

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

**AN ASSESSMENT OF HUMAN RESOURCE
DEVELOPMENT PROGRAMS FOR TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING (TVET)
COLLEGE TEACHERS WITH PARTICULAR REFERENCE
TO ADDIS ABABA CITY ADMINISTRATION**

**BY
SOLOMON G/MICHAEL**



**JUNE 2008
ADDIS ABABA**

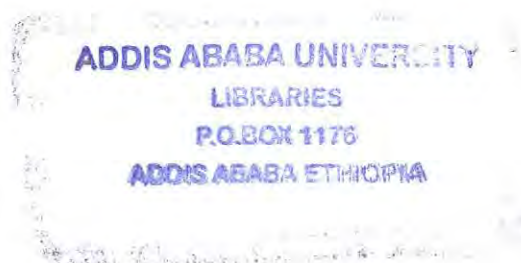
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PROGRAMS FOR TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (TVET) COLLEGE TEACHERS WITH
PARTICULAR REFERENCE TO ADDIS ABABA CITY
ADMINISTRATION**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE RREQUIEMENTS FOR THE
DEGREE OF MASTER OF ARTS IN MANAGEMENT OF
VOCATIONAL EDUCATION**

**BY
SOLOMON G/MICHAEL MESHESHA**



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List of Abbreviations and Acronyms

ESDP : Educational Sector Development Program

FDRE : Federal Democratic Republic of Ethiopia

ETP : Education Training Policy

AAU : Addis Ababa University

BESO : Basic Education Strategic Objectives

BC : British Council

CBB : Capacity Building Bureau

ELIP : English Language Improvement Program

ESTC : Ethiopian Science and Technology Commission

FNG : Federal Nigarit Gazeta

ICDR : Institute for Curriculum Development Research

MOE : Ministry of Education

NOE : National Organization for Examination

SCED : Sub City Education Department

TEI: Teacher Education Institutions

TESO : Teacher Education

TVET : Technical and Vocational and Training

UNDP : Unite Nations Development Program

UNESCO : United Nations Educational, Scientific and Cultural Organization

UNEVOC: International Center for Technical and Educational Training

ABSTRACT

The major purpose of the study was to assess the human resource development programs for TVET Colleges' teachers with particular reference to Addis Ababa City Administration. Human resource development programs are instruments by which teachers update their professional knowledge, skills, attitudes and abilities. It is expected that teachers should be provided sufficient training and development opportunities to regularly improve their professional levels. Based on the intention of the study, it was conducted considering its timeliness in relation to the changes taking in education and training system. Moreover, there were limited effort make use of to the study on human resource development programs for TVET teachers. Above all, the finding of the study would contribute to the improvement of human resource development management body. As far as the study conducted, descriptive survey methodology was employed. Both primary and secondary sources were used to gather reliable data for the study. Primary data were collected from TVET Colleges' teachers, department heads, and college deans who were in different level of position and educational experts from education bureau using instrument like availability, simple random, stratified and purposive sapling techniques utilized in the study. Relevant document from TVET Colleges' and education bureau were the major sources of secondary data. The data collected from both sources were analyzed using statistical analysis instruments of percentage and mean. Regarding the results, it indicated that available human resource development programs for teachers were in-service degree program, English language improvement program, limited post graduate program, curriculum based training and educational leadership. They did not provide teachers with enough access to professional development opportunities. Providers were Ministry of Education, the City Administration Education Bureau and Capacity Building Bureau. The planning, organizing and management practices lacked adequate professional skills. The provision of training was not determined by systematized needs assessment. The providers were characterized by on-and-off as well as non-existence and they were not integrated in such away that they contribute to the success of the education and training policy or the needs of teachers and educational personnel. There was duplication of effort. Reliance was on external trainers. The talents with teachers and with in the system were not exhaustively addressed and valued as much as possible. To overcome successfully the problem mentioned above, it is recommended that applying need based training and development programs utilizing appropriate training and evaluation methods exerting maximum effort in fulfilling management responsibilities and alleviating resource constraints should get due attention on the part of Education Bureau. Subsequently, these programs call for mutual efforts, self-imitative activities and genuine cooperation from the side of the teachers.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROCHES

This chapter encompasses background of the study, statement of the problem, objectives, significance of the study, delimitation, and limitation of the study, operational definitions and organization of the study

1.1. Background of the Study

The establishment of different organizations is to achieve certain objectives. In order to run them effectively and arrive at their formulated goals, it is necessary to have adequate human, financial, material, and time resources. Among these, human resources are the most fundamental and decisive factor to any organization. Based on this fact, most of organizations have human resource development programs to facilitate the most effective utilization of employees (Gomez, 2003:127).

Human resource is a key economic resource which should demand equal attention from that of planning, finance, equipment, raw materials, production, sales investment and profit. Through the utilization of human resource organizations possibly address successful attainment of preconceived goals. However, this demands the conscious determination of manpower requirement and developing proper action plan. As human element is the key resource, managers should be able to foresee what type and number of employees they will have to maintain to meet future job and reduce cost.

In the educational sector, education and training play a significant role in developing the human resource of the country. Educational success greatly depends on teachers' continuous learning. Human resource development programs have essential role in this regard. In the process of human resource development colleges and universities play significant role schooling impart specific knowledge and develops general reasoning

skills; it also includes changes in beliefs, values and attitudes towards work and society (Eratu, 1994; Abebe 2006:3). These educational establishments as a social organization require premises and equipments, but persons are vital to them and a teacher is a supreme person. In addition, spacious building, costly equipment and sound syllabi will serve some useful purpose only when there are teachers who are fully alive to the consideration of the profession and its comparing responsibilities (Aggarwal, 1997:395). If we broadly view these issues in TVET situation, the demand of the teacher will be significantly increasing as well. Skilled workers are a key issue for competitiveness of various organizations and economies all over the world, and the quality of teacher education is crucial in determining the skills of future workers. Current debates and activities to improve TVET teacher/trainer education aim to enhance the effectiveness of TVET teacher/trainer education in a global economy while respecting regional, economic, social and cultural differences (UNESCO, 2006:3).

Depending on the previous issues, it is possible to say that the strength of TVET system is, by and large, determined by the quality of its trainers or teachers. It is worth while to note that the TVET system is expected to make every attempt to attract qualified teachers to carry out its various activities for efficient performance.

In recent development, as a part of the over all educational reform in our country, issues related to teachers qualification and professional development have been addressed by New Education and Training Policy (ETG, 1994). According to the policy:

- Teachers will be certified before being assignment to teach at any level.
- They will also be required to have the necessary qualified and competency through training.

- The criteria for the professional development of the teacher will be continuous education and training professional ethics and teaching performance.

As the policy indicated, training and development for teachers have been given due attention in the document. Moreover, the New Education and Training Policy (1994) is believed that vocational education can contribute to provide students with vocational skills or prepare them for life long learning or specialized training to provide employers with skilled workers and technicians and to create conducive conditions for self employment.

The role of teachers in achieving the aforementioned objectives is indispensable. Teachers who are involved in TVET program need to be skillful, knowledgeable and they should possess positive attitude toward accomplishment of the intended results. As a matter of fact, teachers accumulated these competency aspects through pre-service, in-service training and other mechanisms. However, as our contemporary world is characterized by rapid development, knowledge and skill acquired are not absolutely permanent. This development calls for changes in all aspects and need for a successive human resource development program to be designed.

In consolidating the issue of TVET teachers training and development, MOE (2004/5) TVET program stated:

Teachers are the key elements for the provision of good quality technical and vocational education program. It is essential that technical and vocational education school teachers are not qualified in academic sense, but also possesses good knowledge of practical system and processes in their field of competence. This should be attained by constantly keeping up-to-date through contact with industry or business or otherwise through the provision of in-service programs.

In this regard, different training and development programs have been implementing for teachers in Addis Ababa City Administration TVET Colleges. During the implementation of the program several problems

have been encountered that hindered the major objective of TVET programs. The problems range from short term training to future development of teachers attitude, skills and knowledge. As different research findings revealed, unless teachers learn and update their skills and knowledge regularly, they can not fulfill their duties and responsibilities according to the objectives of TVET programs. That is why the researcher intended to assess the aforementioned problems and thereby to propose some possible solutions for further improvement.

1.2. Statement of the Problem

Currently, in Addis Ababa City Administration there are ten governmental TVET institutions offering trainings at different levels and occupations. Among which five are offering training at 10+1, 10+2 and 10+3 programs and the remaining are limited to only 10+1 and 10+2 program. When the program was started in 2001/2002 academic year most of the trainers were under qualified, the training institutions had no adequate facilities and the need of training fields were not adequately assessed in terms of local market.

Gradually, various training and development programs have been implemented for teachers to achieve the very objectives of the TVET programs. The programs are reflected by provision of short and medium term training in domestic and abroad, summer in-service programs to upgrade the qualification of the teachers and a limited number of participants are involving further upgrading programs of Master of Art full time basis. The ongoing HRD programs have various problems such as inaccessibility for all teachers, lack of equal opportunities, and the summer in-service programs were carried out far away from the residence of teachers and the numbers of participants in further programs was very few.

Unfortunately, all these problems that are related with HRD programs are highly aggravated in TVET colleges where the researcher is interested to study. Thus, the researcher identified the attitude of teachers towards the ongoing HRD programs as a problem in the five TVET colleges of Addis Ababa City Administration.

In view of this, the study has attempted to provide answers to the following basic questions.

- a) What are the major HRD activities available for teachers?
- b) Are these available opportunities accessible for all teachers?
- c) Who are the major providers of HRD opportunities?
- d) How are HRD programmers planned, organized and managed?
- e) What are the attitudes of teachers towards the HRD programs?

1.3. Objectives of the Study

The general objective of the study is to assess the human resource development programs for teachers with particular reference to Addis Ababa Government TVET colleges.

The study has the following **specific** objectives:

- To identify the major HRD activities those are available for teachers.
- To see the extent of how much HRD opportunities are accessible for all teaches.
- To assess the planning, organizing and implementation of HRD programs.
- To see the attitude of teachers towards the HRD programs.

1.4. Significance of the Study

The HRD activities are essential to improve the quality of education and training. As a program, teachers who are involved in TVET have to get access to quality and sufficient HRD programs. To ensure the level of adequacy and maintain standards of quality, it is important to evaluate

different HRD programs frequently and solve problems in time. Nevertheless, there has been no recent study aimed at investigating the situation of HRD programs for TVET teachers in Addis Ababa City Administration TVET Colleges. It is also true that the education and training environment is dynamic and various changes have taken place in the past few years. All these made it necessary to undertake timely study. With this in mind, the researcher hopes that the study would have the following significant purposes:

- a) It provides great practical significance in providing vital information about the magnitude of the issue for policy makers, HRD planners, stakeholders, and others in this related area.
- b) It creates an awareness among educators and other members of the society who are directly interested in the activities and administration of HRD programs.
- c) It could have importance for HRD providers to take corrective measures on factors that have been operating against effective programs for TVET teachers.

1.5. Delimitation of the Study

Currently, government and private organizations are offering TVET programs. In line with this various private agencies and the City Administration are providing TVET programs in Addis Ababa. In spite of the fact that the providers are too many, the study is delimited only to those teachers who are employed in Addis Ababa TVET governmental colleges. At present, there are ten governmental TVET Colleges in Addis Abba City Administration. Of which five are accredited to college level and to provide 10+3(diploma) program. According to Regulation No. 22/2006 of Addis City Government Technical and Vocational Education and Training Colleges establishment regulation, the accredited TVET colleges are enumerated below:

- a) Entoto Technical and Vocational Education and Training College
- b) General Winget Technical and Vocational Education and Training College
- c) Tegbared Technical and Vocational Education and Training College
- d) Nefas Silk Technical and Vocational Education and Training College
- e) Misrak Technical and Vocational Education and Training College

Accordingly, this study was focused on the aforementioned colleges to make the research manageable and was also delimited to assess training and development for TVET teachers.

1.6. Limitation of the Study

The following are the major limitation of the study which hindered to finalize the study on time.

- The respondents were not cooperative enough to return the questionnaires on time. Because, most of them were engaged in different tasks.
- Shortage of review of literatures to review particularly which was done specifically for TVET teachers in recent period

1.7. Organization of the Study

This study comprised of five chapters. The first chapter includes background of the study, statement of the problem, significance, limitation, delimitation as well as definition of terms. The second chapter deals with the review of related literature. The third chapter embraces research methodology and procedures. The fourth chapter is presentation and analysis of the findings. Finally, summary, conclusions and recommendations are presented.

1.8. Definition of Terms

The following terms are used throughout the study as operationally defined here under:

Career Development: an ongoing process by which individuals' progress through a series of issues, themes and tasks (Desimone, 2002).

Development: formal education, job experience, relationship and assessment of personality ability that help the employees prepare for the future. Because, it is future oriented and involves learning that is not necessarily related to the employees' current jobs (Noe,1999).

Human Resource Development: a set of systematic and planned activities designed by organization to provide its members with necessary skills to meet current and future job demand (Desimone, 2002).

Human Resource Management: the effective utilization of employees to best achieves the goals and strategies of organization, as well as the goals and needs of employees (Desimone, 2002).

Need Assessment: the process by which an organization's HRD needs are identified and articulated. It is the starting point of the HRD and training process (Nadler, 1984).

Training: involves providing employees the knowledge and skills needed to a particular task or job though attitude change may also be attempted. It improves human performance on the job the employee is presently doing or being hired to do (Learner, 1986).

CHAPTER TWO

2. Review of Related Literature

2.1. The Concept and Definition Of Human Resource Development

Before discussing the human resource development programs, it seems important to insight the concept and definition of "human resource development (HRD)". The concept of HRD, though expressed in different words by different scholars, denotes the same meaning in various literatures. For instance, Aswathappa (2002: 171) defines HRD as:

It is any attempt to improve current or future employee performance by increasing employees' ability to perform through learning, usually by changing the employees' attitude or increasing his or her skills and knowledge. The need for training and development is determined by the employees' performance deficiency.

Similarly, Desimone, Werner and Harries (2002:7) defined HRD as:

A set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Learning is the core of all HRD efforts. HRD activities should begin when an employee join an organization and continue throughout his or her career regardless of whether that employee is an executive or a worker on an assembly line. HRD program must respond to job changes and integrate the long plans and strategies of the organization to ensure the efficient and effective use of resources.

As the aforementioned definitions indicate, HRD is, in short the execution of planned learning process whereby people acquire skills, knowledge and attitude to aid in achievement of goals. In view of this, Aswathappa (2002:171-172) expressed a clear demarcation among training, education and development. Such distinction enables us to acquire a better perspective about the meaning of the terms. Training refers to the process

of imparting specific skills. Education on the other hand, is confined to theoretical learning in classroom as well. Though training and education differ in nature and orientation they are complementary. The same author profoundly elaborated that an employee who undergoes training is presumed to have had some formal education. Moreover, no training program is completed without an element of education.

Regarding to this, Learner (1986:20) broadly viewed HRD programs as training, development and education. Although, some organization lump all learning under "training and development", it is vivid making three categories to make the desired goals and objectives more meaningful and precise. Nadler and Leonardo (1998: 12-14), after reviewing a number of studies, came up with the conclusion, there are three components (training, development and education) that constitutes the HRD programs. Moreover, he explicitly discussed the components respectively. Training is the acquisition of technology which permits employees to perform their present job to the standards. It is given when new technology, finding, methods of improvement and innovators are introduced into the workplace. Alternatively, education is training people to do a different job. Unlike training, this can be fully evaluated immediately upon learners returning to work. On the other hand, development is training people to acquire new horizon, technologies, or view points. It enables leaders to guide their organization on new expectations by being proactive rather than reactive. It equips works to create better products, faster service, and more competitive organizations. It is learning for growth of the individual, but not related to specific present or future jobs. Unlike training and education, that can be completely evaluated, development can not always be fully evaluated. Furthering this idea, Pasarella (1999:25-26) elaborated that development involves changes in an organization that are

systematic, organized, successive and are thought to serve an adaptive function. Development also should not be confused with change. Change refers to alternatives that occur overtime in the learner's internal cognitive or affective characteristics. These changes may be quantitative or qualitative and it implies no progressive (Learner 1986:22).

In general, looking at the above distinction among training, education and development indicate that all of them have similar views regarding the essence and components of HRD programs. It is, therefore, possible to bring the distinction among training, education and development into sharp focus. It may be stated that the training is offered to operatives, whereas development programs are meant for employees in higher position. Education, on the other hand, is common for all employees regardless of their grads.

2.2. The Relationship Between HRM and HRD

The two concepts, HRM and HRD are utilized interchangeably. Since, HRD is a part and parcel of HRM, Desimone (200:2-7) defined HRM as "the effective selection and utilization of employees to the best achieve the goals and strategies of organization as well as the goals and needs of employees". Moreover, Thomson (2006) also elaborated both as:

The process of planning implementing, and managing recruitment as well as selection training career and organizational development intuitive within organization. Their goal is to maximize the productivity of an organization by optimizing the effectiveness of its employees while simultaneously improving the work life of employees and treating employees as valuable resources.

Both human resource management and human resource development have common tasks that should carry out interdependently. The losing of one another has adverse effect on the performance of the organization.

This implies HRM and HRD have direct relation on the implementation their respective objectives.

2.2.1. The Function Of HRM

Desimone, Weaner and Harris (2002:8) explained that the functions of HRM can be divided into primary and secondary functions.

2.2.1.1. Primary HRM functions:

- **Human resource planning** activities are used to predict how changes in management strategy will affect future human resource needs. These activities are becoming increasingly important with the rapid changes in external market demands. HR planners must continually design the course of the organization and its Plans, programs, and action.
- **Equal employment opportunity** activities are intended to satisfy both the legal and moral responsibilities of the organization through the prevention of discriminatory policies, procedures, and practices. This includes decisions affecting hiring, training, appraising, and compensating employees.
- **Staffing (recruitment and selection)** activities are designed for the timely identification of potential applicants for current and future openings and for assessing and evaluating applicants in order to make a selection and placement decision.
- **Compensation and benefits** administration is responsible for establishing and maintaining an equitable internal wage structure, a competitive benefit package, as well as incentives tied to individual, team, or organizational Performance.

- **Employee (labor) relations** activities include developing a communications system through which employees can address their problems and grievances. In a unionized Organization, labor relations will include the development of working relations with each labor union, as well as contract negotiations and administration.
- **Health, safety, and security** activities seek to promote a safe and healthy work environment. This can include actions such as safety training, employee assistance programs, and health and wellness programs.
- **Human Resource development** activities are intended to ensure that organizational members have the skills or competencies to meet current and future job demands.

2.2.1.2. Secondary HRM Functions:

- **Organization/job design** activities are concerned with interdepartmental Relations and the organization and definition of jobs.
- **Performance management and performance appraisal Systems** are used for establishing and maintaining accountability throughout the organization.
- **Research and information system** (including human resource information systems) are necessary to make enlightened human resource decision.

According to HRM functions classification, HRD is categorized under the primary function of HRM. As indicated, HRD is one of the major tasks of HRM. Generally, this task embraces the determination, design, executive evaluation analysis of training and development programs.

2.2.2. The Objectives of HRD

The most effective HRD programs have reliable objectives that are attainable. Matthews, Megginsh and Surtees (2004:8) indicated that these programs must be in harmony with other organizations objectives. They must be oriented towards the long and short ran and closely related to the existing employee. According to the aforementioned authors (2004:8), there programs are finding that training based on the kind of that need to be filled is no as important as developing the kind of the people that the organization will need for future effectiveness. Furthermore, the same authors enumerated the following applicable objectives:

- To help the organization grow
- To adapt the technological advancement
- To fulfill social responsibilities
- To provide greater job satisfaction

The objectives of HRD entail to achieve, the goals of the organization and in turn to bring all rounded development of the employee. It is worth while to note that in education and training, institutions like that of technical and vocation as education and training (TVET), need planned and viable HRD programs for teachers to attain the designed goals.

2.2.3. The Functions of HRD

Since HRD is a part and parcel of HRM, its functions are interlinked with the objectives of HRM. As various writers (Mathis, 1997; True Lore, 2000,

and Desimone, 2002) pointed out, the function of HRD embrace the following:

- Training and development
- Career development
- Organization development

2.2.3.1. Training and Development

As indicated earlier, highlights were provided to show the difference and similarity of training and development including education. According to Graham (1991:212) training is the act of increasing the knowledge and skills of an employee for doing a particular job. Reddy (2005:15) also expressed training as a planned program designed to improve performance bring about measurable changes in knowledge, skills, attitude and social behavior of employees. Regarding to the importance of training, and development, Aswathappa (2002: 178-179) explained the benefits of training in three broad categories:

Benefits to the organization:

- Leads to improved profitability and/or more positive attitude towards better performance orientation.
- Improver the job knowledge and skills at all level of the organization.
- Improves the morale of workforce.
- Helps people identify with organizational goals.
- Foster authenticity, openness and trust.
- Improve relationship between boss and subordinate.
- Aids in organizational development
- Helps in understanding and carrying out organization policies.

- Organization gets more effective decision making and problem solving skills.
- Aids in development for promotion from within.
- Develop sense of responsibility to the organization for being competent and knowledgeable.
- Creates an appropriate climate for growth in communication.
- Aids in handling conflict, thereby helping to prevent stress and tension.

Benefits to the Individual

- Helps the individual in making better decisions and effective problem solving.
- Motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized.
- Helps in encouraging and achieving self development and self confidence.
- Helps in person handle stress, tension, frustration and conflict.
- Increases job satisfaction and recognition.
- Moves person towards personal goals whiles improving interactive skills.
- Develops sense of growth in learning.
- Helps to eliminate fear in attempting new tasks.

Benefits in personnel and human relation

- Improver communication between groups and individuals
- Provides information on equal opportunity and affirmative actions.
- Aids in orientation for new employee and those taking new jobs through transfer or promotion
- Provide information on other government laws and administrative policies.

- Provides good climate for learning, growth and co-ordination.
- Make the organization a better place to work and live.

As concluded, by the same writer (Aswattappa, 2002:177), "training is an investment in human resource with a promise of better returns in future". In general, training and development in continuous basis, is essential to gain and perform better results. It should be noted that the effectiveness of the organizational activities demand the employees and managers should possess diverse skills, knowledge and attitudes. Hence, this is accomplished through the effort of training and development programs.

2.2.3.2. Career Development

The issue of career and how they develop is one of the most active areas of inquiry. Career development, as defined by Werner (2002:12) is "an ongoing process by which individual's progress through a series of stages, each of which is characterized by a relative unique set of issues, themes, and tasks". Career development focuses to employees and is an integral part of HRD program. It provides a future orientation to HRD activities. It is a fact of life that people and organizations change. According to Sharon and Brenda (2004:16), there are at least two distinct processes: career planning and career management.

Career planning:

As the same writers defined, career planning is "a deliberate process of i) becoming aware of self, opportunities, constraints, choices and consequences ii) identifying career related goals and iii) programming work, education and related developmental experience to provide the direction, timing, and sequence of steps to attain a specific career goal."

Viewed in this way, career planning is an activity performed by the individuals to understand and attempt to control their own work life. The individual need not perform these activities alone. Assistance from supervisors, counselors and others within and outside the organization can be helpful but the focus of career planning is on the individual.

Career management

The process of career management is briefly defined by Sharon and Brenda (2004: 16-17) as "an on going process of preparing, implementing, and mentioning career plans under taken by the individuals alone or in concert with the organization career system". Further elaborating this idea, career management may include activities that help the individual develop and carry out career plans, but the focus is on taking action that increases the chances that the organization anticipated human resource need will meet (Gomez and David, 2001:9). Career development, as an integral part of HRD program, needs mutual understanding between the organization and an individual. Even though, the determination of career development focus on the individual responsibilities, organizations should have to assist the major process of career development.

2.2.3.3. Organizational Development

The component of HRD that can best enable organizations to embrace and manage change is organizational development. Organizational development (OD) as defined by Desimone (2002:566), is "a process used to enhance both the effectiveness of an organization and the well-being of its members through planned interceptive". The same writer (2002:567) attempted to illustrate the three key points which are included in the definition: first, OD enhances the effectiveness of the organization. Effectiveness, in this context, is defined as achieving organizational goals

and objectives. Second, OD enhances the well-being of organization members. The term well-being refers to the perceived over all satisfaction each organization member feels toward his or her job and work environment. Thus, OD is intended to enhance both personal and work satisfaction. Third, OD is used to enhance the effectiveness of the organization and individual well-being through planned interventions. Planned interventions refers to sets of structured activities in which selected organizational unit (target groups or individuals) engage with a task or sequence of tasks where the task goals are related directly or indirectly to organizational improvement. Thus, planned interventions strategies are the primary means through which organizational improvement and change take place (Desimone (2002:567)

As French and Bell (1990:17) viewed, OD emphasized both macro and micro organizational changes: macro changes are intended to ultimately improve the effectiveness of the organization, whereas micro changes are directed at individuals, small groups and teams.

Matthews, Megginson and Surtees (2004:66-67) presented the following OD intervention both for organizations and workforces:

- Developing corporate missions and visions.
- Developing collaborative effectiveness and relations with in work teams.
- Working to improve effectiveness between teams and departments
- Emphasizing process rather than content.
- Reviewing and reshaping the values and beliefs with in the organization
- Designing organizational structure that support

The implementation of organizational development assumes to bring developmental changes to the organization. Now-a-days change has

become a way of life for most organization. So, planned intervention of organization development is crucial issue in recent phenomenon.

2.3. Education and Training for Teachers

2.3.1. The Need for Qualified and Experienced Trainers in TVET Institutions

TVET largely needs the allocation of adequate and quality resources. Of all resources required for this program trainers are the major component who plays the decisive role in successfully completing the tasks. The quality of the training program largely depends upon the trainers. They occupy almost an important place in the modern society in that they link the society and the educational system. Thus, the quality of trainers in a training institution could have a direct impact on the academic achievement of trainees in the institution. Professor Fafunwa in (UNESCO, 1973:14) has summarized the importance given to teachers as " the training and procurement of teachers must precede all other consideration: the development of any educational level presupposes the availability of teachers in sufficient number to many the institutions".

Trainers of TVET need to have the necessary educational background that will enable them among other things understand human behavior and especially how the individual trainees increases their academic achievement and must also be competent in the subject matter to be trained. In relation to this, Blandford (1986) has stated that the quality of any training program is determined to a very large extent by the personal qualities, professional competence, attitudes and insights of trainers. The full involvement of trainers in the process of improvement of training program is absolutely essential because good training is partly the result of the trainer's total experiences not merely the classroom experiences

with trainees. As a result, the major responsibility for the education and training of skills of workers and technicians lies on trainers.

TVET trainers must possess a thorough knowledge of their field and should have some experience in the world of work for which they are preparing their trainees. Regarding this MOE (1995:5) indicated that competencies required for TVET trainers include all areas of professional, general and social knowledge and skills such as: technology expertise, skills in their specific discipline, and global perspective. According to UNESCO (1983: 85, 1997:93) and Danker (1998:5) the technical vocational trainer should have a bachelor degree, an adequate general education, theoretical and practical training in prospective fields. Confirming the above view MOE (2004:42-43) stated that the teaching staff for the education of technicians should possess a degree qualification in an appropriate field and should have industrial or comparable experiences in their particular discipline.

Moreover, TVET trainers must have a first hand knowledge of real world of work and process within their fields of training. UNESCO (1997:12) further suggests the following: "the training personnel within technical vocational institutions need to be well qualified in both their area of specialty and pedagogical skills, and have sufficient and relevant world of work experience". As mentioned earlier, trainers are the most important inputs in training institutions and indispensable actors in the training process. Therefore, TVET trainers have to be given the same recognition as teachers in general and higher education because the quality of trainers in an institution could bring about a direct impact on the academic achievement of trainees in the institution. In relation to this, Psacharopoulos and Woodall (1995: 218) reported that "trained trainers do make a difference and in particular that trainer qualification,

experience and amount of education and knowledge are positively related to trainees' academic achievement."

Similarly, UNESCO (2000) ensured that human resources along with materials and financial as well as time resources should efficiently be utilized if training institutions of trainers have profound influence for the effective operation of the training program. Since, TVET is considered as the preparation of individuals for work, trainers in this area should have special qualification and experience for they are preparing trainees for the world of work. Consequently, the efficiency of any organization in part can be realized through proper use of skills and talents of its existing human resources. No doubt that in training institutions trainers are the key actors and very crucial in achieving the overall objectives of the institution. Thus, the strength of a training institution that conduct different training program is, for the most part determined by the quality of their trainers.

The quality and relevance of TVET program is closely related to the skills of trainers who deliver the program. Vocational trainers and administrators are important actors because they can decide to whom suitable training should be granted if quality and relevant training to the demand of economy is envisaged (MOE, 2005: 19). On top of this, according to ICDR (1999: 12), the quality of education to a great extent depends on the quality of trainers. TVET can provide the needed higher skills through adequate investment in more intensive TVET research and development. In this endeavor, trainers will have the most crucial role and responsibility (David, 1960: 159; UNESCO, 1997: 90). Supporting the above idea, Roberts (1971: 99) indicates that a vocational trainer must know how to adjust his/her theoretical and practical training to the level, ability, needs and interests of his/her trainees; and also how to present his/her lesson most effectively to the trainees. Therefore, how well a

vocational program accomplishes its goals depends in large part on the quality of its trainers and this will have a direct effect on how well trainees are prepared for their working lives. In addition to this, such efficiency is also a good manifestation of how much the training institutions contribute to the general development of a given society.

As MOE (2005:2), clearly stated, human capital is a very crucial element of development prospects. TVET needs a strong footing to become efficient in providing trained human power which the industry needs. This can be realized through the provision of adequate human power with required qualification and skill. The prominent problem in the training process is insufficient number of qualified trainers and lack of adequate practical skill. On the other hand, lack of appropriately qualified and experienced trainers is crucial bottleneck of TVET development. It also aggravated the growing gap between education and the world of work. This drawback will definitely contribute to the lack of adequately trained manpower (UNESCO, 1973: 21;

Lauglos and Lillis, 1988: 22 and UNESCO, 1996: 24). Thus, if training institutions are expected to meet their objective in general, and enhance trainees academic achievement in particular they must have adequate and qualified human resources specially trainers. For the trainer to be maximally effective he/she must participate in planning and evaluating the training program. All that has been said about the involvement of trainers in the improvement of training program applies to vocational and technical education and training instructors too. In other words their training program must be based upon real life activities in the community, and product of their training has to affect the people who live and work in the community. Training program in these areas must be ever-changing to adjust to community conditions and the needs of people under consideration (FAO, 1998).

According to Jimenez and Pinzon (1999: 11-14) the seniority of the trainer, trainers motivation and trainers educational level have a positive relation to trainees' academic achievement. As far as the influence of trainers' quality in trainee' academic achievement, darling Hammond (2001: 310) stated that "states interested in improving trainees academic achievement may be well advised, at least in part, to the preparation and qualification of teachers they hire and retain in the profession." Thus, it is believed that trainees training would be enhanced by the effort of trainers, who are most knowledgeable in their field and are skillful at training of others. The long years experience showed that a change in curriculum, testing or textbooks makes little difference if trainers do not know how to use these materials. The implementation of any plan, be in curriculum or any other social policy, largely depends upon the daily activities of the organizational members who are in charge of its successfulness. If the response of the practitioners acts against the intention of the designed, even the most carefully prepared and strongly supported plan is unlikely to be implanted as intended (Adams in Fullan and Pomret, 1999). Therefore, much of the educational outcomes of students depend on trainers' pedagogical skills, subject matter knowledge, and perception of the job, certification and training. On top of this, trainers' belief, expectation and attitude about their trainees have a tremendous impact on trainees learning and achievement (Altenbaugh, 1998 in Dimmit, 2003).

Generally, the strength of an educational system most often is determined by the quality and quantity of trainers assigned and trainees' academic achievement and success is, in most cases the reflection of trainers in the institution.

2.3.2. The Role of TVET in National Development

The importance of vocational education properly conceived in 1950s in relation to the total manpower resource was in fact a point. The first major change was in the development of vocational training type of emphasis. The N.E.A (1955:9) underlies:

The choice of useful work, which will most completely enlist the talents, and interests of each individual in an important outcome of a well rounded education. The discovery and development of these abilities and interests by appropriate guidance, training, refresher courses are so demanding for increased vocational efficiency.

TVET is one of the tools for economic recovery and development. It has become a vital aspect of human resource development. Within the context of national strategies it is meant to contribute a wide dissemination of scientific and technological knowledge, facilitate the transition from school to work, and enhance the quality of life by expanding the individual's general and technological knowledge: promote professional skills and improve status (Atchoarena, 1993:1). TVET has a pivotal role to a country's economic development where there is a need for trained manpower. Confirming this MOE (2004, 5-6) stated that the Rural Development Strategy, the Capacity Building Strategy, the Industrial Development Strategy, as well as the Education and Training Policy and Strategy clearly indicate the need for large number of knowledgeable and skilled human capital in several areas of specification. These strategies focus on the need for knowledgeable, skilled and civic human resource for the success and sustainability to achieve their stated goals. To transform the agricultural sector; to develop the rural economy and livelihood, to make the country competitive in the global economy or market, and to build overall capacity it is imperative to have large number of qualified human resources such as human resource needs to be capable, skilled, knowledgeable, as well as committed and dedicated to transform the

country towards its mission and vision. Therefore, TVET is a necessary investment for those countries seeking to operate successfully in the highly competitive global market economy. These countries who have invested most heavily in TVET tend to be the most productive. Unemployment and underemployment are among the central issues of the Poverty Reduction Strategy for National Development, which calls for comprehensive investments, especially in the education, agriculture, road and health sectors. These four sectors are also viewed as crucial sectors for achieving the Millennium Development Goals (MDG). As fundamental prerequisite for this emphasis is placed on the availability of an adequate number of trained workers which involves vocational training to a significant degree (Ethio-German TVET program, (2003:3) thus, the provision of technical-vocational education and training program in Ethiopia seems the reciprocal effect of the need for the countries' economic development. However, to alleviate the challenge presented by the workplace, the acquisition of appropriate skills is indispensable. Because, as UNESCO (2005:6), the acquisition of appropriate skills both technical and social are required to cope with the challenges presented by the evolving needs of the workplace. Education and training systems that respond adequately to these demands will contribute to the efforts to overcome the growing unemployment and marginalization of young people and adults in the industrialized as well as the developing world. Further evidence from the newly industrializing countries show that TVET is largely responsible for providing a pool of skilled human resources essential for such critical sectors of the economy as agriculture, manufacturing, construction, communication, transportation and commerce (Kerre, 1997:25).

Investment in human capital can have little impact on growth unless people can use education in competitive and open markets. The larger and more competitive these markets are, the greater are the prospects for using education and skills. Workforce development is a balance investment in education and training across all education sectors with particular attention to strategic sectors in the existing workforce (MOE, 2005: 5-6). The quantitative expansion of the education system without concomitant growth in the economy will not have a significant impact in the well-being of the society. Strengthening this idea, Wilers (in Yukunoamlak: 2000: 14) has pointed that educational expansion as we know doesn't necessarily make either people or countries more prosperous: instead it may, and does, leave the former without jobs and the later with increasingly burdensome claims on public funds. Thus, to make education in general and TVET in particular effective to the development of a country; government, private sectors and the community have to be obliged to shoulder the responsibility.

According to MOE (2001:3), in order to make TVET an effective human resource development tool for promotion of economic development, it must be designed as a system that is demand oriented, responsive to the needs of labor market and socio-economic development to adequately address the special requirements of the different segments of the various economic sector and the target groups.

2.4. The Major Process of HRD Programs

HRD programs and interventions can be used to address a wide range of issues and problems in an organization. They are used to orient and socialize new employees into the organization, provide skills and knowledge, and help individuals and groups become more effective. To ensure that these goals are achieved, care must be taken when designing

and delivering HRD programs (Mitchell, 1984:6; Goldstein; 1986:9 and Wircanski, 1995:7). According to Desimone, Werner and Harris (2002: 24-25), designing HRD intervention involves four sequential steps namely, need assessment, design, implementation and evaluation.

2.4.1. Need Assessment

A training need is the gap between the expected and existing knowledge, Skills and attitudes. It exists at all levels of the organization. Its identification should be done by keeping the individual and organization as the base point (Kacefman, 1997 and Gupta, 1999). As Reddy (2005: 79-82) proposed, the need assessment of training has to follow four interdependent steps.

Step: 1 Perform a “gap” Analysis

The first step is to check the actual performance of the organization and employees against existing standards or to set new standard. This embraces two broad parts.

- **Current situation of the organization:** it includes the current state of skills, knowledge, and ability of their current and/or future employees. This analysis involved a careful examination of the organizations goals, climate, and internal and external constraints.
- **Designed or necessary situation:** This analysis focuses on the necessary jobs tasks standards, as well as the skills, knowledge and attitude needed to accomplish these successfully. The difference of the gap between the current and necessary will identify our needs, purposes and objectives.

Step: 2 Identify Priorities and Importance

The first step has produced a large list of needs for training and development, career development, organizational development and/or

other interventions. These must be examined in view of their importance to organizational goals, realities and constraints. In this regard, due attention should be devoted to address human performance, problems with greater impact and greater value.

Step: 3 Identify Causes of Performance Problems and/or Opportunities

Now needs have prioritized and focused on critical issues of both the organization and personal needs. The next task is to identify specific problem areas and opportunities in the organization. This involved detailed investigation and analysis of employees, their jobs and organization including with the current situation and in preparation of the future.

Step: 4 Identify possible solutions and growth opportunities

In this step, the focus is on determining which task and capabilities should be included in the program. Tasks should be assessed in terms of their importance, time spent, and easy of acquisition. In any case, the possible solutions and growth opportunities should be attached to moving employees and their performance into new direction (Reddy, 2005: 29-82).

2.4.2. Design Phase

The second phase of training and HRD process involves designing the HRD program intervention Nadler (1994:108) discussed the criteria influencing the design of training program and list their influence as resource available, skills of the trainers, types of trainee, principles of learning, learning objectives and methods and media for learning, According to him, five steps are involved in designing the HRD programs:

- The first step is to choose a strategy or usually a combination of strategies. The strategies, in turn, favor certain tools for training methods.
- The second step is to break the general training objectives into constituent parts.
- The third step is to use the specification of different training methods in order to arrive at the total which can be added together to arrive at a rough grand total of time and facilities regained by the program as a whole.
- The fourth step is to decide on the different packages in which the program could be offered and to ask the organization to choose between them.
- The fifth step in designing a training program is to work detailed training events into training sequences and finally into the shape of the total program package (Nadler, 1994:108-109).

In another view, Aswathappa (2002:183-191) disclosed the designing of training and development programs. According to this writer, every training and development program must address certain vital issues i) who participate in the program? ii) Who are the trainers? iii) What methods and techniques are to be used for training iv) Where is the program conducted?

Who are the trainees? Trainees should be selected on the basis of self nomination, recommendations of supervisors or by human resource department itself. Whatever is the basis, it is advisable to have two or more target group.

What are the trainers? Training and development programs may be conducted by several people including immediate supervisor, co-workers, members of personnel staff, specialist, in other part of the organization,

outside consultant, from associations and faculty members. The selection of the trainers often depends on where the program is held and the skill that is being taught.

Methods and techniques of training - a multitude of methods of training are used to train employees. Training methods are categorized into two groups: on-the job and off-the-job methods. On the job methods refer to method that reapplied in the work place, while the employee is actually working. Off the job methods are used away from the work places. In line with this, training techniques represent the medium of imparting skills and knowledge to employees. Indeed, training techniques are the means employed in training method. Both the aforementioned methods have their own training techniques

What should be the level of learning? As was pointed out earlier, the inputs passed on to trainees in HRD programs are skills, knowledge and the like. In this regard Aswaethappa (2002:189) revealed three basics levels at which these inputs can be taught. As the writer explained, at the lowest level, the employees or potential employee must acquire fundamental knowledge such as language, concepts and relationship involved in the training. The goal of the next level is skills development or acquiring the ability to perform in a particular skill area. The highest level aims at increased operational proficiency. This involves obtaining additional experience and improving skills that have already been developed.

Learning principles- HRD programs are likely to be effective when they incorporate principles such as employee motivation, recognition of individual difference, practice opportunities, reinforcement, knowledge of result, goal, schedules of learning, meaning of material and transfer of learning. Though, it is desirable that HRD incorporate all these principles, it is possible to employee by combination.

Conduct of training. To conduct the training, decision has to come down from the job itself, on site but not the job-for example in training room and finally, off the site such as hotel, college class room, conference centre.

2.4.3. Implementation Phase

The goal of the assessment and design phase is to implement effective HRD programs. This means that the program must be delivered using the most appropriate method and techniques. Delivering any HRD programs generally presents various challenges, such as execution the program as planned, creating an environment that enhance learning, and resolving problems that may arise (Rothwell, 1994 and Hartbey, 2000).

Program implementation as Cascio (1998) and Gibb (2002) agreed upon involves activities such as:

- Deciding the location training organization and other facilities
- Scheduling the training program
- Conducting the program
- Monitoring the program of trainees

The monitoring of these actions may be useful to evaluate the progress of the trainees and organization.

2.4.4. Evaluation phase

HRD programs, like any other organizational endeavor requires time, energy and money. Therefore, the organization needs to know whether their investment in the program is being spent effectively and if it is worth the effort. This purpose is performed through the proper conducting of evaluation (Phillips 1983 and Cirove 1991). Reddy (2004:378) defined evaluation as "the systematic appraisal by which we determine the worth, value or meaning of something to someone." In the case of training, we are concerned with providing information on the effectiveness of training

activity to decision makers who will make decision based on the information.

According to Matthews (2004:32-33), organizations should recognize the importance of evaluating HRD programs and the variety of ways evaluation can be conducted. In deed, given the several alternative and great deal of constraints placed HRD efforts, Zinger and Hargis (1991:22) recommended the following six steps:

- Perform need analysis
- Develop an explicitly evaluation strategy
- Insist on specific training objectives
- Obtain participant reaction
- Develop criterion instrument (to measure valued outcomes)
- Plan an execute the evaluation

To sum-up, the integrated application of the process of HRD program to employees facilitate for the achievement major objectives of organization. It is, therefore, mandatory for management to perform the intervention as a part and parcel of major activities.

2.5. The Current HRD Programs for TVET Teachers

2.5.1. Challenges and Practices

When the issue of TVET development reviewed, it is very indispensable to assess the major human resources engaged in the sector. Teachers who are involved in the segment have pointed out as the major participants of TVET development. Apparently, for this development TVET policies provide the right direction to arrive at the proper destination. Moreover, Atchorena (1933:1) indicates that education and training policies are key elements in economic and human resources development and TVET development as well.

Development of TVET and teacher development programs in Ethiopia is still in its infancy. It remained neglected sub-sector of education until recently (MOE: 2005:7). As several research findings (Seyoum, 1998:15; Zenebe in Amare et al, 2001:421; Zenebe and Wossenu, 1999:31) disclosed that the status of teachers' professional development programs in Ethiopia is quite low. Besides, it was characterized by focusing on qualification up grading, insufficiency in producing enough number of teachers for lacking necessary quality. It did not equip teachers with necessary pedagogical skills and sense of professionalism. The MOE (2003:1) profoundly underscores:

Frequent observation and research surveys have shown that teachers are poorly educate and in order to cope with large class size and limited resources, they still rely on traditional teacher centered methods. There are limited or no staff development opportunities at the school level or any other supporting mechanism that will enable teachers to use active learning methods in the classroom. There is no comprehensive and in-built in-service program put in place as a system to operate

Study also indicates that continuous professional development supportive environment nonexistent. Main reasons are poor relationship between training and work realities, low teachers qualification (Tekeste, 1996:76), lack of motivating environment, weak intimacy relationship among teachers (Manna and Tesfaye,2000:16), poor management, irrelevance, lack of integration among training program(TESO,2003),disengagement and failure of the MOE to clarify objectives to teacher educator and service trainees, poor resource utilization(Tilahun,1990:116).

Teacher professional development program would have professionalism in one of the educational problems in the country. Systematically designed and well fitted interventions should have compensated this problem. This means that it did not take advantage of the excellent opportunities available.

The researchers had recommended some solutions to the problems. Some of their recommendations were to create awareness and clarify objectives;

to motivate professionals collaborate; to provide training in curriculum development, textbook publishing and educational training; to provide opportunities for educational leaders and teachers; to design and impose accountability systems (Dereje in Amare et al, 2001:11). Zenebe and Wossenu (1999:31) on their part advised the expansion of in-service and distance learning, the creation of strong interdependent between teacher education institutions, education bureaus and the MOE. Seyoum (1998:16-17) had also recommended the establishment of research fund, provision of training, set up of subject based research clubs, minimize teaching loads, give priority to teachers to participate in seminars and workshops and to disseminate research findings.

In nutshell, numerous researchers and scholars pointed out about the status of teachers' development interventions in previous part of this paper. The problems indicated were highly aggravated in TVET situation.

2.5.2. TVET Teachers/Instructors Training and Further Training

Highly skilled, qualified, motivated, flexible and creative TVET teachers or instructors are the backbone of any TVET system (MOE,2006). Regarding TVET teachers training and further training, the FRDE Ministry of Education (MOE,2006: 31-32) has formulated the following eight strategies:

- i. Systematic training, education and further will provided for teachers and instruction in the TVET system at all level: at the higher for technical teachers in the formal TVET programs as well as at lower levels for instructors in the non-formal TVET schemes.
- ii. To increase the supply with relevant training and further training, TVET teacher training at higher education institution is currently being strengthened and new programs being developed.

Furthermore, new TVET teacher/instructor training faculties or departments will be established at other Ethiopian universities.

- iii. The previous qualification structure for TVET teachers will be revised and a new bachelor qualification introduced. The new qualification will be based on professional standards of the engineering and other revised degree programs and combined with pedagogical, methodological and didactical modules.
- iv. Access to the TVET teaching /training profession will be open to those from various educational and professional backgrounds. Generally, people with technical competences and previous work experience will become the preferred target group of TVET teachers'/instructors' training.
- v. Special emphasis will be placed upon developing systematic further education and training schemes to continuously upgrade the competencies of existing TVET teachers'/instructors' and to facilitate life-long learning and qualification. Further training will address the entire range of necessary competencies, including practical skills, occupational theory and technology, as well as pedagogical, didactical and methodological competencies.
- vi. Tailor-made further training (non-degree) will be made available to TVET instructors without formal qualification.
- vii. In order to improve the quality of TVET teacher/instructor training and further training, capacity building programs for teaching and instructing staff at the TVET teacher/instructor training faculties and departments will be initiated immediately. This will include the establishment of TVET research capacities and programs at the universities, in order to cross-fertilize teaching and research in TVET.

- viii. Responsibility for TVET teacher/instructor training and further training at post secondary level rests with the higher education sector in Ministry of education. Appropriate oversight mechanisms will be established to ensure a close coordination between in the higher education and TVET sectors in the planning and implementation of TVET teacher/instructor training and further training.

CHAPTER THREE

3. Research Methodology and Design

3.1. Research Methodology

The study employed descriptive survey research method so as to assess human resource development programs for TVET College teachers with particular reference to Addis Ababa City Administration. This method was selected because it is planned method of data collection which helps to gather the necessary information on the issue under study. As Seyoum and Ayalew (1989:16) stated, the descriptive method is concerned with depicting the existing situation. Moreover, it deals with the relationships between variables, the testing of hypothesis, and the development of generalizations, principles, or theories that have universal validity. It is concern with functional relationships (Best and Kahn, 2004:106). Accordingly, the study deals with an assessment of human resource development programs for TVET College teachers in order to address the basic questions. During the course of study the data collection instruments and data analysis procedures were applied.

3.1.1. Sampling Techniques

3.1.1.1. Sampling of study areas and TVET Colleges

From the total number of ten governmental TVET institutions found in Addis Ababa City Administration 5(50%) were selected by using purposive sampling. This is because purposive sampling is useful in situations where a researcher needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern, (Gaye and Airasian 2004:56). Besides, these colleges were accredited by Regulation No. 22/2006 of Addis City Government Technical and Vocational Education and Training Colleges' establishment regulation to deliver 10+3(diploma) program in addition to 10+1 and 10+2 program.

3.1.1.2. Sampling of Respondents

The subjects of this study were teachers/trainers, department heads, college deans from different level of position found in sample TVET institutions. Teachers and department heads were sampled by stratified random sampling technique to ascertain participation of teachers and department heads from various areas of training by making clusters to include the participation of female in the study. Similarly, department heads were also selected by same technique. Fifteen college deans who are in different levels position were included in the study. It is because their number is small availability-sampling technique was used.

On top of this, two experts from education bureau were selected through purposive sampling technique to get reliable information on the issue under investigation.

3.1.1.3. Sources of Data and Data Gathering Tools

The data of the study were obtained from both primary and secondary sources. The combination of the primary and secondary information obtained from different respondents and documents will give a clear picture of the status of human resource development programs for TVET College teachers. In the process of secondary data relevant books, journals, universal declarations, legal documents such 'Nigarit Gazeta' regarding TVET proclamation and other materials that reflect the issue under investigation were consulted to confirm the finding of the study. Moreover, available report sound documents concerning TVET institutions were reviewed.

Primary data were collected from subjects through questionnaires. Questionnaire was used because it is suitable for collecting factual information; opinion and attitude from such population. As a result,

questions with open and close-ended items were administered involving trainers, department heads and college deans. The questionnaires were prepared in English. For issues that demand clarification and to acquire additional primary information unstructured interview was conducted with two experts of education bureau.

3.1.1.4. Procedures of Data Collection

Before the final form, the questionnaires were tested with small group of the same or similar characteristics respondents of the study so as to make essential correction and maintain their validity. After getting corrected all items, the distribution and continuous follow up during the collection process was made. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. The researcher made the objectives of the study clear to all of the sample respondents on the verge of questionnaire administration in order to avoid confusion and facilitate ease of administration.

3.1.1.5. Data Analysis

After the questionnaires were returned from the respondents, the process of tabulation was carried out. The data collected through close-ended questions were presented in tables to classify similar questions in one table and to show the overall picture of the data. The data analysis involved also the analysis of information gathered through interviews and responses to the question items in the questionnaire, accordingly, frequency counts percentage and mean were employed to analyze various characteristic of the subjects of the study and for other questions with ordinal and nominal character.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the thesis deals with the presentation, analysis and interpretation of findings gathered from the sample TVET colleges and the respective education and training leaders to seek appropriate information to the basic questions rose in chapter one of the research document. In line with the process, data collected through questionnaires were tallied, tabulated and quantified. Numerical values were multiplied by corresponding values assigned to the degree of agreement. The number of respondents to obtain the rating mean divided the product. Then all rating means with in the category were sum up and the number of cases to determine the grand mean divided the sum. On the basis of grand mean, interpretation were made and conclusion drawn on the basic questions. Standard deviations were applied to depict how far responses were scattered from the grand mean.

4.1. Characteristics of the Respondents

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. For the convenience of description and understanding, the characteristics of the respondents presented and analyzed by two independent tables. Thus, the following table (Table-I) contains about the characteristics of respondents by sex, age and year of service.

Table - I Characteristics of Respondents
Table 1 By Sex, Age , Year of Service, Current Job, Educational Level and Field of Studies

Item	Respondents					
	Teachers		Leadership Staff		Total	
	No	%	No	%	No	%
1. Sex:						
Male	126	69.61	39	81.25	165	72.05
Female	55	30.39	9	18.75	64	27.95
Total	181	100.00	48	100.00	229	100.00
2. Age:						
21 - 25	24	13.26	5	10.42	29	12.66
26 - 30	28	15.47	8	16.67	36	15.72
31 - 35	22	12.15	6	12.49	28	12.23
36 -40	20	11.05	5	10.42	25	10.92
41 - 45	22	12.15	5	10.42	27	11.79
46 - 50	35	19.34	11	22.91	46	20.09
51 and above	30	16.58	8	16.67	38	16.59
Total	181	100.00	48	100.00	229	100.00
3. Year of Service						
1 - 5 Years	32	17.68	9	18.75	41	17.90
6 - 10 Years	25	13.81	3	6.25	28	12.23
11 - 15 Years	19	10.50	4	8.33	23	10.04
16 -20 Years	20	11.05	4	8.33	24	10.48
21 - 25 Years	23	12.71	10	20.83	33	14.41
26 - 30 Years	35	19.34	12	25.00	47	20.52
31 and above Years	27	14.92	6	12.50	33	14.41
Total	181	100.00	48	100.00	229	100.00
4.Current Job Responsibilities						
College Dean			2	4.17	2	0.87
Academic and Res. V/Dean			4	8.33	4	1.75
Administrative and Dev. V/D			2	4.17	2	0.87
Department Head			38	79.17	38	16.59
Teacher/Trainer	181	100.00			181	79.04
Educational Experts			2	4.17	2	0.87
Total	181	100.00	48	100.00	229	100.00
5. Educational Level						
Ph.D						
MA/M.Sc.	15	8.29	16	33.33	31	13.54
BA/B.Sc	135	74.59	29	60.42	164	71.62
Diploma	25	13.81			25	10.92
Others	6	3.31	3	6.25	9	3.93
Total	181	100.00	48	100.00	229	100.00
6. Business						
Industrial	75	41.44	20	41.67	95	41.48
Construction	35	19.34	10	20.83	45	19.65
Language	25	13.81	9	18.75	34	14.85
Natural Science	15	8.29	2	4.17	17	7.42
Social Science	12	6.63	2	4.17	14	6.11
EdPM/EdAd	8	4.42	2	4.17	10	4.37
Pedagogical Science	1	0.55	1	2.08	2	0.87
Others	5	2.76	1	2.08	6	2.62
	5	2.76	1	2.08	6	2.62
Total	181	100.00	48	100.00	229	100.00

From the data collected and tabulated, the following significant characteristics of the respondents have been obtained. According to the personal details showed in Table - 1, the teacher respondents consisted of 126(69.61%) male and only 55(30.39%) female. In addition, from educational leaders respondents 39(81.25%) male and 9(18.75%) were female. Even if the female respondents were indicated by small amount, opinions were draw from both sexes.

With regard to the age of respondents, the majority of both respondents 127(86.74%) of the teachers and 43(89.58%) of leaders respectively were above 25 year old. This implies both respondents are matured to fulfill their due responsibilities.

Regarding to working experience of the respondents, only 32(17.68%) of teacher respondents had 1-5 year of service as teachers. All leadership staff and great majority of teacher respondents had more than six years of working experience. It is, therefore, assumed that they have information about HRD programs in TVET colleges. So, they can provide the real picture what exists in the current situation in the respective training area.

In terms of educational qualification, 15(8.29%) teachers and 16(33.33%) educational leaders were Master of Art or Master of Science graduates. Moreover, as Table - II revealed, 135(74.59) teachers and 29(60.42%) leadership staff respondents were also Bachelor of Art or Bachelor of Science degree holders. Nevertheless, there were 25 teachers respondents at diploma levels. This indicated that the majority of the respondents were qualified. On the same manner, these respondents have awareness about the significant role of HRD programs for TVET teachers. Therefore, they can provide useful ideas. In general, the number of diploma level respondents revealed that there is remaining task to meet qualification standards.

As far as their field of study concerned, it is exhibited that they were from diverse educational background. It is, therefore, ideas were evaluated and judged from different perspective. The diversity of field of study helps to consider various problems and opportunities. According to the respondents' field off study, 75(32.75%) teachers and 20(873%) leadership staff were from business area, 35(15.28%) teachers and 10(4.37%) leadership were industrial area and 25(10.92%) teachers and 9(3.93%) leaders were from construction field of study. From these respondents' data, it could be said that the majority of the respondents were from business, industrial and construction of field of study. The remaining amount 15(6.55%) teachers and 2(0.87%) leaders were from language. In addition, 12(5.24%) teachers and 2(0.87%) leaders were from natural science. Furthermore, 8(3.49%) teachers and 2(0.87%) leaders were from social science. Finally, small portion were from pedagogical science and others. In this regard, the diversity of field of studies was not adequate enough both for the teachers and leadership staffs.

4.2. Stakeholders Activities and HRD Opportunities

Table -II: Activity Level of Stakeholders in Providing HRM

S.No	Stakeholder	Rating	
		Teachers Mean Rating	Leadership Staff Mean Rating
1	College leadership	2.93	2.17
2	Sub city education department	2.27	2.52
3	Capacity building office	2.45	2.27
4	Education Bureau	2.97	2.13
5	Teachers' Association	2.04	2.88
6	Subject based professional societies	2.12	2.40
7	Community based non government organization	1.86	2.65
8	Teacher education institutions	1.86	2.08
	Grand Mean	2.31	2.39
	Standard Deviation	0.26	0.32

Table - II shows activity level of stakeholders in providing HRD opportunities for TVET teachers. Respondents were asked to rate the activity level of assumed stakeholders in the Addis Ababa City Administration. As indicated in Table - II, none of the supposed stakeholders was rated as performing its expected role satisfactorily. Of the supposed stakeholders was rated as performing its expected role satisfactorily. Grand mean for teachers rating was 2.31 and the grand mean for leadership rating was 2.39. Thus, both the grand means were below three, the average point in the scale. Hence, performance of all the stakeholders was poor. The standard deviation among mean rating responses by the teacher was 0.26 and also the standard deviation for leadership responses was 0.32. Responses were not much scattered from the mean. It shows that teachers had more agreement among themselves about this issue. The correlation coefficient between teachers means rating responses and leadership staffs mean rating responses was 0.56. Despite the fact that there was low rating by the two respondent groups, their rating over each point did not coincide.

Table III in the next page, indicates the accessibility and adequacy of HRD opportunities for all teaches. Questions were presented in the rating scale. The questions were concerned with how respondents evaluate adequacy and equitability of HRD opportunities. The first item investigates into whether there was equitable accessibility of training opportunities for all teachers. Respondents indicated that HRD opportunities did not reach majority of teachers. The mean ratings were 2.65 and 2.94 by teachers and leaders in the same order. This rating shows that training opportunities were very limited and inadequate.

Table - III: Accessibility of HRD Opportunity for Teachers

S.No	Items	Rating	
		Teachers Mean Rating	Leadership Staff Mean Rating
1	HRD programs opportunities are equally accessible to teachers of all colleges	2.65	2.94
2	Teachers have enough opportunities to up-grade their qualification, then by:		
	a. Evening (extension) classes	2.95	2.96
	b. Summer in-service programs	3.33	3.81
	c. Distance programs	2.81	3.52
	d. Systematically arranged classes along with teaching/training	2.43	3.38
3	Teachers have access to new information through:		
	a. Resource centers	2.47	2.88
	b. Internet	2.19	2.46
	c. Journals and reference books	2.48	2.69
	d. Local research outputs	2.45	2.67
	Grand mean	2.64	3.03
	Standard Deviation	0.34	0.45

The second item aimed at investigating whether there were alternative teacher training delivery systems in up-grading teacher qualification. Thus, it was found out that only in service degree programs were used. Other alternatives such as evening classes, distance learning, or systematic arrangements along with regular jobs were not adequately used by concerned educational offices. Item 3, in the same table, portray the accessibility of resource centers, internet, journals and reference books and local research outputs for teachers in search of new information. Thus, responses show that these opportunities were not adequate. Both respondent groups rated this below three, which is less than the average point in the rating scale. The general adequacy level of HRD opportunities was poor. Grand mean for the teachers' rating was 2.64 and the grand mean for leaders' rating was 3.03. There was difference between teacher respondents and leader respondents with regard to adequacy level. The leadership staff respondent rated this above

the average point. Nevertheless, teacher respondents put it below the mid point in the scale. This can be attributed to the participation in training activities and access they had to the sources of new knowledge. It can be concluded that teachers had less opportunities for HRD programs. It is also clear that teachers had internal agreement on the idea of inadequacy because the calculated standard deviation was only 0.34. However, the standard deviation for the leadership rating was 0.45. This means that teacher respondents had agreement on this particular issue among themselves.

Table IV in the next page shows major types of HRD programs in government TVET colleges of Addis Ababa.

Item 1(a) shows that there were practices of introducing new qualified teachers to college community. As portrayed in item 1(b), orientations on policies and implementation strategies were also given. Therefore, some form of induction was exercised. Item 2 also shows that senior teachers assist new qualified teachers designing of development plans. The third item also tells that new teachers were allowed to observe classes of model senior teachers. This means that there are elements of mutual assistant among teachers. Item 4 examines if colleges' environment was conducive for research. The provision of moral, materials, time, reading facilities and publications, finance, and communication were at unsatisfactory level.

4.3. HRD Program Types

Table - IV : Types of HRD Activities in TVET Colleges

S.No	Items	Rating	
		Teachers Mean Rating	Leadership Staff Mean Rating
1	Induction for new teachers:		
	a. They are introduced to college community	3.49	3.02
	b. There is an orientation of policies, strategies and professional ethics	3.11	2.81
2	Senior teachers help newly qualified teachers to design development plans	3.06	3.17
3	New qualified teachers have opportunities to observe classes of model teachers	3.14	3.04
4	For teachers to be engaged in research activity, they		
	a) Advices and moral support are given.	2.85	2.85
	b) They are provided with materials	2.88	2.75
	c) Time is allocated	2.23	2.44
	d) There are reading centers and materials	2.40	2.56
	e) There is financial support	2.08	2.38
	f) Research outputs are disseminated	2.41	2.52
5	They have opportunities in educational task group	3.17	3.19
6	Teachers have to consult with educational experts	2.05	2.44
7	Teachers share chances to share experiences with other teachers of parallel colleges	2.50	3.08
	Grand mean	2.72	2.79
	Standard Deviation	0.48	0.35

Item 5 examines if teachers had chances to participate in task groups. Therefore, they had opportunities to enrich their knowledge and gain more experience from colleagues. This may indicate the practice of participative management. It was a good start for the over all development of colleges. Item 6 in the table examines the practice of consultations with teacher

educators. Nevertheless, findings were negative. Communication in this regard seems to be weak. It is a disadvantage to the education system in general and to teachers' professional development in particular. The last item exhibited the practice concerning the sharing of experiences among teachers of parallel colleges. Teachers were with the opinion that it was not practiced. The leadership staff respondents replied that there were some occasions. Nevertheless, it is the beneficiaries i.e. teachers who know what opportunities they had, since they told that they got nothing. We can conclude that there was not enough sharing of experiences among teachers. There might be some opportunities for leaders but not for teachers. In general, the availability of HRD activities was induction, observation and participation in task forces. Other forms were either poor or not prevailing at all. Thus, there were not enough in variety and in frequency. Both respondent groups confirmed the inadequacy of HRD varieties. The grand mean of teachers' mean ratings was 2.72. While the grand mean rating of leadership staffs' rating means was 2.79. Standard deviation for teachers rating and leaders rating was 0.48 and 0.35 respectively. Scattering of responses from the grand mean were not significant. This can be more evidenced by the actual performance of the college's.

Table V in the succeeding page illustrates the process of planning and management of HRD programs in TVET Colleges of Addis Ababa. Item one examines whether HRD programs focused on serving identified development needs. Sub items a, b and c indicate that there were little relationships with College development needs and inadequate the consideration of national policies and strategies.

4.4. The Methods HRD Provision and TVET College Situations

Table - V: Planning and Management of HRD Programs.

S.NO.	Statement	Rating	
		Teachers mean rating	Leadership staff mean rating
1	Training programs are arranged according to identified needs:		
	a) training programs are in line with college development plans	2.68	2.94
	b) training programs are in line with regional and national policies	2.83	3.13
	c) training programs consider financial resource capacity	2.68	3.02
2	Organization: -		
	a) there are clear HRD policies and guidelines for teachers	2.73	3.29
	b) there is a clearly designated HRD management body	2.81	3.15
	c) there are adequate training facilities and materials	2.43	2.98
	d) adequate budget is allocated	2.27	2.98
	e) there are competent and trained HRD managing personnel	2.35	2.96
	f) Time is allocated for HRD programs	2.36	3.13
3	Impact assessments are made	2.34	2.85
4	Evaluation is made on whether HRD activities are achieving intended results	2.47	3.04
	Grand mean	2.54	3.04
	Standard deviation	0.21	0.12

Arrangements do not consider financial capacity. This means that available training opportunities were not properly planned. The second statement was designed to evaluate if there were clear HRD policies. Accordingly, teachers did not know HRD policies. Then, we can simply conclude that teachers lack necessary information. This means they do not understand what is expected of them, their rights and responsibilities. There is lack of transparency. Item two (b) was an enquiry into whether there was a responsible body to manage HRD programs. Experience shows that it was not known which body was responsible to management

TVET based HRD. Nevertheless, leaders believed there was a clearly designated coordinating body. This might mean the panels at sub-cities and Bureau level. However, these panels were not without confusion. Those at sub cities were responsible for educational support services and for training programs. This was a burden for them and an obstacle to the task of training management. There is much fragmentation at Bureau level. Every department goes according to its move. It is characterized by duplication and lack of coordination. Sub items c,d,e and f show that availability of facilities, materials budgets, competent HRD management personnel and time. Responses showed that these resources were not at satisfactory level.

Item 3 inquires if there were impact assessment activities. Responses revealed that there were not training evaluation practices to determine whether they brought intended results. Program implementation was not evaluated. The grand mean for teachers and leadership rating means were 2.54 and 3.04 in that sequence. There was gap between the two grand means. These indicate that there were problems regarding the issues. Overall, the planning and management of HRD programs was not proper. There were weaknesses in planning activities. Training programs directed to teachers were not adjusted to strategies development needs. There was less coordinated among efforts. This starts from the Bureau level. Resource utilization was not efficient. Outcomes were not measured. Quality of inputs, processes, outputs and impacts were not evaluated.

Table - VI: TVET Colleges' Situation

S.No	Statement	Rating	
		Teachers Mean Rating	Leadership Staff Mean Rating
1	In your college:		
	a) teachers work for common goals in collaboration	3.83	3.27
	b) teachers have mutual trust	3.66	3.15
	c) teachers hold dialogues and discussions	3.59	3.33
	d) teachers share important books and instructional materials	3.58	3.38
	e) mistakes are lessons rather than sign for weakness	3.40	3.27
	f) teacher competence is highly valued by college	3.27	3.50
	g) College leadership facilitates are necessary conditions and provides materials as well as financial support.	3.98	3.15
	Grand Mean	3.62	3.27
	Standard deviation	0.24	0.09

Table VI evaluates climates in TVET Colleges of City Administration. The items indicate that there were favorable and HRD supportive climates. Sub item (a) shows that teachers worked collaboratively. Both respondent groups supported this. There were positive relationships among staff. The second sub item (b) also indicates that teachers had mutual trust. This means that they can interact smoothly and freely. There were no suspicious or fear to ask or forward ideas. Therefore, it means there was free flow of ideas and open communications. There were fertile grounds for mutual learning. As indicated in point c, teachers hold discussions among themselves. It was also reported that (item d) they share instructional materials. That means they had a shared desire to see TVET

goals accomplished through their collective efforts. Item (e) exhibits that teachers are not afraid of mistakes. All emphasize on the lessons rather than on failure and their consequences. Item (f) also depicts that teacher professional development was highly valued. Administration was supportive. This can be inferred from the agreement between the grand mean ratings of respondent groups. In short, there were good TVET College situation as judged from the findings. They were HRD supportive. Nevertheless, it was not exploited. TVET College management and other educational authorities did not creatively use this to enhance HRD programs. This is particularly true when we consider the findings in previous tables. For example, the grand means in Table IV and table V were lower than those in Table VI

4.5. The Attitude of Teachers Towards HRD Programs

Table VII in the next page illustrates teachers' opinions regarding HRD programs in general. Item 1(a) tests respondents' beliefs if teachers should continuously learn. All respondents strongly agree that teachers need to learn all the way throughout their career lives. It is an encouraging state of attitude. The second item also shows the respondents' mutual learning. Similarly, both respondent groups replied that mutual learning is valuable, so teachers can update their competence level through mutual learning. In items (c) and (d) , it depicted that the respondents believed teachers have professional obligation to up-date their own professional competence and help beginning teachers in their professional development as well

Item 2 shows the picture of respondents' beliefs with respect to the importance of HRD programs. Respondent groups believe that HRD programs are essential to improve educational quality; they help to solve educational problems; and they are useful to promote teaching to the rank of a profession. Overall, respondents hold that HRD programs help

for the development of the individual, the whole TVET Colleges and the teaching profession.

Table: VII Teacher's Opinions of HRD Programs

S.No	Statement	Rating	
		Teacher Mean Rating	Leadership Staff mean rating
1	In your opinion, teachers:		
	a) need to learn throughout career lives	4.52	4.47
	b) can develop professional competence through mutual learning	4.46	4.46
	c) are responsible for their professional improvement	4.82	4.40
	d) senior teachers are responsible for supporting new teachers.	4.54	4.42
2	HRD Programs		
	a. help to improve the quality of education	4.65	4.65
	b. are helpful to solve educational problems	4.64	4.63
	c. are useful for the professionalization of teaching	4.63	4.63
	d. Help for TVET Colleges development	4.58	4.63
	Grand mean	4.60	4.53
	Standard deviation	.109	.107

All respondents strongly believed that HRD programs are very useful. It can be seen from the grand means that teacher grand rating was 4.60 and for leader rating, it was 4.53. Such a value was unique in this paper. Standard deviation for the two rating groups was not dispersed from the mean. This shows that there was unanimity in understanding about the importance of HRD. All respondents viewed HRD programs positively. This can be taken as a good indication for the prevalence of positive attitudes towards HRD programs.

Table VIII in the next page illustrates variable assumed to have higher negative impact on HRD programs. The HRD revealed that neither of them had higher influences on success or failure of programs. It seems that these variables affected HRD programs along with other influences. The combined effects constrain HRD activities. These shows us that HRD

programs were not in progress. Therefore, respondent could not prioritized influence of variables.

Table: VIII Factors Influencing HRD Programs

S.No	Statement	Rating	
		Teacher Mean Rating	Leadership Staff mean rating
1	Program relevance	2.13	1.65
2	Incentives	2.00	1.70
3	Accommodations	2.30	2.00
4	Proximity and conduciveness of venues	1.82	1.95
5	Good human relations among college community	2.27	1.91
6	Program coordination	2.15	1.86
7	Clarity of training objectives	2.12	1.86
8	Availability of time for HRD	1.90	1.82
9	Budget	1.80	1.53
10	Administrative attention and support	1.91	1.67
	Grand mean	2.03	1.74
	Standard deviation	0.18	0.16

However, it is important to bear in mind that budget and time constraints hindered on training programs in TVET Colleges' as found out from the open ended questions. This point here is that we do not prepare instruments to tackle constraints before systematic plans and endeavors. The questionnaire included open ended questions. Respondents were requested to list factors the see as constraints. In response to this they supplied the following unfavorable conditions. Spontaneity and program overlap was major problem. It can be seen from the point of view of poor planning and lack of release time. Teacher complained that program competed for teacher leisure time and trainees learning time. It was indicate by many respondents, too, that college dean and other educational leaders did not realize the HRD could take place at TVET College level. They expected to be offered by higher bodies such as Education Bureau and MOE. There seems to be less awareness about cost efficiency in training. It is not realized there precious knowledge and skill resource in the education and training force. Therefore, they were not utilized. Development seems to be seen as achievable only investing

much material and financial resources through external resources persons. On the other hand, teachers were not involved in planning of HRD activities. Therefore, available HRD opportunities were not fully satisfying teachers' interest. Eventually, participation was considered as compulsive rather than motivating. Other constraints were high teaching load, limited opportunities of HRD programs. The problem with respect to limited opportunities can be attributed to lack of creative use of time resources and rigid scheduling. Respondents were also requested to indicate HRD supportive conditions if any. Then, they listed those greater chances for in-service degree programs, favorable teachers' attitudes toward HRD programs, expansion of governmental and nongovernmental organizations that can be support HRD activities easy access to competent professional trainers and autonomy of TVET Colleges were considered as opportunities. These responses indicate that there were favorable conditions for HRD programs. Yet the educational leadership at all levels did not take advantage of opportunities.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The final part of this thesis deals with summary of the major findings, conclusions reached at, and the recommendations forwarded on the basis of the findings.

Based on them, a set of questionnaire was developed. Data collected through the questionnaire and interview were analyzed and interpreted. Following this, conclusions were made based on the statistical significance and recommendations were also forwarded.

5.1. Summary of the Major Findings

According to the study, the following were the major findings:

1. The proportion of female respondents was low. Only 55 (30.39%), among teachers, and 9 (18.75%) among leadership staff appeared in the study. This indicates low female participation in TVET teaching as well as TVET leadership.
2. TVET teachers and leadership disclosed improvement in professionalism. This improvement has to be encouraged so as to get the necessary result.
3. HRD opportunities were accessible to limited number of teachers. Focus of training activities were relatively top leadership. Efforts endeavored at TVET teachers focused on English language improvement program, on job and off job trainings in limited period of time and in-service degree program predominately. These programs had more coverage capacities. Orientation in newly introduced subjects such as information communication technology, newly revised TVET curriculum and student continuous assessment

were inadequate. They were less frequent and limited to few teachers.

4. Major providers of HRD activities were the MOE along with its functional agencies. Essential facilities such as resource centers, internet, and publications were found to be inaccessible to teachers.
5. Policies regarding to HRD activities were not clearly known to teachers. Consequently, teachers had developed the feelings that selection for training was not fair.
6. There were shortage of necessary training materials and up-to-date devices; time was not allocated for HRD programs and budgetary problems also hampered the provision of HRD problems
7. The planning of HRD programs was not determined on the basis of systematized needs analysis. It lacked professional knowledge and skills. There were little attempts to assess what impact was brought in the quality of intervention. Efforts of different departments and functional units of the Education Bureau were not synchronized as needed.
8. Teachers believed that HRD programs were essential to improve the quality of education to solve educational problems, to bring about whole TVET College as well as individual development and thus, they had positive attitude toward HRD activities
9. Respondents believed that there were problems with regard to budgets, time, facilities, accommodations, incentives, etc. Yet, they

were in problem to put these factors in rank order. This means that the degree of all problems were similar.

10. TVET leadership did not work at self-initiation in providing HRD opportunities for teaches. There was a culture of dependence and expecting only form the top. The providers of HRD were believed to be the higher bodies and trainers were usually expected form outside the TVET Colleges or departments. Therefore, teachers' knowledge and skills were not utilized in improving the quality of education and training attempted to bring desirable changes.
11. Finally, high teaching load and less systematic scheduling negatively affect teachers' participation in HRD activities.

5.2. Conclusions

Based on the basic research questions, the research findings and, considering the review of related literature the following conclusions were drawn:

1. The major HRD activities for government TVET Colleges' teachers in Addis Ababa were English language improvement program, limited orientation on curriculum based subjects, and in-service summer degree programs. Therefore, development endeavors were not holistic. There were not adequate subject related and pedagogical training opportunities. This indicated that teacher development was not properly understood.
2. Except ELIP, the rest HRD opportunities do not involve majority of teachers in TVET colleges. Short-term HRD opportunities were very limited and they were accessible to only few teachers. Attempts

were on one-dimension (language) rather than on integrated and professional development. Training efforts tilted toward leadership capacity building. Hence, the prime forces to bring change in educational quality were forgotten. There was no equitable distribution of resources for professional development.

3. Provision of HRD opportunities was left to other institutions. The prime responsible bodies in the TVET leadership were not discharging their responsibilities with this respect. Professional associations, teacher education institutions and others as stakeholder did not take part in the professional development of teachers.
4. The planning, organization and management of HRD programs lacks profession knowledge and skills. Organizational structures were not convenient. The practices in the provision of training activities did not allow integration among training efforts.
5. There was HRD supportive climates for the TVET program shows the existence of fertile ground for the implementation of HRD programs. However, this opportunity has not been given due attention.
6. The attitude of teachers towards HRD programs found to be positive. There was a strong belief in the professional obligation for teachers to develop their knowledge, skill, attitudes and abilities and it was held that HRD programs were the means to achieve these.
7. Factors negatively influencing HRD programs were lack of incentives, shortage of budget, insufficiency in time, poor planning

and management techniques, high workload, absence of self-initiation on the part of educational leaders and teachers.

8. Factors positively influencing HRD programs were favorable TVET climate, positive attitude of teachers towards HRD programs, flourishing governmental and nongovernmental institutions of learning, enough pool of and easy access to competent trainers.

5.3. Recommendations

Considering the findings and conclusion, the following recommendations are forwarded:

1. Training opportunities particularly in-service programs have been increasing in intake and accessibility to teachers over the past few years. This is believed to have a positive effect on the quality of education and teacher morale. Nevertheless, these all efforts will be fruitful if the teachers who get learning opportunities to complete the expected level. Therefore, it would be helpful to provide tutorial and supportive classes during their stay at work before they take courses in summer. Orientations to beginners, sharing of experiences with senior teachers alleviate administration problems in collaboration with universities and colleges' which facilitate their learning. This would increase teacher output.
2. Promoting female teachers to leadership positions will enhance morale of female teachers. Therefore, it would be useful to give chances of promotion for female teachers to college leadership and other positions in various hierarchies.

3. To meet professional standards, intensive work has been taking place with respect to in service teacher education. However, the only way was summer session. However, it would have been more cost effective, time saving, and yielding in more graduate teacher output if there would be government sponsorship for teachers in the extension (evening) classes and through arrangements for teachers to pursue their education during daytime along with their regular teaching responsibilities. This will be more favorable for teachers because it will be suitable for them to care for their families while pursuing their education and avoid their worry and discomfort due to departing from their families during the summer learning sessions.
4. Educational leadership requires careful training and internship. Leaders critically need professional knowledge and skills. Thus, people without training need to be provided with sufficient on-job training and future recruitments or placements need to be determined based on field on training, qualification, merit and personal qualities.
5. Currently, HRD opportunities for teachers are limited in scope and depth. Teachers do not have enough opportunities to develop their professional status. The education system has not used the talents of teachers and personnel to enhance HRD programs. Therefore, it is high time for it to look inwards. There is precious resource within teachers and other educational personnel. It must be utilized. Training by external professionals needs to be preferred only when the internal capacity is insufficient or when the training is of high level.

6. Presently, providers of HRD opportunities have been agents outside the TVET College plant. Besides, expected stakeholders are not involved in assisting teacher development. Indeed, there is lack of awareness on the part of key leadership position holders about the significance of HRD programs. Therefore, it is necessary that awareness raising workshops about the importance of HRD activities be organized for all stakeholders of the TVET program found in the City Administration.
7. Teacher development will be holistic only when integrated training opportunities are provided. This will be achieved by providing training in subject areas and professional (pedagogical) skills etc,. Therefore, to provide training in teaching methodology and subject area, refreshment courses and workshop should supplement the regular activity
8. Human resource development should be valued. This is measured by how much budget is allocated for training and how training units are furnished with necessary training materials in relation to the financial resource base. Therefore, the allocation of budget should be made in such a way that is enables to provide teachers and other personnel with adequate training opportunities and furnishing training units with basic training facilities.
9. HRD programs demand more time. Teachers who participate in HRD activities need time. Therefore, there should be a systematic and creative use of time without taking teachers' leisure time and students' learning time. When additional time is required for HRD

activities, it should be decided in consultation with teachers. Persuading them is useful. Scheduling has to create harmony between teaching and HRD activities.

10. Assigning high teaching loads may be necessary to cover the teacher demand of TVET Colleges. However, this might not be always helpful. It hinders teachers from taking part in HRD activities. Therefore, this has to be handled carefully. To ensure teacher development and thereby to bring about change in the quality of education, teaching loads need to be moderate. Participation in HRD programs should be understood as essential to the education system.
11. Management of training requires a systematic knowledge. It seems that this knowledge was missing in the education system. Capacity building is believed to be the way to improved education service. To build the capacity of other educational professionals, the management personnel have to know what training and profession development activities are; how they are managed; and what inputs are needed. Therefore, it is essential that they receive training in "the management of training".
12. Organization structure should be revised. There should be a responsible body to manage HRD activities at TVET level. At sub city and at Bureau level, duplication of efforts seems to be jeopardizing HRD programs. Redundancy and duplication of efforts are wasteful. Therefore organizational structure has to be considered. Duties and responsibilities must be redefined.

13. The management of HRD programs requires clearly known policies and guidelines. It was found that teachers had complaints in the selection of teachers for training. They did not know selection criteria upon which decisions were made. Therefore, the current functional guidelines concerning have to be known to all teachers. In addition to this, duties and responsibilities of the implementers should be clear. Embedding accountability systems and ensuring system of transparency will help in developing equitable provision of training opportunities.

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APPENDICES

Appendix - 1
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTMENT OF BUSINESS EDUCATION

A Questionnaire to be completed by:

- TVET College Teachers
- TVET department heads
- TVET Deans at different levels.

Dear Respondent!

1. Purpose:

- The major purpose of this questionnaire is to collect data for a thesis entitled "An Assessment of Human Resource Development Programs for TVET College Teachers with Particular Reference to Addis Ababa City Administration".
- Human resource development programs in educational context involve in planned short and long term training and development so the result of the study is expected to indicate problems related to the topic which will help to provide some suggestions/recommendations on how to overcome them.
- Your experience and suggestions are worthwhile for the study and I am confident that you appreciate the efforts and cooperate by offering honest and frank responses.

2. General Direction:

- No need of writing your name.
- Put "✓" mark in the appropriate box that corresponds to your choice where alternative answers are given.
- If you do not get any satisfying answer among the given alternatives, you can write your answers on the space provided for the options
- While responding to open-ended questions, make it short and clear.
- All information provided will be confidential.
- Your urgent reply is highly appreciated.

Thank you in advance for your cooperation.

PART ONE

Information about Respondents

Direction: Please put a “√” in the box representing your choice

1. Gender/Sex

a) Male

b) Female

2. Age

a) 21 - 25

e) 41 - 45

b) 26 - 30

f) 46 - 50

c) 31 - 35

g) 51 and above

d) 36 - 40

3. Years of Service

a) 1 - 5 years

e) 21-25 years

b) 6 - 10 years

f) 26-30 years

c) 11 - 15 years

g) 31 and above years

d) 16 - 20 years

4. Current Job Responsibility

a) College Dean

d) Dept. Head

b) Academic & Res. V/Dean

e) Teacher/Trainer

c) Administrative & Development V/Dean

f) Coordinator

5. Educational Level (Academic Background)

a) Ph.D

d) Diploma

b) MA/M.Sc.

e) Others

c) BA/B.Sc.

6. Field of Study

a) Business

d) Language

g) EdPM/EdAD

b) Industrial

e) Natural Science

f) Pedagogical Science

c) Construction

f) Social Science

g) Others _____

PART TWO

I. Would you please write training activities you participated in the past few years in **Table I**?

Table I

No	Types of Training	Organizer of the Training	Length of the Training Time
1.			
2.			
3.			
4.			
5.			

I.I. Do you believe the training programs you listed in Table I were useful for your job?

III). In your opinion, what is the activity level (participation) of stakeholders listed in Table II in the Addis Ababa context?

Table II

S. No	Stakeholder	Activity Level				
		Very High	High	I don't Know	Low	Very Low
1	College leadership					
2	Sub city education department					
3	Capacity building office					
4	Education Bureau					
5	Teachers' Association					
6	Subject based professional societies					
7	Community based non government organization					

8	Teacher education institutions					
---	--------------------------------	--	--	--	--	--

IV.) Table III column 2 contains statements that should hold true in colleges. Every statement has five choices each. Please mark “√” against the degree of your agreement on each statement.

Table III

S.No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	HRD programs opportunities are equally accessible to teachers of all College					
2	Teachers have enough opportunities to upgrade their qualification, then by:-					
	a) Evening (extension) classes					
	b) Summer in-service programs					
	c) Distance programs					
	d) Systematically arranged classes along with teaching/training					
3	Teachers have access to new information through					
	a) Resource centers					
	b) Internet					
	c) Journals and reference books					
	d) Local research out puts					
4	Induction for new teachers:-					
	a) They are introduced to college community and college conditions					
	b) There is orientation on policies, strategies and professional ethics					
5	Senior teachers help newly qualified teachers to design development plans					
6	New qualified teachers have opportunity to observe classes of model teachers.					
7	For teachers to engaged in research activities, they:					
	a) get advice and moral support					
	b) have stationery materials					
	c) have allocated time					
	d) have reading rooms and materials					

	e) get financial support					
	f) have circulation and dissemination of research outputs					

S.No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8	Teachers have opportunity to participate in educational task groups					
9	Teachers have chances to consult with educational experts					
10	Teachers have chances to share experiences with teachers of parallel colleges					
11	Training programs are arranged according to identified needs:					
	a) training programs are in line with college development plans					
	b) training programs are in line with regional and national policies					
	c) training programs consider financial resource capacity					
12	Organization: -					
	a) there are clear HRD policies and guidelines for teachers					
	b) there is a clearly designated HRD management body					
	c) there are adequate training facilities and materials					
	d) adequate budget is allocated					
	e) there are competent and trained HRD managing personnel					
	f) Time is allocated for HRD programs					
13	Impact assessments are made					
14	Evaluation is made on whether HRD activities are achieving intended results					
15	In your college:					
	a) teachers work for common goals in collaboration					
	b) teachers have mutual trust					
	c) teachers hold dialogues and discussions					
	d) teachers share important books and					

	instructional materials					
	e) mistakes are lessons rather than sign for weakness					
	f)teacher competence is highly valued by college					
	g) College leadership facilitates are necessary conditions and provides materials as well as financial support.					
S.No	Statement	Degree of Agreement				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17	HRD programs:					
	a) help to improve quality of education					
	b) help teachers to develop their competence through mutual learning					
	c) are useful to professionalize teaching					
	d) are useful for college development					

IV. As various authorities are recognized by their research findings, the variables in table IV have important influence on HRD programs. Indicate the degrees of influence these variables have over HRD programs in Addis Ababa government TVET colleges

Table IV

S. No	Variable	Degree of Influence				
		Very High	High	No Influence	Low	Very Low
1	Program relevance					
2	Incentives					
3	Accommodations					
4	Proximity and conduciveness of venues					
5	Good human relations among college community					
6	Program coordination					
7	Clarity of training objectives					
8	Availability of time for HRD					
9	Budget					
10	Administrative attention and support					

4.1 If you believe the variables in Table IV positively influence HRD programs in Addis Ababa, please indicate here.

V. General

5.1 What is the status of HRD programs in government TVET College for teachers in Addis Ababa?

5.2 Would you please list other factors that are positively enhancing HRD programs?

5.2.1 What other factors are negatively related to HRD programs?

5.3 Please write general comments with regard to HRD programs, if you have any.

Thank you

Appendix - 2
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTMENT OF BUSINESS EDUCATION

Interview questions for City Administration Education Bureau TVET desk Experts

The purpose of this interview is to gather additional data for the study on "An Assessment of Human Resource Development for TVET College Teachers with Particular Reference to Addis Ababa City Administration

1. How do you monitor and evaluate human resource development programs for teachers in the City Administration.

2. Who are the major HRD providers? Indicate by dividing as government and non government.

3. Are Chief Deans' and/or vice deans of TVET Colleges professional to play a leadership role effectively?

4. What are the major types of HRD programs for TVET College teachers?

5. Do TVET Colleges have adequate HRD programs for teacher? If 'No'; what were the major taken to solve the problem?

Appendix - 3
Major HRD Activities and Providers.

S.No	Types of HRD Activities	Providers	Length of Training Time	Number of Respondents
1	ELIP	MOE,CAEB, SCED	200 Hours	85 (All are TVET teachers)
2	In - Service Summer Degree Program	MOE, Universities	5 year	40
3	ICT	MOE, AAU	2 months	ICT Teacher for TVET Colleges
4	Government Polices	City /Sub- city Adm. and Education bureau	1-2 weeks	All teachers at all Levels
5	Students assessments	NOE, ICDR, STC	3 days	60 respondents
6	Prevention of Natural resources	MOE,SCED	2 days	8 respondents
7	Prevention of HIV/AIDS	MOH,	2 days	15 respondents
8	Module preparation and writing	CAEB, AED/BESO	5 days	teachers and team leaders
9	General Leadership	CBB	3 days	4 deans and 3 dept. heads
10	Strategic Planning	CBB	3 days	3 deans and Bureau dept.
11	Education leadership in 21st century	CAEB in collaboration with BC and professionals from UK and AAU	6 days	5 respondents
12	Principal Leadership	MOE collaboration with AAU	3 summers	4 respondents

13	Supervisions	MOE in collaboration with AAU	3 summers	3 respondents
14	Training in needs analysis	City Education Bureau with AED/BESO	Not indicated	6 respondents
15	Advanced certification in education leadership	MOE in collaboration with AAU, South Africa University and UNESCO	2 years	5 respondents
16	Project Planning	CBB	Not indicated	1 respondent
17	Service Delivery	CBB	Not indicated	1 respondent
18	TVET Curriculum Based Training	City Education Bureau with Universities	4 months	25 respondents
19	Result oriented performance management	CBB	Not indicated	4 respondents
20	Procurement	CBB	2 days	2 respondents
21	Budget formulation	CBB	2 days	3 respondents
22	Ethics and Civic Education	MOE	2 weeks	Cyclic teachers in TVET

Appendix - 4A
Activity Level of Stakeholders in Providing HRM (Table - 2)
(Teachers Staff Respondents)

S.No	Items	Scores						Mean
		Very High	High	I don't know	Low	Very Low	No Response	
		5	4	3	2	1		
1	College leadership	25	50	34	39	26	2	2.93
2	Sub city education department	26	19	65	32	36	3	2.27
3	Capacity building office	34	43	68	21	13	2	2.45
4	Education Bureau	41	71	49	10	6	4	2.97
5	Teachers' Association	22	13	75	44	25	3	2.04
6	Subject based professional societies	28	27	81	35	10	5	2.12
7	Community based non government organization	18	21	85	45	9	3	1.86
8	Teacher education institutions	17	29	88	37	8	2	1.86
Grand Mean								2.31

Appendix - 4B

(Leadership Staff Respondents)

S.No	Items	Scores						Mean
		Very High	High	I don't know	Low	Very Low	No Response	
		5	4	3	2	1		
1	College leadership	2	7	6	16	16	1	2.17
2	Sub city education department	1	3	6	10	25	3	1.67
3	Capacity building office	2	4	3	15	23	1	1.83
4	Education Bureau	5	5	3	14	20	1	2.13
5	Teachers' Association	5	1	10	13	16	2	2.21
6	Subject based professional societies	4	55	6	12	20	1	2.13
7	Community based non government organization	2	7	4	17	17	1	2.10
8	Teacher education institutions	5	5	5	13	18	2	2.17
Grand Mean								2.39

Appendix - 5A
Accessibility of HRD Opportunities for Teachers (Table - 3)
(Teachers Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	HRD programs opportunities are equally accessible to teachers of all College	23	34	24	58	40	2	2.65
2	Teachers have enough opportunities to upgrade their qualification, then by:-							
	a) Evening (extension) classes	32	48	20	46	30	5	2.95
	b) Summer in-service programs	64	44	32	24	13	4	3.33
	c) Distance programs	29	37	25	51	38	1	2.81
	d) Systematically arranged classes along with teaching/training	19	27	19	65	49	2	2.43
3	Teachers have access to new information through							
	a) Resource centers	21	29	18	62	48	3	2.47
	b) Internet	16	20	10	76	55	3	2.19
	c) Journals and reference books	18	35	20	55	49	4	2.48
	d) Local research out puts	20	26	24	61	45	5	2.45
Grand Mean								2.64

Appendix - 5B
Accessibility of HRD Opportunities for Teachers (Table - 3)
(Leadership Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	HRD programs opportunities are equally accessible to teachers of all College	10	12	3	12	10	1	2.94
2	Teachers have enough opportunities to upgrade their qualification, then by:-							
	a) Evening (extension) classes	11	13	1	10	12	1	2.96
	b) Summer in-service programs	20	15	3	5	4	1	3.81
	c) Distance programs	17	14	2	8	6	1	3.52
	d) Systematically arranged classes along with teaching/training							3.38
3	Teachers have access to new information through							
	a) Resource centers	10	12	2	12	10	2	2.88
	b) Internet	8	6	2	17	14	1	2.46
	c) Journals and reference books	8	11	2	14	11	2	2.69
	d) Local research out puts	9	8	2	16	13	-	2.67
Grand Mean								3.03

Appendix - 6A
Types of HRD Activities in TVET Colleges (Table - 4)
(Teachers Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	Induction for new teachers:-							
	a) They are introduced to college community and college conditions	50	60	11	25	23	3	3.49
	b) There is orientation on policies, strategies and professional ethics	40	55	10	39	35	2	3.11
2	Senior teachers help newly qualified teachers to design development plans	35	59	8	41	36	2	3.06
3	New qualified teachers have opportunity to observe classes of model teachers.	39	64	7	34	33	4	3.14
4	For teachers to engaged in research activities, they:							
	a) get advice and moral support	33	46	10	47	43	2	2.85
	b) have stationery materials	33	48	9	47	43	1	2.88
	c) have allocated time	28	35	8	56	51	3	2.23
	d) have reading rooms and materials	28	31	5	61	51	4	2.40
	e) get financial support	11	17	12	79	60	2	2.08
	f) have circulation and dissemination of research outputs	17	34	9	68	52	1	2.41
5	Teachers have opportunity to participate in educational task groups	39	65	6	34	32	5	3.17
6	Teachers have chances to consult with educational experts	11	16	11	79	61	3	2.05
7	Teachers have chances to share experiences with teachers of parallel colleges	28	31	5	62	52	3	2.50
Grand Mean								2.72

Appendix - 6B
Types of HRD Activities in TVET Colleges
(Leadership Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	Induction for new teachers:-							
	a) They are introduced to college community and college conditions	12	10	5	11	8	2	3.02
	b) There is orientation on policies, strategies and professional ethics	10	11	2	12	11	2	2.08
2	Senior teachers help newly qualified teachers to design development plans	14	12	2	10	8	2	3.17
3	New qualified teachers have opportunity to observe classes of model teachers.	13	11	3	10	8	3	3.04
4	For teachers to engaged in research activities, they:							
	a) get advice and moral support	9	13	2	12	10	2	2.85
	b) have stationery materials	10	8	3	15	11	1	2.75
	c) have allocated time	6	4	2	18	16	2	2.44
	d) have reading rooms and materials	9	7	2	15	14	1	2.56
	e) get financial support	8	6	1	16	15	2	2.38
	f) have circulation and dissemination of research outputs	9	6	2	16	14	1	2.52
5	Teachers have opportunity to participate in educational task groups	13	14	2	9	8	2	3.19
6	Teachers have chances to consult with educational experts	8	6	3	15	14	2	2.44
7	Teachers have chances to share experiences with teachers of parallel colleges	13	11	3	11	7	3	3.08
Grand Mean								2.79

Appendix - 7A
Planning and Management of HRD Programs (Table - 5)
(Teachers Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	Training programs are arranged according to identified needs:							
	a) training programs are in line with college development plans	9	17	36	39	17	-	2.68
	b) training programs are in line with regional and national policies	12	19	37	38	11	1	2.83
	c) training programs consider financial resource capacity	10	17	36	39	14	2	2.69
2	Organization: -							
	a) there are clear HRD policies and guidelines for teachers	12	16	35	39	15	1	2.73
	b) there is a clearly designated HRD management body	11	20	38	35	12	2	2.81
	c) there are adequate training facilities and materials	9	11	30	40	28	-	2.43
	d) adequate budget is allocated	7	9	28	39	35	-	2.27
	e) there are competent and trained HRD managing personnel	8	10	31	35	34	-	2.35
	f) Time is allocated for HRD programs	10	9	29	35	35	-	2.36
3	Impact assessments are made	8	10	31	35	34	-	2.35
4	Evaluation is made on whether HRD activities are achieving intended results	8	10	33	46	21	-	2.47
Grand Mean								2.54

Appendix - 7B
Planning and Management of HRD Programs (Table - 5)
(Leadership Staff Respondents)

S.No	Items	Scores					No Response	Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree		
		5	4	3	2	1		
1	Training programs are arranged according to identified needs:							
	a) training programs are in line with college development plans	11	9	6	10	11	1	2.94
	b) training programs are in line with regional and national policies	6	17	10	7	8	-	3.13
	c) training programs consider financial resource capacity	7	12	13	8	7	1	3.02
2	Organization: -							
	a) there are clear HRD policies and guidelines for teachers	9	15	11	7	6	-	3.29
	b) there is a clearly designated HRD management body	8	13	12	8	7	-	3.15
	c) there are adequate training facilities and materials	11	9	6	12	10	-	2.98
	d) adequate budget is allocated	9	11	6	14	8	-	2.98
	e) there are competent and trained HRD managing personnel	11	9	7	10	10	1	2.96
	f) Time is allocated for HRD programs	6	17	10	7	8	-	3.13
3	Impact assessments are made	10	8	7	12	10	1	2.85
4	Evaluation is made on whether HRD activities are achieving intended results	9	12	7	12	8	-	3.04
Grand Mean								3.04

Appendix - 8A
TVET Colleges Situations (Table - 6)
(Teachers Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	In your college:							
	a) teachers work for common goals in collaboration	38	46	23	5	6	-	3.83
	b) teachers have mutual trust	36	38	22	12	10	-	3.66
	c) teachers hold dialogues and discussions	32	38	26	12	10	-	3.59
	d) teachers share important books and instructional materials	32	39	23	13	11	-	3.58
	e) mistakes are lessons rather than sign for weakness	27	36	25	17	13	-	3.40
	f) teacher competence is highly valued by college	30	20	34	20	14	-	3.27
	g) College leadership facilitates are necessary conditions and provides materials as well as financial support.	41	48	20	5	3	1	3.98
Grand Mean								3.62

Appendix - 8B
TVET Colleges Situations (Table - 6)
(Leadership Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	In your college:							
	a) teachers work for common goals in collaboration	11	13	10	7	7	-	3.27
	b) teachers have mutual trust	12	10	8	9	9	-	3.15
	c) teachers hold dialogues and discussions	13	11	9	8	7	-	3.33
	d) teachers share important books and instructional materials	11	14	10	8	5	-	3.38
	e) mistakes are lessons rather than sign for weakness	11	13	10	6	8	-	3.27
	f) teacher competence is highly valued by college	11	14	9	8	6	-	3.27
	g) College leadership facilitates are necessary conditions and provides materials as well as financial support.	11	12	8	8	8	1	3.98
Grand Mean								3.27

Appendix - 9A
Teachers' Opinion of HRD Programs (Table - 7)
(Teachers Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	In your opinion, teachers:							
	a) need to learn throughout career lives	101	66	14	-	-	-	4.52
	b) can develop professional competence through mutual learning	99	65	17	-	-	-	4.46
	c) are responsible for their professional improvement	92	76	10	-	1	2	4.82
	d) Senior teachers are responsible for supporting new teachers.	95	70	16	-	-	-	4.54
2	HRD Programs							
	a. help to improve the quality of education	130	41	10	-	-	-	4.65
	b. are helpful to solve educational problems	126	43	12	-	-	-	4.64
	c. are useful for the professionalization of teaching	126	43	12	-	-	-	4.63
	d. Help for TVET Colleges development	126	43	12	-	-	-	4.58
Grand Mean								4.60

Appendix - 9B
Teachers' Opinion of HRD Programs (Table - 7)
(Leadership Staff Respondents)

S.No	Items	Scores						Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	
		5	4	3	2	1		
1	In your opinion, teachers:							
	a) need to learn throughout career lives	32	8	7	-	1	-	4.47
	b) can develop professional competence through mutual learning	30	13	3	12	1	-	4.46
	c) are responsible for their professional improvement	31	9	6	11	0	-	4.40
	d) Senior teachers are responsible for supporting new teachers.	31	9	6	11	1	-	4.42
2	HRD Programs							
	a. help to improve the quality of education	34	12	1	1	-	-	4.65
	b. are helpful to solve educational problems	34	10	4	-	-	-	4.63
	c. are useful for the professionalization of teaching	34	10	4	-	-	-	4.63
	d. Help for TVET Colleges development	34	10	4	-	-	-	4.63
Grand Mean								4.53

Appendix - 10A
Factor Influencing HRD Programs (Table - 8)
(Teachers Respondents)

S.No	Items	Scores						Mean
		Very High	High	No Influence	Low	Very Low	No Response	
		5	4	3	2	1		
1	Program relevance	26	60	16	59	50	-	2.13
2	Incentives	10	15	12	75	69	-	2.00
3	Accommodations	32	31	18	58	42	-	2.30
4	Proximity and conduciveness of venues	7	11	9	75	79	-	1.82
5	Good human relations among college community	31	15	5	50	80	-	2.27
6	Program coordination	21	14	4	80	60	2	2.15
7	Clarity of training objectives	15	11	9	70	76	-	2.12
8	Availability of time for HRD	10	9	10	79	72	1	1.90
9	Budget	8	7	9	83	72	2	1.80
10	Administrative attention and support	11	8	10	81	69	2	1.91
Grand Mean								204

Appendix - 10B
Factor Influencing HRD Programs (Table - 8)
(Leaders Respondents)

S.No	Items	Scores						Mean
		Very High	High	No Influence	Low	Very Low	No Response	
		5	4	3	2	1		
1	Program relevance	3	2	2	17	24	-	1.65
2	Incentives	1	1	1	25	20	-	1.70
3	Accommodations	10	12	2	13	11	-	2.00
4	Proximity and conduciveness of venues	4	4	2	15	23	-	1.97
5	Good human relations among college community	3	5	3	15	23	-	1.97
6	Program coordination	2	2	1	25	18	-	1.86
7	Clarity of training objectives	-	2	2	19	25	-	1.60
8	Availability of time for HRD	3	2	2	17	24	-	1.82
9	Budget	-	1	1	20	26	-	1.52
10	Administrative attention and support	1	3	6	10	25	3	1.67
Grand Mean								1.77

Declaration

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

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Signature:



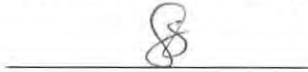
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