2. It encourages managers to identify the problems of human resource management system and to give solution.
3. It will give clues for the department of human resource management in Entoto TVET College to design effective strategies.
4. It may also help similar TVET institutions in improving the practice of their HRM.
5. It will inform policy makers as to how to improve the HRM.

#### **1.5. Delimitation of the study**

The study is delimited in terms of focal study area. It is restricted to investigate the Human resource management practices and challenges of Entoto Technical and Vocational Education Training College to complete the study within the given time frame and based on resource allocated for the study. Due to large numbers of respondent in the TVET College, the study is delimited to one purposively selected TVET college, namely Entoto TVET College. Respondents are both trainers and administrators selected through available sampling methods for questionnaires. In addition city TVET officers and other workers in the college were purposively selected for the interview.

#### **1.6. Limitation of the study**

The researcher faced minor limitations like respondents give less attention to fill the questionnaires and some of them with less voluntary for both questionnaires and interviews in the TVET College. Similarly, the city agency officers were busy to give interview and sometimes were not in their office. Moreover, seven questionnaires were not returned to the researcher: two trainers and five administrators.

## **1.7. Organization of the Study**

This thesis is organized in to five parts/chapters. The first chapter is the introduction that deals with the general aspects of the issue covered and followed by background of the study, statement problem, objectives, significance, delimitation, and limitation of the study as well as organization of the study. The second chapter is the related literature review, which covers the secondary data that delivers different detailed information about the regarding research topic.

The third chapter describes the methodology of the research. It shows the research approaches, sampling procedure, data collection tools and ways of data analysis whereas chapter four covers the discussion of the data and the research findings in respect to HRM practices and challenges in Entoto TVET College. Finally, the last part, chapter five, provides summary, conclusions and recommendations of the study based on its findings. Moreover, as additions, the bibliography, sample questionnaires, interviews and other relevant documents were attached to the last part of the thesis.

## **1.8. Operational Definitions of Terms**

**Administrators** = Refer to persons who manages a government agency or department

**Trainers** = Refers to people who train other persons.

**Different workers in TVET College**= Refers, to staffs who their own job description in different department.

**City TVET agency Officers** = Refers, to officers who are appointed to an office and who holds a positions of trust of TVET agency.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1. Human Resources Management (HRM) practices

#### 2.1.1. Definition of HRM Practices

According different authors, term "Human resources management practices" (HRM) is used in many different ways and that's why it has different definitions. For example, the term suggests a distinct philosophy regarding people-oriented organizational activities, a philosophy that helps modern businesses more than the classic personnel management did. And it is also conceptualized as a set of internally consistent policies and practices designed and implemented to ensure that a firm's human capital contribute to the achievement of its business objectives (Delery& Doty, 1996).

Human Resource Management (HRM) can be defined as focusses of managing people within the employer-employee relationship. Specifically, it involves the productive use of people in achieving the organization's strategic objectives and the satisfaction of individual employee needs (Stone, 2002).

HRM practices is an ensemble of strategically and operational activities (planning, recruiting and maintaining of employees), as a part of general management. And its purpose is to create an organizational climate for encouraging staff to achieve the objectives of the company. There are many resources that affect the performance of a company, but people, definitely, have a major contribution in adding value to the organization. Skills, experiences, expertise and the relations between employees have a major importance in success or failure of the company. HRM practices become a strategic business partner with an essential role in the success of the company. Classic theories suggest that HRM is (Cardon and Cardon, 2004):

- Part of the general strategy of the company – planning and establishing performance target according to the general objectives of the company;
- Staff administration – efficient and legal administration of employees,
- Recruiting and selection – qualified employees' selection for vacant positions in the company;

- Training – continuous training for employees in terms of skills developing and updating information;
- Compensations and benefits – motivation of staff: salaries, bonuses, promotion opportunities,
- Labour protection – healthy and safe environment for employees.

### **2.1.2. Concepts of HRM practices**

In the modern society, when people become the most important resource of a company, HRM practices had to find other theories about employees and their role. More and more, the competitive advantage of an organization is in its own people (Manolescu, 2003).

From the above points of view encourage the idea that HRM practices is not only just a part of the general strategy, staff administration, compensations, but also has to prepare the employees to compete, to grow, to innovate and to develop themselves. And again a modern HRM practices will make not only the difference between success and failure, but also between success and excellence.

As Devanna, Fombrun and Tichy (1984) provided, one of the more classical descriptions of the processes and activities of HRM practices and refer to four generic functions for HRM; selection, appraisal, development and rewards. According to the authors, these functions “are ideally designed to have an impact on performance at both the individual and the organizational levels” However, it is important to be aware of that most of the literature that discusses HRM practices does that in terms of the responsibilities and functions of HR specialists in the TVET College.

The rapid development of high technology, information and communications technologies have urged many organizations to actively seek for new way, ideas, experimentation, and creative solutions in improving their current product, process, system and technology, which commonly referred as organizational innovation. Aligned with this move, understanding the fundamental drivers influencing an organization’s ability to innovate successful new products, idea, practices and system is a key planned task for firms to continue to exist in this dynamic situation. It has been widely acknowledged that effective human management resource (HRM) practices (Tan & Nasurdin, 2010) are significant in extracting positive work behaviors among employees, which consecutively lead to organizational innovation.

HRM practices can generate increased knowledge, motivation, synergy, and commitment of a firm's employees, resulting in a source of sustained competitive advantage for the firm. Since knowledge is reside in an individual and given the role of HRM practices in influencing an individual's attitude and behaviors, it is believed that HRM practices has significant and positive relationship on organizational innovation via knowledge management.

If HRM practices properly realigned, it can play a vital role in contributing to the management of organizational knowledge, and innovation will be realized through the ability to use the knowledge to identify and pursue the opportunity. This postulates that knowledge management effectiveness allowing employees to generate knowledge within their sphere of influence, and extent as of shared knowledge influences the organizational innovation (Dobni, 2006).

In other words, HRM practices become crucial to how organizations influence and shape attitude, behavior and skills of individuals, of importance to whether organizations deliver innovations that corresponds with their goals (Chen & Huang, 2009). But the role of HRM in organizations is dual. On the one hand, HRM concerns policies and practices for organizing and managing work, which includes the fundamental structure of the work organization.

On the other hand, HRM also encompasses policies and practices to employ and manage people which includes both individual management activities as for example recruiting, motivating, developing and retaining employees, and also processes to inform, consult and negotiate with individuals and groups (Boxall & Purcell, 2011).

In general different HRM practices are seen as valuable to stimulate and support creativity mainly through enable freedom among employees, which hence improve innovation processes (Jiang et al., 2012).

### **2.1.3. Historical Development of HRM Practices**

Human resource management practices are both an academic theory and a business practice that addresses the theoretical and practical techniques of managing a workforce (Ahmed et al. 2005).

Although it was commonly accepted that HRM practices had formally started with industrial revolution, the fact is that the roots of HRM lie deep in the past. Just as the employees who shared the tasks that have to be done in modern organizations, humans in ancient societies also, divided

work among themselves. So it can be said that division of labor has been practiced since prehistoric times. Tasks were allocated according to skills such as the ability to find food or plants, track animals or cook (Price, 2007) but the major contribution to the development of the HRM systems is provided by industrial revolution in the 1800's.

Since the 1980s, human resource management (HRM) practices strategy has become an important topic for the management area; HRM strategy has achieved its prominence because it provides competitiveness and promotes managerial efficiency in the business area. The rise of human resource management practices in the 1980s brought managerial scholars to the link between the management of people and performance. A number of attempts were made to put empirical facts with the theoretical bones of the knowledge based firms and the specific HRM views concerning how the systems on HR practice, which can make an increment on the organizational performance. The approach that focuses on individual HR practices and the link with the performance continued since early 1990s (Hendry & Pettigrew, 1990).

HRM practices theory has often been associated with modernist of humanistic philosophical assumptions. But, beyond much of the theoretical appeal, there have been major disconnects in HRM practices with even many conventional western ethical frameworks (Winstanleyetal.1996).

The above view is that practicing HRM often ignores the sound research about policies, practice or people that is available to help make decisions. Instead, organizations often adopt an HRM procedure because competitors are using its (Bernardin, 2003).

Many authors understand HRM's practices current role in the organizations as being strategic. One of the distinctive features of HRM is that better performance is achieved through the people in the organization (Aldamoe, Yazam, and Ahmid, 2012).

HRM practices must also not be relegated to a traditional supporting role anymore, but instead must constitute an essential competence in reaching the organizational and individual objectives and results, since human resources are valuable and constitute a source of competitive advantage. Indeed found strong, positive and significant correlations among the main HRM policies, such as staffing, training, performance evaluation and compensation. These results are important for

understanding the inter-relationships between HRM practices in order to enhance the effect HR systems have on employee-based organizational outcomes Uysal (2012).

In this context, organizations have turned to the perspective of creating competitive advantage. Consequently, themes related to the areas of organizational strategy and theory converges, spawning comprehensive implications for HRM practices and putting its primary function under discussion.

According to the Resourced Based View by Barney (1991), the creation of competitive advantage depends on prerequisites that may be closely related to the HRM area, since resources must be valuable and rare to the organization, may never be imitated or replaced, and the organization must be able to exploit them.

Beauvallet and Houy (2010) support that the key mechanism and decisive variable that would justify the competitive advantages of companies alleged as being lean enterprises, or the ones practicing a lean management, are directly related to HRM practices.

In general manuscripts contain theoretical arguments without any practical implications seem like so much puffery. And manuscripts that focus only on issues of practice without some theoretical grounding can seem like the advancement of last fad. It is critical that each manuscript be grounded in both theory and practice and it would seem appropriate to place much of burden on the author of the manuscript (Darlene and Russ-Eft, 2005).

#### **2.1.4. Theory and Practice in HRM Functions**

HRM is used in a global context which contains ; “(a) specific human resource practices such as recruitment, selection, and appraisal; (b) formal human resource policies, which direct and partially constrain the development of specific practices; and (c) overarching human resource philosophies, which specify the values that inform an organization's policies and practices (Gilley et.al. 2002).

In general most of the literature on HRM theory and practice is developed under the major functions in HRM rather than as a whole. Thus literature in relevant to the topic can be obtained from research findings and theories developed by academics in separate researches conducted for

each functions. Giving evidence to the prolonged argument between academics and practitioners regarding the application of HRM theory and practice, many studies on the subject reveals that there are discrepancies between HRM theory and practice

### **2.1.5. Process of HRM practices**

As the world is becoming more competitive and unstable than ever before, manufacturing-based industries are seeking to gain competitive advantage at all cost and are turning to more innovative sources through HRM practices.

Likewise, Minbaeva (2005) viewed HRM practices a set of practices used by organization to manage human resources through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage. Against this backdrop, we concluded that HRM practices relate to specific practices, formal policies, and philosophies that are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organization.

#### **2.1.5.1. Hiring process of HRM practices**

This practice can ensure that the right people, with the desirable characteristics and knowledge, are in the right place, so that they fit in the culture and the climate of the organization. Moreover, pinpointing the rights employees would decrease the cost of employees' education and development.

Huselid (1995) examined HR practices of high performance companies and found that attracting and selecting the right employees increase the employee productivity, boost organizational performance, and contribute in reducing turnover.

Cho et al. (2005) examined pre-employment tests as a key component of selective hiring and found that when employed, these tests can select employees that stay with a company longer. Passing pre-employment tests may give an applicant a stronger sense of belonging to the company, resulting in higher degrees of commitment if employed. Cardon and Stevens (2004) pointed out that for small companies recruiting is often problematic. This can be due to several

reasons such as limited financial and material resources and jobs with unclear boundaries responsibilities, which decreases their potential to hire qualified candidates.

#### **2.1.5.1.1. HRM Practices Planning**

The theoretical idea of a balance of demand and supply and equilibrium can occur on paper or on the computer screen. The more likely real life situation is one of continuous imbalance as a result of the dynamic conditions facing any organization, the behavior of people and the imperfection of computer models (Bratton and Gold, 1994).

#### **2.1.5.1.2. HRM Practices of Recruitment**

Recruitment is defined as a process that seeks and obtains potential job applicants in sufficient numbers and quality in order to fulfill the available work positions, as well as meeting the organization's requirements and expectations (Shen& Edwards, 2004).

Empirical evidence suggests that many employees and managers regard diversity management as being equal to having an equal opportunity for any person to enter the organization. Many world class organizations have been effective in hiring women and minorities to mirror the increasingly diverse markets and win over new customers (Perlman 1992).

#### **2.1.5.2. HRM practices of Performance Evaluation**

Many companies have implemented tools for measuring their performance in order to stay in business and come in contact with tough competition. Organizations must face not only to more demanding conditions but in the current period to the world financial crisis as well. Due to these reasons, the organizations are forced to measure performance of the organization and contribute to the stability of the organization in today's competitive environment. Organizations try to measure performance according to the financial drivers but in the recent period top leaders attempted to find new performance indicators which would take the "wind from sail" to their rivals in the market. One of these competitive advantages is human capital. As the Tootell et al. (2009) stated since 1980s there has been an increasing emphasis on the importance of HR measurement.

According to Yeung and Berman (1997) declared that “HR measures should be impact rather than activity orientated, forward looking than backward looking, and should focus on the entire HR system not just on individual practices.”

The overall goal of performance management is to create a culture as high performance in which individuals and teams to take responsibility for the continuous improvement of business processes and their skills and contribute in achieving the targets set by managers. In particular, management performance can be expressed as the approximation of individual objectives of employees with organizational objectives provided that employees support the culture of the organization. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be)(Armstrong, 2006).

### **2.1.5.3. Employees retention in HRM practices**

Organizations undertake several functions (such as accounting, marketing, research and development), however, managing human resource is one of its key functions. There has been immense realization of the impact of strategic use of HRM practices and visionary organizations are setting the pace to leverage this aspect for competitive advantage (Khan, 2010).

According to Bratton and Gold (2009), HRM is a strategic approach to managing employment relations which emphasizes that leveraging people’s capabilities is critical to achieving competitive advantage, this being achieved through a distinctive set of integrated employment policies, programmes and practices.

HRM practices can also be used to elicit some positive behavioral outcomes as well as advance the skills and abilities of employees. Thus, effective HRM practices can be the main factor accounting for the success of an organization (Stavrou- Costea, 2005).

### **2.1.5.4. Equal opportunity for employees in HRM practices**

#### **2.1.5.4.1. HR diversity management practices**

Equal Opportunity is the principle of non-discrimination which emphasizes that opportunities in education, employment, advancement, benefits and resource distribution, and other areas should be freely available to all citizens irrespective of their age, race, gender, gender-reassignment,

religion, political association, color, ethnic origin, civil partnership status, disability, nationality, pregnancy and maternity, parental responsibilities or any other individual or group characteristic unrelated to ability, performance, and qualification. It is a stipulation that all people should be treated similarly, unhampered by artificial barriers or prejudices or preferences, except when particular “distinctions can be explicitly justified”. HRM practice is a set of distinctive activities, functions and processes that are aimed attracting, directing and maintaining an organization’s human resources (Lado and Wilson 1994).

The organization’s HR professionals are committed to the active implementation of the equality policy and promoting a culture that supports the policy by overseeing the integration of the equality policy into all aspects of the HR policies and organizational practices. To induce this true transformation, the structure and every system and process must reinforce the desired culture of Equal Opportunity. HR can initiate to define what the current cultural status is and how it adds or detracts from the organization’s objectives. And all leaders must embrace new attitudes and conduct their activities in new and different ways. Not just the HR, but changing the culture requires the efforts of everyone in the organization. The HR function has grown substantially over the past few decades and now covers the whole gamut of people management processes. There are different views about the nature of HRM and there exists an enormous variety of HR practices adopted by various organizations (Boselie, Dietz and Boon 2005).

An organization’s HR specialist is often focused on getting the basics in place and finding a way to compete for talent, create a good working environment, help the workforce develop new skills, formalize rewards systems, and comply with applicable regulations. These key activities allow HR to lead and drive cultural development. Somewhere along the evolutionary path, the best companies recognize the importance of sustaining an Equal Opportunity culture as a competitive advantage. HR play an important role in creating an overall employee experience in alignment and every employee becomes a „keeper of the culture“ and the primary responsibility for implementing equality of opportunity in the workplace rests with each and every employee of the organization (Shen and Edwards 2006). Hence the role of the HR in implementing Equal Opportunity is to:

- 1) Interpret the legislative framework
- 2) Develop and promulgate appropriate policies to promote equality of opportunity

3) Monitor implementation

4) Develop effectiveness

#### **2.1.5.5. Evaluation process in HRM practices**

The evaluation of human resource management has become an important process of HRM both in Worldwide practice of business and research. The evaluation of HRM is a process, where the entire human resource management and its separate functions are evaluated. The effectiveness, efficiency, productivity and organization of HRM and its functions are evaluated (Bratton, 2007).

The evaluation of HRM and its impact is essential for following reasons. First, by evaluating HRM contribution and showing its value to company, the HR function might increase credibility and legitimacy. Second, by evaluating HRM it is possible to manage and improve it (Ulrich, 1997). Third, the evaluation of HRM provides the top management and HR managers with the feedback on the practices and programs they have introduced, wherewith it is possible to determine potential problems and deficiencies.

As Phillips, (2005) has come to conclusion that development of HRM evaluation could be divided in to three periods where each of them is characterized by its own approach to HRM functions. The closer bonds between HRM and achievement of the company where being searched in the period of HRM evaluation development.

Gibb (2000) has created the model by observing HRM effectiveness in two dimensions. One dimension of map is considering the extent to which a concern with HRM effectiveness involves an internal, organizational orientation or an external, general standards orientation. The other dimension is concerned with the extent to which the value of either an objective or a subjective framework for operationalizing HRM effectiveness is adopted. While summarizing view of different authors about HRM evaluation has concluded that four methods could be connected with effectiveness of HRM and they could be included in a united model. The model units are such methods as Best Practice Models, Fit with Business, Benchmarking with “excellence”,

## **2.2. HRM challenges**

### **2.2.1. Definition of HRM challenges**

The HRM has emerged and evolved as one of the most important areas of organizational science and practice. It has not been developed in isolation, but rather in the context of industrial change and economic development. The uniqueness of the Human Resources (HR) approach requires a totally different type of attention from managers. The HR has characteristics that provide the greatest challenge as well as opportunity. A company's HR is fragile with delicate relationships, along with unpredictable contributions, and permanency is uncertain (Guest, 1991)

Wright, Smart, and McMahan, (1995) mention that the crucial inputs, among others, to an organization are its human resources. People bring to their jobs diversity of skills, needs, goals, and expectations. They are socialized into the organization through their hiring to begin with, and their continuous functioning in the organization. We need to ensure that the human resource requirements of an organization are identified and plans are made for satisfying those requirements and challenges (Bulla and Scott 1994),

Guest, Conway, Briner and Dickman (1996) are of the opinion that the interface between the individual and the organization is critical to full utilization of human resources. The individual and the organization establish a „psychological contract“. Individual members expect to make contributions to the organization and receive certain rewards in return. The organization provides certain rewards and expects in return certain contributions from the individual. It is at this interface between the individual and the organization that issues such as HR planning, work analysis, career development, leadership, job motivation, the appraisal-reward process, and the organizational culture become important.

In general, the challenges in the organizations of HRM has been described as: broad and strategic; involving all managerial personnel; regarding employees as the single most important organizational asset; being proactive in its responsibilities; and having the objective of enhancing organizational performance and meeting employee needs (Poole, 1990).

### **2.2.2. Concepts of HRM challenges**

In the Survey of Global HR Challenges: Yesterday, Today and Tomorrow, conducted by Price water house Coopers on behalf of the World Federation of Personnel Management Associations (WFPMA), there were revealed some important challenges for HRM (Villanova University), like change management, leadership development, HR effectiveness measurement, compensation, staffing, recruitment and availability of skilled local labour, succession planning, learning and development, retention, benefits costs. And In the modern society, when people become the most important resource of a company, HRM had to find other theories about employees and their role. More and more, the competitive advantage of an organization is in its own people (Manolescu, 2003).

Starting from McKinsey's definition which supports the idea that talent management means attracting, developing and retaining highly qualified employees (Wikipedia) and taking into consideration the international war for talents, from our point of view, the most challenging domain and the newest, for European enterprises and for Romanian companies too, is talent management. If we talk about talent management we have to define talent, in general. Etymologically speaking, talent is a propensity or a disposition, mental endowment and natural ability. Talent management has to attract talented employees, specialists and to develop them in order to reach high levels of achievement for the company (Tansley, 2011).

Talent management means (Kehinde, 2012):

- Efficiently planning of employee necessity by analyzing the future projects, the needs of the market and constantly having qualified candidates;
- Correct recruiting and selection, maintaining the talented candidates;
- Rapid integration of new employees in order to reach productivity in a short time;
- Constant evaluation of recruiting and selection processes – talented employees leaving from company, talented employees' not achieving performance;
- Employees development by training and encouraging continuous training for improving skills and knowledge;
- Establishing efficient plans for succession and replacement;
- Establishing clear policies for intern recruiting;

- Motivation of talented employees;
- Creating a brand and an excellent image of the company for existing employees and for the future ones.

### **2.2.3. Main Challenges of HRM**

#### **2.2.3.1. Upgrading the Skills of HR Professional**

To be able to cope with the global challenges and be relevant in the current century, the quality of HR staff need to be improved. The enterprise need people who know the business, understand the theory and practice of HR. Those who can manage people effectively and make change happen and have personal credibility and integrity. Sometimes such individuals or talents may already exist within the organization but they must be identified and given additional qualitative training to sharpen their skills. In sum, the HR professionals cannot expand their role in the organization without the requisite expertise considering the current knowledge-driven operating environment. Knowledge is part of learning process. It is the accumulated experience and actionable information that exists within an organization. It is information or the capacity to take action (Nonaka and Teece, 2001).

#### **2.2.3.2. HR Creating Value in the Organization**

To meet the increased expectations of the organization, the HR professionals must articulate their role in terms of creating value. They must measure their effectiveness in terms of business competitiveness and success rather than employee comfort or satisfaction. They must lead cultural transformation rather than consolidate same in order to turn the enterprise around. In support of the foregoing, asserts that in increasing flexibility, firms also want to change the nature of employee identification and their sense of involvement and this change identity knows few national borders (Brewster 2004).

### **2.2.4. Challenges HRM effective measurement**

#### **2.2.4.1. Evaluating Risk**

An interesting element to the relationship between employee engagement and fairness in the workplace is the element of risk and the notion of procedural fairness based on the assessment of risk. For example, the individual responsible for making the final hiring or promotion decision

will not only use his or her perception, but will also assess and evaluate the level of risk of his or her decision for themselves and the organization. Risk behavior is influenced by; i) the culture or organization in which the decision making is taking place; ii) the particular situational factors associated with the decision and; iii) the characteristics of the decision maker (Cabrera & Thomas-Hunt, 2007).

According to (Shore, Barksdale & Shore, 1995), it has been argued that when evaluating the risk of a potential employee, a determination of the required level of affective commitment (and arguably potential level of employee engagement) to the organization is made. And when evaluating current employees, decision makers may be influenced by current levels of employee engagement and the future potential and likelihood of promotion.

#### **2.2.4.2. Challenges of HRM planning**

Lack of succession planning affects motivation of the senior staff. Successors are not identified for key posts (or groups of similar key posts). Hence, the motivation of senior staff that is a capable replacement for their supervisors will be affected. This is because they do not see themselves as being valued by the organization that is unable to identify them as successors. This will lead to senior staff feeling unappreciated and moving to another organization because they do not see themselves having good career advancement in the respective organization that they are currently working in. Lack of succession planning results in incapable top and middle management. Successors are found quickly when the person leaves the job instead of going through step by step procedures where the successor is identified even before the person leaves the job and learns from his future replacement. Hence, the successor who is found hastily and in a rush will be incapable in his or her new role because of the lack of education and training that he or she should have received from the person that they were replacing. The challenge and HRM application methods are various) for instance, deciding the worth of staff poses a serious ethical dilemma, especially where performance and reward considerations are involved (Padaki, 2007).

According to Padaki, (2007) Manpower planning is a major HRM challenge for organization managers, who are saddled with the problem of staff recruitment and development. Some organization recruitments are mostly project based. The implication of this is that project staff have a start date and a known end date, which makes it tight for organizations to invest in staff

development, in most cases, institutes ignore critical HRM issues such as induction for new recruits while staff are assigned to missions without any training on organizational culture. This could dent the image of the organizations were the behavior of such new staff contradicts the professed values of the organization.

In human resource management, to provide the sufficient number of employees timely a plan should be made considering the organization's present potential, development trend and strategic targets. It is called as human resource management which aims using the present human resources wisely, supplies the future human resource needs in terms of quality and quantity.

The quality of human resources in an organization depends on the success in recruiting process largely. In the employee selection process, cannot finding sufficient number of candidates, who have competence with the job, may lead not to fill some empty jobs and recruitment of noncompeting employees in the context of the job. It will result with some negative events such as increase in efficiency as well as increase in wage costs, labor force transfer, job accidents, decrease in motivation and thus in job satisfaction, increase in supervision costs of the business that the employee recruited does not bear the qualities of the job in full. If the qualities of the employee. If the candidate's features is not meeting with the qualifications that employees is looking for, then in this situation, it is said to be made wrong employee choice.

Directly related to Human Resources planning is selection and recruitment of right people from internal or external sources. This obviously is another critical issue for HRM as it is directly related to cost and overall performance of the organization. Chawdhury (2002) emphasizes the importance of a talented workforce as "in an era of competition the growth of any organization is proportional to the growth of its talent."

As important as selection and recruitment is to retain good employees and to encourage them to give of their best. Therefore consistent reward systems are interrelated to objective, defined and consistent performance appraisal systems. Taylor (2009) states that four points are important to make the employee "fall in love" with the organization: Reward fairly in line with market place, treat well: i.e. focus in recognition of every employee's contribution, train and improve skills and develop talented people. Human Resources planning in other words manpower planning is one of the important functions of any organization. The objectives of human resources planning are:

1. To determine the manpower required according to the development plans of the organization,
2. To control the manpower costs which have an important effect on profitability
3. To make the human resources work more effectively and efficiently,
4. To highlight the career development of the employees as well as cover their needs and improve their work condition to make them work highly motivated,
5. To determine the salary norms , to make job appraisals objectively and the wages accordingly,
6. To relate manpower supply and organizations manpower demand.

#### **2.2.4.3. Lack of employees compensation (reward, benefit, payment)**

The factors which frequently impact the employee satisfaction include the employee compensation system as a key factor (Britton et al., 1999; Carson et al., 1999). In a study conducted in the maquiladora industry, employee compensation is considered as a critical factor in finding out employee satisfaction.

Jun et al. (2006), for example, argued that difference in wages between US and Mexican workers was the main cause of dissatisfaction among the workers of maquiladora. They mentioned in his research study that if the employees are the given the rewards then they will stay in the organization. When the efforts of employees are recognized and rewarded by the organizations, the employees, in turn, want to stay in the organization (Davies, 2001).

Today many organizations are increasing salaries and additional benefits of employees to fight back with employee retention (Gumbus and Johnson, 2003). And several organizations nowadays are recognizing that retention is a tactical concern and helpful in achieving the competitive advantage (Walker, 2001; Youndt et al., 1996).

#### **2.2.4.4. Unfairness in the Workplace**

Employees who perceive unfairness in the workplace may exhibit varying degrees of negative behavior. However, because employees are individuals and the circumstances surrounding each employee and situation can and will differ greatly, reactions and outcomes to unfairness are not

predictable. It is possible, that at least temporarily; employees will change their behavior, attitude or both in a negative manner, thereby lowering production and performance levels. Employees may also show signs of withdrawal behavior resulting in absenteeism or by leaving the organization. High turnover rates are a sign of employee attitude, intentions specific to distributive justice and low levels of engagement. Other negative behaviors may include, but are in no way limited to; employee theft and workplace aggression. Additionally, an organization cannot ignore that employees may communicate their perceptions of unfairness with other individuals both within and outside of the organization. Other factors that impact perceptions of fairness include; proximity (how close an employee is to the situation and their level of involvement), expectations and entitlement (Beugré, 1998).

Employees who perceive unfairness in the workplace may experience feelings of under-appreciation, lack of respect and recognition. Furthermore, the presence of hierarchal divisions and cliques increases the potential for perceptions of unfairness, breaks connections between employees and prevents groups from working together (Axelrod, 2000).

There is little doubt that perceptions of unfairness (regardless of whether or not they are warranted) will lead to lower levels of employee engagement. Employees who do not see things as fair in the workplace are more likely to withdraw and display negative behaviors. However, it is not clear as to what extent employee engagement can influence perceptions of (un)fairness, nor how the reality of fairness affects employee engagement. However, fairness is considered to be one of the necessary conditions present leading to trust which is essential for employee engagement (Beugré, 1998).

#### **2.2.4.5. Less industrial and employees relationships**

Some writers suggest that industrial relations systems and traditions interfere with (or even prevent) the application of HRM theories. Others observe that the management of human resources includes the management of the industrial (or employment) relations systems and practices of each organization. Yet others see industrial relations systems and practices as merely a part of the overall environment within which HRM functions.

Kelly (2003), for example, suggests that, while industrial relations has ‘. . . an institutional focus with most interest in trade unions, employer associations, and the state, and state agencies such as

the conciliation and arbitration systems’, humanresource management has a managerial list focus, which is concerned with ‘. The control and administration of the employment relationship’. Some of the issues raised in the relationship between HRM and IR include the following perceived challenges that HRM models pose to IR.

- ‘Soft’ HRM models appear to bypass the ‘collectivist’ nature of IR representation and negotiation.
- The need for unions in the employment relationship is accordingly reduced, and unions become ‘marginalized’.
- If HRM really delivers on employee ‘commitment’, why will organizations need to negotiate with a third party (unions)? Of necessity, the ways in which HRM and IR operate are heavily dependent on national, industry and workplace contexts.

## **2.2.5. Major cause for HRM challenges**

### **2.2.5.1. Challenges of Diversity in the Workplace**

There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination and complaints and legal actions against the organization (Devoe, 1999).

Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity (Esty, et al., 1995). Negative attitudes and behaviors in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices (could lead to costly litigation).

### **2.2.5.2. Managing Diversity of HRM**

Organizations need to learn how to manage diversity in the workplace to be successful in the future (Flagg, 2002). Unfortunately, there is no single recipe for success. It mainly depends on the manager’s ability to understand what is best for the organization based on teamwork and the dynamics of the workplace.

Managers must also understand that fairness is not necessarily equality. There are always exceptions to the rule. Managing diversity is about more than equal employment opportunity and affirmative action (Losyk, 1996).

Social gatherings and business meetings, where every member must listen and have the chance to speak, are good ways to create dialogues. Managers should implement policies such as mentoring programs to provide associates access to information and opportunities. Also, associates should never be denied necessary, constructive, critical feedback for learning about mistakes and successes (Flagg, 2002).

### **2.2.6. Mechanism to minimize the challenges of HRM**

Solve problems- Recommending solutions; a common expectation of HR professionals is not the same as solving problems. When it comes to the change agent role, the problems encountered are often loaded with emotional and political dynamics. The change agent must possess the insight to recognize the problem, the sensitivity to see its importance to those involved, the courage to take honest and often difficult measures to resolve it and the credibility to be heard.

#### **2.2.6.1. Organizational culture**

The idea that organizations have culture has been acknowledged since Lewin, Lippitt and White's (1939) research on creating social climate. Culture and climate are integral parts of an organization. Organizational culture refers to a system of shared meanings held by members that distinguishes one organization from other organizations. Organizational culture provides employees with a clear understanding of the way things are done in that organization. Organizational culture is the perceived, subjective influence of the formal system, the informal style of managers and other significant environmental factors on the attitudes, beliefs, values and motivation of the people in a particular organization.

Hofstede (1980) felt that cultures which are high on the long-term orientation focus on the future and hold values in the present that will not necessarily provide an immediate benefit (e.g., Japan, China), while cultures with short-term orientation (e.g., USA, Russia) are oriented toward the past and present and promote respect for tradition and for fulfilling social obligations.

Most of the studies lack a clear theoretical conception of the nature of the culture performance link. Siehl and Martin (1990) elaborate on this view and also suggest that culture may serve as a filter for factors that influence the effectiveness of the organization. These factors may differ between organizations. A more thorough understanding of the mechanisms at play is essential for research on the culture-performance link. Wilderom and Van den Berg (1998) found no direct significant zero-order relationship between culture and performance.

### **2.2.6.2. Organizational Commitment**

Due to employee engagement's close relationship to organizational commitment, understanding organizational commitment's relationship to change management may provide some valuable insight.

The most important overall findings were that, "commitment to the change and the organization are not impacted in the same way by organizational change and individuals' reactions to change based on a complex calculus reflecting different aspects of the change and its consequences." The implication of these results is that focusing on a change initiative's impact on either of these two types of change, by themselves, is not satisfactory (Fedor et al, 2006).

More specifically, commitment to the change reached its highest level when; the change demands occurred primarily at the unit level, change demands at the individual level were low, and the change was deemed favorable. If the change was seen as generally unfavorable commitment dropped.

Chawla and Kelloway (2004) completed a study of 164 employees to determine variables that predicted an individual's commitment to an organizational change. Their results highlight the impact perceptions of procedural justice have on understanding organizational commitment. And determined that communication and job security were both direct and indirect predictors of trust and openness (i.e. commitment). Participation (i.e. employee involvement) was a direct and indirect predictor of trust but only an indirect predictor of openness. Finally, trust and openness negatively predicted an employee's intention to leave the company and turnover intentions predicted neglect.

Konrad (2006) supports the notion that employee involvement is key to employee engagement by stating, “Employees who conceive, design and implement workforce and process changes are engaged employees.”

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. The Research Design**

Obviously, the research approach/design of a study is mostly designed in accordance with the nature of the research problems, objectives, and questions in particular. Therefore, the major purpose of this study was to gather information which helps to show the Human Resource Management Practices and Challenges in one of Addis Ababa's city administration TVET College under the case of Entoto TVET College.

In this study, both qualitative and quantitative data collection designs have been used in a way to achieve the objectives and answer the study questions. The triangulation of the methods can also potentially overcome the pitfalls of using a single research method and helps to harness diverse ideas about the same issue and assist in cross checking the results. As well, it helps to easy data analysis and interpretations that enable to reach credible conclusions and recommendations.

#### **3.2. Sampling population and sampling techniques**

The statistical information of Addis Ababa TVET college agency office shows a total of six governments TVET College, of which one college was taken as a sample. This college was selected using purposive sampling technique as a study area. Because of the number of population in this college were enough to take sample and study about the given title of the research.

In the study a sample of trainers and administrators were randomly selected for questionnaires and again city TVET agency officers and different department workers of the TVET College were considered purposively for interview.

Out of 206 trainers and 150 administrators from the study TVET College, 103(50%) and 53 trainers and administrators were selected respectively, using availability sampling technique. They were made to fill in and returned the questionnaires distributed to them. On the other hand out of 18 city agency officers and 23 different department workers of TVET College, 3 and 4 were selected respectively by using purposive sampling for the interview part. The total and

sampling populations of different category of respondents involved in the study are presented below.

**Table 1: Respondents for questionnaires and interview**

College	Trainers		Administrators		TVET agency officers		Different department workers in Entoto TVET college		Total	
	Total no	Sample no. and %	Total no	Sample no. and %	Total no	Sample no.(purposively selected)	Total no	Sample no.(purposively selected)	Total no	Sample no. and %
Entoto TVET College	206	103 (50%)	150	53 (35.3)	18	3	23	4	156	43.8%

### 3.3. Instrument Method of data collection

The data for the study were acquired from both primary and secondary sources. Primary data source were gathered through questionnaires and interviews which are relevant for the study. And secondary data sources were used for identify the number of employees and their position TVET College and in the city TVET agency office.

#### Questionnaires

Questionnaires were prepared with two languages, English and it was translated to Amharic. Firstly, well-prepared English version questionnaires became translate and back checked. Secondly, after collection, it was translated to English language. The questionnaires were composed of a variety of types with different approaches like those that some were close-ended where as others are choice of agree or disagree.

Questionnaires were prepared for two groups of respondents. These groups are trainers and administrators. One hundred three and 56 copies of questionnaires were distributed to trainers and administrators respectively.

## Interview

Interview has been conducted on the purposely-selected, seven key informants from the city agency officers and different department workers of the Entoto TVET College. The raised points were plausible to the research problems.

**Table- 2 interview participants and their code number**

Participants category	Participants positions	Code
City TVET agency Officers	Training and trainer development leader	1
	Communication affair experts leader	2
	Technological industry transferring leader	3
Different department TVET college workers	Training development expert	4
	Gender issue expert	5
	Counseling coordinator	6
	Industry extension expert	7

### 3.4. Procedures of data collection

The data collecting instruments were intended on the basis of the review of the literature and the planned data to be collected. Then, questionnaires were planned and pre-tested to ensure its simplicity and understandability before it was distributed to respondents. As a result, some unclear questions and pointless question items were clarified. Therefore, certain modifications were made for the final investigation. Interviews focused on short listed concerned respondents.

### **3.5. Method of Data Analysis**

Both quantitative and qualitative data analysis approaches were used. In processing the data, the raw data were organized in tables to produce descriptive statistics of the respondents. The data collected were also summarized using tables and percentages. The researcher used percentage to measure and analyzes the magnitude of respondents' opinions. Data obtained using open-ended items and interviews were analyzed qualitatively and were mainly used to strengthen the results obtained through statistical analysis. From the analysis, different cross tabulations were produced to show the relevance of TVET HRM practices and challenges.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

Following data collection, the data are analyzed and interpreted here in different parts as sampled trainers, administrators, TVET agency officers and different department workers in the college. A descriptive statistical table, which includes percentage and raw data on parts that deal about HRM practices and challenges in the TVET College.

The data gained through questionnaires, open ended questions and interviews analysis were analyzed and interpreted in view of basic questions raised in chapter one. One hundred three and 56 questionnaires were distributed to the Trainers and Administrators respectively. One hundred one (98%) and 48(90.6%) of the questionnaires were completed, returned and used for the study. In sum, out of 156 questionnaires, 149 (95.5%) were used for the study. Accordingly; data obtained from different sources were presented and discussed in the following pages.

#### 4.1. Background Characteristics of Respondents

The following description of the characteristics of target population gives some basic information about the sample population involved in the study.

**Table 3: Respondent Personal Profile**

Items	Entoto TVET College				Total	
	Trainers		Administrators		No	Percentage
	No	Percentage	No	Percentage		
Sex						
Male	81	80.2	18	37.5	99	66.4
Female	20	19.8	30	62.5	50	33.6
<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>149</b>	<b>100</b>
Age						
20-24	----	----	----	----	----	----
25-29	11	10.9	10	20.8	21	14.1
30-34	33	32.7	13	27.1	46	30.9
35-39	48	47.5	20	41.7	68	45.6
Above 40	9	8.9	5	10.4	14	9.4
<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>149</b>	<b>100</b>
Qualification						
Certificate	----	----	9	18.8	9	6
Diploma(level	48	47.5	5	10.4	53	35.6
3)	42	41.6	16	33.3	58	38.9
First degree	11	10.9	1	2.1	12	8.1
Second degree	----		17	35.4	17	11.4
Other						
<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>149</b>	<b>100</b>
Service Years						
0-5	18	17.8	8	16.7	26	17.4
6-11	33	32.7	18	37.5	51	34.2
12-17	20	19.8	10	20.8	30	20.2
18-23	16	15.8	7	14.6	23	15.4
23 years above	14	13.9	5	10.4	19	12.8
<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>	<b>149</b>	<b>100</b>

In the above table (item 1), from the total sampled respondents 149, (66.4%) are men and (33.6%) are women. This significant difference in sex composition is because of the values that male are more likely taken the trainers of a given at TVET college. In relation to sex composition among the TVET college trainers, it has indicated that more men are employed over women. Among the 101 trainers 81, (80.2%) are men and remaining 20 (19.8%) are women. Even though few women are employed in it, the TVET administrators have high numbers than men, such as from 48 administrators 30 (62.5%) are women and 18(37.5%) are men of Entoto TVET college.

As shown in (item 2) at the same table, the age structure of the trainers in the study area is relatively fair in its composition, those in the age between 25-29, 30-34, 35-39, and above 40 are 11 (10.9%), 33 (32.7%), 48 (47.5%) and 5 (10.4%) respectively. As well as administrators are 10 (20.8 %), 13 (27.1%), 20 (41.7%) and 5 (10.4%) respectively. There were no age of 20-24 in both trainers and administrators, and then at age of 35-39 are high numbers in the TVET College. It indicated that both trainers and administrators are in age of hard worker and to implement the process of human resources management properly.

Educational background of trainers qualification had from, Diploma (level 3), First degree, and Second degree completed is 48 (47.5%), 42 (41.6%), 11 (10.9%) were trainers respectively. Whereas administrators had from certificate, diploma, first degree, second degree and other (grade 1-10) is 9(18.8%), 10.4 (53%), 16 (33.3%), 1 (2.1%) and 17 (35.4%) respectively.

Only one (2.1%) administrator was second degree holder. It may not enough to implement practices of human resources management principles, strategies, visions, rules and regulations in Entoto TVET College. However degree holders of trainers 42 (41.6%) were fair numbers and distributions to offer training and bring qualities of HRM.

Regarding to work experiences of trainers and administrators 50% of the sample populations have above six years of services. This could illustration that the TVET administrators have well developed HRM practices experience. It would be well-known here that the work experiences of the TVET administrators are very important in the implementations of HRM practices.

On the other hand below five years, service work experiences of trainers and administrators are 18 (17.8%) and 8 (16.7%). In this case 16 (17.4%) had less experience to perform HRM practices in the TVET college.

In general, this can indicate that most of the respondents are well informed and can recognize experience of the TVET College concerning the HRM practices and challenges because of their longer existence in the college. Therefore, it is believed that information gathered from the respondents properly holds high level of credibility.

## 4.2. Human Resource Management practices

### 4.2.1. To know about Human resource management practices.

The study tried to find out provide the study of awareness raising and convincing of their responsibility `are essential to HRM practices in the study college.

Table. 4 Below tells the participations of administrators for giving awareness on the employees' responsibilities for the effective practices of HRM in the TVET College.

**Table 4. Participations of administrators**

No	Items	Trainers		Administrators	
		No	Percentage	No	Percentage
1	Do the administrators provide awareness-rising instruction regarding the practices of HRM?				
	a. yes	20	19.8	18	37.5
	b. no	59	58.4	16	33.3
	c. sometimes	17	16.8	14	29.2
	d. I don't know	5	5	---	---
	<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>
2	The sense of responsibility of the administrators on taking care of college employees is?				
	a. very high	13	12.9	5	10.4
	b. high	14	13.8	12	25
	c. average	60	59.4	22	45.8
	d. low	10	9.9	6	12.5
	e. very low	4	4	3	6.3
	<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>

As can be seen from above table (item 1), 75(50.3%) respondents answered “no” about the question that providing of administrators awareness raising instructions regarding to HRM practices, from the respondents 59 (58.4%) and 16 (33.3%) were trainers and administrators respectively. On the other hand 20(19.8%) trainers and 18(37.5%) administrators answered “yes” that the providing of awareness has taken place in the TVET College. And from the total 31 (20.8%) and 5(3.4%) selected “sometimes” and “I don’t know” respectively. On this concern, code 4 of the interviewees stated as follows:

*There are no awareness raising provision in our TVET College about the way of implementing the HRM policies and strategies process. What the administrators are doing in the college is after the problems happening they try to discuss with the employees. There are no that much preventing methods in our TVET College (Interview 22 sep. 2015).*

To implement good qualities of human resources management, administrators should give awareness raising trainings for employees in every hierarchy of job description. And all employees must participate on it.

In the item (two), respondents were asked the question that “the sense of responsibility of the administrators on taking cares of the college employees”. From the respondents 44(29.5%), 82(55%) and 23(15.4%) high, average and low had answered respectively. To having good implementation of HRM practices, responsibility of administrators taking care for the employees should become high.

#### 4.2.2. The main participants for the HRM practices in the TVET College.

This section discusses the participation of trainers, administrators and stakeholders in achievement of HRM practices in the TVET College.

**Table 5: The main participants for HRM practices**

No	Who should be participate in HRM practices	Respondents	Choice						Total	
			A		UD		D			
			No	%	No	%	No	%	No	%
1	Administrators	Trainers	92	91.1	---	---	9	8.9	<b>101</b>	<b>100</b>
		Administrators	24	50	3	6.3	21	43.7	<b>48</b>	<b>100</b>
		<b>Total</b>	<b>116</b>	<b>77.9</b>	<b>3</b>	<b>2</b>	<b>30</b>	<b>20.1</b>	<b>149</b>	<b>100</b>
2	Stakeholders( city TVET agency officers)	Trainers	47	46.5	3	3	51	50.5	<b>101</b>	<b>100</b>
		Administrators	28	58.3	3	6.3	17	35.4	<b>48</b>	<b>100</b>
		<b>Total</b>	<b>75</b>	<b>50.3</b>	<b>6</b>	<b>4</b>	<b>68</b>	<b>45.7</b>	<b>149</b>	<b>100</b>
3	Trainers	Trainers	40	39.6	---	---	61	60.4	101	100
		Administrators	30	62.5	---	---	18	37.5	48	100
		<b>Total</b>	<b>70</b>	<b>47</b>	<b>---</b>	<b>---</b>	<b>79</b>	<b>53</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

The concern of main participants of HRM practices as shown in the above table item one. The respondents indicated, 92(91.1%) of trainers and (24)50% of administrators agreed that the administrators should be the main participants to practices of HRM in the TVET college. The remaining 9(8.9%) and 21(43.7%) trainers and administrators disagreed respectively. One of the interviews with code 2 explained that:

*For the practices of HRM in the TVET College, the main participant should be administrators of any level or department. Other stakeholders like our office and all employees, they have to support or participate on the practices of HRM , but in my opinion administrators have high share to participates and practices of the human resources managements(Interview, 2 oct. 2015).*

In item (2), seventy five (50.3%) and 68 (45.7%) respondents agreed and disagreed respectively. It indicated that stakeholders also have high responsibility for the practices of HRM and bring qualities of it. All stakeholders especially, the City TVET agency should be participate for any practices of HRM in the TVET College.

Respondents were asked to agree or disagree whether trainers should participate in HRM practices or not. Therefore, 70(47%) of respondents agreed and the remains 79(53%) disagreed. From the group of respondents 40(39.6%) and 30(62.5%) were trainers and administrators respectively. It indicated that 62.5% of administrators may need support from trainers to implement the HRM practices in the TVET College.

#### 4.2.3. Trainers and administrators on the hiring process of TVET College.

Table 6, presents about trainers and administrators observations on the the hiring process of TVET college. It investigates to what extent trainers and administrators know the HRM practices of hiring process in Entoto TVET college takes place.

**Table 6 Hiring in HRM practices.**

No	Hiring in HRM practices	Respondents	Choice						Total	
			A		UD		D		No	%
			No	%	No	%	No	%		
1	There are well-intentioned hiring strategies in TVET college	Trainers	39	38.6	5	5	57	56.4	101	100
		Administrators	30	62.5	2	4.2	16	33.3	48	100
		<b>Total</b>	<b>69</b>	<b>46.3</b>	<b>7</b>	<b>4.7</b>	<b>73</b>	<b>49</b>	<b>149</b>	<b>100</b>
2	There are well-written job descriptions	Trainers	82	81.2	6	5.9	13	12.9	101	100
		Administrators	39	81.3	---	----	9	18.7	48	100
		<b>Total</b>	<b>121</b>	<b>81.2</b>	<b>6</b>	<b>4</b>	<b>22</b>	<b>14.8</b>	<b>149</b>	<b>100</b>
3	There are organized advertisement strategies	Trainers	70	69.3	18	17.8	13	12.9	101	100
		Administrators	41	85.4	----	---	7	14.6	48	100
		<b>Total</b>	<b>111</b>	<b>74.5</b>	<b>18</b>	<b>12.1</b>	<b>20</b>	<b>13.4</b>	<b>149</b>	<b>100</b>
4	Hiring is fair in the college	Trainers	41	40.6	12	11.9	48	47.5	101	100
		Administrators	39	81.3	3	6.2	6	12.5	48	100
		<b>Total</b>	<b>80</b>	<b>53.7</b>	<b>15</b>	<b>10.1</b>	<b>54</b>	<b>36.2</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

As table 6 indicates, 69 (46.3%) of respondents had agreed about giving of well- intentioned of hiring of strategies in the TVET college, from the respondents, 39(38.6%) were trainers and the remain 30(62.5%) was answered by administrators. On the other hand 57(56.4%) and 16(33.3%) disagreed by trainers and administrators respectively. An interview code 5 supports the idea of the trainers as follows:

*The hiring strategies in the TVET College are not well-intentioned, administrators or other stallholders have to check the hiring process. Hiring should be free and fair from any things like relatives etc... if the hiring process is given less attention, it will never bring the good practices of HRM as well as qualities of it in the TVET college. I have seen problems like I explained so it must be improved (interview, 5 oct. 2015).*

In the same table, item (2) indicated that there were well-written job descriptions as the results of respondents agreed that 82(81.2%) and 39(81.3%) answered by trainers and administrators respectively. The remaining respondents, 6(4%) and 22(14.8%) confirmed undecided and disagreed respectively. From almost majority of the respondents, there are well-written job descriptions. It supports to implement the process of HRM practices in the TVET College.

As shown in item (three), 111(74.5%) respondents agreed that there were organized advertisement strategies. On the other hand 20(13.4%) and 18(12.1%) disagreed and undecided respectively. The respondents result indicated that there were organized advertisement strategies of HRM practices in Entoto TVET College. This idea of respondents was supported by open ended:

*The advertisement strategies of TVET College, really interesting when the college needs employees, most of the time administrators or concerning bodies did respect the rules and regulations of college's advertisements strategies and announce the vacancy properly in the proper time and place. It is also implemented properly in the college. In my view it must be continued.*

The purpose of (item 4) in table 6 was to know whether hiring is fair in the college or not. Accordingly, the result obtained from respondents indicated that almost all of the respondents 80(53.7%) agreed and particularly 39(81.3%) of administrators saying that there was fair hiring

process in the college. It shows that, staff hiring were fair in the study TVET College. On the other side, from the total sample of trainers and administrators, 54(36.2%) respondents disagreed that there were no fair hiring process in the college.

#### 4.2.4. Employees' retention in HRM practices of TVET College.

Respondents were asked to agree or disagree about the process of employees' retention in HRM practices of Entoto TVET College. The responses might help to assess the mechanism HRM practices.

**Table 7. Employees' retention in HRM practices**

No	Employees retention in HRM practices	Respondents	Choice						Total	
			A		UD		D		No	%
			No	%	No	%	No	%		
1	Fair employees compensation and benefit	Trainers	85	84.2	2	2	14	13.8	101	100
		Administrators	42	87.5	---	---	6	12.5	48	100
		<b>Total</b>	<b>127</b>	<b>85.2</b>	<b>2</b>	<b>1.4</b>	<b>20</b>	<b>13.4</b>	<b>149</b>	<b>100</b>
2	Employees are given attention in follow up of continuous progress.	Trainers	32	31.7	1	1	68	67.3	101	100
		Administrators	20	41.7	10	20.8	18	37.5	48	100
		<b>Total</b>	<b>52</b>	<b>34.9</b>	<b>11</b>	<b>7.4</b>	<b>86</b>	<b>57.7</b>	<b>149</b>	<b>100</b>
3	Employees have good job satisfaction	Trainers	55	54.5	6	5.9	40	39.6	101	100
		Administrators	32	66.7	--	--	16	33.3	48	100
		<b>Total</b>	<b>87</b>	<b>58.4</b>	<b>6</b>	<b>4</b>	<b>56</b>	<b>37.6</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

The above Table,(item1) shows trainers and administrators views about the employees' compensation and benefit. When asked whether the employees in their respective occupational areas are benefited in the college, 85(84.2%) of the trainers and 42(87.5%) administrators fully

agreed. However, twenty (13.4%) of them answered “disagree”. Two (2%) of the trainers explained that they were “undecided whether the employees are benefited or not”. Those who answered ‘agree’ gave such explanations they might not have benefited from the TVET College. Respondents believed that majority of the employees felt they are benefited in their occupation areas. However, about thirty percent of the employees are not benefited in the TVET college means that there should be adequate concern to moderate such problems from the very beginning.

Item (2) indicated that 52(34.9%) respondents answered “agree” about the questions, “Employees are given attention in follow up of continuous progress”. The others, 86(57.7%) of the respondents disagreed. The respondents of the college particularly 68(67.3%) of trainers disagreed for question number two. Hence the continuous progress of employees should be given attention because this is the very important part of HRM practices. Only 11(7.4%) of respondents have not decided to say something for the question. The idea of respondents supported by the open ended response explained that:

*The interaction between employees and administrators are not that much strong. To bring good HRM practice in the college, employees must be given high attention. But in the TVET College situation there is no strong attention for the employees.*

Item (3) concerning with the respondents view on employees job satisfaction, 87(58%) respondents agreed that employees have good job satisfaction. In HRM practices of TVET College, job satisfaction is one of the processes to have good quality of it. While 56(37.6%) of respondents disagreed. This may be the results of giving less attention for employees’ progress etc. The remaining 6(4%) respondents’ also selected “undecided” choice of the question means they might not have good feeling about job satisfaction.

#### 4.2.5. Equal opportunity in HRM practices (age, sex and qualification) in the College.

Table 8 below indicates issues related to giving equal opportunity for staff members based on age, sex and qualification differences of the employees.

**Table 8: Equal opportunity in HRM practices**

No	Equal opportunity in HRM practices	Respondents	Choice						Total	
			A		UD		A		No	%
			No	%	No	%	No	%		
1	No age differences	Trainer	89	88.1	10	9.9	2	2	101	100
		Administrators	45	93.7	---	---	3	6.3	48	100
		<b>Total</b>	<b>134</b>	<b>89.9</b>	<b>10</b>	<b>6.7</b>	<b>5</b>	<b>3.4</b>	<b>149</b>	<b>100</b>
2	No sex differences	Trainers	92	91.1	---	---	9	8.9	101	100
		Administrators	43	89.6	---	---	5	10.4	48	100
		<b>Total</b>	<b>135</b>	<b>90.6</b>	<b>--</b>	<b>--</b>	<b>14</b>	<b>9.4</b>	<b>149</b>	<b>100</b>
3	No qualification differences	Trainers	33	32.7	3	3	65	64.3	101	100
		Administrators	29	60.4	---	---	19	39.6	48	100
		<b>Total</b>	<b>62</b>	<b>41.6</b>	<b>3</b>	<b>2</b>	<b>84</b>	<b>56.4</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

Table 8 is made to deal with, equal opportunity of HRM practices. The first question as shown in this table of item 1 was “agree,” “undecided” or “disagree” types of items it says that “no age differences” As a result, almost all respondents 89(88.1%) said “agree”, whereas 10(9.9%) of them replied undecided, and the rest a few 2(2%) of respondents disagreed. It indicated that the HRM practices in the Entoto TVET College, there were no problems of giving opportunity in age differences.

The other question, (item 2) forwarded to the respondents was related to giving of equal opportunity as regards sex. The question is “no sex differences”. The same thing like (item 1) no problem in this TVET College. This means, 135(90%) of respondents agreed that no sex differences about opportunity in the employees. It indicated that there were no opportunity differences in the issue of sex. On the other hand 14(9.4) respondents disagreed with the idea applying that; those respondents might have faced some problems in the college.

As indicated in (item 3) in table 8, regarding the question of “no qualification differences” between employees, 84(56.4%) of the respondents disagreed. The reason may be that there might have been problems in hiring, promotions, having salary satisfaction in the case of qualification difference. In addition, 62(41.6%) of the respondents agreed. The remaining 3(2%) undecided to say something concerning the qualification in the TVET College.

#### 4.2.6. Evaluation process in HRM practices

**Table 9: Evaluation process in HRM practices**

No	Evaluation process in HRM practices	Respondents	Choice						Total	
			A		UD		D		No	%
			No	%	No	%	No	%		
1	Employees know where they stand	Trainers	26	25.7	15	14.9	60	59.4	101	100
		Administrators	25	52.1	2	4.2	21	43.7	48	100
		<b>Total</b>	<b>51</b>	<b>34.2</b>	<b>17</b>	<b>11.4</b>	<b>81</b>	<b>54.4</b>	<b>149</b>	<b>100</b>
2	Employees understand the most effective ways to conduct evaluations.	Trainers	38	37.6	10	9.9	53	52.5	101	100
		Administrators	30	62.5	----	----	18	37.5	48	100
		<b>Total</b>	<b>68</b>	<b>45.6</b>	<b>10</b>	<b>6.7</b>	<b>71</b>	<b>47.7</b>	<b>149</b>	<b>100</b>
3	Evaluations are fair for all	Trainers	49	48.5	6	5.9	46	45.6	101	100
		Administrators	36	75	----	----	12	25	48	100
		<b>Total</b>	<b>85</b>	<b>57.1</b>	<b>6</b>	<b>4</b>	<b>58</b>	<b>38.9</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

As shown in the above table item 1, of the total respondents 81(54 %) had disagreed on the evaluation process in HRM practices about the question of “employees know where they stand”. It indicated that there were no good HRM practices in the evaluation process and the feedback system of evaluators and employees should where they stand for good practices of HRM in the TVET College. The remaining 51(34.2%) and 17(11.4%) replied agreed and undecided respectively.

The second item in the same table was offered to know whether there were employees understand the most effective ways to conduct evaluations in the TVET college or not. Accordingly, the result implied that from the total sampled respondents, 71(47.7%) disagreed that there are employees understand the most effective ways to conduct evaluations. On the other side 68(45.6%) respondents agreed that the evaluation process of “employees understand the most effective ways to conduct evaluation.” It indicated that those respondents understand about the most effective ways to conduct evaluation. Only 10(6.7%) respondents were undecided for the question. The reason may be they didn’t have information about the evaluation system in the TVET College.

The third item in the above table, 85(57.1%) respondents agreed that the HRM practices of evaluation process about the question of “evaluations are fair for all”. As the results of these respondents there were fair evaluation systems in the TVET College. This is one of the practices of human resources management system. While 58(38.9%) respondents were disagreed about the evaluation system. It indicates they might have faced problems of unfair evaluation process. From the respondents, only 6(5.9%) of trainers were undecided. It may be those trainers had not information about fairness of evaluation.

#### 4.2.7. Termination in HRM practices

**Table 10. Termination in HRM practices**

No	Termination in HRM practices	Respondents	Choice						Total	
			A		UD		D		No	%
			No	%	No	%	No	%		
1	Documenting and conducting employees termination	Trainers	62	61.4	20	19.8	19	18.8	101	100
		Administrators	44	91.7	---	---	4	8.3	48	100
		<b>Total</b>	<b>106</b>	<b>71.2</b>	<b>20</b>	<b>13.4</b>	<b>23</b>	<b>15.4</b>	<b>149</b>	<b>100</b>
2	Avoiding litigation of employees	Trainers	79	78.2	12	11.9	10	9.9	101	100
		Administrators	46	95.8	---	---	2	4.2	48	100
		<b>Total</b>	<b>125</b>	<b>83.8</b>	<b>12</b>	<b>8.1</b>	<b>12</b>	<b>8.1</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

As shown the above table item (1), the termination process in HRM practices concerning the question “documenting and conducting employees’ termination”, 106 (71.2%) respondents agreed. It indicted there were good practices of termination in the TVET College. The others 23(15.4%) respondents disagreed. The reason may be some employees might have faced problems of termination process in the college. The remaining respondents might not had information about the termination process, because from the total respondents 20(13.4%) had undecided.

As displayed the second item in the above table, of the total respondents 125(83.8%) agreed on statement regarding the termination process implementation HRM practices about the question “avoiding litigation of employees”. One quality of HRM practices is avoiding litigation of employees. So this result indicates that there were good practices of HRM termination in the TVET College. And 12(8.1%) from the total respondents had undecided and the others 12(8.1%) respondents disagreed.

### 4.3. Challenges of HRM

#### 4.3.1. Challenges of HRM and who should be the responsible to minimizing it in the TVET College.

The study tried to see the challenges that affect human resources management in the TVET College. And who should be participants to minimizing the human resources management challenges and Table 11. To know about the challenges of human resources management.

**Table 11. Challenges of human resource management**

No	Know about the challenges of human resources management and who should be participants minimizing of it	Trainers		Administrators	
		No	%	No	%
1	Do you think that, are there challenges that affect HRM in TVET College?	74	73.3	29	60.4
	a. yes	14	13.9	18	37.5
	b. no	13	12.8	1	2.1
	c. I have no idea				
	<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>
2	If yes, what kinds of challenges exist in TVET College?				
	a. hiring problem	15	14.8	10	20.8
	b. commitment of administrators problem	65	64.4	23	47.9
	c. performance of employees problems	12	11.8	15	31.3
	d. termination problems	4	4	----	---
	e. other	5	5	----	---
	<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>
3	Please, indicate who should be responsible in minimizing human resources management challenges (you can mark more than one option)				
	a. trainers of the college	20	19.8	18	37.5
	b. stakeholders (TVET) agency officers )	23	22.8	5	10.4
	c. administrators	58	57.4	25	52.1
	d. if any other, please specify	---	----	---	
	<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>

As shown in the above table, (item one), the challenges that affect HRM in TVET College. Seventy four, (73.3%) of the trainers and twenty nine (60.4%) of the administrators viewed that there were challenges that affect HRM practices in the TVET College. This indicates that employees may face different problems in the college. Contrary 14(13.9%) trainers and

18(37.5%) administrators answered that there were no challenges in the TVET College. From the total respondents only 14(9.4%) they have no an idea about the challenges in the college.

The second item from the same table shows that, 65(64.4%) of trainers and 23(47.9%) of the administrators answered the kinds of challenges that there was a commitment problem of administrators in the TVET college. The reason may be that administrators were not implementing and following the rules and regulation of TVET College. From the total respondents, 27(36.6%) of them responded that the problem was concerning performance of employees. And the other 25(16.8%) respondents viewed that there was hiring problem. The remaining 5(5%) of trainers answered that there were other challenges in the TVET college. On this concern, code 7 stated as follows:

*There are challenges in our TVET College. Among the challenges are commitments of administrators. Administrators are not working their own jobs on time by following rules and regulations of the TVET College. Because of these problems different challenges are facing the employees as well as all members of the college (interview, 26 sep.2015).*

In the same table (item 3) as to who should be responsible (participant in) for minimizing the human resources management challenges “Trainers of the college, stakeholders (TVET) agency officers, administrators and any other”. From the respondents 58(57.4%) of trainers and 25(52.1%) administrators answered that administrators have high responsibility to minimizing the human resources mismanagement. It indicates that the responsibility of the administrators is high to reduce HRM challenges in the TVET College. On the other hands from the total respondents 38(25.5%) and 28(18.8%) selected trainers and stakeholders (TVET) agency officers’ respectively. The idea of respondents supported by on open ended response shows the following:

*To minimize the human resources mismanagement, all the staff members and stakeholders should be participants. Among from all the participants’ administrators should be the main participants and should have high share to prevent or minimizing the challenges in the TVET College.*

**Table 12. The main challenges of HRM in TVET College**

No	The main challenges of HRM in TVET College	Respondents	Choice						Total	
			A		UD		D		No	%
			No	%	No	%	No	%		
1	Lack of HR effective measurement for all staff members	Trainers	46	45.5	16	15.9	39	38.6	101	100
		Administrators	20	41.7	--	---	28	58.3	48	100
		<b>Total</b>	<b>66</b>	<b>44.3</b>	<b>16</b>	<b>10.7</b>	<b>67</b>	<b>45</b>	<b>149</b>	<b>100</b>
2	Lack of organizational effectiveness	Trainers	33	32.7	---	----	68	67.3	101	100
		Administrators	15	31.3	---	----	33	68.7	48	100
		<b>Total</b>	<b>48</b>	<b>32.2</b>	---	----	<b>101</b>	<b>67.8</b>	<b>149</b>	<b>100</b>
3	Less employees' compensation (reward, benefit, payment etc.)	Trainers	65	64.3	12	11.9	24	23.8	101	100
		Administrators	24	50	3	6.3	21	43.7	48	100
		<b>Total</b>	<b>89</b>	<b>59.7</b>	<b>15</b>	<b>10.1</b>	<b>45</b>	<b>30.2</b>	<b>149</b>	<b>100</b>
4	Less industrial and employees relationship	Trainers	22	21.8	--	----	79	78.2	101	100
		Administrators	15	31.3	10	20.8	23	47.9	48	100
		<b>Total</b>	<b>37</b>	<b>24.8</b>	<b>10</b>	<b>6.7</b>	<b>101</b>	<b>68.5</b>	<b>149</b>	<b>100</b>
5	Lack of succession planning of administrators	Trainers	52	51.5	6	5.9	43	42.6	101	100
		Administrators	13	27.1	11	22.9	24	50	48	100
		<b>Total</b>	<b>65</b>		<b>17</b>		<b>67</b>		<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

From the above table item one, respondents were asked to agree or disagree whether lack of HR effective measurement for all staff members or not. Hence, 67(45%) of respondents disagreed, it indicates HR measurements challenges, not concerned all staff members. And the other, 66(44.3%) agreed that these are the main challenges to HRM in the TVET college. Only 16(10.7%) respondents undecided. The reason may be they had not information about the HR measurement.

Item (2) at the same table, 101(67.8%) of respondents disagreed for question of “lack of organizational effectiveness”. As the results indicated the organization of effectiveness were not the challenges of the TVET College. The other forty eight (32.2%) of respondents agreed. This may be they had seen the organization of less effectiveness in the process of HRM.

The third item at the same table concern of main challenges was also presented to respondents as shown. The results indicated 89(59.7%) of respondents agreed that less employees compensation (reward, benefit, payment etc.) are major challenges of the TVET college. On the other hand, 45(30.2%) had not agreed about the challenges that explained. The reminding fifteen (10.1%) respondents undecided.

The fourth item is concerned with the question “less industrial and employees relationship.” 102(68.5%) respondents disagreed. This indicated that employees have skill to operate the machine and there were no challenges of the relationship between employees and industrial in the TVET College. The other hands 37(24.8%) of respondents agreed that there were challenges of less industrial and employees relationship. The reason may be a few employees had not ability to operate machines and it challenge the HRM in the TVET College. Only 10(10.1%) of respondents undecided. It may not have information about the industrial and employees’ relationship.

The last item in the same table, the respondents were asked about “lack of succession planning of administrators”. Fifty (48%) of respondents disagreed. It indicated that challenges were not planning of administrators but it may be the challenges were the commitment of the administrators to implement in the TVET College. The other 13(27%) of respondents were agreed about there were lack of succession planning of administrators. The purpose may be respondents might not have gotten well written plans from administrators. Only 11(22%) of respondents undecided.

**Table 13. Who creates challenge for HRM**

No	Who create challenges for HRM	Respondent	Choice						Total	
			A		UD		D		No	%
			No	%	No	%	No	%		
1	Administrators	Trainers	84	83.1	13	12.9	4	4	101	100
		Administrators	38	79.2	---	---	10	20.8	48	100
		<b>Total</b>	<b>122</b>	<b>81.9</b>	<b>13</b>	<b>8.7</b>	<b>14</b>	<b>9.4</b>	<b>149</b>	<b>100</b>
2	Stakeholders	Trainers	46	45.5	13	12.9	42	41.6	101	100
		Administrators	32	66.7	2	4.2	14	29.1	48	100
		<b>Total</b>	<b>78</b>	<b>52.3</b>	<b>15</b>	<b>10.1</b>	<b>56</b>	<b>37.6</b>	<b>149</b>	<b>100</b>
3	Trainers	Trainers	25	24.8	17	16.8	59	58.4	101	100
		Administrators	33	68.7	----	-----	15	31.3	48	100
		<b>Total</b>	<b>58</b>	<b>38.9</b>	<b>17</b>	<b>11.4</b>	<b>74</b>	<b>49.7</b>	<b>149</b>	<b>100</b>

Key → A= Agree

UD = Undecided

D = Disagree

As shown the above table (item 1), 122(81.9%) respondents agreed that administrators were cause for create challenges in the TVET College. The results indicated that administrators have high power to create and solve the challenge when we compare the other employees in the college. The other 14(9.4%) and 13(8.7%) respondents disagreed and undecided respectively.

All the staff members like trainers, administrators and stakeholders have their own shares to create challenges in the TVET College. But administrators have by share for this challenge because most of the administrators act like boss, not managers.

In the second item at the same table respondents were asked to testify stakeholders more creator or not the challenges in the college. 78(52.3%) of the respondents agreed that stakeholders one of parts for create challenges in the TVET college. The reason maybe stakeholders did not support the TVET College by materials, experts and others. Besides, 56(37.6%) respondents disagreed and 15(10.1%) of respondents undecided.

Regarding the third item, 74(49.7%) disagreed in that trainers were cause of challenges in the TVET College. As the respondents result trainers have less participation for the creating of challenges in the TVET. It may be trainers understood their job description and were working in good performances. But 58(38.9%) of respondents had agreed and the remaining 17(11.4%) undecided about causes for creating challenges of HRM in the TVET college.

Table 14. Know about capacity of the college regarding to minimizing the challenges of HRM

**Table 14. Capacity of Entoto TVET College**

No	Know about capacity of the college regarding to minimizing the challenges of HRM.	Trainers		Administrators	
		No	%	No	%
1	How do you level the capacity of your college regarding to minimizing the challenges of HRM?				
	a. Very high	43	42.6	36	75
	b. Moderate	56	55.4	12	25
	c. low	2	2	---	---
	<b>Total</b>	<b>101</b>	<b>100</b>	<b>48</b>	<b>100</b>
2	If you say “low” for question 13 what are the reason? (You can mark more than one option)				
	a. carelessness of administrators	2	100	--	--
	b. lack of expert to solve	--	--	--	--
	c. less participation of stakeholders	--	--	--	--
	d. difficult to identify the problems of the college	--	--	--	--
	e. if any other, please specify	--	--	--	--
	<b>Total</b>	<b>2</b>	<b>100</b>	<b>--</b>	<b>--</b>

As can be seen from the above table on (item 1), from the respondents forty three (42.6%) trainers and thirty six (75%) administrators leveled very high the capacity of college regarding to minimizing the challenges of HRM. The result indicated that there was good coordination in the TVET College to minimize the challenges and most of staff member feel responsibility for reducing the challenges. The other 56(55.4%) trainers and 12(25%) administrators leveled moderate. This also shown that the participation of TVET college to reduce the challenges. And

only 2(2%) of trainers leveled low capacity of the TVET college. The reason may be respondents had not seen the participation of college community to minimize the challenges.

The second item, at the same table 2(100%) respondents particularly trainers answered that carelessness of administrators was factors regarding to minimizing the challenges in the TVET College. It may be indicated that administrators were not participating properly in the college.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### 5.1. SUMMARY

The main purpose of this study was to assess on the human resource management practices and challenges: the case Entoto TVET College. In light of this, the study focused on meeting the following specific objectives

- A. To access the current human resource management practices at Entoto TVET College.
- B. To identify the major challenges of human resource management in TVET college.
- C. To identify the participants (stakeholders) in minimizing human resource management challenges in the study area.
- D. To explain the process of HRM practices in the study area.
- E. To provide policy recommendations that can improve the practices of HRM in the study area.

The study was also guided by the following basic questions and attempted to answer them.

1. What is the practice of human resource management at Entoto TVET collage?
2. What are the major challenges that affect the human resource management in the study college?
3. Who should be participants to minimize challenges of HRM in the study college?
4. What are the processes of HRM practices in Entoto TVET College?

The study was carried out in selected TVET College found in Guleli Sub-City, namely Entoto TVET College which was selected using purposive sampling method. The study focused on four groups of respondents: Trainers of the TVET College, Administrators of the TVET College, city TVET college agency officers and different workers of the TVET College. Questionnaires were used to collect data from trainers, and Administrators. Interview was used to get additional information from different workers of the college and city TVET college agency officers. Out of 156 questionnaires distributed to the two groups of respondents, 149(95.5%) were filled and

returned. And 8 of the expected interviewees, the intended respondents provided their opinion. Finally, the data obtained were analyzed using percentage and qualitative analysis for the open-ended questions and interviews.

Among 101 trainers 81 (80.2%) are men and remaining 20 (19.8%) are women. Even though few women are employed in it, the TVET administrators have high numbers than men, such as from 48 administrators 30 (62.5%) are women and 18 (37.5%) are men in Entoto TVET college. This indicates that in both kinds of respondents, there were no balances of sex numbers. Therefore the respondents of the subject characterized mainly idea of males in trainers and females in administrators.

At the age structure of the trainers in the study area is relatively fair in its composition, those in the age above 30 are 86 (85.1%) and 38 (79.2%) were trainers and administrators respectively. There were no age of 20-24 in both trainers and administrators. This indicates that most of respondents were matured enough and their response valuable for the study of human resource management practices.

About the educational background of administrators, only one (2.1%) was second degree holder. It may not enough to implement practices of human resources management principles, strategies, visions, rules and regulations in Entoto TVET College. Because administrators may have high share for HRM practices in the TVET college.

With regarding to work experiences of trainers and administrators, 50% of the sample populations have above six years of services. This could illustration that the TVET administrators have well developed HRM practices experience.

### **5.1.1. Human Resources Management Practices.**

#### **5.1.1.1. Summary of HRM practices**

In this study, it was designed to assess the Human Resource Management practices in the TVET College. It was also tried to address the HRM Hiring practices, HRM participants, employees' retention, evaluation process and termination of the employees.

To meet the the objectives, this study had addressed two basic research questions .In dealing with the research question, related data were gathered mainly through questioner and interview. The data obtained were analyzed and interpreted by using percentageand qualitative analysis for the open-ended questions and interviews. Based on the analysis made, the summary of the findings are organized as follows.

1. Half of the respondents, 59(58.4%) of trainers answered that there were no providing of rinsing awareness by administrators about HRM practices in the TVET college. This indicates that there is less knowledge of HRM practices in the employees. It may difficult to HRM practices.
2. Most respondents, 92(91.1%) and 24(50%) of trainers and administrators respectively agreed that administrators should be more participants to HRM practices in the TVET college.
3. .Most of respondents, 111(74%) agreed that there were well-organized advertisement HRM practices in the TVET college. Having well organized advertisement is one of the ways to HRM is practiced in the TVET College.
4. As the respondents there were fair hiring HRM practices in the TVET College. From the respondents 80(53.7%) and 39(81.3%) agreed trainers and administrators respectively. Hiring process are crucial for TVET college HRM practices and the respondents were satisfied the process of it.
5. From the respondents, 88.1% agreed that there were no problems of giving opportunity depending on in age differences in HRM practices.
6. In the TVET college, as the respondents result, 84(56.4%) agreed that there were problems of giving equal opportunity depending on the case of qualification difference.
7. According to respondents about, (57.1%) respondents agreed that there were fair evaluation of HRM practices in the TVET College. This is one of the mechanisms to bring good quality of HRM practices.

### **5.1.1.2. Conclusion of HRM practices**

Based on the findings of the study the following conclusions were reached:

1. In the TVET college of HRM practices, as the the results of the study there were no providing of rising awareness of HRM practices for employees. This affects to have good practices of HRM and bring quality of human resource management in the TVET College.
2. For the practices of human resources management in the TVET College, administrators have high share or should be participants when it compare from different participants. Because of administrators have close relation with the HRM practices and can coordinate the employees to implement in the college. According to this study indicated that administrators should be participants.
3. In the results of the study, there were no problems of giving opportunity for employees depend on age differences. Equal opportunity used to have good practices of HRM and also it was the mechanism to bring quality of practices in the TVET College.
4. In the TVET College, there were problems of giving opportunity for the employees depending on the qualification. This affect the implementation of HRM practices. Because qualification has its own value to have good practices of HRM in the TVET college.

### **5.1.1.3. Recommendation of HRM practices**

Based on the findings and conclusion reached, the following recommendations are forwarded:

1. There were problems of providing awareness for the employees about HRM practices. So administrators should give awareness for the employees and other stakeholders must be participated to solve this problems with coordinate all staff members and concerning bodies. The TVET agency also should be a participants to providing awareness .Because of awareness is one of the crucial part to have good practices in the TVET College.
2. Administrators should cooperate with other participants in the college for HRM practices because of as the study administrators should be more participants. All stakeholders should support their own share to have good practices of HRM in the TVET College.

3. In the TVET College, there were no opportunity problems concerning on age differences. This is crucial for HRM practices. Hence, this should be continued for the next working environments and all concerned bodies have to participants on keeping up of it.
4. There were problems of giving equal opportunity for employees depending on the qualification differences. This problem should solve to bring good quality of HRM practices in the TVET College. And all must be participants to solve the problem especially administrators have high responsibility to solve it.

## **5.1.2. Human Resources Management Challenges.**

### **5.1.2.1. Summary of HRM challenges**

In this study, it was designed to assess the Human Resource Management challenges in the TVET College. It was also tried to address the HRM major challenges, participant in minimizing human recourses management challenges.

To meet the the objectives, this study had addressed two basic research questions .In dealing with the research question, related data were gathered mainly through questioner and interview. The data obtained were analyzed and interpreted by using percentage and qualitative analysis for the open-ended questions and interviews. Based on the analysis made, the summary of the findings are organized as follows.

1. From the respondents, 65(64.4%) of trainers reported that the major challenges of the TVET college were the commitment of administrators to implement the Human Resources management.
2. As the results of respondents, about participation for minimizing the challenges in the college, from the respondents 58(57.4%) of trainers and 25(52.1%) administrators answered that administrators should be more participants when it compare to trainers and stakeholders.
3. Focusing on the capacity of TVET college to solve the problems, from total respondents 58% of reported that the capacity were very high.

4. About 122(81.9%) respondents agreed that administrators had created challenges in the TVET College when it compare to stakeholders and trainers in the TVET College.
5. Concerning the major challenges in the TVET College around 89(59.7%) of respondents agreed that less employees compensation (reward, benefit, payment etc.) were major challenges of the TVET college.

#### **5.1.2.2. Conclusion of HRM Challenges**

Based on the findings of the study the following conclusions were reached:

1. As the results of the study, the major challenges were the commitments of administrators to implement the HRM process in the college. Administrators have high value for HRM in the TVET College. Without commitments of administrators HRM was not successfully minimize the challenges.
2. In the TVET College as the respondents reported that administrators should be more participants than trainers' and stakeholders to minimize HRM challenges in the TVET College. Administrators have very close to HRM in TVET College.
3. As the study of this research, the TVET College had capacity to solve the problems. Solving problems capacity indicated that there were participants to minimize the challenges of HRM in the in the TVET college.
4. As the respondents, administrators had created the challenges in the TVET College. It indicated that administrators were the main challenges as well as should be the main participants to minimize the challenges in the TVET College.
5. From the results of the study, the major challenges were less employees' compensation (reward, benefit, payment etc.). In the TVET college. Compensation of employees helps to minimize the challenges of HRM in the TVET College.

### **5.1.2.3. Recommendation of HRM Challenges**

Based on the findings and conclusion reached, the following recommendations are Forwarded:

1. The major challenges of HRM in the TVET College were commitments of administrators. Administrators have less commitment to implement Human Resource Management in the Entoto TVET College. So this problem should be solved by administrators, trainers, all stakeholders and government bodies.
2. As the results of the study of Human Resources Management administrators were preferred that should be more participants to minimize the HRM challenges. To minimize the challenges, administrators may have high share to reduce it but all stakeholders, all staff members and governmental bodies should be participants.
3. The TVET college capacity was very high and moderate for solving problem. This is crucial to minimizing the HRM challenges and it should be continued for the next working environment and all must participate.
4. In the TVET College, administrators had created challenges in the TVET College. This problem should be solved to reduce the challenges and all concerned bodies must participate to solve this problem.
5. The major challenges in the TVET College were less employees' compensations (reward, benefit, payment etc.) this problems should solve with the participation of all concerned bodies. Because of compensation has a high value to have good HRM in the TVET College.

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8. What is your level of agreement with the idea that the following should participate in HRM practices?

No	should participate in HRM practices	Strongly agree	agree	undecided	Disagree	strongly disagree
8.1	Administrators					
8.2	Stakeholders					
8.3	Trainers					

9. Please read each statement carefully about HRM practices and put “✓” below your response for each statement.

No	<b>Hiring in HRM practices</b>	Strongly agree	agree	undecided	Disagree	Strongly disagree
9.1	There are well-intentioned strategies in TVET college					
9.2	There are well written job descriptions					
9.3	There are organized advertisement strategies					
9.4	Hiring is fair in the college					
	<b>Employees retention in HRM practices</b>					
9.5	Fair employees compensation and benefit					
9.6	Employees are given attention in following up of continuous progress					
9.7	Employees have good job satisfaction					
	<b>Equal opportunity in HRM practices</b>					
9.8	No age differences					
9.9	No sex differences					
9.10	No qualification differences					
	<b>Evaluation process in HRM practices</b>					
9.11	Employees know where they stand					
9.12	Employees understand the most effective ways to conduct evaluations					
9.13	Evaluations are fair for all					

	<b>Termination in HRM practices</b>					
9.14	Documenting and conducting employees terminations					
9.15	Avoiding litigation of employees					

### **Part three**

#### **Open ended question**

1. How do you explain the human resources management practices in the TVET college?

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2. What are the main activities to implement the human resources management practices in TVET College?

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3. How do you explain the mechanisms that can bring the quality implementation of HRM practices?

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### **Part four**

#### **Interview**

1. How do you explain the HRM practices in Entoto TVET College?
2. How do you describe the process of HRM practices in the College?
3. Is there a good HRM practices in the Entoto TVET College?
4. How do you say the participation of stakeholders in HRM practices of the college?



5. What is your level of agreement with the idea that the following should participate in minimizing challenges of HRM?

No	Should participate in minimizing challenges of HRM	Strongly agree	agree	Undecided	disagree	Strongly Disagree
5.1	Administrators					
5.2	Stakeholders					
5.3	Trainers					

6. How do you level the capacity of your college regarding to try to solve the problems of HRM?

- A. Very high B. Moderate C. low

7. If you say “low” for question6 what are the reason? (You can mark more than one option)

- A. carelessness of administrators
- B. lack of expert to solve
- C. less participation of stakeholders
- D. difficult to identify the problems of the college
- E. if any other, please specify 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

### Part six

#### Open ended question

1. How do you see the participations of stakeholders to prevent the factors that affect the implementations of human resource management in TVET College?

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2. Write the challenges of HRM those factors in TVET College.

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## **Part seven**

### **Interview**

1. Is there a challenge of HRM the in Entoto TVET College?
2. What are the main challenges of HRM in the Entoto TVET College?
3. What do you say the prevention methods of HRM management in the TVET college?
4. What do you say the responsibility of the stakeholders to prevent the challenges of HRM in the college?

## Appendix A2

### አዲስ አበባ ዩኒቨርሲቲ የሰነድ ጥምህርት ኮሌጅ ድህረ ምረቃ ጥምህርት

የሥርዓተ ጥምህርት መምህራን ሙያ ልማት ጥምህርት ክፍል ለአሰልጣኞች እና ለአስተዳደሮች የተዘጋጀ መጠይቅ ይህ መጠይቅ የተዘጋጀበት ዋናው ምክንያት የሰው አስተዳደር ትግባራ እና ተግደሮቹን ያለውን ነገር መረጃ ለመሰብሰብ ነው። በዚህ መንገድ የሚሰበሰበው ያለውን ነገር መረጃ ለመሰብሰብ ነው። በዚህ መንገድ ውሳኔ። መረጃ የጥናቱን ዓላማ ከግብ ለማድረስ በጣም መረጃ ሚስጥራዊነት በጥብቅ የተጠበቀ እናም ለዚህ ጉዳይ ብቻ የሚያገለግል መሆኑን ልገልጽ እወዳለሁ። ስለዚህ ከዚህ በታች ለቀረቡት ጥያቄዎች ሁሉ ትክክለኛ መረጃ እንዲሰጡ በአክብሮት እጠይቃለሁ።

ስለትብብርዎ አመሰግናለሁ።

አጠቃላይ መረጃ

- ስም አጻጻፍም
- ለተጠየቁት ጥያቄዎች የተሰጠውን መመሪያ ተከትለው መልስዎን ይስጡ

ክፍል አንድ፡ በአሰልጣኝና በአስተዳደሩ የግል ሁኔታ ላይ የሚያተኩሩ መጠይቆች

1. የተቋሙ ስም -----

2. ጾታ            ሀ/ ወንድ                            ለ/ ሴት

3. ያሉበት የዕድሜ ክልል

ሀ/ 20 — 24 ዓመት

መ/ 35 — 39 ዓመት

ለ/ 25 — 29 ዓመት

ሠ/ 40 ዓመት እና ከዚያ በላይ

ሐ/ 30 — 34 ዓመት

4. የጥምህርት ደረጃ

ሀ/ ስርፍኬት

ሐ/ የመጀመሪያ ድግሪ            ሠ/ ሌላ -----

ለ/ ድኻሎማ

መ/ ሁለተኛ ድግሪ

5. ያገለገሉበት የሥራ ዓመት ቆይታ

ሀ/ ከ 0 - 5

ለ/ ከ 6- 11

ሐ/ ከ12-17

መ/ ከ 18-23

ሠ/ ከ24 እና ከዚያ በላይ



9.9.	በጾታ አድሎ የለም					
9.10.	በትምህርት ደረጃ አድሎ የለም					
	የግምገማ ሁኔታ በሰው ሃይል አስተዳደር ትግበት					
9.11.	ሰራተኞች ግምገማ እና የግምገማ ሁኔታ ያውቃሉ					
9.12.	ሰራተኞች ስለግምገማ እና የግምገማ ሁኔታ ያውቃሉ					
9.13.	ግምገማው ለሁሉም በተገቢ ሁኔታ ይካሄዳል					
	የሰራተኛ ስንብት የአስተዳደራዊ ትግበራ					
9.14.	ስንብት የሚካሄደው በተቢው ሁኔታና እና በመረጃ ነው					
9.15.	ስንብቱ ብዙ ድካም የሌለው ነው					

**ክፍል ሶስት**

**የሚብራሩ ጥያቄዎች**

1. በኮሌጁ ውስጥ ያለውን አስተዳደራዊ ትግበራ እንዴት ይገልጻል?

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2. በኮሌጁ ውስጥ አስተዳደራዊ ትግበራ እንዲካሄድ የሚያደርጉ ዋና ዋና ተሳትፎዎች ምንድን ናቸው?

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3. የአስተዳደራዊ ትግበራ ጥረት የሚያመጡ ነገሮች እንዴት እንደሚተገበሩ ይገልጻቸዋል?

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**በሰው አስተዳደር ስር ያሉ ተግዳሮቶች ስር የሚጠየቁ መጠይቆች ክፍል አራት የሰው ሀይል አስተዳደር ተግዳሮቶችን ማወቅ የሚያስችል**

1. በኮሌጁ ውስጥ የሰው ሀይል አስተዳደር ተግዳሮቶች አሉ ብለው ያስባሉ

ሀ/ አዎ

ለ/ የለም

ለቁጥር 1 አዎ ብለው መልስ ከሰጡ

ሀ/ በቅር ላይ ያለች ተግዳሮቶች

መ/ የሰራተኞች ስንብት ችግር

ለ/ የአስተዳደሮች ችግር

ሠ/ ሌሎች-----

ሐ/ የሰራተኞች የጥበቃ ችግር

2. እባክዎ ከሚከተሉት ውስጥ ተግዳሮቶቹን ለመቀነስ መሳተፍ ያለባቸውን አካሎች ይምረጡ

ሀ/ የኮሌጁ አስልጣኞች

ለ/ ባለድርሻ አካላቶች (የከተማው ቴክኒክ እና ሙያ ተወካዮች )

ሐ/ አስተዳደሮች

መ/ ሌላ ካለ 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. እባክዎ የሚከተሉትን ስለተግዳሮት የተጠየቁ መጠይቆችን በጥንቃቄ ካነበቡ በኋላ መልስዎን በተሰጠው ባዶ ቦታ “✓” ያስቀምጡ

ተ.ቁ	ዋና ዋና የሰው ሀይል አስተዳደር ተግዳሮቶች	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
3.1.	ለሁሉም ሰራተኞች የሚሆን የምዛና አለመኖር					
3.2.	የተቋሙ ውጤታማ አለመሆን					
3.3.	ለሰራተኞች ያለ ጥቅማጥቅም ማነስ					
3.4.	የሰራተኞች ከኢንዱስትሪ ጋር ያላቸው ግንኙነት					
3.5.	የአስተዳደራዊ እቅድ ችግር					

4. የእርስዎን ስምምነት በተግዳሮት ቅንሳ ላይ መሳተፍ አለባቸው የሚሉትን ከስረው በተሰጠው ጥያቄ ይሙሱ

ተ.ቁ	ተግዳሮት ቅንሳ መሳተፍ ያለባቸው አካሎት	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
4.1.	አስተዳደሮች					
4.2.	ባለድርሻ አካላቶች					
4.3.	አስልጣኞች					

