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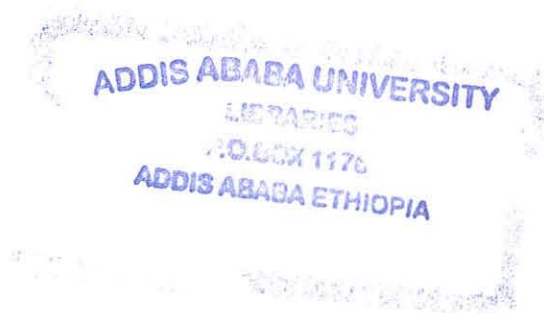
SURVEY STUDY ON HUMAN RESOURCE UTILIZATION PRACTICES:

A CASE OF TVET COLLEGES OF OROMIA



BY

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JULY 2008

ADDIS ABABA

SURVEY STUDY ON HUMAN RESOURCE UTILIZATION PRACTICES:

A CASE OF TVET COLLEGES OF OROMIA

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
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ACRONYMS

AAU:	Addis Ababa University
BICC:	Bonn International Centre for Conversation
CSTC:	Community Skill Training Centre
E.C.:	Ethiopian Calendar
EMI:	Ethiopian Management Institute
ESDP:	Educational Sector Development Program
FDRE:	Federal Democratic Republic of Ethiopia
HR:	Human Resource
HRM:	Human Resource Management
HRU:	Human Resource Utilization
NGSECE:	National General Secondary Education Certificate Examination
OCSC:	Oromia Civil Service Commission
OEB:	Oromia Education Bureau
OTVETA:	Oromia Technical and Vocational Education and Training Agency
OSHA:	Occupational Safety and Health Act
PRP:	Performance Related Pay
ROPE:	Result Oriented Performance Evaluation
SDC:	Skill Development Centre
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
ZTVETO:	Zonal Technical and Vocational Education and Training Office

ABSTRACT

The major purpose of the study was to undertake the assessment of human resource utilization practices and problems in TVET Colleges, thereby to investigate as to how the current practices of HRU and to give recommendations for problems that may be identified so as to improve the existing situation. Nekemt, Asella, and Woliso TVET Colleges were selected for the study.

An extended review of the literature was taken to discuss the different principles and theory of HRU practices available from different sources of books, journal and unpublished materials. From the different sources of literature and study result it was understood that human resource or people are a major component of any organization toward achieving its goals and objectives. Every organization whether it is governmental or non-governmental, industrial or business organization it depends up on people. Without people organizations cannot exist. As a result, an attempt was made to carefully examine the general practices of the TVET Colleges' under the study about current HRU practices.

The subjects of the study were TVET College Teachers, TVET College Principals/Deans, Regional TVET Agency and Zonal TVET Office Administrators and Senior Experts and Regional Civil Service Commission HRM Senior Experts . To this effect, the respondent sampling was carried out through purposive and availability sampling techniques. To examine the basic questions, primary and secondary data have been collected through field work from various sources. The results obtained information have been analyzed in line with basic theoretical and conceptual arguments of the subject.

The required information was gathered through the use of questionnaires, interview, observation of the practical activities and document analysis. The percentage statistics technique was used to make analysis of data obtained from the respondents under the study.

As it was indicated in the study, which is undertaken in TVET Colleges of Nekemt, Asella and Woliso the human resource utilization practices in general was low. Mismatch of existing manpower's knowledge and skill with the actual job, administrators less concern to the human element, shortage of qualified/skilled manpower, lack of instructional materials and lack of teachers' motivation were the few major causes of human resource utilization practices that identified in the study.

Therefore, as the human resource is the crucial factor of all resources the human resource management would be get due considerations in such a way that it improves the human resource utilization situations and maximizes individuals or groups performance toward achieving institutional goals and objectives.

CHAPTER ONE
THE PROBLEM AND ITS APPROACHES

1.1 Introduction

Every institution (private or government) needs adequate and appropriate manpower to achieve its goals and objectives. That means the demand and supply of manpower should match to the requirement of an organization. It is the concern of human resource management (HRM) to enhance the contribution of employees towards the effectiveness of the organization. Bernardin (2004:6) classifies the most commonly performed activities of HRM under five domains; (1) organizational design, (2) staffing, (3) performance management and appraisal, (4) employee and organizational development, and (5) reward system, benefit, and compliance.

The concern of this study is to assess the human resource utilization (HRU) practices of TVET Colleges in Oromia Region. Human resource utilization is one aspect of HRM which is concerned with maximization of performance or productivity of the existing work force to attain organizational goals and objectives. Its components include; pre- employment induction and training, performance appraisal, compensation and benefits, training and development, career development, employee/human relations, employee health and safety etc. As stated by Singh (2004) "all the organizations whether they are governmental or non-governmental, industrial or business organization depend up on people, i.e., human resource for their operations. People are vital elements of any organization."

In other words the importance of human resource to the success of an organization as stated by Hiller (1996:63):

People are the key to an organization's success. Management must take the lead in obtaining the optimum effectiveness from employees; in the form of efficiency, loyalty, productivity, creativity, and enthusiasm. These objectives necessitate more innovative and productive ways to manage people.

HRU is more difficult in Educational institutions, because educational institutions are working in shaping generations towards producing to satisfy the workforce demand of the country, and the inputs of educational institutions are human beings. Due to this fact the schools and other educational institutions differ sharply from industrial plants and other organizations. Writers such as Bush, Campbell, Graff and Street and others have deal with the peculiar features of educational administration (Ayalew Shibeshi 1991).

In today's world education and training is considered as a life blood of every nation. It is through education and training, that all aspects of development and nation building can be achieved. Technical and Vocational Education and Training is a type of education which helps to satisfy intermediate level of society's needs of manpower and creating employment opportunities to the citizens.

Thus, since the purpose of TVET program is to prepare middle level skilled manpower in various trades which contribute to the development program of the country; this study was to assess the human resource utilization practices of government run TVET Colleges. Therefore, the study aims to contribute to know the Regions implementation gaps of human resource utilization practices. Finally a conclusion has been drawn from the major findings and a feasible recommendation to the identified problems has been forwarded.

1.2 Statement of the Problem

Any institution would have a defined objectives or set of goals and resources (manpower, materials and finance) to attain its goals and objectives. According to Hiller (1996:19) "the success of organization depends on having an adequate number of people in the right job at the right time, all producing at their highest capacity."

Moreover, the capable employees assigned on a certain job also needs motivation. The interdependence of ability and motivation towards organizational success as stated by Dessler (1994:419):

A person's performance is always a function of abilities and motivations; one without the other won't suffice. In other words even the most highly motivated person will not perform well- as a golfer, a company president, or a machinist- unless he or she also has the ability to do the job. Conversely, even the most able employee will not perform satisfactorily if not motivated.

Similarly, as indicated in the study report of Mohammed Wado (2008) which is conducted on the *assessment of human resource situation*; the use of human resources for production and services depends upon the capabilities and or skills to perform the specific tasks involved in production and services on the one hand, and the actual requirements of those skills, knowledge and training in the production of goods and services, on the other.

Based on the past experience different scholars agreed on that the human resource was not given due attention. With regard to this issue Heneman and others (1999:29) states that:

Human resource is a function that has only been given attention with in the last few years... The most important asset we have is our people and none of us is working up to be working up to our potential. This (human resources) is the area that's trying to develop that potential and get more out of our employees.

The availability of performance standards is also another issue in relation with performance measure of the employees which helps to identify best performers to encourage accordingly or to take corrective measures. As indicated by Cascio (2006:336) “managing maximum performance requires three things: define performance standards, facilitate performance, and encourage performance.”

Moreover, once employees are placed on a new job they need fair treatment, fair compensation, favorable working conditions and working environment. According to Heneman and others (1996) “employees are agreeing to join, and continue to work for an organization as long as their needs are being adequately satisfied.” In other words Bernardin (2004:6) states that the importance of fair treatment of employees to organizational success as “the fair treatments of employees result in the higher job satisfaction, which in turn facilitate higher performance, lower employee turnover, reduce costs, and lower likelihood of successful union organizing.”

Additionally, the availability of smooth relationship is also the most important contributing factor to the effective utilization of the HR of an organization. Concerning this Hiller (1996:20) states that:

Good human relation within an organization is the most important contributing factor to a successful business. To build sound human relations, your dealings with the people in your organization must involve their perfectly natural motives and desires. Consider, then, a few of these natural interests. If you agree that they would apply to you personally, you can be sure that they apply to employees you supervise.

Similarly, as it is indicated in study report of Oromia Civil Service Commission which is conducted in 2005 on HRM Practices of Regional Institutions, there are indicators that the human resource didn't get due attention. The Regional employee profile indicates that, the employees assigned

on personnel/human resource management positions are not qualified enough to manage and utilize the existing human resource properly. The job grading itself was not in such a way that attracting and retaining professionals as it observed from regional institutions classified positions. There were also no clear performance standards and measurement criteria which help to evaluate the employees' performance accordingly. The activities of personnel those assigned on HRM positions of different levels were limited to routine activities, such as records keeping, placement, transfer, promotion, termination, etc. With regard to the communication system it was also indicated in the study document that it is more of one way or top down approach.

Additionally, other indicator in which human element given less concern is that; while the bureaus those authorized for the finance and other resource issues were represented in the cabinet member of the region, the HRM issue was not given such chance.

When we come to TVET Colleges, it is obvious that the quality, efficiency, and effectiveness of its graduates are highly depending up on the quality of education and training they are provided with at the colleges. The integrated effort of the academic and administrative staff of the colleges and concerned bureaus and education sectors at different level is also the factor to attain the goals and objectives of the institution.

Therefore, it is unwise thinking that TVET Colleges are freed from the problems mentioned above. Thus, the study is to identify the human resource utilization problems in TVET Colleges of Asela, Nekemt and Woliso by assessing the existing practices of human resource utilization. Based on the above facts the study has been tried to answer the following basic questions.

1. *What are the factors that affect the teaching-learning qualities in TVET Colleges?*
2. *How can the outcome and impact of the human resource utilization practices and its contributions are evaluated?*
3. *To what extent the working conditions and working environment has been facilitated in TVET Colleges?*
4. *How can the academic and administrative staffs integrate their efforts to attain institutional goals and objectives?*

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to identify the basic problems in human resource utilization practices in TVET Colleges of Oromia Regional Government and thereby to give remedial recommendations aimed at improving the situation.

1.3.2 Specific Objectives

The specific objectives of the study are to:

- Assess the extent and scope of human resource utilization activities in selected TVET Colleges under the study,
- Examine the academic staff utilization practices,
- Assess to what extent the existing work force and the actual jobs are match,
- Assess how much working condition and the working environment have been facilitated in TVET Colleges,
- Identify work related major human resource utilization problems of TVET Colleges and their impacts with teaching-learning processes.

1.4 Significance of the Study

This study was supposed to identify the basic problems in human resource utilization practices in selected study areas. The findings of the study would provide some contributions for the proper human resource utilization which may help to attain the objectives of the TVET colleges.

Moreover, this study may contribute for understanding and better utilization of the human resources and it will also encourage concerned researchers to study the problem in a wider scope.

1.5 Delimitation of the Study

The study includes only the academic staff of three TVET Colleges (Asela, Nekemt and Woliso), educational administrators of TVET Offices of Arsi, South West Shoa, and East Wollega Administrative Zones, Oromia TVET Agency (OTVETA) and HRM experts of Oromia Civil Service Commission (OCSC). The Regional level sectors and Zonal Offices were chosen due to their close relationships with the study.

1.6 Definitions of Terms

Academic Staff: - Academic staff refers to the TVET College staff with teaching responsibilities.

Administrative Staff: - Administrative staff is referring to the employees whom are participating in non-teaching supporting activities.

Development:-Development refers to the learning opportunities designed to help employee grow. Such opportunities do not have to be limited to improving employees' performance on their current jobs. The focus of development is on the long term to help employees prepare for future work demands (Bernardin 2004:164-165).

Education: - Education is a process whose prime purposes are to impart knowledge and develop the way mental faculties are used. Education is not primarily concerned with job performance (Truelove 2000:291).

Human Resource: - Human resource in educational institutions refers to the people who are directly or indirectly involved in carrying out activities related to teaching-learning processes or it includes academic and administrative staff.

Human Resource Management: -Human resource management is an overall approach of management, comprising staffing, retention, development, adjustment, and managing change (Cascio 2006:679).

Human Resource Utilization: - Human resource utilization is the extent to which available human resources are deployed effectively for the maximum achievement of individual, collective, organization or national goals and objectives. Effective HRU for develop may involve human resource allocation, maintenance and further development (BICC International Study Paper 1997)

Performance Appraisal: - Performance appraisal is a systematic evaluation of employee job performance by their supervisors or other who familiar with their performance. Job analysis is used to develop the criteria or standards for the appraisal (Bernardin 2004:60).

Training: - Training is the process of assisting of a person in enhancing his efficiency and effectiveness at work by improving and updating his professional knowledge, by developing skills relevant to his work, and cultivating appropriate behavior and attitude towards work and people (Jalan 2006).

TVET:- Technical and Vocational Education and Training is a type of education in which individuals acquire knowledge and different type skills which helps to satisfy intermediate level of society's needs of manpower and creating employment opportunities to the citizens (Gasskov 2000).

Vocational Education: - Vocational education is a content of education which helps a person to succeed professionally. Vocational education provide a person basic academic skills (Evans 1978:48).

1.7 Organization of the Study

The study is organized in to five chapters, bibliography and appendices. The first chapter includes the introduction, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definitions of terms and organization of the study. The second chapter deals with review of related literature. The third chapter is concerned with the research design and methodology of the study. The fourth chapter which is the heart of the study comes with data analysis and presentation. The data collected by using different instruments has been discussed and interpreted under this part. The fifth and the last chapter is concerned with the summary, conclusion and recommendations which is based on the major findings of the study.

CHAPTER TWO

REVIEW OF THE REALTED LITERATURE

Chapter two deals with the literature review related in which the general overview of human resource utilization, the HRU components, the historical development of TVET, the roles of principals and educational administrators in HRU, factors affecting academic staff utilization in educational institutions and the general over view of the academic staff utilization practices with specific reference to Oromia Regional State are discussed.

2.1 General Overview of Human Resource Utilization

The role and relevance of people in development may be analyzed by three different concepts; human capital, human resource and human development. Human capital refers to the productive capacities of human beings as income producing agents in the economy, while human resources obviously have quantitative and qualitative dimensions. On the other hand, human development is defined as enlarging people's choices, where the choices range from political, economic, and social freedom to opportunities for being creative and enjoying personal self-respect and human rights (BICC International Study Paper 1997).

HRU is one aspects of HRM which is concerned with maximization of performance or productivity of the existing work force to attain organizational goals and objectives. The existence and success of every organization is highly depends on its human resources. As stated in UNESCO-UNEVOC International study paper (2002) "human resource utilization refers to the effective deployment of existing skills, qualifications, and competencies for the maximum achievement of the

individuals, social, organizational or national goals and objectives, (<http://www.norrag/wg>)."

On the other hand Use of human resources for production and services depends upon the employees' capabilities and or skills to perform the specific tasks involved in production and services. The management of an institution is responsible to facilitate all the necessary conditions to optimal utilization of its human resource. A study conducted in developing countries as stated by Kanunga and Mendonka (1994) indicates that; "management of HR is seriously neglected resulting in its underutilization. ...Although many organizations have high capital and technological investments; they have failed to increase their productivity primarily due to lack of managerial concern for the optimal utilization of the HR potential."

Similarly, as other study result which is conducted in Nigeria according to Ipaye (1986) indicates taht:

Underemployment is a condition that exists when there are people who are able to work, wishing to work but failed to obtain suitable employment, but instead they are just employed to keep the mind and soul together. In other words, underemployment results when labor is not utilized for maximum time or to full advantage.

2.2 Components of Human Resource Utilization

The component of HRU, discussed in this part includes; pre-employment induction and training, performance appraisal, compensation and benefits, training and development, career development, employee relations and health and safety.

2.2.1 Pre-employment Induction and Training

Once employees are recruited, screened, and selected, they should be ready to do their jobs. The new employee's early life with organization and the process of entry to jobs is interchangeably termed as 'induction or orientation'. Employee orientation is providing new employees with basic information such as how to deal with the employer and employees, how to perform jobs satisfactorily, how to get on the payroll, how to obtain identification cards, what the working hours are, etc.

The aims of the induction process according to Attwood and Dimmock (1996) are to:

- Make the new employee efficient as quickly as possible,
- Encourage the new employee to become committed to the organization and thus less likely to leave quickly, and
- Familiarize the new employee with the job so that the feeling of being out of place is quickly displaced.

Similarly, as indicated by Ivancevich (2004:395-396) "an orientation program is an attempt to send clear messages and provide accurate information about the company culture, the job, and expectations." According to him the orientation goals are to:

- Reduce anxiety,
- Reduce turnover,
- Save time, and
- Develop realistic expectations.

In other words, as stated by Bernardin (2004:260) "induction is a socialization process by which individuals come to appreciate the value, beliefs, expected behaviors, and social knowledge essential for assuming an

organizational role and for participating as organization member. Moreover, induction or orientation takes place over time; it is not a discrete event. It may take months, even years, for employees to become fully adjusted to the organizations working environment."

Induction is also very important in educational institutions. Concerning school principals studies show that new principals face more problems to run educational management and administration than veteran (experienced) ones. To minimize such problems, Ribbins (1996) suggested that "beginner principals need well-structured induction strategies to address their problems and to them not just to survive but to be effective in carrying out their roles."

Preparations and providing of orientation program for the new employees has its own procedures and approaches. It can be formal or informal and it should be from the simplest to the complex one. Concerning how the orientation program works, Ivancevich (2004) lists the following five points;

1. Orientation should begin with the most relevant and immediate kinds of information and then proceed to more general policies of the organization. It should occur at a pace that the new employee is comfortable with.
2. The most significant part of orientation is the human side: giving new employees knowledge of what supervisors and co-workers are like, telling them how long it should take to reach standards of effective work, and encouraging them to seek help and advice when needed.
3. New employees should be "sponsored" or directed in the immediate environment by an experienced worker or supervisor who can respond to questions and keep in close touch during the early induction period.
4. New employees should be gradually introduced to the people with whom they will work, rather than given a superficial introduction to all of them on

the first day. The object should be to help them know their co-workers and supervisors.

5. New employees should be allowed sufficient time to get their feet on the ground before job demands on them is increased.

Different organizations may use different methods in inducing new employees. A method to be used for inducting new employees in to the organization according to Pareek and Rao (2003:117) includes:

1. Company documents like annual reports, plan documents, literature on the products and services, personnel policies manual, write-ups in the organization in business magazines, etc.
2. Classroom training.
3. Information interactions and get-togethers.
4. Orientation visits to the plants, departments and other locations.
5. Actual working on a task or function for specified period of time.
6. Monitoring systems.
7. Projects and project reports.
8. Performance appraisals and review discussions.

2.2.2 Performance Appraisal

Employees usually want feedback regarding how they are doing, and appraisal can provide such an opportunity, and personnel actions such as promotion, termination, training and disciplinary cases. According to Chandan (1994:49) "performance is a reflection of three characteristics; individual capacity to perform, individual willingness to perform, and organizational support."

Appraisal can be either person oriented (focusing on a person who performed the behavior) or work oriented (focusing on the record of outcomes

that the person achieved on the job). Effective performance appraisal focuses on the record of outcomes and, in particular, outcomes directly linked to an organization's mission, and objectives (Bernardin 2004:144).

Performance depends on some combination of ability, effort, and opportunity; and it is measured in terms of outcomes or results produced. Performance is defined as the record of outcomes produced or specified job functions or activities during a specific time period. To provide information that can serve the organization's goals and that complies with the law, a performance evaluation system must provide accurate and reliable data. The ability to generate accurate and reliable data is enhanced if a systematic process is followed. According to Ivancevich (2004) the following six steps can provide the basis for such a systematic process:

- 1. Establish performance standards for each position and the criteria for evaluation.*
- 2. Establish performance evaluation policies on when to rate, how often to rate, and who should rate.*
- 3. Have ratters gather data on employees' performance.*
- 4. Have ratters (and employees in some systems) evaluate employees' performance.*
- 5. Discuss the evaluation with the employee.*
- 6. Make the decision and file the evaluation.*

2.2.2.1 The Performance Management Process

Performance management is the continuous follow-up of employee performance for providing necessary corrections and support toward maximizing the performance. It differs from performance appraisal in that performance appraisal is done annually or semi-annually or quarterly to identify

the strengths and weakness of the employees, where as performance management is done daily. As stated by Cascio (2006) "performance management requires willingness and a commitment to focus on improving performance at the level of the individual or team every day."

The performance management process has four main stages; planning performance, managing performance, reviewing performance, and rewarding performance.

a) Planning Performance

As any other management activities performance appraisal procedures and expected performance standards needs to be planned in advance. The employees have to be participating in planning performance and agreed with employer or organization about what is expected from them in terms of quantities of product or services, quality, cost, time etc. When we plan future performance action plan the capability of the performer and availability of resources should be considered.

b) Managing Performance

The second stage of the performance management process is to ensure that those plans set are acted on and the required results produced. This requires providing employees with the necessary support and creating the appropriate conditions for the required results, in effect, 'empowering' them. In practical terms this is likely to mean:

- Giving any necessary practical support, such as providing the appropriate resources;
- Ensuring that employees are clear about the results required and giving any advice or clarification that may be needed;

- Giving employees the necessary training and development to ensure that they are able to achieve their accountabilities;
- Adjusting targets, priorities and performance measures according to changes in organization priorities, markets, government policies, etc.

c) Reviewing Performance

Reviewing performance is needed to evaluate whether the work is performed as planned or not to make necessary corrections. As indicated by Cascio (2006) “the periodic review of work plans by both supervisor and subordinate in order to identify goals attained, problems encountered and the need for training.”

d) Rewarding performance

Rewarding performance gives employees some kind of return for achieving their targets. It can be financial or non-financial. In modern approaches organizations apply performance related pay (PRP) rather than pay for seniority and education.

As listed in OCSC HRM training manual of 2005, performance related pay (PRP) has the following objectives:

- To motivate employees as they will see that their rewards are directly related to their efforts.
- To increase employees' focus on and commitment to corporate objectives.
- To help develop a performance culture or to reinforce the existing culture.
- To reward the contribution made by individuals to the organization's success.
- To help to recruit and retain high-quality staff.
- To ensure that rewards are in line with organizational performance.

- For reasons of equity as it would be generally accepted that those who make the greatest contribution should receive the highest rewards.
- To assist in the achievement of organizational objectives by making these the basis on which any incentive payments are made.
- To encourage a focus on individual or team performance, depending on which is the more appropriate for the organization's needs.

2.2.2.2 Purposes of Performance Appraisal

Performance appraisal plays an important part in the overall process of performance management. As indicated in Cascio (2006) appraisal serves a twofold purpose:

- (1) To improve employee's work performance by helping them realize and use their full potential in carrying out their firm's mission, and
- (2) To provide information to employees and managers for use in making work-related decisions. More specifically, appraisals serve the following purposes:
 - a. It provides legal and formal organizational justification for employment decisions,
 - b. It used as criteria in test validation,
 - c. It provide feedback to employees and thereby serve as vehicles for personal and career development,
 - d. It can help to identify developmental needs of employees and also to establish objectives for training programs, and
 - e. Appraisals can help diagnose organizational problems.

More detailed purposes of performance appraisal are listed by Attwood and Dimmock (1996:85). These are:

- To help improve current performance.
- To set objective for individual performance.

- To assess training and development needs.
- To agree plan for employees' future development.
- To give employees feedback on their performance.
- To counsel employees on career opportunities.
- To rate the employees' performance for salary review purposes.
- To encourage managers to think carefully about the performance of their staff in general and factors influencing it, including their own style and behavior.

2.2.2.3 Performance Measure Criteria

To evaluate individuals or groups performance properly the performance standard should be clearly known both by employee and employer. According to Bernardin (2004:147) there are six primary criteria's on which values of performance may be assessed. These are:

1. *Quality*: Quality is the degree to which the process or result carrying out an activity approaches perfection, in terms of either confronting to some ideal way of performing the activity or fulfilling the activities intended purpose.
2. *Quantity*: Quantity is the amount produced, expressed in such terms, as dollar value, number of units, or number of completed activities cycle.
3. *Timeliness*: Timeliness is the degree to which an activity is completed, or a result produced, at the earliest time.
4. *Cost-effectiveness*: Cost-effectiveness is the degree to which the use of the organization's resources (i.e., human, monetary, technological, material) is maximized in the sense of getting the highest gain or reduction in loss from each unit or instance of use of a resource.

5. *Need for supervision:* The degree to which a performer can carry out the job function without either having to request supervisory assistance or requiring or supervisory intervention to prevent an adverse outcome.
6. *Interpersonal impact:* The degree to which a performer promotes feelings of self-esteem, goodwill, and cooperativeness among co-workers and subordinates.

Another way of measuring an organization's performance according to Gasskov (2000) is by making comparisons. According to him there are four possible areas of comparison: comparing current outputs with past production; comparing the performance of public agency with private organizations offering similar programs; comparing actual results with what was planned; and comparing actual outputs with what could reasonably have been achieved in the circumstances.

Setting the performance measurement criteria and measuring accordingly is the common problems in most of the organizations. Concerning this issue the major problems of performance measurement in vocational education and training identified by Gasskov (2000) are the following:

- i. The difficulty to express agency or program targets in quantifiable terms,
- ii. Difficulty in measuring cost-effectiveness and cost-efficiency,
- iii. Output/outcomes might decline because of unfavorable external conditions, such as an economic downturn, and
- iv. The cost of measuring performance.

Other problem in performance evaluation is evaluators are more concerned on person's behavior rather than the performance result. In supporting this issue Ivancevich (2004) indicates that "one of the major

problems with many performance evaluations is that they require supervisors to make person evaluations rather than performance evaluation."

According to my observation and OCSC HRM available data, previously more of person/person's behavior oriented performance appraisal, which is more of subjective type of evaluation, was applied in civil service institutions. But, recently the result oriented performance evaluation (ROPE) is under trial in those of government institutions. When compared with the pervious practice, though ROPE is more fruitful than the person/person's behavior oriented it lacks the measurement standard criteria. Because as quality, quantity, cost-effectiveness and timeliness are considered as the basic measurement criteria under ROPE it is very difficult to standardize all jobs against those measurement criteria.

Specially, as educational institutions are working on shaping the generation, and it requires longer time to evaluate its impact here it is more difficult to implement ROPE than other service delivery institutions.

2.2.3 Compensation and Benefits

As employers are working towards their profit maximization or to customer satisfaction by providing quality service the employees also need fair compensation and benefits for their contributions in the organization. The interest of both sides needs to be matched for the effectiveness of the organization. Fair treatment and motivation of employees has its own impact on productivity or service delivery. It is one of the factors to create job satisfaction; and job satisfaction and performance are highly interrelated to each other. According to Singh (2004) "it is generally assumed that a satisfied employee will also be a productive employee." McShane, Von Glinow and Sharma

(2006) are also sharing this idea. According to them “a happy worker is a productive worker.”

Therefore, employees should be fairly compensated and treated to motivate them in order to maximize their productivity or quality service delivery. Employee compensation as stated by Attwood and Dimmock (1996:285-86) refers to: “all forms of pay or rewards that go to employees and arise from their employment. It includes direct financial payments in the form of wages, salaries, incentives, commissions, and bonuses, and indirect payments in the form of financial fringe benefits like employer-paid insurance and vacations.”

Because of the importance that compensation holds for their life style and self-esteem, individuals are very concerned that they be paid a fair and competitive wage. According to Bernardin (2004) “organizations are concerned with pay, not only because of its importance as a cost of doing business, but also because it motivates important decisions of employment about taking a job, leaving a job, and performance on the job.”

Providing fair compensation and benefits to employees has its own objectives. As stated by Ivancevich (2004) “the objective of the compensation function is to create a system of rewards that equitable to the employer and employee alike. The desired outcome is an employee who is attracted to the work and motivated to do a good job for the employer.” As quoted by the same author; Patton suggests that in compensation policy there are seven criteria for its effectiveness. Compensation should be;

1. *Adequate*. Minimal governmental, union, and managerial levels should be met.
2. *Equitable*. Each person should be paid fairly, in line with his or her effort, abilities, and training.

3. *Balanced*. Pay, benefits, and other rewards should provide a reasonable total reward package.
4. *Cost-effective*. Pay should not be excessive, considering what the organization can afford to pay.
5. *Secure*. Pay should be enough to help an employee feel secure and aid him or her in satisfying basic needs.
6. *Incentive-providing*. Pay should motivate effective and productive work.
7. *Acceptable to the employee*. The employee should understand the pay system and feel it is a reasonable system for the enterprise and him self or herself.

Compensation programs must be assured for the extent to which attract, retain, and motivate the workforce relative to major competitors. The cost of labor is critical to corporate performance and must be constantly monitored to determine whether costs can be reduced with no loss in the quality of products or services necessary for fulfilling the organizations strategy. An effective pay-for-performance program can be a powerful tool with which to attract, retain, and motivate a high quality workforce (Bernardin (2004).

2.2.4 Training and Development

The HR of every institution needs the required qualifications which enable them to perform their duties properly. Once a person is employed in a certain job it is through training one can improve performance gap or acquainted with new technologies or working systems. Therefore, training and development program is the major contributing factor to fill the performance gaps and to introduce new working systems. According to Jalan (2006) "training is the process of assisting of a person in enhancing his efficiency and effectiveness at work by improving and updating his professional knowledge, by

developing skills relevant to his work, and cultivating appropriate behavior and attitude towards work and people.”

Training and development activities has its own steps and procedures to be followed; starting from formulating the employee development plan, then conducting training needs assessment, then instructional design, validation, implementation and evaluation and follow up, in which management assesses the program successes or failures.

Human resource managers and specialists usually take responsibility for developing general policy regarding employee development and for administrative activities for the overall effort, as well as various development programs. Thus, they work with the line managers to diagnose training needs, recommend budgeting levels to top management maintain list of outside programs that employees might attend, set up, and sometimes conduct, in-company training programs, and evaluate the overall employee development effort and specific training programs that are offered (Heneman and others 1996: 419).

Once employees are “on board” their personal growth and development overtime becomes a major concern. Change is a fact of organizational life, and to cope with it effectively, planned program of employee training, development and career management are essential (Cascio 2006:284). Additionally as stated by Truelove (2000) “developing employees is a long term process which is influenced by many factors. The role of the trainer in this process is a facilitator rather than a directive one. Responsibility for development is jointly held by the individual, his or her manager, and the human resource function.”

Before training someone, it is obviously makes sense to know whether the person really requires training and, if so, what the training should achieve.

Training therefore, traditionally starts with determining what training is required (Dessler 2004:189).

However, in the practical situations of our country it is difficult to say that training and development program is performed based on performance gap studies or needs assessment. Even, there was no clear training policy in the country which helps the institutions as a guide line. That is why different institutions are using different approaches in implementation of training and development programs. There is a situations an employee offered training as an incentive without considering identifying performance gap through performance analysis. This type of training may not help much either to the trainee or for an institution.

As a survey conducted by experts of Ethiopian Management Institute (EMI) indicates; from a combination of 130 top, middle levels and supervisory management people, only a few were able to identify training policies in their respective organizations. This shows that most organizations are investing high amount of money and resources on training and development without having a clear policy of training.

As suggested by Jalan (2006) in order to be effective the training program should be based on the following broad principles:

- (i) The training should be based on the field situation of trainers and should be meaningful to them.
- (ii) The training must start from the level at which the trainees are.
- (iii) The training must give opportunities for relevant experiences to the trainees.
- (iv) The training should help the individual participants to experience change, if they are the ones who have to bring about changes in their field situation.
- (v) The trainers should provide opportunity to the trainees to equip themselves with techniques to grapple with the appropriate specific problems.

- (vi) There should be fuller participation and involvement of the trainees in the training process.
- (vii) There should be a three way process of passing information: from the trainers to the trainees, from trainee to the trainee, and from trainees to the trainer.
- (viii) The trainers should be placed in an informal atmosphere in which they can react and participate.
- (ix) The attitude of the training 'I know all above all' helps neither themselves nor the training, the trainers should be ready to learn from trainees.
- (x) The training should also have a sense of humour while speaking to the trainees.....his perceptual.
- (xi) Even if there are no training aids available, lectures should be supplemented by chalk and board. However, as far as possible, various other teaching aids, and methods should be used so as to make the training more meaningful and interesting to the trainees.
- (xii) There should always be concurrent evaluation of the training both by the trainees as well as by the trainers. Midcourse evaluation helps in taking in corrective measures in the training.
- (xiii) There should also be room for the process of delearning particularly when the training is focussed on the needs of adults who had some negative experience or wrong perceptions.
- (xiv) There have been in some quarter's criticism, of training and it is often argued that personnel can acquire administrative capabilities and work skills through apprenticeship rather than through formal training.

2.2.5 Career Development

Organizations as well as employees need to adjust themselves with changing environmental conditions to survive and grow in a competitive world. The employees' career development program has to be considered as a part of

organizational development plan. The organizational success and effectiveness depends on the performance and ability and competence of its employees.

According to Bernardin (2004) career is defined as “an individually perceived sequence of activities and behaviors associated with a work, and career development system is defined as a formal organized, planned effort to achieve a balance between individual career needs and organizational workforce requirements.” In other words, as stated by Gupta (2006) “career planning is the systematic process by which one selects career goals and the path to these goals. From the organization viewpoint, it means helping the employees to plan their career in terms of their capacities within the context of organization’s needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage.”

Similarly, a career is defined by Flippo (1980) as “a sequence of separate but related work activities that provides continuity, order, and meaning in a person’s life.” In other words, career development as stated in Ipaye (1986) is “the assumptions that each person is capable of utilizing his/her abilities to the fullest if given opportunities to grow and realize his/her full potential.” Its effectiveness actually needs continues vocational guidance and follow-up starting from the school life to the world of work.

A career development practices are designed to enhance the career satisfaction of employees to improve organizational effectiveness. It may be difficult, however, to completely integrate individual and organizational career efforts because the rate at which an individual grows and develops may not parallel an organization’s needs. According to Flippo (1980) “a properly designed career development program involves three main ingredients: (1)

assisting employees in assessing their own internal career needs, (2) developing and publicizing available career opportunities in the organization, and (3) aligning the employee needs and abilities with career opportunities.”

Career choice has also attachments with personality characteristics of individuals. The one that may be the first choice to someone is the least to the other or vice versa. Therefore, career guidance and counseling is very important to support individuals to identify their abilities aptitudes and interests which help them to make a career decision and to develop it. According to John L. Holland, a career counseling expert, which is quoted by Ivancevich (2004) each individual to some extent, resembles one of the six personality types.

1. *Realistic*. This individual prefers activities involving the manipulation of machinery or tools. Example: a machinist.
2. *Investigative*. This individual prefers to be analytical, curious, methodical, and precise. Example: a research scientist.
3. *Artistic*. This person is expressive, non-conforming, original and introspective. Example: an interior decorator.
4. *Social*. This person enjoys working with and helping others and purposefully avoids systematic activities involving tools and machinery. Example: a school counselor.
5. *Enterprising*. This person enjoys activities that permit him or her to influence others to accomplish goals. Example: a lawyer.
6. *Conventional*. This individual enjoys the systematic manipulation of data, filing records, or reproducing materials. Example: an accountant.

On the other hand, today's competitive business environment has forced organizations to restructure and downsize resulting in fewer hierarchical levels and traditional promotional opportunities for employees. The creation of new

technologies has required that individuals update their skills or else they will become outdated. Similarly, while it needs to pass through difficult procedures organizations and individuals in our country now are trying to implement the same. As stated by Bernardin (2004) career development has benefits both employees as well as organizations as shown in the Table 1 below.

Table 1: Benefits of Career Development System

Managers/Supervisors	Employees	Organizations
• Increase skills in managing own career	• Helpful assistance with career decisions	• Better use of employee skills
• Greater retention of valued employees	• Enrichment of present job and increase job satisfaction	• Discrimination of information at all organization level
• Better communication between manager and employee	• Better communication between manager and employee	• Better communication within the organization as a whole
• More realistic staff and development planning	• More realistic goals and expectations	• Greater retention of valued employees
• Productive performance-appraisal discussions	• Better feedback on performance	• Expanded public image as a people developer
• Greater understanding of the organization	• Current information on the firm and the future	• Increased effectiveness of personnel system
• Enhanced reputation as a people developer	• Greater personal responsibility for career	• Clarifications of goals of the organization

Source: Human Resource Management (Bernardin 2004)

2.2.6 Human/Employee Relations

A human relation is a managerial activity which is the integration of human resource with the goals of organization which leading to productive and creative collaboration toward mutual objectives. It is one of the contributing factors to increase the willingness of employees to work.

The importance of human relations as stated by Flippo (1980) “the employees would naturally perform the job well since she or he has been properly placed, trained, and compensated. In recent years, however, there has been a growing recognition of the need for particular efforts in dealing with the attitude of an employee. It is not enough that one is able to work; one must also be willing to work”. This willingness may have attachment with the motivational factors which is facilitated by the employers/managers. In other words the

importance of smooth relationship within the organization as stated by Agrawal (1982):

Success of an organization in achieving its goals significantly depends on the willingness and zeal with which its employees contribute their abilities, efforts and energies in the performance of their assigned tasks, and fulfillment of their responsibilities. This requires a healthy human relations climate in the organization, and it is the responsibility of management to build it.

According to Dessler (1994) "workers are not just givens in the system- but instead have needs and desires that the organization and task have to accommodate." Similarly, Cascio (2006) states employee relations as "all the practices that implement the philosophy and policy of an organization with respect to employment." Moreover, concerning the importance of human relations aspect the following points are listed by Hiller (1996):

- When an individual is seeking new employment, he or she wants to be treated courteously and made to feel at ease.
- A new employee wants to be welcomed to a job rather than thrown in to it.
- The employee would like to receive simple and intelligent instruction in what he or she is expected to do and what constitutes a job well done.
- Everybody likes to work for someone they can respect and in whom they can have confidence.
- Everybody wants someone to recognize their importance.
- Many people like to feel their daily work is of service to others.
- People want realistic recognition of a job well done.
- There are few people who will not work hard and long for incentive. Special recognition always inspires greater effort.
- Everybody likes to work in an organization in which there is universal confidence in the ability and fairness of top management.

It is believed that also creating smooth relationship between management, teachers and students has contributing factors for the effectiveness of teaching learning process and the overall qualities of education and training. Concerning this English and Steffy (1996:191) suggests that the following based on study conducted in educational institutions:

To be successful, the teachers and principals must be act as a team; they must share their ideas; they must feel that all stakeholders are in the learning experience with their students as a partner. Teaching and learning is not some thing a teacher does to a student. It is some thing that done together. Likewise, leading a school is not some thing a principal does; it is some thing that teachers and principals do together, with the input, where appropriate, of the students.

2.2.7 Employee Health and Safety

The top management of an institution or an employer has the responsibility to protect employees from unsafe working conditions. The safest and healthy workplace or working conditions benefits both the employee and employer. The working condition has the contributing factors to the productivity of employees and the overall profitability or quality services of the institutions.

With regard to employee's safety and health Bernardin (2004) states that: "top management is taking a more active role in improving the health and safety of workers." He recommends the managerial steps to be taken to improving the work environment is:

1. Affirm management's commitment to the safe and healthy environment.
2. Review a current safety objectives and policies.
3. Conduct periodic evaluation and inspections of the workplace.
4. Identify potential and existing work hazards in the areas of safety and health.
5. Identifying the employees at risk.

6. Make the necessary improvements in the workplace.
7. Prepare and conduct preventive programs.
8. Monitor the feedback results and evaluate costs.

Additionally, according to Cascio (2006) "workplace accidents results from two broad causes: unsafe working conditions (physical and environmental) and unsafe work behaviors. Unsafe physical conditions include defective equipment, inadequate machine guards, and lack of protective equipment."

Because of the increasing complexity and hazardous nature of modern industrial operations, the Occupational Safety and Health Act (OSHA) was passed in 1970. According to Flippo (1980) there are four fundamental types of inspections that OSHA personnel will make:

1. General "surprise" inspections,
2. Follow-up inspections to check on corrections,
3. Inspections in response to specific employee complaints, and
4. Inspections of major accidents that have occurred.

Due to its nature of work and the material utilized, workplace accidents are greater in industrial institutions than other institutions. In case of TVET Colleges there are workshops that help to operate different types of machines as a part of education and training, which are used by teachers and students. Therefore, the healthy and safety rules are implemented there too. Top management must be devoted to educating its employees or students about the safety rules, especially the induction process of the new employees or orientation to the students should included in the safety rules of the Colleges.

2.3 Historical Development of Technical and Vocational Education and Training (TVET)

It is believed that the traditional apprenticeship practices were as old as mankind on earth to satisfy their livelihood. According to Evans (1978:10) “the oldest method of meeting needs for workers was for the fathers to pass on to his sons and for the mother pass on to her daughters the occupational information they had acquired from their parents, plus what they had learned by trial and error during a generation of productive work.” But later due to the technological advancement the traditional way of apprenticeship practices was no more satisfy the demand for the skilled labor. It is obvious that this technological advancement requires the modern approach of education and training. As indicated in (Dessu Wirtu, 2006; unpublished teaching material) “the modern work based vocational education has developed in the late 1980’s and early 1990’s especially in German and Japan.”

Education and economic development have great linkages. A country designing and implementing appropriate educational policy has an opportunity to growth. Vietnamese practice is a good example. In the late 1980’s while Vietnam faced economic collapse their leaders recognizing that the economic growth successful only “if education is recognized, expanded and modernized.” As a result, in 1993 Vietnamese Ministry of Education and Training design the educational reform and development strategy bearing the following points:

- Education is the basic deriving force for the realization of socio-economic objectives. Investment in education is one of the principal directions of investment for development.

- The realization of education objectives means improving people's knowledge, workforce, training, nurturing of talents, and the environment simultaneously of equity, experience and efficiency.
- Education should response to demands for national development and follow progressive trends such as continuing and lifelong learning.
- The Government should specifically, create polices to improve the educational opportunities for disadvantaged group and those in government care, (English and Steffy 1996).

Now Vocational Education and Training is taken as middle level labor force requirements in many countries. The mandate and functions of vocational education and training is manifold as stated by Gasskov (2000). According to him the following points are stated as the functions of VET:

- The vocational education and training system should deliver both foundation and specialist skills to private individuals, enabling them to find employment or launch their own business,
- Skill training is an instrument for structural change,
- It helps to equalize the opportunity that people have to earn their living through the acquisition of skills.
- Education and training can be viewed as tool for achieving national economic and social objectives, such as encouraging regional development and supporting priority industrial sectors,
- Education and training can generate massive social benefits, such as crime reduction, health improvement, and better social cohesion, which accrue to society as a whole rather than individuals,
- Training can have benefits not directly connected with employment. Vocational skill and knowledge enable people to provide services, such as

medical care or car and house maintenance, to their families and neighbors, and to reduce their expenditure on such services.

The development of skilled labor force makes an important contribution to development. But, according to a World Bank Policy Paper of 1995 the challenges are to use employer, private, and public training capacities efficiently to train workers for jobs that use their skills and to do so efficiently in developing economies increasingly influenced by technological change and open to international competition.

In Ethiopia work based TVET program was started in the 1940s in few educational institutions; like Addis Ababa Technical School in 1942, Jimma Agricultural School in 1944, Ambo Agricultural School in 1946, etc. and later in 1960's the secondary schools changed to comprehensive schools by the initiation of the World Bank. Between the years 1963 to 1976 about 40 percent of total Bank education lending was for TVET at the secondary and post-secondary levels of low income countries (Dessu Wirtu, 2006; A World Bank Policy Paper, 1995:64).

The importance of TVET is increased from time to time to fill the gaps of intermediate level skilled labor. As a result the organization of a Technical and Vocational Education and Training System of FDRE has been established by the proclamation no.391/2004. It encourages the expansion and improvement of public TVETs and private investors who have the interest to invest in the area. Before the implementation of new educational policy there were only 17 TVET institutions in the country. But, since the implementation of new education and training policy in 1994 the number is dramatically increased. In 2003/04 there were about 158 TVET institutions which enrolled 102,649 students of which 51.1 percent were females (MoE 2005; Dessu Wirtu 2006, unpublished teaching material).

2.4 The Role of Principals and Educational Administrators in HRU

Educational institutions like other organizations need efficient management systems towards effectiveness of the educational objectives. As stated by Bush (1986) "management is a continuous process through which members of an organization seek to co-ordinate their activities and utilizes their resources in order to fulfill the various task of organization as efficiently as possible." Though the management process of different organizations have some common characteristics management of educational institutions is more difficult and have unique characteristics. According to Bush (1986) there are six major areas in which the management of educational institutions differs markedly from the management of other organizations:

1. The objectives of educational institutions are much more difficult to define than the purposes of commercial organizations,
2. It is very difficult to measure whether or not the objectives have been achieved in education,
3. The presence of child and young people as the focal point of educational institutions leads to additional source of ambiguity,
4. The managers and teachers in schools are from a common professional background with shared values, training and experience,
5. There is a fragmented organizational and management structure both within and impinging upon educational institutions, and
6. Many of the senior and middle managers in schools, and to a lesser extent colleges, have a little time for the managerial aspects of their work.

In addition to managerial functions of planning, organizing, directing, and controlling, ten managerial roles are identified by Chandan (1994). These

ten are categorized in to three major areas: (1) interpersonal roles which includes; figurehead role, leadership role, and liaison role, (2) informational roles which includes; monitor role, information disseminator role, and spokesman role, and (3) decision roles which includes; entrepreneur role, conflict handling role, resource allocator role, and negotiator role. All these forms in one way or another, deal with people and their behavior.

Similarly, Dessler (1994) suggested the following point how the management builds its employee's commitment.

The practices that foster employee commitment are usually built on a strong foundation of what may be called people-first values. These firms literally pit their people first: they thrust them; they assume that their employees are their most important assets; they believe strongly in respecting their employees as individuals and treating them fairly; and they are relentlessly committed to each employee's welfare.

Motivation of employees is also one of the basic contributing factors in encouraging them to commit themselves towards the success of the organization. It is management of an organization which needs to be understood the behavior of the employees and the nature of the work to facilitate the working condition and to motivate them properly. In supporting this Agrawal (1982:127) states that:

Subordinates who are motivated to take initiatives and responsibilities, and to utilize and develop their abilities, need less of their superior's time. The same argument applies to their level of commitment. More a subordinate is committed to his job the effort and energy he will devote to its performance. And less he will need his superior's time in terms of supervision and control.

Therefore, for the principals/deans it needs to be; (1) considers that its employees are the most important assets, and (2) facilitate and encourage them toward the success of educational goals and objectives. In other words, from the employees (teachers in case of educational institutions) side it needs to be loyal,

competent enough, and efficient toward the success of educational goals and objectives. In order to be effective in bringing about intended learning outcomes a teacher should be prepared in four areas of knowledge or teacher competence as it was suggested by Perrott (1982:10). These are:

- (1) Command of theoretical knowledge about learning and human behavior,
- (2) Display of attitudes that foster learning and genuine human relationship,
- (3) Command of knowledge in the subject-matter to be taught, and
- (4) Control of technical skills of teaching that facilitates pupils' learning.

2.5 Factors Affecting HRU in Educational Institutions

We are living under the dynamic environment. No one can be out of the influence of the changing environment. Therefore, organizations as well as individuals need to adjust themselves with the changing environment of both to the external and internal. When we say working environment it can be seen from different angles: physical work environment (like light, heating, seating arrangements, ventilation, noise, etc.), mental work environment and the social work environment.

The worker and the working environment in which the job/work can be done are the most crucial factors for the qualities and quantities of the product or services based on the nature of work. The quality of the work life and the worker it self is not out of the influence of the changing environment. According to Gupta (2006) "the efficiency of employees depends, to a great extent, on the environment in which they work. Work environment consists of all factors which act and react on the body and mind of an employee."

Therefore, to planning the work, the working environment and the human factor should be carefully considered. Faraday (1977) suggested the proper adjustment to be considered in designing working environment to facilitating

the working conditions. These are: sight and lighting, color, ventilation and heating, noise, seating arrangements, amenities etc. Furthermore he stated amenities to achieve satisfactory working conditions. These including:

1. The safety of personal belongings and the provision of lockers,
2. Good toilet facilities,
3. Facilities for drying wet clothes,
4. Provision of canteens, tea, and drinking water,
5. Rest rooms,
6. Provision of protective hand creams,
7. Adequate first aid and fire precautions,
8. Transport to and from work place,
9. Cleanliness in working place, and
10. Convenient location of clocking stations.

Similarly, according to Chandan (1994:89) "factors of working conditions that are correlated with job satisfaction of employees have been grouped in to four identifiable, discreet categories; organizational factors (salaries and wages, promotion, and company policies), work environmental factors (supervisory style, work group, and working conditions), factors related to work itself, and personal factors."

Additionally, to optimize the workers well-being and correspondingly, that of society four principles of humanization of work needs to be fulfilled at the workplace. These are; security (free from fear and anxiety), equity (compensation according to the contribution), individuation (craftsmanship, autonomy and learning), and workplace democracy (workers views are heard and considered in decision making).

Concerning educational institutions working environment, culture, qualification of teachers, heavy teaching loads, large number of students in a class, poor management system, shortage of teaching materials, attitudes of teachers toward teaching, attitudes of students toward learning etc, are the influential factors in the proper utilization of academic staff and the quality of education and training as a whole.

As identified by Bush (1986) there are three major environmental impacts or pressures concerning educational management. These are:

1. The continuing uncertainty over levels of funding and the supply of clients lead to an emphasis on decision-making for the short term.
2. The management of schools and colleges is dominated by resource issues. Heads and principals spend much of their time on the organization and distribution of resources, often just to meet existing commitments.
3. The increasingly vulnerability of schools and colleges to environmental pressures may lead to decision-making being drawn to the center of many institutions. Teachers who have responsibility for relationship with the major external bodies and groups may be able to influence decisions by virtue of their control over these communication networks.

Absence of performance standards and quality assurance system are also other impacts on management of educational institutions. The study conducted in higher institutions by Aschroft, K. (2003) identifies the following problem:

Ethiopian higher education does not yet have the quality assurance systems that would neither stand up to international security nor that could assure its stakeholders that the education provided is relevant and appropriate. Universities have no mechanisms to assure themselves or their Boards in a systematic way that their students, teaching, learning, and assessment processes, or facilities meet institutional, national, or international standards.

Actually, this does not mean that Ethiopian Higher Institutions educational system is not efficient and effective.

2.6 General Overview of Academic Staff Utilization Practices of Oromia Regional State

Oromia Regional State is one of the largest states in terms of size and population in Ethiopian Federal System. According to the data obtained from Oromia's Almanac 2000 E.C. the estimated area of the region is about 363,136 km². The estimated population of the Region in 2005/05 as indicated on the same document (based on population and housing census of 1996/97) was about 26,908,340. The region occupies the surface area of 34.3 percent and a population size of 35 percent of the country. The region is divided among 17 administrative zones and 262 administrative woreds (rural local administration).

The total number of civil servants of the region in 2006/07, according to Oromia Civil Service Commission (OCSC) annual manpower statistics was 184,500 (male 132,672 and female 51,828), of which the number of teachers is about 83,164 (male 59,775 and female 23,389) in the same year. The number of teachers covers about 45 percent of the total employees/civil servants of the region. This figure actually shows that how much the regional government is giving due consideration for the education sector. However, to the efficient utilization of existing workforce it requires the continuous follow-up and support from the concerned institutions and individuals.

As it was also indicated in the same document in 2006/07 academic year alone about 3152 teachers (2254 males and 898 females) left their job due to various reasons. It was nearly about 4 percent of the total teaches of the region for the same academic year. When we see the rate of teachers' turnover by their teaching status; it was high at the Graduate Assistant level which accounts 17.4

percent (4) and followed by Teacher level that accounts about 13.3 percent (1596) of total teachers from the same teaching level.

Table 2: Teachers' Turnover in Oromia Regional State (2006/07)

No.	Teaching Status	Male	Female	Total	%
1	Teacher	1124	472	1596	51
2	Junior Teacher	79	22	101	3
3	Assistant Teacher	43	9	25	1
4	Beginner Teacher	628	244	872	28
5	Higher Teacher	235	84	319	10
6	Medium Teacher	137	64	201	6.5
7	Assistant Lecturer I	-	1	1	0.03
8	Graduate Assistant	4	-	4	0.15
9	Lecturer	4	2	6	0.25
	Total	2554	898	3152	100

Source: Oromia Civil Service Commission 2006/07 Annual Manpower Statistics.

Now as a part of human resource utilization TVET administration increasingly need professional management skills as well as a technical understanding of their field. It is obvious that unless TVETs are administered or managed by qualified and efficient manpower both with administrative and technical it has its own influence on the whole system of the education and training. Thus, in this study it will tried to identify the Colleges academic staff utilization gaps, and based on the findings the feasible remedial solutions will be recommended.

2.6.1 TVET Activities in Oromia Region

According to Oromia Educational Sector Development Program (ESDP) III document Technical and Vocational Education and Training (TVET) which is based on the overall national development policy of rural based Agricultural Led-Industrialization Development; the region works to realize the policy objective successfully the production of middle level skilled human power which is taken as a basic strategy for poverty reduction in the country.

In the region there were 39 government run TVETs (excluding Agricultural TVETs), that offer skills training at 10+1 and 10+2 level and 3

colleges providing relevant vocational training at the diploma (10+3) level in 2006/07 academic year. As indicated in ESDP III document there are Formal and Non-formal Technical and Vocational Education and Training programs in the Region. In the program private investors are also encouraged to participate in the area. As indicated in Oromia's Almanac (2000 E.C.) there are 121 Non-governmental TVET centers which is including TTI's. As mentioned in the same document there are also 6 agricultural and pastoralist TVET Colleges in the region.

2.6.2 Formal Technical and Vocational Education and Training

Under formal TVET there are three levels of skill training program; basic skill training program, junior level skill training program and middle level technical and vocational education and training program.

2.6.2.1 Basic Skills Training program:

This program is given to those students who have attended first cycle primary education but dropped out due to various reasons or for rural communities those who have special interest in the training. The package includes agricultural and technical skills that equip the trainees with essential abilities for their daily life.

2.6.2.2 Junior Level Skills Training program:

This program is designed for those students who have completed primary education but couldn't continue secondary education due to various reasons. The training program comprises Agriculture, Commerce, Handicraft, Basic Industrial Technology and other areas of study. The program is aimed at

providing basic skills that enable the trainees fit for junior level employment and become competent for self-employment.

2.6.2.3 Middle Level Technical and Vocational Training program:

Middle level TVET program is designed for students who have completed general secondary or graduates of junior level skill training. The program has three levels i.e., 10+1, 10+2 and 10+3. As a part of the national new educational policy, in Oromia the program started in 2001/02. Prior to the implementation of new educational policy, TVET program was provided in seven Skill Development Centers (SDC) of the Region, at certificate level. Now to join the TVET program the entrance criteria depend on the results obtained in the National General Secondary Education Certificate Examination (NGSECE) and individual interest.

It is clear that the number of students' completed secondary school yearly and the intake capacities of TVET Colleges are incomparable. However, the role of private investors has a great contribution here to increase the enrollment rate. But, for most of the low income families it may difficult to afford tuition fee requested in non-governmental TVET centers.

In general the structure of the training has the following hierarchies: Basic Vocational Training (4 months) after grade 4, Junior Vocational Training (6 months) after grade 8, Middle Vocational Training (1-3 years) after the completion of grade 10. The performance and the intake capacity of Oromia Region TVETs for the consecutive four academic years (from 2001/01 to 2004/05) were indicated in the Table 4 below.

Table 3 : Number of Trainees in the TVET (2002-2005)

Year	(10+1)			(10+2)			(10+3)			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2001/02	4137	2491	6628	241	46	287				6915
2002/03	2386	2624	5010	3115	2432	5547				10557
2003/04	1522	2376	3898	1965	3409	5374	493	218	711	9983
2004/05	3511	3744	7255	1594	2343	3937	633	426	1059	12251

Source: Oromia Education Bureau ESDP III (2005)

The number of trainees enrolled in TVET increased from time to time; it was 6,915 in the year 2002/03 and increased to 12,251 in 2004/05. Regarding their organizations according to the data obtained from OEB, only 12 (31.58%) run TVET program within their own compound, while the rest 26 (68.42%) share the compound and facilities with secondary schools. In other words, TVET of different levels are forced to give secondary education and vocational trainings simultaneously.

2.6.3 Non-formal Technical and Vocational Education and Training

Community skill training centers are established to serve as training centers for adults by providing basic skills and non-formal TVET in basic skills and junior level skill trainings for grade 4-8 dropouts. It is also designed to providing basic skill training to the different groups of community members, which help them to generate income.

According to currently available data the number of CSTCs in the region reached 168 in the year 2004/05. As it was planned by OEB at least one community skills training center is required per woreda. Now the numbers of rural woreds in the region are about 262, which means its current coverage with respect to all rural woreds of the region is about 64.6 percent. But, according to the ESPD III document of OEB there were problems in its implementation; like shortage of trainers, lack of workshops and training equipments, training manuals, shortage of budget etc.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Design

Since the major purpose of this study is to gather information which helps to identify the current problems related in human resource utilization practices in three TVET Colleges (Nekempt, Asela, and Woliso), the descriptive survey method is employed in the study.

3.2 Sample Population and Sampling Techniques

The statistical information of Oromia Regional Government Education Bureau indicates a total of 39 Government run TVETs of different levels (3 Colleges, 4 Skill Development Centers /SDCs/ and 32 Centers) were functioning in region in 2006/07 academic year. Of which three Colleges were taken as a sample. These Colleges were selected using purposive sampling technique as a study area, because, there are three Governmental TVET Colleges in the Region and all the three are taken as a study area.

With regard to the respondents sampling, the academic and administrative staff members of the Colleges were incorporated in the study. Out of 180 teachers in three TVET Colleges, 64 percent (115) of them which selected using the availability sampling technique were filled and returned the questionnaires distributed to them. Furthermore, each heads of TVET program sections and two TVET experts from those three selected Zonal TVET Offices were involved in the study. Finally, the human resource department head and personnel officers, and each of the heads of TVET program departments and educational administration experts of the OTVETA and OCSC HRM senior experts and top management were contacted concerning the issue under the study. The

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

Table 1: Total and Sample Population of Respondents Under the Study

No.	Sample TVET Colleges and Other Institutions	Total Population Under the Study	Sample Population	%
1	Nekemt TVET College teachers	62	40	65
2	Asella TVET College teachers	54	36	67
3	Woliso TVET College teachers	64	39	61
4	Oromia TVET Agency educational administrators and experts	27	9	33
	Zonal TVET Offices (East Wollega, Arsi and South West Shoa) experts	9	6	67
5	Oromia Civil Service Commission HRM experts	45	12	27
Total		261	142	54

Source: Oromia Civil Service Commission 2006/07 Annual Manpower statistics

3.3 Instruments of Data Collection

The data for the study were obtained from both primary and secondary sources. The primary source data were gathered through questionnaires, interviews and the observations of the existing situation. As secondary sources, relevant literature was thoroughly reviewed to acquire adequate information. Moreover, various available documents which constitute guidelines, regulations and directives were reviewed to acquire the background information about the issue under the study.

3.4 Procedures of Data Collection

To collect the data; first, a thorough review of related literature that supports the study was made. Then, questionnaires were designed and pre-tested to ensure its clarity and understandability before it was distributed to respondents. After relevant modification were made based on the pilot test (pre-test), the questionnaires were distributed to respondents, and a close follow-up

has been done to maximize the rate of return and to obtain the reliable data as much as possible. The interviews were then conducted with short listed concerned individuals. Observations were finally made on the practical situation of the teaching-learning processes of TVET Colleges.

3.5 Methods of Data Analysis

After having done the collection of data through questionnaires, interview, and observation; based on the available data the processes of tabulation were carried out. The items were first classified into different tables according to the nature of issues raised in questionnaires and interview, and each of them was then analyzed and interpreted.

In analyzing the data, both quantitative and qualitative methods have been employed as a major technique. The data gathered through questionnaires have been analyzed using the quantitative method, while the quantitative data obtained through questionnaire have been tabulated and described. On the other hand, the data collected through interview and observation have been presented and analyzed qualitatively. For these descriptive statistical measures the percentage method was utilized due to its nature.

Finally, a conclusion has been drawn from the major findings and based on that possible solution and recommendations to the identified problems has been forwarded.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

The primary objective of this chapter is to generate the appropriate responses for the basic questions raised under statement of the problem. Of the total of 165 questionnaires distributed to three TVET College teachers, administrative staff members, Regional TVET Agency, Zonal TVET Offices Educational Administrators' and OCSC HRM senior experts; 142 were filled in and returned. This implies that the rate of return of the questionnaires is 86 percent, a reasonable amount to conduct data analysis. Consequently, based on the responses obtained from the sample respondents through questionnaires and conducted interview with the concerned individuals, the analysis and interpretation of the data are presented subsequently.

4.1 Characteristics of the Respondents

To maximize varieties of the study groups, teachers, principals/deans, TVET Office educational administrators and OCSC HRM experts responded to the questionnaire. Therefore, it is believed that the responses and other relevant data were organized and analyzed to determine the outcome of the study.

Table 1. Characteristics of the Respondents

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Agency & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	Sex:								
	Male	110	96	15	100	10	837	135	95
	Female	5	4	0	0	2	17	7	5
	Total	115	100	15	100	12	100	142	100
2	Age:								
	20 and below	1	1	0	0	0	0	1	1
	21-30	46	40	1	7	0	0	47	33
	31-40	44	38	5	33	5	42	54	39
	41-50	17	15	7	47	5	42	29	21
	51 and above	7	6	2	13	2	17	11	7
	Total	115	100	15	100	12	100	142	100
3	Education:								
	Certificate	0	0	0	0	0	0	0	0
	Diploma	35	30	4	27	3	25	42	30
	BA/B.SC	77	67	9	60	6	50	92	65
	MA/M.SC	3	3	2	13	3	25	8	5
	Total	115	100	15	100	12	8	142	100
4	Service years:								
	5 and below	55	48	2	13	0	0	58	40
	6-10	17	15	1	7	0	0	18	13
	11-15	9	8	3	20	7	58	18	13
	16-20	9	8	3	20	3	25	15	10
	21 and above	25	22	6	40	2	17	33	23
	Total	115	100	15	100	12	100	142	100

As observed from Table 1 of item one, nearly all respondents are male: 95 percent (110) of the teachers, 100 percent (15) of the Zonal TVET Offices and Regional TVET Agency experts and 83 percent (10) of OCSC HRM experts. Overall female respondents accounted for only 5 percent (7). The extreme low representation of female participation implies that the responses of the subject represent predominantly male's idea. On the other hand, it indicates that the female participation and employment rate in the teaching profession in the TVET Colleges, Zonal TVET Offices as well as the Regional TVET Agency is low. Moreover, the proportion of their representation in this study would obviously takes the same pattern.

With respect to the age category, the largest proportion 38 percent (54) of the respondents fall between 31-40 years of age. Those aged 21-30 form 33

percent (47), 41-50 years of age 20 percent (29) and those above 50 years make up 8 percent (11). The age distribution indicates that most of the respondents were matured enough, since they are found in the young and adult age groups their responses could be dependable and valuable to the study.

Concerning the educational level, most of them, 65 percent (92) of the respondents were qualified with BA/BSC degree, 30 percent (42) were diploma holders, only 5 percent (8) of the respondents qualified with MA/MSc and above. This indicates that the vast majority of TVET teachers are BA/BSC holders. But to improve the quality of education and training, special attention should be given to upgrade teachers' level of education by giving special considerations and priority for those of diploma holders.

With regard to service years; 40 percent (57) of respondents have served for 5 and below years, whereas 23 percent (33) of them have more than 20 years of service. Those whose service years range between 6-10 and 11-15 account for 13 percent each; similarly, 10 percent of them have rendered 16-20 years of services. The table shows that the majority of respondents were at the junior level, though they may lack experiences in the area they might be easily adopting with the fast changing environment if they are supported with continuous training, and similarly, as observed from the data the next highest percentage of respondents were those having long years of services.

The academic staff profiles of TVET Colleges were assessed to relate with the views obtained from different category of respondents through questionnaires and interview.

Table 2: Academic Staff Profile of Nekemt TVET College by Sex and Educational Level

No.	Unit	Number of Staff			Educational Level				Service Years					
		Male	Fe.	Total	Dip.	BA /BSC/	MA /MSC/	Total	≤ 5	6- 10	11- 15	16- 20	> 20	Total
1	Industrial Unit	20	1	21	8	12	1	21	6	1	2	3	9	21
2	Construction Unit	26	3	29	8	21	-	29	20	6	-	-	3	29
3	Common Courses	12	-	12	2	9	1	12	7	-	-	1	4	12
	Total	58	4	62	18	42	2	62	33	7	2	4	16	62

Source: Nekemt TVET College Statistics Section (2007/08 Academic Year)

Nekemt TVET College currently provides education and training program in two broad units; *Industrial Unit* and *Construction Unit*. The former comprises departments of Auto Mechanics, General Mechanics, Electricity and Electronics, while, the later encompasses Construction Technology, Drafting, Surveying and Wood Work. Courses such as Mathematics, English, Information Technology and Civic Education are also provided as common course.

In 2007/08 academic year the total number of academic staff at Nekemt TVET College is 62; of which 67.7 percent (42) are BA/BSC holders, while 29.9 percent (18) have diploma, and 3.3 percent (2) possess MA/MSC degree. Therefore, to improve the quality of education and training more effort will be expected from the concerned authorized institutions and individuals to upgrade the educational status of the College staff.

From the same Table, one can observe that the participation of female is at very minimal level. The College has only 6.5 percent (4) female instructors. This may be due to the fact that the access of education and training for females has been affected in the past because of different reasons (policy issues, values, norms of the society, etc.)

With regard to service years most of the staff members 53 percent (33) of them are 5 years and below and those having service years of above 20 years, account about 26 percent (16).

4.2 Analysis of the Current HRM Practices

4.2.1 Respondents View on Pre-employment Orientation

It is obvious that the newly employed staff needs to be introduced and familiarized with the working conditions and environment of the institution so that they can contribute towards achieving its goals and objectives. In this respect the respondents were requested to express their opinion concerning the related issue as presented below.

Table 3: Respondents View on Pre-employment Orientation

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Agency & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	How do you evaluate the importance of the academic staff pre-employment orientation and training in relation to quality of education and training								
A	It has great contribution	86	75	13	87	12	100	111	78
B	It has a little contribution	24	21	2	13	0	0	26	19
C	It has no contribution at all	5	4	0	0	0	0	5	4
	Total	115	100	15	100	12	100	142	100
2	Orientation and socialization is provided in the College to all newly employed academic staff members before they start their job								
A	Strongly agree	33	29	4	27	3	25	40	28
B	Agree	23	20	5	33	1	8	29	21
C	Undecided	14	12	4	27	4	33	22	16
D	Disagree	26	23	2	13	4	33	32	22
E	Strongly disagree	19	17	0	0	0	0	19	13
	Total	115	100	15	100	12	100	142	100

In the Table 3 of item one above different category of respondents were asked their opinions concerning the importance of providing pre-employment orientation and training to the academic staff of TVET Colleges.

Accordingly, the vast majorities of the respondents, 78 percent (111) confirmed that providing pre-employment orientation and training to the newly employed staff has great contribution to the success of an institution, while 19

percent (26) and 4 percent (5) of respondents replied that it has little contribution and has no contribution at all respectively.

Respondents of different category were also asked to express their degrees of agreement (to agree or disagree) to the statement that says that "orientation and socialization program is provided to all newly employed academic staff members of TVET Colleges before they start their new job." As a result, most of the respondents, 35 percent (51) express their disagreements of various degrees. On the other hand 21 percent (29) agree on the issue, while 28 percent (40) of respondents' were strongly agreed, while 15 percent (22) replied that undecided.

Similarly, as the data obtained through interview questions conducted with TVET Colleges Administrators' there were no planned pre-employment induction and training programs in the Colleges. Rather, the orientation program was limited to acquainting of newly employed staff with the existing staff co-workers only.

4.2.2 Respondents View on Academic Staff Performance Appraisal

As discussed earlier, performance appraisal plays an important part in the overall process of performance management. Performance evaluation and management is one of the major activities of HRM, which helps to take the necessary personnel decisions and to take corrective measures on performance gaps toward the effectiveness of the organization. Concerning this, related questions were forwarded to different category of respondents to get their view and to analyze the issue as presented here under.

Table 4: Respondents View on Academic Staff Performance Appraisal

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Agency & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	Is there clear and standardized measurement criteria's for teacher's performance?								
A	Yes	46	40	9	60	3	25	58	41
B	No	42	37	4	27	5	42	51	36
C	I am not sure	27	23	2	13	4	33	33	23
	Total	115	100	15	100	12	100	142	100
2	If your answer for the above question is yes, what are the measurement criteria's for teachers' performance?								
A	Number of graduates	12	18	1	8	1	33	14	17
B	Number of graduates employed	13	20	4	31	1	33	18	22
C	Time consumed on teaching activities (load of instructional time)	25	38	4	31	1	33	30	37
D	Number of students passed to the next grade	15	23	4	31	0	0	19	23
	Total	65	100	13	100	3	100	81	100
3	Which rating method of academic staff is under implementation in the college?								
A	Behavior-oriented rating method	17	15	3	20	0	0	20	14
B	Result-oriented rating method	33	29	6	20	4	33	43	30
C	Both of them	65	57	6	40	8	67	79	56
	Total	115	100	15	100	12	100	142	100
4	Who is the most influential one in appraising teacher's performance?								
A	College principal	33	29	7	47	5	42	45	32
B	Students	34	30	5	23	4	33	43	30
C	Immediate supervisor	32	28	3	20	3	25	38	27
D	Peers	9	8	0	0	0	0	9	6
E	Family	1	1	0	0	0	0	1	1
F	Zonal education office	6	5	0	0	0	0	6	4
	Total	115	100	15	100	12	100	142	100
5	When the teacher's performance has been done?								
A	Daily	13	11	5	33	0	0	18	13
B	Monthly	8	7	1	7	1	8	10	7
C	Quarterly	26	23	1	7	0	0	27	19
D	Semi-annually	61	53	7	47	11	92	79	56
E	Annually	7	6	1	7	0	0	8	6
	Total	115	100	15	100	12	100	142	100
6	Individuals involved in academic staff rating have a necessary skill and knowledge which help them to rate properly								
A	Strongly agree	14	12	1	7	0	0	15	11
B	Agree	49	43	5	33	0	0	54	38
C	Undecided	32	28	7	47	3	25	42	30
D	Disagree	18	16	2	13	9	75	29	20
E	Strongly disagree	2	2	0	0	0	0	2	1
	Total	115	100	15	100	12	100	142	100

Concerning with the respondents view on academic staff performance appraisal, the first question was to know if there was academic staff performance appraisal standardized criteria. Accordingly, 36 percent (51) of respondents replied that there were no criteria, while 23 percent (33) of

respondents were not sure about its existence. On the other hand 41 percent (58) of them replied there are performance measure criteria. Therefore, the majorities view indicates that even though there were a sort of performance measure standard criteria in TVET Colleges, it was known a little with appraises and appraisers. It means that, without having clear performance standards it is difficult to measure one's performance which may help to take personnel decisions to take performance gaps corrections or to reward the best performers.

Those of respondents replied "yes" for the above question was also asked about the criteria used for performance appraisal. Accordingly, 37 percent (30) of the respondents replied that time consumed for teaching (instructional time load), 23 percent (19) number of students passed to the next grade, 22 percent (18) numbers of graduates employed and 17 percent (14) of them reported that number of graduates for a given academic year were used as a performance measure criteria. From the above fact one can understand that, the measurement criteria lack transparency, the quality assurance system, its cost effectiveness and it seems difficult to evaluate its success or failure.

The next issue forwarded to respondents in the questionnaire was to know about the rating method under implementation in TVET Colleges. Accordingly, 56 percent (79) of the respondents responded that both behavior-oriented and result-oriented performance appraisal were applied, while 30 percent (43) and 14 percent (20) responded that result-oriented and behavior-oriented respectively.

Additionally, in response to regarding the most influential person/organ in teachers' performance appraisal; 32 percent (45) of the respondents believed

that the College Principals/Deans as the most influential, 30 percent (43) and 27 percent (38) respondents view students and immediate supervisors respectively. The remaining 6 percent (9), 4 percent (6) and 1 percent (1) of respondents reported that peers, family and Zonal Education Office respectively have a saying to some extent on teachers' performance evaluation.

The above fact shows that even though, different groups involved in the activity the College Principals/Deans were the most influential individuals in teachers' performance appraisal and followed by students and supervisors. This may be due to the fact that the expectation of College Principals are appointees and expected to know more about their staff performance than other evaluators. On the other hand, from the interview result concerning the same issue, it was observed that the turnovers of College Deans were high and their administrative skill of some of them was also low which may affect the evaluation procedure. In general according to the obtained data the participation of the different groups of appraisers vary according to their influential power.

Similarly, regarding the time interval of conducting performance appraisal; most of the respondents 56 percent (79) confirmed that it has been done semi-annually, while 19 percent (27), 13 percent (18), 7 percent (10), and 6 percent (8) replied that the performance appraisal has been done quarterly, daily, monthly and annually respectively. This shows that the daily follow-up of the staff's performance was low. It may be one of the causes to affect taking timely corrective measures on the staff performance gaps.

Other related question forwarded to respondents says; "individuals involved in academic staff rating have a necessary knowledge and skill which help them to rate properly." Accordingly, 38 percent (54) were agreed and 11

percent (15) of them were strongly agreed on the issue. On the other hand, 30 percent (42), 20 percent (29) and 1 percent (2) of respondents replied; undecided, disagree, and strongly disagree concerning knowledge and skill of individuals involved in staff rating respectively. From the obtained data one can observe that though, there was a sort of rating methods, the knowledge and skill of individuals or group members of those involved in staff rating was low.

4.2.3 Respondents View on Academic Staff Turnover

As discussed in the review of the literature part, the fairness of employee treatment and job satisfaction have an impact on the rate of employee turnover. To assess the rate of academic staff turnover related questions were forwarded to get the respondents view and analyzed as follows.

Table 5: Respondents View on Academic Staff Turnover

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Agency & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	Is there academic staff turnover in TVET Colleges?								
A	Yes	64	56	8	53	7	58	79	56
B	No	30	26	4	27	1	8	35	25
C	I am not sure	21	18	3	20	4	33	28	20
	Total	115	100	15	100	12	100	142	100
2	If your answer for the above question is yes, what is the major cause for academic staff turnover?								
A	Low salary and lack of other benefits	37	26	4	27	6	38	47	27
B	Lack of job security	5	4	0	0	1	6	6	4
C	Unfair treatment	30	21	3	20	1	6	34	20
D	Unstable organizational structure	16	11	4	27	1	6	21	12
E	Job dissatisfaction	21	15	4	27	3	19	28	16
F	Unfavorable working conditions and working environment	31	22	0	0	4	25	35	20
	Total	140	100	15	100	16	100	171	100
3	At which level of the academic staff the frequency of turnover is high								
A	At entry level	46	40	5	33	7	58	58	41
B	At junior level	14	12	3	20	1	8	18	13
C	At senior level	20	17	2	13	3	25	25	18
D	It is not clearly known	35	30	5	33	1	8	41	29
	Total	115	100	15	100	12	100	142	100
4	In terms of educational level, at which level turnover is high								
A	At lower level/entry level	23	20	1	7	0	0	24	17
B	At middle level	16	14	3	20	0	0	19	13
C	At higher level	60	52	10	67	10	83	80	56
D	It is not clearly known	16	14	1	7	2	17	19	13
	Total	115	100	15	100	12	100	142	100

Table 5 is concerned about the academic staff turnover. The first question as shown in the Table 5 of item one was “yes” or “no” type of question, and it says that; “is there academic staff turnover in your college?” As a result, a majority of respondents 56 percent (79) said “yes”, whereas 25 percent (35) of them replied no, and 20 percent (28) of respondents have no idea. This indicates that there were the significant rates of staff turnover in TVET Colleges. For instance as it was observed from Nekemt TVET College employee profile; in 2006/07 academic year alone 13 teachers and 2 administrative staff members

left their job due to various reasons. Among those who left the College, nine teachers were in the first year of their employment period.

Regarding the major causes of employee turnover, 27 percent (47) of respondents mentioned low salary and lack of other benefits as major reasons for job separation; 20 percent (35) lack of favorable working conditions and working environment; 20 percent (34) due to unfair treatment of employees at work place; 16 percent (28) due to job dissatisfaction; 12 percent (21) due to unstable organizational structure; and 4 percent (6) lack of job security.

The other question forwarded to respondents was to identify the academic staff turnover in relation to work experience. Accordingly, a considerable number of respondents; 41 percent (58) replied that the turnover was high at entry level, while 18 percent (25) and 13 percent (18) said that the turnover was high at senior level and junior level respectively. On the other hand, 29 percent (41) of them confirmed that the situation was not known clearly. This result can indicate that senior level teacher's may left the College to get better pay and better working conditions and at the entry level, due to lack of provision of appropriate induction and socialization program concerning the College's working environment and working conditions.

Finally, the respondents were requested their opinion with regard to educational status in relation to turnover. As to the last item of the same Table, the majority of respondent's 56 percent (80) confirmed that the turnover was high at higher educational level, while 17 percent (24) and 13 percent (19) said that at lower level and middle level respectively. The remaining, 13 percent (19) of respondents reported that the educational level at which the turnover was not clearly known. Thus, from the researcher point of view the reason for the turnover becomes high at higher educational level was due to job opportunity

and competence for qualified and experienced teachers that mean better pay and other benefits in the existing market situation.

4.2.4 Respondents View on Academic Staff Training and Development

As discussed earlier the provision of continuous training and development program is the basic factor to fulfill employee's performance gap and to prepare employees for future work demands. In other words, it helps an institution to develop the teaching staff knowledge and skill to accomplish their job effectively and to adopt them with the fast changes of technology and to contribute for the overall quality of education and training.

In this respect, to identify how the teaching staff training and development program applied in TVET Colleges under the study, related questions were forwarded to different category of respondents. Based on this, the data obtained on the current application of teaching staff training and development activities is presented and analyzed here under.

Table 6: Respondents View on Academic Staff Training and Development

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Agency & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	Is there a clear selection criteria's for training and development of teacher's								
A	Yes	40	35	10	67	2	17	52	37
B	No	48	42	3	20	4	33	55	39
C	I am not sure	27	23	2	13	6	50	35	25
	Total	115	100	15	100	12	100	142	100
2	If your answer for question no. 1 is yes, what are the selection criteria's for teachers training and development?								
A	Result of performance appraisal	26	55	5	45	2	33	33	52
B	Training needs assessment	10	21	4	36	2	33	16	25
C	Individual interest	4	9	0	0	0	0	4	6
D	Organizational interest	7	15	2	18	2	33	11	17
	Total	47	100	11	100	6	100	64	100
3	Who is the responsible organ/person to decide on training issues of academic staff								
A	College principal	44	38	6	40	6	50	56	39
B	Immediate supervisor	5	4	2	13	0	0	7	5
C	The ad hoc committee assigned for this purpose	9	8	2	13	1	8	12	8
D	Zonal education office	4	3	0	0	0	0	4	3
E	Regional education bureau	32	28	4	27	5	42	41	29
F	College board	21	18	1	7	0	0	22	15
	Total	115	100	15	100	12	100	142	100
4	Which training method is applied for the TVET College teachers dominantly?								
A	On-the-job training	88	77	15	100	5	42	108	76
B	Off-the-job training	24	21	0	0	7	58	31	22
C	Others	3	3	0	0	0	0	3	2
	Total	115	100	15	100	12	100	142	100
5	There is a clear set of standardized criteria's which help to evaluate quality of education and training.								
A	Strongly agree	22	19	6	40	0	0	28	20
B	Agree	31	27	4	27	3	25	38	27
C	Undecided	35	30	4	27	1	3	40	28
D	Disagree	19	17	1	7	8	67	28	20
E	Strongly disagree	8	7	0	0	0	0	8	6
	Total	115	100	15	100	12	100	142	100
6	The College has the academic staff planned program for training and development and implement accordingly								
A	Strongly agree	22	19	5	33	0	0	27	19
B	Agree	40	35	7	47	4	33	51	36
C	Undecided	24	21	3	20	4	33	31	22
D	Disagree	21	18	0	0	4	33	25	18
E	Strongly disagree	8	7	0	0	0	0	8	6
	Total	115	100	15	100	12	100	142	100
7	Training and development program has been provided for the academic staff based on training needs assessment								
A	Strongly agree	19	19	6	40	0	0	25	18
B	Agree	42	22	4	27	2	17	48	34
C	Undecided	25	45	5	33	7	58	37	26
D	Disagree	19	19	0	0	2	17	21	15
E	Strongly disagree	10	10	0	0	1	8	11	8
	Total	115	100	15	100	12	100	142	100
8	The effectiveness of training program is periodically evaluated								
A	Strongly agree	20	17	5	33	0	0	25	18
B	Agree	28	24	7	47	0	0	35	25
C	Undecided	36	31	1	7	4	33	41	29
D	Disagree	17	15	2	13	5	42	24	17
E	Strongly disagree	14	12	0	0	3	25	17	12
	Total	115	100	15	100	12	100	142	100

The first question concerning the provision of training and development program in TVET Colleges was to identify if there were clear selection criteria for training and development of teachers. Accordingly, 39 percent (55) of respondents replied “no” and 37 percent (52) of them said “yes.” On the other hand, 25 percent (35) of respondents were not sure about the presence of training selection criteria. As a result, even though, there were sorts of training and development selection criteria as observed from the above fact, it lacks transparency and participation in its application.

With regard to the criteria used in the selection process of academic staff training and development program, 52 percent (33) of respondents confirmed that result of performance appraisal was used as a selection criterion, 25 percent (16) training needs assessment, and 17 percent (11) organizational interest and 6 percent (4) of them replied that individual interest. From the above fact one can understand that training needs assessment was applied at a minimal level. This means, the training opportunity were given to the trainees simply without training plan and contributes less either to the individuals or organizations success, but the provision of training incurs the cost to the institution.

The other question raised in the item three of the same Table, was to know the most influential person or organ to decide on the provision of training for academic staff. As a result, 39 percent (56) of the respondents' confirmed that the College Principals/Deans were the most influential individuals to decide on training and development. On the other hand, 29 percent (41) replied that Regional Education Office as the influential institution to decide on academic staff training issues. The remaining 15 percent (22), 8 percent (12), 5 percent

(7) and 3 percent (4) of the respondents replied; the College Board, the committee assigned to this purpose, immediate supervisor, and Zonal Education Office respectively. Besides the above respondents view, the data obtained from interview conducted with educational administrators witnesses that Ministry of Education was the dominant organ in the training affairs. It means it was decided at the Ministry level on the nature and scope of training and development program and about the individuals who participate in the training.

Generally, from the above item analysis one can observe that the right to decide on teacher's training program was failed on the hands of few individuals or College Principals at the College level and the Ministry of Education at the higher administrative level.

The next question was to identify the training method used for academic staff dominantly. Accordingly, the vast majority of respondents 76 percent (108) replied that on-the-job training method was used dominantly in TVET Colleges, and 22 percent (31) and 2 percent (3) replied that off-the-job training method and other training methods respectively were used dominantly. This indicates that since on-the-job training method was implemented in TVET Colleges besides regular work it didn't affect the regular academic schedule. Besides most of the academic staff members participate in training and development programs during their summer vacation. From the researcher's point of view, performing regular job at the regular academic schedule and professional upgrading program of staff during the summer vacation was the best practice which needs to be encouraged to contribute to optimal utilization of the existing work force.

As indicated in the same Table of item five the question was focused to know the degree of agreement of respondents on the statement that says “there is a clear set of standardized criteria’s which help to evaluate quality of education and training”. According to the result obtained from the respondents opinion; 29 percent (40) of respondents replied undecided, 20 percent (28) disagree and 6 percent (8) of respondents strongly disagree on the existence of standard criteria’s which help to evaluate the quality of education and training. On the other hand, 27 percent (38) and 20 percent (28) respondents reported that there were criteria of evaluation.

The respondents were also requested their opinion whether “the College has the academic staff planned program for training and development and implement accordingly.” This opinion of respondents thus indicates; 36 percent (51) of them were agreed and 19 percent (27) strongly agreed on the existence and implementation of planned program for training. The remaining 22 percent (31), 18 percent (25) and 6 percent (8) replied undecided, disagree and strongly disagree respectively. This reveals that the training and development activities in the Colleges lacks planned procedures, which means it has its own influence to measure and evaluate its contribution to institutional goals and objectives achievement. It also affects to take corrective measures on the implementation gaps timely.

Similarly, respondents were requested their degree of agreement whether; “training and development program has been provided for the academic staff based on training needs assessment.” As a result, 34 percent (48) of respondents were agreed and 18 percent (25) of them also strongly agreed on

the issue. On the other hand, 26 percent (37), 15 percent (21) and 8 percent (11) of them undecided, disagree and strongly disagree respectively.

In addition to this, College Administrators were interviewed concerning training and development program. Thus, the data obtained from interview confirmed that in TVET Colleges conducting training needs assessment was known and implemented to a minimal level. Rather, as the interviewees confirmed, training and development program was implemented as of its availability.

Finally, concerning training and development program respondents were requested to express their view (degrees of agreement) on the practices of periodical evaluation of the effectiveness of training program. Thus, 29 percent (41), 17 percent (24) and 12 percent (17) respondents reported undecided, disagree and strongly disagree respectively. On the other hand, 25 percent (35) of the respondents agreed and 18 percent (25) of them strongly agree on the existence of periodically evaluation practices on it.

This fact shows that the periodical evaluation practices on the effectiveness of training program provided to the academic staff was low or at very minimal level. Obviously, the academic staff training and development needs high investment. But, unless evaluating its effectiveness periodically, it is not as such fruitful investing high amount of money for that training.

4.2.5 Respondents View on Working Conditions and Working Environment Facility

The availability of favorable working environment and working conditions are the most essential part in the teaching-learning process in educational institutions. Thus, to assess the actual conditions of TVET Colleges,

related questions were forwarded to the respondents. As a result, the opinions of respondents were presented in the Table below.

Table 7: Respondents View on Working Conditions and Working Environment Facility

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Agency & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	How do you evaluate the availability of instructional materials in the College?								
A	Adequately available	11	10	2	13	1	8	14	10
B	Moderately available	43	37	10	67	5	52	58	41
C	Inadequately available	59	51	3	20	6	40	68	48
D	Not available at all	2	2	0	0	0	0	2	1
	Total	115	100	15	100	12	100	142	100
2	What are the factors that affect qualities of education and training in the College?								
A	Lack of teachers motivation	58	19	8	19	8	26	74	19
B	Lack of teachers knowledge and skill on the subject-matter	38	12	11	26	6	19	55	14
C	Lack of instructional materials and other facilities due to shortage of budget	100	32	11	26	7	23	118	31
D	Placement of TVET trainees other than their preferences or choices	28	9	5	12	6	19	39	10
E	Overload of instructional time	51	10	1	2	1	3	33	9
F	Improper management system	36	18	7	16	3		66	17
	Total	311	100	43	100	31	100	385	100
3	The College Principal and supervisors or top-management are committed to facilitate working conditions and encourage the teachers to maximize their performance								
A	Strongly agree	21	18	5	33	0	0	26	18
B	Agree	34	30	7	47	0	0	41	29
C	Undecided	27	23	1	7	4	33	32	23
D	Disagree	20	17	2	13	8	67	30	21
E	Strongly disagree	13	11	0	0	0	0	13	9
	Total	115	100	15	100	12	100	142	100
4	There is smooth and fair communication between College principal, teachers, students, and administrative staff								
A	Strongly agree	24	21	3	20	0	0	27	19
B	Agree	33	29	8	53	2	17	43	30
C	Undecided	29	25	1	7	2	17	32	23
D	Disagree	17	15	3	20	6	50	26	18
E	Strongly disagree	12	10	0	0	2	17	14	10
	Total	115	100	15	100	12	100	142	100
5	There is fair and clear grievance handling procedures in the college								
A	Strongly agree	16	14	4	27	0	0	20	14
B	Agree	38	33	3	20	1	8	42	30
C	Undecided	29	25	6	40	6	50	41	29
D	Disagree	21	18	2	13	4	33	27	19
E	Strongly disagree	11	10	0	0	1	8	12	8
	Total	115	100	15	100	12	100	142	100

The first question concerned about the availability of instructional materials in TVET Colleges. Accordingly, 48 percent (68) of the respondents

replied that the instructional materials were inadequately available. The remaining 41 percent (58) and 1 percent (2) were said moderately available and not available at all respectively. Out of the total respondents only 10 percent (14) of them replied that instructional materials were adequately available in TVET Colleges.

From this data it can be observed that there should be an improvement in the availability of the instructional materials to facilitate the situation.

The next related question was to identify factors that affect qualities of education and training in TVET Colleges. Hence, 31 percent (118) of the respondents confirmed that it was due to lack of instructional materials and other facilities, 19 percent (74) due to lack of teachers motivation, 17 percent (66) due to poor management system of the College, 14 percent (55) due to lack of teachers knowledge and skill on the subject-matter and according to the remaining 10 percent (39) and 9 percent (33) it was due to placement of TVET trainees other than their preferences or choices and instructional time load respectively were identified as factors that affect qualities of education and training.

Similarly, respondents were asked their degrees of agreement on the commitment of "the College Principal and supervisors or top-management to facilitate working conditions and encourage the teachers to optimize their performance." As a result, 29 percent (41) of them reported that they agreed and 18 percent (26) strongly agreed. The remaining, 23 percent (32), 21 percent (30) and 9 percent (13) replied undecided, disagree and strongly disagree respectively. This may be due to the fact that college principals and supervisors

uses much of their time on teaching activities and less time for administrative issues and may also lacks in administrative skills.

Another statement forwarded to respondents as indicated in Table 7 of item four says "there is smooth and fair communication between College principal, teachers, students, and administrative staff." As a result, 30 percent (43) of the respondents agreed and 19 percent (27) of respondents were replied strongly agree. The remaining 23 percent (32), 18 percent (26) and 10 percent (14) were replied undecided, disagree and strongly disagree respectively. From this data one can understand that the communication system in TVET Colleges lacks two way communication systems. This means that it has its own influence on smooth information flow which helps individuals for the daily performance and contributes to attain institutional goals and objectives.

The respondents were finally asked their opinion based on their observation if "there is a fair and clear grievance handling procedure in the College." Thus, 30 percent (42) of respondents agreed and 14 percent (20) strongly agreed on the presence of fair and clear grievance handling procedures. The remaining 29 percent (41), 19 percent (27) and 8 percent (12) reported that they were undecided, disagree and strongly disagree respectively.

Thus, from the obtained data it was observed that substantial amount of respondents were not familiarized to the grievance handling procedures. This means it is one of the indicators in that human resource management system lacks transparency and responsiveness.

4.2.6 Respondents View on Overall HRU Implementation Practices

The proper utilization of the human resource is the basic factor to attain organizational goals and objectives and it is the main objective of HRM to optimize the usefulness of all the workforces in an organization. Thus, to

examine the HRU practices of TVET Colleges under the study the respondents were asked their opinion on related issues as indicated in the following Table.

Table 8: Respondents View on Overall HRU Implementation Practices

No.	Item	Respondents							
		Teachers (81%)		Educational Administrators & Experts (Bureau & Zone) (11%)		Oromia Civil Service Commission HRM Experts (8%)		Total	
		No.	%	No.	%	No.	%	No.	%
1	The College is able to fully utilize its human resource								
A	Strongly agree	30	26	3	20	2	17	35	25
B	Agree	34	30	8	53	0	0	42	30
C	Undecided	23	20	3	20	4	33	30	21
D	Disagree	21	18	1	7	6	50	28	20
E	Strongly disagree	7	6	0	0	0	0	7	5
	Total	115	100	15	100	12	100	142	100
2	Is there anything observed about academic staff utilization problem in the College?								
A	Yes	76	66	7	47	9	75	92	65
B	No	25	22	7	47	0	0	32	23
C	I am not sure	14	12	1	7	3	25	18	13
	Total	115	100	15	100	12	100	142	100
3	What is the major problem you encountered?								
A	Management/Principal was less concerned with human element	19	21	2	13	6	43	27	23
B	Under utilization of the existing human resource	14	16	3	20	2	14	19	16
C	Over utilization of the existing human resource	10	11	2	13	0	0	12	10
D	Shortage of qualified/skilled manpower	18	20	4	27	3	21	25	21
E	Mismatch of existing manpower's skill and knowledge with the actual job	28	31	4	27	3	21	35	30
	Total	89	100	15	100	12	100	118	100

Table 8 above depicts respondents' opinion on the human resource utilization practices of TVET Colleges. Concerning the statement that says "the College is able to fully utilize its human resources," 30 percent (42) of the respondents replied that they agreed, and 25 percent (35) strongly agree on the issue. On the other hand, 21 percent (30) of them indicated that they were undecided. The rest of them; 20 percent (28) and 5 percent (7) reported that they were disagree and strongly disagree respectively to the issue. From the data, it can be observed that, though, the majority of the respondents strongly agreed or agreed upon fully utilizing the existing human resources, the significant number of the respondents stands to the opposite. Therefore, it can be inferred from this

respondents' view that there was a poor human resource utilization practices in these Colleges.

Concerning the academic staff utilization problem; the vast majority of respondents; 65 percent (92) confirmed that there were academic staff utilization problem in the Colleges. The rest of the respondents 23 percent (32) and 13 percent (18) have replied "no" and they were not sure about the situation respectively. Therefore, from the above fact, it could be realized that there were human resource utilization problems in TVET Colleges.

With regard to identifying the problems encountered on the human resource utilization practices, 30 percent (35) of respondents confirmed mismatch of existing manpower's skill and knowledge with the actual job as the major cause. According to 23 percent (27) and other 21 percent (25) percent of them the causes of the problem were the management's less concern to the human element and shortage of qualified/ skilled manpower respectively. On the other hand, 16 percent (19) reported that they observed under utilization of the existing human resources. The remaining, 10 percent (12) replied that they observed over utilization of the existing human resource.

Based on the above data, one can realize that there were problems of human resource utilization practices in TVET Colleges. This indicated that the current human resource management exercises are low and needs more considerations to improve the human resource utilization situations.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Under this section of the study; summary of major findings, conclusion drawn on the basis of the research findings and recommendations that are assumed to be useful to tackle the problems are presented.

5.1 Summary

Human resource is the crucial factor of all resources which helps to utilize other resources to its maximum utility. As mentioned under the introductory part of the study the general objective of the study was to identify the basic problems in human resource utilization practices in TVET Colleges of Oromia and thereby to give remedial recommendations aimed at improving of the situation.

To meet the objective, this study had addressed four basic research questions. In dealing with the research questions, related data were gathered mainly through questionnaire, interview, observation of the practical activities and document review. The data obtained were analyzed and interpreted by using percentage statistical method. Based on the analysis made, the summary of the findings are organized as follows.

5.1.1 Respondents Background

- Almost all of the respondents, 95 percent (135) of the study groups were male. This indicates that there were poor participation of female in the area. Therefore, the responses of the subject represented predominantly idea of males.

- The fact that, 39 percent (54) and 33 percent (47) of the respondents were found within the age category of 31-40 and 21-30 respectively. This may indicate that most of the respondents were matured enough and their responses could be dependable and valuable for the study.
- About 30 percent (35) of the total size of the teachers in TVET Colleges under the study did not have the required qualification as of the standard of Ministry of Education (MOE) or Regional Education Bureau (REB).
- With regard to service years, 40 percent (57) of respondents served for 5 years and below, whereas 23 percent (33) of them rendered over 20 years of service.

5.1.2 Academic Staff Pre-employment Induction and Training

- The largest proportion of respondents confirmed that pre-employment induction and training of newly employed teachers were at very minimal level.
- The respondents reported that due to lack of pre-employment induction and training teachers turnover at entry level was higher when compared with the teachers at junior and senior levels of TVET Colleges.

5.1.3 Academic Staff Performance Appraisal

- According to the vast majority of respondents, a little was known about preparation of performance standards in TVET Colleges.
- Concerning the rating method of academic staff almost all of the respondents confirmed that both behavior-oriented and result oriented were under implementation for the TVET College teachers.

- As obtained from the majority of respondents' view the College Principals/deans were the most influential one in academic staff performance evaluation procedure.
- Almost all of respondents reported that performance appraisal has been done semi-annually.

5.1.4 Academic Staff Turnover

- Respondents' opinion indicates a significant rate of staff turnover in TVET Colleges. It was higher at the entry level and followed by teachers of senior level.
- With regard to educational level, majority of the respondents replied that turnover was high for teachers of higher educational level.
- The major causes of academic staff turnover according to respondents view are due to; 33 percent (47) low salary and lack of other benefits; 25 percent (35) lack of favorable working conditions and working environment; 24 percent (34) unfair treatment of employees at the work place; 20 percent (28) job dissatisfaction; 15 percent (21) unstable organizational structure; and 5 percent (6) lack of job security.

5.1.5 Academic Staff Training and Development

- The majority of respondents confirmed that there were no clear pre-set criteria of training and development.
- The most influential person to decide on the training issues of academic staff, as to the majority of respondents was the College Principal.
- With regard to training method used almost all of respondents replied that on-the-job training method was dominantly used for academic staff of TVET Colleges.

5.1.6 TVET Colleges Working Conditions and Working Environment Facilities

- Concerning the availability of instructional materials, the majority of respondents replied that it was inadequately available.
- With regard to factors that affect qualities of education and training in TVET Colleges; 31 percent (118) of the respondents replied that it was due to lack of instructional materials and other facilities, 19 percent (74) lack of teachers motivation, 14 percent (54) lack of teachers knowledge and skill on the subject-matter, 14 percent (54) instructional time load, 12 percent (46) poor management system of the College and 10 percent (39) placement of TVET trainees against their preferences or choices were some of identified factors.

5.1.7 TVET Colleges Overall HRU Implementation Practices

- Concerning human resource utilization capabilities, most of respondents confirmed that there were human resource utilization problems in the TVET Colleges.
- With regard to the problems encountered TVET Colleges on the human resource utilization practices, 25 percent (35) of the respondents confirmed the mismatch of existing manpower's knowledge and skill with the actual job as the major cause, 18 percent (26) and 18 percent (26) of them mentioned the problems were the management's less concern to the human element and shortage of qualified/ skilled manpower respectively. On the other hand, 13 percent (19) of respondents reported that they observed under utilization, while 8 percent (12) of them observed over utilization of the existing human resource in TVET Colleges.

5.2 Conclusion

In the preceding section, the main findings of the study have been summarized in line with its objectives. Based on the findings the following conclusion has been drawn.

The importance of HRU was not acknowledged and well understood by the educational leaders, administrative staff and the implementers in TVET Colleges of Oromia Region. There was little or no appropriate academic staff utilization plan in advance in the sampled study area. This shows that placement of academic staff, induction, performance standards and performance evaluation system, compensation and benefits, training and development, career development, grievance handling procedures, the communication system and other similar HRU practices were practiced with little or no knowledge of HRM implementation skills and procedures.

The capability and the quality of the human resource is the basic factor for the success and effectiveness of every business. Thus, for the optimal utilization of the existing human resource employees needs to be qualifying enough to perform their duty. Once employees assigned on a certain job they need to be properly oriented and familiarized with the institutions working conditions and working environment and what is expected from them. As it was realized from the study result pre-employment induction and training was not implemented in TVET Colleges.

Unless the newly employed staff would be introduced and familiarized with the working conditions and working environment of the institution in which they are employed, they may not be able to contribute their maximum effort toward the goals and objectives of the institution. It also affects the quality of service delivery in teaching-learning process.

On the other hand, the performance measurement standards and the evaluation system of academic staff of the sampled TVET Colleges were inadequate. As the teachers' performance appraisal has been done semi-annually, there were no mechanisms for daily follow-ups which help to take corrective measures on the performance gaps and taking other administrative decisions. Furthermore, the performance appraisal procedure dominated by educational leaders.

It can be concluded from the above fact the overall teaching staff performance appraisal in the sampled Colleges was not confirmed on clear and transparent procedures and measurement criteria. Its effects may be one of the causes for job dissatisfaction which influences the quality of education and training.

The efforts of TVET Colleges in finding opportunities of training and development for their academic staff in the Colleges under the study were found to be at very minimal level or low. This is due to the absence of appropriate and experienced educational administrators and lack of clear training policy. Additionally, the selection of teaching staff to provide them with trainings was not clear, lacks transparency and participation. Besides, the involvement of vocational counselors and educational administrators in assigning teachers for having training opportunities was also minimal. Conducting training needs assessment, impacts assessment and periodical evaluation on its effect which help to take corrective measure was also low. In this regard, the participation of all levels concerned institutions and individuals was low.

Therefore, from this fact one can conclude that when training and development program lacks clear policy, transparency, planned procedures of

action and identifying performance gaps; it affects the overall utilization of the human resource of the system.

The human resource utilization practices of TVET Colleges as revealed from research findings were low due to different reasons. Reasons for the shortcomings were absence of skilled manpower, lack of teachers' motivation, shortage of instructional materials, unfavorable working conditions, the instructional time load; poor management system and giving lesser attention to the human element by the educational administrators were observed as some of the influential factors.. On the other hand, administrative affairs may affected due to those individuals assigned on administrative positions lacks managerial skill and using much of their time for teaching activities than administrative issues as additional duty. The cumulative effects of those problems may be the causes for job dissatisfaction, staff turnover and low quality of performance.

5.3 Recommendations

In this section of the study, some recommendations are presented that will help decision makers in the area to reconsider past shortcomings and to undertake corrective measures for the success of future accomplishments. On the basis of the research findings and the conclusions drawn, the following recommendations are forwarded for further considerations and applications in the future of HRU practices of educational institutions in general and the TVET Colleges in particular.

1. To improve the quality of education and training more effort will expected from the concerned authorized institutions and individuals to upgrade the educational status of the TVET Colleges academic staff. Specially, those teachers at diploma level needs to get a priority to

upgrade their educational level which help them to improve their performance.

2. To maximum utilization of the existing human resource of higher institutions, the academic staff needs to be qualifying enough to perform the duty they are executed. Appropriate selection and placement of teachers at different level should also be carefully conducted. Moreover, TVET administrators also require professional management skills as well as technical understanding on education and training. Therefore, those individuals assigned on the posts of different levels of TVET administration have to be acquired both technical skills in TVET fields as well as managerial skill.
3. Newly employed staff would be introduced and familiarized with the working conditions and working environment of the institution in which they employed to help them they contribute their maximum effort toward the goals and objectives of the institution and to reduce employee turnover especially at the entry level.
4. Change is a fact of organizational life, and to cope with it effectively, planned program of employee training, development and career management are essential. Training and development program of the academic staff have to be planned and implemented in such a way that it fulfills the performance gaps. It must be based on needs assessment and also supported with clear training policy.
5. The quality assurance systems and mechanisms that help to evaluate and measure individual contributions and institutional success according to the institutional goals and objectives which meets with national or

regional standard should be applied in TVET Colleges and other higher educational institutions too.

6. Fair treatment of employees is one of the factors to create job satisfaction; and job satisfaction and performance are highly interrelated to each other. Therefore, employees should be fairly compensated for their performance and well treated to motivate them in order to maximize their productivity or quality service delivery. Compensation programs tried to be assured for the extent to which attract, retain, and motivate the workforce in relation with current labor market.
7. Absence of standardized indicators that ensure optimum utilization of human resources of TVET Colleges resulted in low quality of education and training, mismatch of supply and demand as well as over and under utilization of human capital. Therefore, TVET Colleges as well as other concerned institutions needs to be formulate and implement appropriate human resources utilization programs and strategies to achieve goals and objectives of the institutions as well as to contribute to the overall regional and national development program.
8. As the human resource is crucial factor of all resources the human resource management would be get due considerations in such a way that it improves the human resource utilization situations and maximizes individuals or groups performance toward achieving institutional goals and objectives.
9. From the study result it was observed that the instructional materials were inadequately available in TVET Colleges. Therefore, as the availability of instructional material is one of the influential factors in teaching-learning process and effective utilization of the existing

workforce, supplying the necessary instructional materials in terms of its required quantity, quality and time should be given due consideration with concerned authorized suppliers.

10. For appropriate utilization of human resources of TVET Colleges as well as other institutions, formulation of human resource management policies and strategies and implementing it properly are the question of the day. Thus, due attention should be given by the policy makers, human resources planners as well as by federal and regional governments for further development and utilization of the workforce to optimize its productivity or quality of service delivery.

11. From the obtained data, it was understood that there were problems of human resource utilization practices in TVET Colleges. It is indicated that the human resource management exercises were low and needs more considerations to improve the human resource utilization situations.

Thus, special attention should be given to:

- Creating favorable working condition and working environment which facilitates teaching-learning process,
- Designing and implementing appropriate management system and assigning those individuals who qualifies both managerial and technical skills and knowledge,
- Creating smooth work relationship horizontally and vertically,
- Creating fair and clear grievance handling procedures in the Colleges and
- Minimizing teaching time load were some of the points recommended to improve human resource utilization of TVET Colleges and to improve the overall quality of education and training.

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APPENDICES

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATION

A QUESTIONNAIRE TO BE FILLED BY TVET COLLEGE TEACHERS

Objective of the Study:

This study will be conducted as part of a Master's thesis by a graduate student in the Department of Business Education, Addis Ababa University, to assess the human resource utilization (HRU) practices of the Oromia Region Government owned TVET Colleges to understand the current HRU situations of the Colleges and based on the findings, possible solutions and recommendations will be forwarded.

The proper utilization of the human capital is the principal source of economic, social, political, cultural and technological development of every nation. Without the productive efforts of workers, the financial and material resources of an institution would be of no use. It is obvious that the basic source of human resource is educational institutions and the qualities of the graduates are highly depending on the quality of education and training that provided in educational institutions. Thus, the purpose of this questionnaire is to collect information, ideas and opinions of teachers about the current human resource utilization practices of the academic staff in Oromia TVET Colleges of Asela, Woliso and Nekempt.

1

This study is purely an academic and in no ways affects the respondent's personality or organization. It will be kept confidential. So that, your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaires that are prepared for this intention.

The questionnaire consists four parts: general instruction, personal information, general questions concerning HRU and implementation practices of HRU.

Thank you in advance for your time and concern!!

PART I GENERAL INSTRUCTION

1. No need for writing your name.
2. Mark your response in space provided by putting a (✓) mark or encircle the choices you thought to be the answer(s) according to the instruction given.
3. Write short and brief answer or additional opinion, if any, on the space provided as much as possible.
4. Please, follow the instructions provided for each part.

PART II PERSONAL INFORMATION

Please write the short brief answer or put a (✓) mark on the space provided for the following personal information questions.

1. Name of the College: Department:
2. Job title/current position:
3. Sex: Male Female
4. Age: 20 & below 21-30 31-40 41-50 51 & above
5. Educational level: Certificate Diploma BA/BSc.
MA/MSc. If other, please specify.....
6. Field of study/specialization:
7. Total service years:

2

PART III GENERAL QUESTIONS CONCERNING HUMAN RESOURCE UTILIZATION

Please encircle the choices you thought to be the answer or write the short brief answer on the space provided for the following general questions.

1. How do you evaluate the importance of the academic staff pre-employment orientation and training in relation to quality of education and training?
 - a) It has great contribution,
 - b) It has a little contribution,
 - c) No contribution at all.
2. What are the factors that affect qualities of education and training in the College? (It is possible to choose or suggest more than one)
 - a) Lack of teachers motivation,
 - b) Lack of teachers knowledge and skills on the subject-matter,
 - c) Lack of instructional materials and other facilities due to shortage of budget,
 - d) Placement of TVET trainees other than their preferences or choices,
 - e) Instructional time load,
 - f) Improper management system,
 - g) If other, please specify.....
3. Is there a clear and standardized measurement criteria's for teachers' performance?
 - a) Yes
 - b) No
 - c) I am not sure
4. If your answer for question no. 3 is yes, what are the measurement criteria's for teachers' performance? (It is possible to choose or state more than one)

- a) Number of graduates,
 - b) Number of graduates employed,
 - c) Time spent on teaching activities (load of instructional time),
 - d) Number of students passed to the next grade,
 - e) Others, specify.....
-
5. Which rating method of academic staff appraisal is under implementation in the College?
 - a) Behavior-oriented rating method,
 - b) Result-oriented rating method,
 - c) Both behavior-oriented and result oriented rating methods,
 - d) Others, specify.....
 6. Who is the most influential one in appraising teachers' performance?
 - a) Principal,
 - b) Students,
 - c) Immediate supervisor,
 - d) Peers,
 - e) Family,
 - f) Zonal TVET Office,
 - g) Other, (specify).....
 7. When the teacher's performance appraisal has been done?
 - a) Daily.
 - b) Monthly,
 - c) Quarterly,
 - d) Semi-annually,
 - e) Annually.
 8. Is there academic staff turnover in your College?
 - a) Yes b) No c) I am not sure
 9. If your answer for question no. 8 is yes, what is the major cause for academic staff turnover? (It is possible to choose or suggest more than one)
 - a) Low salary and lack of other benefits,
 - b) Lack of job security,
 - c) Unfair treatment,
 - d) Unstable organizational structure,
 - e) Job dissatisfaction,
 - f) Unfavorable working conditions and working environment,
 - g) If any others, (specify).....
 10. At which level of the academic staff the frequency of turnover is high?
 - a) At entry level,
 - b) At junior level,
 - c) At senior level,
 - d) It is not clearly known.
 11. In terms of educational level, at which level turnover is high?
 - a) At lower level/entry level,
 - b) At middle level,
 - c) At higher level
 - d) It is not clearly known.
 12. Is there a clear selection criterion for training and development of academic staff?
 - a) Yes b) No c) I am not sure
 13. If your answer for question no. 12 is yes, what are the selection criterions for teachers' training and development?
 - a) Result of performance appraisal,

- b) Training needs assessment,
 - c) Individuals interest,
 - d) Organizational interest,
 - e) If any other, (specify)
14. Who is the responsible organ/person to decide on training issues of academic staff?
- a) College principal,
 - b) Immediate supervisor,
 - c) *The ad hoc* committee assigned for this purpose,
 - d) Zonal TVET Office,
 - e) Regional TVET Agency,
 - f) College Board.
 - g) If any other, please specify
15. Which training method is applied for the TVET teachers' dominantly?
- a) On-the-job training,
 - b) Off-the-job training,
 - c) If other, please specify
16. How do you evaluate the availability of instructional materials in the College?
- a) Adequately available,
 - b) Moderately available,
 - c) Inadequately available,
 - d) Not available at all.
17. How many contact hours you are assigned to teach/instruct in a week?
18. Do you think that is there an instructional time overload in the College?
- a) Yes b) No c) I am not sure
19. If your answer for question no. 18 is yes, what is the major cause do you think?
- a) Shortage of qualified teachers,
 - b) Large number of student's enrollment,
 - c) Teachers interest to gain more income by covering more time,
 - d) If any other, (specify)
20. What measures has been taken to solve instructional time overload?
.....
.....
21. Is there academic staff utilization problem in your College?
- a) Yes b) No c) I am not sure
22. If the answer for question no. 21 is yes, what are the major problems you encountered?
- a) Managers/principals are less concerned with human element,
 - b) Underutilization of the existing human resource,
 - c) Overutilization of the existing human resource,
 - d) Shortage of skilled/qualified manpower,
 - e) Mismatch of existing manpower's skill and knowledge with the actual job,
 - f) If other, please specify
23. What do you suggest to improve academic staff utilization and qualities of education and training? (It may possible to suggest more than one).
- a) Minimizing teaching time overload,
 - b) Careful selection of qualified teachers,
 - c) Providing continuous training and development program to up-to-date teachers knowledge and skill,
 - d) Applying good management style and fair treatment of teachers,
 - e) Providing enough instructional materials,
 - f) Availability of favorable working conditions and environment,
 - g) Providing better pay and other benefits,

- h) Smooth working relationship between teachers, management, and students,
- i) Creating fair and clear grievance handling procedures,
- j) Others, (specify)

PART IV QUESTIONS CONCERNING HRU IMPLEMENTATION PRACTICES

Please put a tick (✓) mark in only one space provided for each question from the given options in the below table based on your level of agreement or disagreement. The options represents: strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1.

No.	Questions/Items	Level of Agreement				
		5	4	3	2	1
1	Orientation and socialization is provided in the College to all new employed academic staff before they start their job					
2	The College is able to fully utilizing its existing human resource					
3	The students placement in the fields/departments other than their preference is affecting the qualities of education and training and the effective utilization of the existing workforce					
4	Instructional time over load is affecting the qualities of education and training in the College					
5	In the College there is a favorable working environment and working conditions for teaching-learning process					
6	The TVET programs provided in the College are compatible with the current labor market demand					
7	The academic staff performance appraisal is conducted based on clearly established criteria's					
8	The College principal and supervisors are equipped with the required knowledge, skill and experience to define clearly performance standards and evaluate the performance accordingly					
9	The College principal and supervisors or top-management are committed to facilitate working conditions and encourage the teachers to maximize their performance					
10	Persons that are involved in academic staff rating have a necessary skill and knowledge which help them to rate properly					
11	Teachers are periodically informed about their evaluation results					
12	There is a clear set of standardized criteria's which help to evaluate the quality of education and training					
13	The College has the academic staff planned program of training and development and implementing it accordingly					
14	Training and development program has been provided for the academic staff based on training needs assessment					
15	Training and development program of academic staff is based on clearly established selection criteria's					
16	The effectiveness of training program is periodically evaluated					
17	The College has teachers' career development plan					
18	The College has vocational counseling program and support the academic staff for their career development					
19	There is a clearly set mechanisms in which academic staff are fairly compensated according to their performance result					
20	The instructional materials and working conditions are properly organized in the College					
21	There is smooth, fair and two way communication between College principal, teachers, students, and the administrative staff					
22	There is fair and clear grievance handling procedures in the College					

INTERVIEW GUIDES

Interview Guides Organized for Principals, Department Heads and Administrative Staff Heads of TVET Colleges of Nekemt, Asela and Woliso.

1. Name of interviewer:
2. Name of interviewee:
3. Place:
4. Date:
5. Personal information:
 - a) Job title/current position:
 - b) Educational level:
 - c) Field of study/specialization:
 - d) Total service years:
6. Would you briefly explain the current human resource status of the College (number of teachers and their educational status)?
7. How do you evaluate the overall academic staff utilization practices of TVET Colleges?
8. What are major problems encountered in HRU of the College? What measures has been taken to solve the problems?
9. How do you evaluate the attitude of teachers toward teaching?
10. How teachers' performance appraisal takes place in the College? What are major problems faced relating to teachers performance appraisal?
11. How can compensation and benefits implemented in the College?
12. How can training and development program implemented in the College?
 - a) Are there criteria to be selected for training and development?
 - b) If there are a selection criteria what are the criteria?
 - c) How can the result of training and development program evaluated?
13. How can the qualities of teaching learning process of the College evaluated?
14. How do you evaluate the qualification of the teachers to the subject and level they are assigned for? Do all the College teachers have adequate qualification?
15. Are instructional materials adequately available?
16. How can the academic and administrative staff of the College support the teaching learning process?
17. Would you please brief, if you have additional comments which you think that it helps to improve the implementation gaps of human resource utilization practices of TVET Colleges or any solutions to fill the gap.

Thank you, in advance for your time and concern!!

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATION

*A QUESTIONNAIRE TO BE FILLED BY THE REGIONAL TVET AGENCY, ZONAL TVET
OFFICES AND OROMIA CIVIL SERVICE COMMISSION SENIOR EXPERTS*

Objective of the Study:

This study will be conducted as part of a Master's thesis by a graduate student in the Department of Business Education, Addis Ababa University, to assess the human resource utilization (HRU) practices of the Oromia Region Government owned TVET Colleges to understand the current HRU situations of the Colleges and based on the findings, possible solutions and recommendations will be forwarded.

The proper utilization of the human capital is the principal source of economic, social, political, cultural and technological development of every nation. Without the productive efforts of workers, the financial and material resources of an institution would be of no use. It is obvious that the basic source of human resource is educational institutions and the qualities of the graduates are highly depending on the quality of education and training offered in educational institutions. Thus, the purpose of this questionnaire is to collect information, ideas and opinions of educational administrators, and HRM senior experts about the current human resource utilization practices of the academic staff in Oromia TVET Colleges of Asela, Woliso and Nekempt.

1

This study is purely an academic and in no ways affects the respondent's personality or organization. It will be kept confidential. So that, your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaires that are prepared for this intention.

The questionnaire consists four parts: general instruction, personal information, general questions concerning HRU and implementation practices of HRU.

Thank you in advance for your time and concern!!

PART I GENERAL INSTRUCTION

1. No need for writing your name.
2. Mark your response in space provided by putting a (✓) mark or encircle the choices you thought to be the answer according to the instruction given.
3. Write short and brief answers or additional opinion, if any, on the space provided as much as possible.
4. Please, follow the instructions provided for each part.

PART II PERSONAL INFORMATION

Please write the short brief answer or put a (✓) mark on the space provided for the following personal information questions.

1. Name of the institution: Department:
2. Job title/current position:
3. Sex: Male Female
4. Age: 20 & below 21-30 31-40 41-50 51 & above
5. Educational level: Certificate Diploma BA/BSc.
MA/MSc. If other, please specify.....
6. Field of study/specialization:
7. Total service years:

2

PART III GENERAL QUESTIONS CONCERNING HUMAN RESOURCE UTILIZATION

Please encircle the choices you thought to be the answer or write the short brief answer on the space provided for the following general questions.

1. How do you evaluate the importance of teacher's pre-employment orientation and training in relation quality of education and training?
 - a) It has great contribution,
 - b) It has a little contribution,
 - c) No contribution at all.
2. What are the factors that affect qualities of education and training in the Colleges? (It is possible to choose or suggest more than one)
 - a) Lack of teachers motivation,
 - b) Lack of teachers knowledge and skills on the subject-matter,
 - c) Lack of instructional materials and other facilities due to shortage of budget,
 - d) Placement of TVET trainees other than their preferences or choices,
 - e) Instructional time load,
 - f) Improper management system,
 - g) If other, please specify.....
3. Is there a clear and standardized measurement criteria's for teachers' performance?
 - a) Yes
 - b) No
 - c) I am not sure
4. If your answer for question no. 3 is yes, what are the measurement criteria's for teachers' performance? (It is possible to choose or state more than one)
 - a) Number of graduates,

- b) Number of graduates employed,
 - c) Time spent on teaching activities (load of instructional time),
 - d) Number of students passed to the next grade,
 - e) Others, (specify).....
5. Which rating method of academic staff appraisal is under implementation in TVET Colleges?
- a) Behavior-oriented rating method,
 - b) Result-oriented rating method,
 - c) Both behavior-oriented and result oriented rating methods,
 - d) Others, specify.....
6. Who is the most influential one in appraising teachers' performance?
- a) Principal,
 - b) Students,
 - c) Immediate supervisor,
 - d) Peers,
 - e) Family,
 - f) Zonal TVET Office,
 - g) Other, if any.....
7. When the teacher's performance appraisal has been done?
- a) Daily.
 - b) Monthly,
 - c) Quarterly,
 - d) Semi-annually,
 - e) Annually.
8. Is there academic staff turnover in TVET Colleges?
- a) Yes b) No c) I am not sure
9. If your answer for question no. 8 is yes, what is the major cause for academic staff turnover? (It is possible to choose or suggest more than one)
- a) Low salary and lack of other benefits,
 - b) Lack of job security,
 - c) Unfair treatment,
 - d) Unstable organizational structure,
 - e) Job dissatisfaction,
 - f) Unfavorable working conditions and working environment,
 - g) Others, if any.....
10. At which level of the academic staff frequency of turnover is high?
- a) At entry level,
 - b) At junior level,
 - c) At senior level,
 - d) It is not clearly known.
11. In terms of educational level, at which level the turn over is high?
- a) At lower level,
 - b) At middle level,
 - c) At higher level
 - d) It is not clearly known.
12. Is there a clear selection criterion for training and development of academic staff?
- a) Yes b) No c) I am not sure
13. If your answer for question no. 12 is yes, what are the selection criteria for teachers' training and development?
- a) Result of performance appraisal,
 - b) Training needs assessment,

- c) Individuals interest,
 - d) Organizational interest,
 - e) Others, if any
14. Who is the responsible organ/person to decide on training issues of academic staff?
- a) College principal,
 - b) Immediate supervisor,
 - c) *The ad hoc* committee assigned for this purpose,
 - d) Zonal TVET Office,
 - e) Regional TVET Agency,
 - f) College Board.
 - g) If other, please specify.....
15. Which training method is applied for the TVET teachers' dominantly?
- a) On-the-job training,
 - b) Off-the-job training,
 - c) If other, please specify.....
16. How do you evaluate the availability of instructional materials in TVET Colleges?
- a) Adequately available,
 - b) Moderately available,
 - c) Inadequately available,
 - d) Not available at all.
17. How many contact hours each teacher assigned to teach/instruct in a week by average?
.....
18. Do you think that is there an instructional time overload in TVET Colleges?
- a) Yes b) No c) I am not sure
19. If your answer for question no. 18 is yes, what is the cause do you think?
- a) Shortage of qualified teachers,
 - b) Large number of student's enrollment,
 - c) Teachers interest to gain more income by covering more time,
 - d) Others, if any.....
20. What measures has been taken to solve instructional time overload?
.....
.....
21. Is there academic staff utilization problem in TVET Colleges?
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 - c) Overutilization of the existing human resource,
 - d) Shortage of skilled/qualified manpower,
 - e) Mismatch of existing manpower skill and knowledge with the actual job,
 - f) If other, please specify.....
23. What do you suggest to improve academic staff utilization and qualities of education and training? (It may possible to suggest more than one).
- a) Minimizing teaching time load,
 - b) Careful selection of qualified teachers,
 - c) Providing continuous training and development program to up-to-date teachers knowledge and skill,
 - d) Applying good management style and fair treatment of teachers,
 - e) Providing enough instructional materials,
 - f) Availability of favorable working conditions and environment,
 - g) Providing better pay and other benefits,

- h) Smooth working relationship between teachers and management,
- i) Creating grievance handling procedures,
- j) Others, if any

PART IV QUESTIONS CONCERNING HRU IMPLEMENTATION PRACTICES

Please put a tick (✓) mark in only one space provided for each question from the given options in the below table based on your level of agreement or disagreement. The options represents: strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1.

No.	Questions/Items	Level of Agreement				
		5	4	3	2	1
1	Orientation and socialization is provided in the college to all new employed academic staff before they start their job					
2	The College is able to fully utilizing its existing human resources					
3	The students placement in the fields/departments other than their preference is affecting the qualities of education and training and the effective utilization of the existing work force					
4	Instructional time over load is affecting the qualities of education in the College					
5	In TVET Colleges there is a favorable working environment and working conditions for teaching-learning process					
6	The TVET programs provided in the College are compatible with the current labor market demand					
7	The academic staff performance appraisal is conducted based on clearly established criteria's					
8	The College principal and supervisors are equipped with the required knowledge, skill and experience to define clearly performance standards and evaluate the performance accordingly					
9	The College principal and supervisors are committed to facilitate working conditions and encourage the teachers to maximize their performance					
10	Individuals that are involved in academic staff rating have a necessary skill and knowledge which help them to rate properly					
11	Teachers are periodically informed about their evaluation results					
12	There is a clearly set of standardized criteria which help to evaluate the quality of education and training					
13	The College has the academic staff planned program of training and development and implementing it accordingly					
14	Training and development program has been provided for the academic staff based on training needs assessment					
15	Training and development program of academic staff is based on clearly established selection criteria's					
16	The effectiveness of training program is periodically evaluated					
17	The College has teachers' career development plan					
18	The College has vocational counseling program and support the academic staff for their career development					
19	There is a clear set mechanisms in which academic staff are fairly compensated according to their performance result					
20	The instructional materials and working conditions are properly organized in the College					
21	There is smooth, fair and two way communication between College principal teachers, students, and administrative staff					
22	There is fair and clear grievance handling procedures in the College					

INTERVIEW GUIDES

Interview Guides Organized for the Management Members of Regional Civil Service Commission, Regional TVET Agency, and Zonal TVET Offices

1. Name of interviewer:
2. Name of interviewee:
3. Place:
4. Date:
5. Personal information:
 - a) Job title/current position:
 - b) Educational level:
 - c) Field of study/specialization:
 - d) Total service years:
6. How do you evaluate the overall academic staff utilization practices of TVET Colleges?
11. What is the role of your institution in supporting TVET Colleges concerning HRU? How can your institution support the human resource utilization activities of the TVET Colleges?
7. Do you think that TVET Colleges are equipped with qualified human resources and properly utilizing it?
 - a) If your answer is yes, what are the evaluation mechanisms?
 - b) If your answer is no, what are the major factors that affect you not to get appropriate information?
12. In what ways the quality of teaching learning process and the qualities of TVET graduates are evaluated?
13. How do you evaluate the attitude of teachers toward their profession?
14. How teachers' performance appraisal takes place in the College? What are major problems faced relating to teachers performance appraisal?
15. How compensation and benefits can implemented in the College?
16. How training and development program is implemented in the College?
 - a) Are there criteria to be selected for training and development?
 - b) If there are selection criteria what are the criteria's used?
 - c) How can the result of training and development program evaluated?
17. Would you please brief, if you have additional comments which you think that it helps to improve the implementation gaps of human resource utilization practices of TVET Colleges or any solutions to fill the gap.

Thank you, in advance for your time and concern!!

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Name: Girma Nagassa Yadata

Signature: _____

Place: Addis Ababa University, College of Education, Department of
Business Education

Date of submission: 21 July 2008

The thesis has been submitted for examination with my approval as University advisor.

Name: Worku Mekonnen (Dr.)

Signature _____

Date 21 July 2008

