



**ASSESSMENT OF HUMAN RESOURCE MANAGEMENT PRACTICES  
TOWARDS ORGANIZATIONAL PERFORMANCE: THE CASE OF  
ADDIS ABABA UNIVERSITY**

**BY:  
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**ADDIS ABAB UNIVERSITY  
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## Declaration

I declare that the Research work entitled “Assessment of Human Resource Management Practices in Addis Ababa University in Relation to Employee Performance Appraisal, Training and Promotion” is my original work and has not been presented in Addis Ababa University or any other University, and that all sources of materials used for the project have been duly acknowledged.

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## **List of Acronyms**

AAU:	Addis Ababa University
BPR:	Business Process Reengineering
CAO:	Central Administration Offices
CBE:	College of Business & Economics
CHLSJC:	College of Humanities, Language Studies, Journalism and Communication
CNS:	College of Natural Sciences
CSS:	College of Social Sciences
FDRE:	Federal Democratic Republic of Ethiopia
HRD:	Human Resource Development
HRM:	Human Resource Management

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## **Abstract**

The purpose of this study is to assess the human resource management practices of Addis Ababa University with particular reference to administrative staff. It covered employee performance appraisal, training and promotion practices of the university. The study adopted a mixed research approach and made use of both primary and secondary data. The primary data was collected from the concerned university officials through semi-structured interviews and from 129 administrative staff members selected from four colleges and the central administration through questionnaire survey. A simple random sampling was used to select respondents from the four colleges, while employees from the central administration were purposely included in the sample. The data gathered through questionnaire survey, mainly using 5-point Likert scale items, were analyzed using statistical techniques (such as frequency distribution, mean rank and Chi-square test), the results of the analyses were presented using tables, and the findings were interpreted and discussed using qualitative narrations. The findings of the study indicated that there is no sound performance appraisal system for administrative staff in the university, the process of employee training was found to be unsystematic and employee promotion process of the university was also not adequately fair and objective. Hence, it has been recommended that the university should improve its human resource management system and practices (i.e. performance appraisal, training and promotion) in order to ensure the availability of efficient and effective administrative staff in all colleges and institutes.

# **CHAPTER ONE: INTRODUCTION**

## **1..1 Background of the Study**

Human resource is one of the most crucial resources of any organization. An organization is nothing but a collection of people whose activities have been planned and coordinated to meet certain common objectives. An organization will be in a better position to survive and attain the intended objectives if it is staffed and managed by well-developed and motivated staff (Mahapatro, 2010). Human Resource Management (HRM) can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. It has a strong conceptual basis drawn from the behavioural sciences and from strategic management, human capital and industrial relations theories. This foundation has been built with the help of a multitude of research projects (Armstrong, 2010).

Human resources in organizational context include all the resources (knowledge, skills, abilities, creativity, etc) of all employees, from rank and file to top management, who contribute the services to the attainment of the organizational goals (Rao & Rao, 1990). It is the responsibility of human resource management to help organizations acquire, develop, maintain and utilize human resources in order to attain the intended objectives efficiently and effectively.

Many organizations refer to HRM as involving “people practices”. There are several important HRM practices that should support the organization’s business strategy: analyzing work and designing jobs, recruitment and selection, placement, training and development, employee performance evaluation, rewarding employees (compensation), promotion, and grievance procedure and pension or social security. An organization performs best when all of these practices are managed well. With effective HRM practices, employees and customers tend to be more satisfied, and the organizations tend to be more innovative, have greater productivity, and develop a more favorable reputation in the community (Raymond A. Noe, 2011).

Employees are one of the most important assets of an organization as they contribute to its growth and success (Danish and Usman, 2010). Likewise, universities as training and research institutions

need to attract, retain and develop their employees. Universities are expected to produce high-quality human resources, when they have employees who are well trained and motivated so that they are committed to their work. Malik et al. (2010) cited in (Singh & Biniam, 2016) training and development of well-qualified human resources will depend on the performance of the universities subjected to effective implementation of different bundles of HRM practices such as requirement and selection, compensation, information sharing, participative decision making, promotion, training, career planning and performance appraisal among others. In order to effectively investigate whether human resources are capable of contributing to competitive advantage, it is pragmatic to examine HRM practices of the organization. Therefore, this study is intends to assess the human resource management practices of Addis Ababa University. It specifically focuses on performance appraisal system, training and promotion process of the university.

## **1.2 Statement of the Problem**

Organizations are made up of people. Hence, it is imperative to acquire competent people, assess their performance, developing their skills, motivating them to higher levels of performance, and ensuring that they continue to maintain their commitment to the organization are essential in achieving organizational objectives. Organizations able to acquire, develop, stimulate and maintain outstanding workers will be both effective and efficient. A sound human resource management system and practices help organizations attain the needs of their employees and their overall objectives. On the other hand, organizations with ineffective HRM system and practices are unable to acquire competent people, properly assess their performance and develop their capacity and, subsequently, they may risk the hazards of stagnating or going out of business. Especially in academic institutions, which are believed to be the foundation for other sectors, management of administrative staff should be considered as one the most essential aspects of management.

Addis Ababa University, as one of the higher academic institutions in Ethiopia, has the mission “to foster a democratic university, which gives pride of place to its students in instruction and provision of services while encouraging the robust exercise of academic freedom. This will be achieved by developing vibrant graduate’s programmes and nurturing professional’s competence, humanistic

education, scientific culture, academic excellence, and committed and ethical citizenry.” (AAU, 2015). In addition to the academic staff, the realization of this mission competent administrative staff to provide the necessary supports to all academic units under the university. This, in turn, requires sound HRM process and practices that help the university assess the performance of its employees, improve their skills and knowledge, and provide promotion opportunities to its employees in fair and objective manners based on their performance.

However, according to the preliminary survey conducted by the researcher, AAU does not have clear policy for performance appraisal, employee training and promotion practices. The HRM practices of the university are governed by the general provisions specified in Federal Civil Servants Proclamation no. 515/2007 and related directives. The absence of clear HRM policy may result in inconsistent practices and unfair treatment of administrative staff in the university. Moreover, there was no earlier study related to HRM practices Addis Ababa University in general. Taking these problems in to consideration, this study intended to examine the HRM practices of the university with particular focus on performance appraisal system, process of employee training and promotion .

### **1.3 Research Questions**

This study intends to answer the following basic research questions:

1. To what extent the performance appraisal system of Addis Ababa University is sound?
2. How far the process of employee training adopted by Addis Ababa University is systematic?
3. To what level the promotion practice of the university is fair and objective?

### **1.4 Objectives of the Study**

- **General Objective**

The overall purpose of this study is to assess the human resource management practices of Addis Ababa University.

- **Specific Objectives**

This study specifically intends to:

1. Explore the performance appraisal system of Addis Ababa University.
2. Assess the training process adopted by the University.
3. Examine the promotion practice of the University.
4. To identify major problems regarding human resource management practices in the university and recommend appropriate measures to solve the problems.

### **1.5 Significance of the Study**

This study examines the HRM practices of AAU, identifies its shortcomings and recommends solutions to mitigate the problems. It helps the management of the university in general and the HRM Director to take corrective measures to improve the HRM system. The study also serves as a secondary source for those who want to make further study on the area. In addition to this, it gives the researcher an opportunity to gain knowledge in contemporary practices of HRM and develop research experience. This study may also help fill the existing gaps in knowledge regarding HRM practices in Ethiopian higher academic institution.

### **1.6 Scope of the Study**

Human Resource Management (HRM) is too broad to cover its entire aspects and process in one research paper. Thus, this study focused on the three common practices of HRM (i.e, performance appraisal, training and promotion). Furthermore, the practice of HRM in Addis Ababa University covered both the administrative and academic staff in all the colleges and Institutes. However, this study was confined to the administrative staff members in four selected colleges and central administration offices of the University.

### **1.7 Limitations of the Study**

Although the researcher tried to design the research properly and manage the challenges in the process of the study, there were some external variables that affect the investigation and the findings of the study. Some of those challenges the researcher encounter in the course of study include: lack of access to the right secondary data and lack of well organized document in the university, lack of

willingness from some respondents to provide information genuinely and fill the questionnaire and return it timely, and lack of sufficient time and resources.

## **1.8 Organization of the Paper**

The study is organized in to five chapters. Accordingly, the first chapter deals with the introduction part of the study; the second chapter discusses the reviews of related literature; the third chapter focuses on research methodology, the fourth chapter deals with data presentation and analysis and, finally, chapter five summarizes major findings of the study and forwards recommendations.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

In this chapter the researcher reviewed different sources of literature (both theoretical and empirical) related to concepts and practices of HRM, performance appraisal, employee training and promotion. Based on the reviewed literature, analytical model which served as a guide for data collection, analysis and presentation of findings was developed. Hence, this chapter consists of three major sections: Conceptual and theoretical literature, empirical literature and analytical model.

### **2.2 Conceptual and Theoretical Literature**

#### **2.2.1 Human Resource Management: Concepts and practices**

One concept which has generated considerable interest among management practitioners and researchers since the 1980s is human resource management (HRM). HRM is seen as a new approach in managing the workforce (Senyucel, 2009). It is argued that HRM puts the management of the workforce as a mainstream activity in organizations (Guest, 1997). The HRM concept is seen as offering a more integrated approach in the management of the workforce.

The concept of human resource development has been defined by economists, social activists, industrialists and other academicians in different ways and through, different angles. Human resource management (HRM), the management of work and people towards desired ends is a fundamental activity in any organization in which human beings are employed. HRM is an inevitable consequence of starting and growing an organization. Armstrong (2006) defines Human Resource Management (HRM) as a strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively contributes to the achievement of the objectives. HRM involves all management decision and practices that directly affects the people, or human resources, who work for the organization.

As Bratton (2007) defines human resource management (HRM) is a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities is critical to achieving competitive advantage, this being achieved through distinctive set of integrated employment policies, programmes and practices.

Wright, McMahan and McWilliams (1994) distinguished between an organization's human resources (the skilled and experienced employees) and human resources systems. They argued that an organization's human resources have a greater potential to generate value on a sustainable basis. But to create value, the human resources must exhibit high levels of skill and the willingness, motivation, and commitment to exhibit productive behavior that are generated by the human resource management practices. Thus, HRM practices elicit some behavioral outcomes in addition to the improvement of skills and abilities of employees. As a result, it is important that an organization adopts human resource management (HRM) practices that make best use of its employees.

More effective management of human resources increasingly is being seen as positively affecting performance in organizations, both large and small. It is evident that the transition of human resource management (HRM) has enhanced organizational competitiveness and success (Flynn, 1997). A human resource system increases organizational performance, develops and maximizes an organization's abilities and contributes to continue competitive advantage of the organization (Huselid, 1995; Becker & Gerhart, 1996)

Human Resource Management can be seen as the utilization of employees to gain competitive advantage, particularly through human resource practices. HRM practices have been defined in several aspects. Schuler and Jackson (1987) defined HRM practices as a system that attracts, develops, motivates, and retains employees to ensure the effective implementation and the survival of the organization and its members. Besides, HRM practices are also conceptualized as a set of internally consistent policies and practices designed and implemented to ensure that a firm's human capital contribute to the achievement of its business objectives. Likewise, Minbaeva (2005) viewed HRM practices a set of practices used by organization to manage human resources through

facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage.

Human resource management practices are the primary means by which firms can influence and shape the skills, attitudes, and behaviour of individuals to do their work and thus achieve organizational goals. HRM practices are designed to improve the knowledge, skills, and abilities of employees; boost their motivation; minimize or eliminate loitering on the job; and enhance the retention of valuable employees. According to Harel and Tzafrir (2003), HRM activities can influence an organization's performance through improvement of employees' skills and quality through the increase of employee motivation. It enhance organizational effectiveness and performance by attracting, identifying, and retaining employees with knowledge, skills, and abilities, and getting them to behave in a manner that will support the mission and objectives of the organization. Thus, the effectiveness of HRM practices depends on how it creates the appropriate attitudes and behaviours in employees, in addition to its implementation.

As Huselid (1995) states HRM practices play an influential role in motivating employees to exhibit favorable attitudes and behaviors, which are required to support and implement the competitive strategy of an organization. HRM practices can influence employee skills through the use of valid selection methods to hire appropriately skilled employees and through comprehensive training to develop current employees. Even high skilled workers will not perform effectively if they are not motivated. For this reason, managers can use HRM practices for the motivation of employees to work both harder and smarter. Huselid used eleven HRM practices in his study which are personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria.

Teseema and Soeters (2006) also studied eight HR practices and their relationship with perceived employee performance. These eight practices include recruitment and selection practices, placement

practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, grievance procedure and pension or social security. Among all these, the three major practices of HRM which are the major focus of this study (i.e., performance appraisal, training, and promotion) need further discussion.

## **2.2.2 Performance Appraisal**

### **2.2.2.1. Definition and Concepts of Performance Appraisal**

One of the most critical HRM practices is performance appraisal. This is because the appraisal of an employee would either shape a satisfied frame of behavior after being appreciated or a frame of dissatisfaction after not being appreciated. Yong (1996) defines performance appraisal as “an evaluation and grading exercise undertaken by an organization on all its employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behavior in the position”. According to Rao (1990), performance appraisal is a method of evaluating the behavior of employees in the workplace. Performance refers to the degree of accomplishment of the tasks that make up an individual’s job.

Performance appraisal process finds its roots in the controlling function of management whereby a manager assures whether employees are performing up to the desired level of the organization or not. Performance appraisal is essential for organizations in numerous ways like it serves as a relatively more objective basis for judging the merit or worth of employees for promotion, transfer or termination of employees and helps in distinguishing between efficient and inefficient workers cited in Saqib, Khan, Ahmed & Ullah (2012).

Armstrong (2010) describes the role of the performance appraisal as a tool for looking forward to what need to be done by people in the organization in order to achieve the purpose of the job to meet new challenges. Once tasks are assigned to employees in the organization, the management of the organization is supposed to make sure that the tasks are performed as planned accordingly. This could be achieved through performance appraisal. Hence, performance appraisal is a formal system

of periodic review and evaluation of an individuals' job performance (Decenzo & Robbins 2005). Performance appraisal is considered as a managerial tool for facilitating administrative decision related to human resource. In other words, the outcomes of performance appraisal should be directed towards the benefit of the organization and individual employee.

According to William & Werther (1996), the main reason for appraising performance is to enable employees to use their effort and ability so that organizations achieve their goals and consequently their own goals. Generally, performance appraisal serves in almost all human resource management processes such as: performance improvement, placement decisions, training and development needs, compensation adjustments, equal employment opportunity, and so on.

### **2.2.2.2 Performance Appraisal Process**

Since the basic purpose of performance appraisal is to make sure that employees are performing their jobs effectively, the process should be carried systematically. As far as the process is concerned, some argue that the top management of the organization should establish performance standards first, then communicate the standards to the employees, then measure actual performance of the employees, then compare it with the established standards and finally, take corrective actions if any (Matthis & Jackson, 2008).

Though there is no rigid procedure to be followed, many writers agree that the process of performance appraisal commonly involves the following basic steps: (1) conducting job analysis; (2) establishing standards of performance; (3) communicating of performance standards to employee; (4) measuring actual performance; (5) comparison actual performance with standards; and (6) Initiating corrective action, if necessary (Aquinas 2006; Daoanis 2012; Mamoria & Rao, 2012).

Performance appraisal is begins with job analysis, job description and job specification. These help in establishing the standard performance. Job analysis is performed as a basis for improvements, including: definition of a job domain; description of a job; development of performance appraisals, eemployee job performance standards are established based on the job description. Employees are

expected to effectively perform the duties stated in the job description. Therefore, job descriptions form the broad criteria against which employees' performance is measured. (Aquinas 2006)

A standard is a value or specific criterion against which actual performance can be compared. The standards set for performance must be clearly defined and unambiguous. It should be attainable by employee and it must be clear to both the appraiser and the appraisee. For the appraisal system to attain its purposes, the employees must understand the criteria and standards against which their performance is measured. Providing the opportunity for employees to clearly understand the performance standards will enhance their motivation and commitment towards their jobs. The aim of every appraisal system must be to allow for continuous communication between management and employees about job performance and should be geared for the total improvement of the organization as a whole. (Daoanis, 2012)

Once clear criteria and standards have been set, employees' performance and progress should be monitored in a systematic way. This is the responsibility of the immediate boss to observe the work performance of subordinates and evaluate it against the established job performance standards and requirement. The aim of performance measure is to detect departure from expected performance level. Therefore, it is essential to compare the actual performances with the predetermined performance standards. When the comparison process take place actual performance may be better than expected and sometimes it may be the opposite. If there is any deviation or not, discussion with the employee will enable to know their weakness and strengths. Weakness is discussed so that employee takes interest in improving their performance (Seidu, 2012).

When performance appraisal is properly done, it provides feedback to employees about their performance and thus organizations also benefit by ensuring the employees' effort and ability to make contribution to organizational success. But if it is poorly done it leads to disappointing results for all concerned. And there is possibility that in the year under review, performance of subordinates might not be checked by supervisor regularly. In this case, the subordinates do not know how they are performing, and it also creates problem for them to improve performance in case of any shortcomings or weaknesses. Therefore, it is necessary for supervisors to tell subordinates regularly about how they

are working so that they can improve in case of any weakness (Ikramullah, Shah, Hassan, & Zaman, 2011).

The final step in performance appraisal process is the initiation of corrective action (if necessary). Corrective action can be two types. One is immediate and deals predominantly with symptoms. The other is basic and investigates the causes. Immediate corrective action is often described as “demotion or putting out fires,” whereas basic corrective action gets to the source of deviation and seeks to adjust the difference permanently. Coaching and counselling may be done or special assignments may be set. (Mamoria & Rao, 2012).

### **2.2.3 Promotion of Employees**

Promotion denotes that an individual has the competencies (i.e, the skills, abilities, knowledge and attitudes) required to perform effectively at the next higher rank. The competencies reflect the knowledge and skills exhibited in observable behaviour in the relevant areas of work. Promotion provides motivation to perform well and is an important part of HRM. Promotion opportunities are among the several factors that affects employees’ job satisfaction and motivation. According to Boamah (2014), promotion is the advancement of an employee's rank or position in an organizational hierarchy system as a reward for good performance. Muda & Rafiki (2014) also states that a promotion is the changing of position, from one post to another and is evaluated based on the level of responsibility, work requirements or incomes and positions. Hence, the promotion denotes a movement from a position to another position which has a higher status whereby the new position offers higher salaries than the former one.

Moreover, a job promotion is a way to develop an employee’s career. They are motivated to increase their knowledge or skill and to gear for higher levels of productivity. With better jobs, employees may decline any opportunities at other companies. Hence, promotions can increase employees’ loyalty to the company and reduce career change intention at lower levels. An employee’s opportunities for promotion are also likely to exert an influence on job satisfaction, maintain that

promotions provide opportunities for personal growth, increased responsibility, and increased social status (Tuwei, et.al., 2013)

There are several reasons why promotion should be used in organizations; (i) promotion is another career phase that can increase employees' personal satisfaction and pride; (ii) it refers to the experiences and new knowledge gained by employees and which become a driving force for other employees; (iii) it can reduce the number of employee turnover; and (iv) it can raise employees' morale in the achievement of organizational goals. (v) it increases interest in acquiring higher qualifications in training and in self development. Thus, both variables have assumed to have an influence on the employees' performance (Muda & Rafiki, 2014).

According to Laxmikanth (2002), there are three bases or principles of promotion namely; the basis of experience (seniority); skills or ability (merit); and a combination of experiences and skills. According to seniority this principle promotion is determined by the duration of service of the employees; whereas, merit principle implies that the most meritorious employee should be promoted. According to merit principle, promotion is determined by the qualifications and achievements of employees irrespective of the length of service. The principle of merit is key to promotion. Ability, potential and experience are taken into account in the assessment. The process of assessment should be fair and transparent. Seniority-cum-Merit principle provides that promotion should be determined on the basis of both. The requirements that need to be met by an employee to obtain job promotion include, experience, level of education, loyalty, responsibility, related-skills, work performance, initiative and creativity. Whether the system of promotion is seniority or merit or combination of the two, the process needs to fair and objective.

## **2.2.4 Training of Employees**

### **2.2.4.1 Definition and Nature of Employee Training**

Training can be treated as an investment in organizational human assets. Training can be defined as an on-going process of teaching new employees the basic skills they need to perform their task effectively and efficiently. Training is a short term skill development campaign intended to impart the basic skills of work to middle and lower level employees. According to Rao (1990), it is a process of learning through a sequence of programmed behaviour. It is aimed at increasing the skills and knowledge with a view to do a particular job. The basic purpose of training is to fill the gap between the present capabilities of an employee and the requirements of a job.

Training program is arranged in order to provide basic knowledge and skill for employees. It develops the technical know-how so as to increase employee's operating skills for performing specific job with proficiency. In order to ensure that employees are equipped with the right kind of skills, knowledge and abilities to perform their assigned tasks, training plays its crucial role towards the growth and success of the organization. By choosing the right type of training, to ensure that employees possess the right skills and the same need to be continuously updated in the follow up of the best and new human resource practices (Niazi, 2011).

Training is a people-oriented concept that focuses on developing the skills, knowledge and competencies of people. It can be applied both at the organizational level as well as the national level. Training refers to the systematic process of developing the competencies relating to the job of employees for the present and future roles and responsibilities in the organization. Chunn and Thacker (1993) believe that training is a very effective tool for modern organizations where attitudinal change towards new programs is needed. Effective training programs results in positive alteration of human behaviour, which in turn is crucial to achieve the desired results.

Effective training can minimize learning cost, improve individual, team and corporate performance speed and overall productivity, upgrade operational flexibility by extending the range of skills possessed by employees, attract high quality employees by giving them learning and development opportunity. It increases the job knowledge and enhances their skill thus enabling them to obtain more job satisfaction to gain higher reward and promotion. Furthermore, it helps employees to identify organization goals and mission, helps not only managing change but also developing positive culture in the organization, which in turn may lead to providing higher level of service to

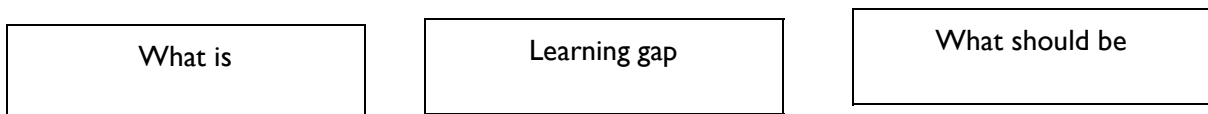
stakeholders (Armstrong, 2001). Moreover, human resource development through training acts as a triggering mechanism for the progression of other HRM policies that are aimed at recruiting, retaining and rewarding employees, who are recognized as the qualitative difference between organizations (Bratton and Gold, 2007). Therefore, for employee training to attain its objectives, organization should have clear training policy and adopt systematic process to assess need for training, design and implement training program, and evaluate its outcomes.

#### **2.2.4.2 Process of Training**

Training is a learning process that aims to permanently improve the ability and behavior of the employees by enabling them to acquire new skill, knowledge and attitude for more efficient performance. According to Mondy and Noe (1990), the common steps in training process include: (1) Identifying training needs/need assessment; (2) Establishing training objectives; (3) Selecting training methods and media; (4) Implementing the actual training program; (5) Conducting evaluation and follow-up

According to Miller (2002), as cited in Dahiya & Jha, 2011, need assessment is a process for identifying needs and placing them in priority order. It is the first and the most crucial step in the training process by which an organization's human resource development needs are identifies and articulated. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. As shown in figure below, need assessment is the process of identifying learning gaps by comparing the actual performance level (what is) with the expected performance level (what should be).

**Fig. 1: Training need assessment model**



Actual performance levels, knowledge and

Performance levels required, knowledge

Training need assessment is an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives. Conducting needs assessment is fundamental to the success of a training program.

Once training need assessment is clearly identified, the next process is to establish objectives. An objective is a specific outcome that the training or the development program is intended to achieve its goal. Training objectives must be specific, measurable and time-bounded. Objectives serve as the standards against which individual performance and a training program can be measured. According to Anderson (2004), training objectives should be customized to the people who will participate in the training events, based on their need assessment. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. Niazi (2011) pointed out that the objective of training to create learning organizations which ensure that employees through value addition to perform their jobs, gain competitive advantage and seek self growth. This measurable performance resulting from good training and development shall enhance organizational performance.

In most cases, training objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training. Human resource development experts suggest that objectives should be stated explicitly and answer: what should the trainees be able to do after training, what conditions should the trainee be able to perform the trained behaviour and how well should the trainee perform the trained behaviour (Scarpello & Ledvinka, 1988).

Another important step in training process is selecting suitable training methods. There is no single method, the best method depends on: cost effectiveness, desired program content, appropriateness of the facilities, trainee, trainer preferences and capabilities. The method of training programme has certain aims to fulfill. These are concerned with the determination of change in the organizational behavior and the change needed in the organizational structure (Aquinas, 2006). According to Alipour et.al. (2009), training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Once the need for training is identified, appropriate methods are selected and the program is designed, the next step will be practical implementation of the training program.

The implementation of training programmes comes after training needs assessment and designing the training programme. Implementation occurs when training is actually conducted. According to Mulang (2015), the activities involved in the implementation phase are the selection and scheduling of programmes. Success of training program implementation and human resource development depend on proper selection of the program and the techniques employed to put the program in to practice.

Evaluation of training programme is the last phase of the training and manpower development process. Evaluation is a systematic means of assessing the extent to which training and development programmes have been carried out and programmed objectives attained. Goldstein (1993); cited in Adeleye, Adegbite & Aderemi (2014); defines evaluation as the systematic collection of descriptive and judgmental information necessary to make effective training decisions in terms of the selection, adoption, value and modification of instructional activities. Essentially, evaluation entails a comparison of training and development results with the objectives of the programmes that were designed on the basis of identified training and development needs. As Mulang (2015) describes, evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training

programme. This is done by comparing the results of the training with the objective of the training programme that were set before the commencement of the programme. Hence, post-training evaluation is one of the basic steps in training process which enables to assess the effectiveness of a training program in terms of improving employees' knowledge, skills and attitude; and organizational performance.

## **2.3 Empirical Literature**

### **2.3.1 Human Resource Management Practices: International Context**

Several studies have been carried out on HRM practices of organizations in different countries. For instance, Kumar (2007) conducted a comprehensive research in the changing pattern of human resource management practices under globalization on selected Multi-National Companies in India. The researcher conducted the study with the objectives of knowing and highlighting the practices of human resource management adopted by the organization to deal with the competitive situation. On the basis of data collected and situation observed the study has found the following human resource management practices in the study area these include training, orientation, compensation, working environment, performance appraisal and promotion. The HRM practices adopted are properly matched according to needs of present time. The researcher suggested human resource manager should have term approach and be proactive rather than reactive and give due emphasis for HR activates.

Edger and Geare (2005); and Paauwe and Richardson (1997) examined the impact of human resources management practices on employee satisfaction, employee commitment, employee retention, employee presence, social climate between workers and management, employee involvement, employee trust, employee loyalty, organizational fairness. The researchers indicated that these outcomes and HRM practices can lead to better organizational performance such as profits, increase in productivity, service quality, customer satisfaction, development of products/services and future investments.

Syed and Yan (2012) tried to see the association between high performance human resource management practices and job rotation in the telecom sector of Pakistan which revealed that there is a positive association between the two variables. The factors that enhance the relationship are employee empowerment, job rotation (knowledge, skills and abilities boost), Merit based promotions and performance based pay are surely related with employee job satisfaction. Gardner et al. (2003) demonstrated the relationships between HR practices and organizational commitment. They stated that employees who are managed in accordance with the HR practices turn out to be highly committed to their organization. So, overall operating expenses lessen and profitability increases.

The study conducted by Shefali and Thakr (2007) focuses on performance appraisal as one of the practice of human resource management. The researchers identified some weaknesses and strengths of the system. They stated that many public organizations have tailored their appraisal systems efficiently manage the performance of human resource management in the era of intense competition; however, many changes have not been made in the system. The only changes that have been made by the organizations were the introduction of self-appraisal system according to the observations taken by the researchers.

Sundararajam (2007) has conducted empirical study on employees' attitude towards training and development in private sector industries. The study came with certain conclusions about employees mind set towards training and development. The researcher found that training and development related programs are essential in the study areas. Moreover, the finding indicated that the employees' motivation to attend in the training programs provided by the management for employees' competence development and organizational development play a paramount role in every organization.

Saraswathi (2010) has undertaken a comparative study on HRM practice in few public organizations. The researcher evaluated the human resource management practice in terms of performance appraisal, motivation, training, promotion, career planning, rewards and employees welfare in the study areas. After comprehensive study, the researcher found that the good human resource

management practice was prevalent in the organizations, however, the extent of HRM practice prevailing in the organizations seems to be different.

Research study by Shah et.al (2012) cited in Janjua & Gulzar (2014) suggested that training has a considerable effect on employee development which creates a worthy effect on the performance of an organization. Development of employees through learning and intellectual capabilities expansion makes the working on job maintained at a higher level which successively increases the organizational performance.

### **2.3.2 Human Resource Management Practice in Ethiopian Context**

Though there are plenty of literatures on HRM practices in other countries context, there is acute shortage of earlier studies regarding HRM in Ethiopian context in general and higher institution in general. However, the study conducted by Tarekegn (2013) on ‘the history of human resource management practices in Ethiopia’ worth mentioning. He underscores the importance of human resource management practices in developing country context with particular focus on Ethiopia. As the researcher stated, the recent growth and expansion of public and private organizations added to the flow of multinational companies in to the country has triggered the need for strategic human resources management practices. The researcher describes that strategic human resource management has unparalleled importance to transform the overall socio-economic situation of Ethiopia.

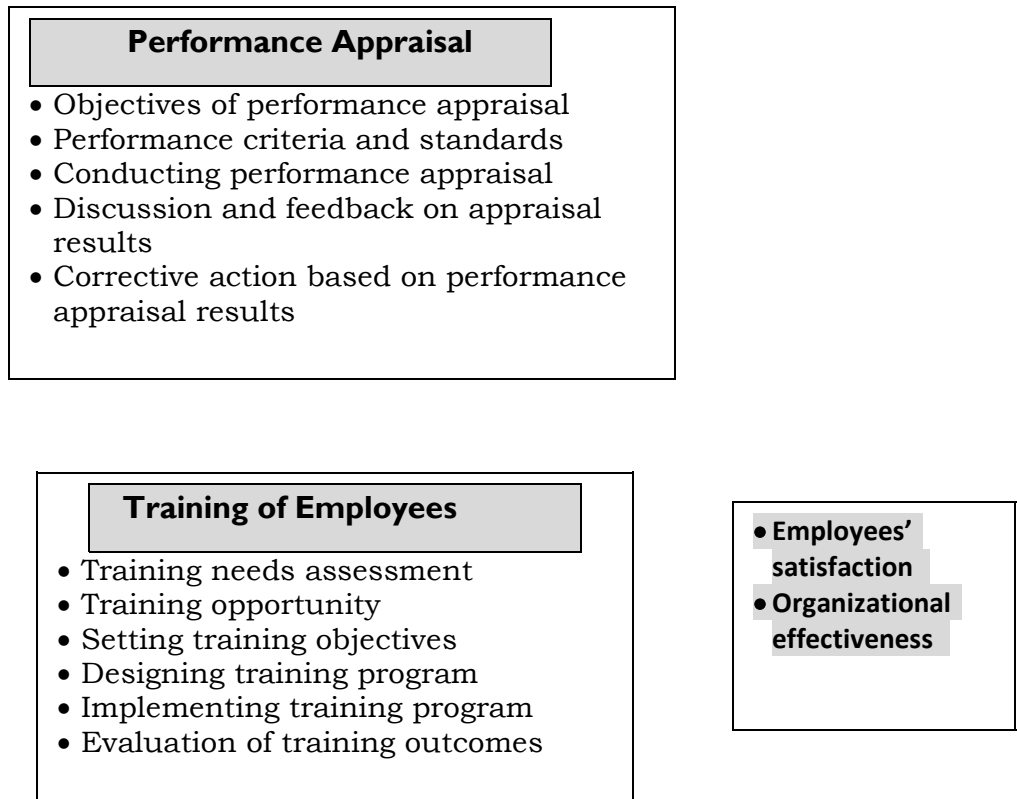
Ethiopian HRM differs from human resource management practices in the West. This can be attributed to contextual factors such as economic systems, political practices, and cultural and social aspects. For example, performance appraisal is one area of HRM practice that is affected by the collectivist culture of Ethiopia. Organizations usually use performance appraisal to make a decisions about promotion, rewards, and identifying training needs and making a correctional measure if necessary. Performance appraisal is rarely conducted in Ethiopian organizations. Those conduct performance appraisals do annually while others do it semi-annually. However, it is common that the one-way appraisal system leads to personal feuds and rejection of the evaluation results. Besides, the nature of the system, and the disconnect with the cultural norms, the way the results are communicated to employees contributes to the discontent and conflicts arise. As mentioned above,

people in collectivist cultures do not discuss such issues transparently and want to avoid any performance related discussion even though they know that they performed well. Training and development also another area of HRM practice and it might be the least practiced HR element in most Ethiopian organizations. Since most organizations are focused on the short-term productivity, the long-term benefit of training and staff development is not well recognized. In fact, the shortage of experts and institutes that provide trainings in general makes the situation more challenging. Even so, there are still a handful of organizations that allow their employees further training and learning opportunities such as universities and governmental organizations. However, trainings are not always in line with the needs of the organization, rather, they are based on the interest and preferences of the individual. This is partly the result of lack of a clear human resource strategy and policy. Finally, the researcher suggests that Ethiopian organizations may not be able to compete in the global economy unless they adopt an effective management of human resources. Organizations should strive to adopt human resource strategy that tackles nepotism, foster equal opportunity and encourages innovation and creativity, if organizations need to compete in the global economy (Tarekegn 2013).

## 2.4 Conceptual frame work

In this section the researcher developed analytical framework that shows the practices of HRM in relation to performance appraisal, training and promotion (see Fig. 2.). The model served as a guide in designing data collection tools, analysis and presentation of findings.

**Fig 2: Analytical framework**



**Human Resource  
Management  
Practices**

**Promotion**

- Promotion opportunity
- Promotion criteria
- Fairness and transparency in selecting employees for promotion
- Grievance handling in case of unfair promotion practices

Source: Adapted by the researcher

## **CHAPTER THREE: RESEARCH METHODOLOGY**

This chapter mainly deals with the methodological framework of the study that the researcher employed to gather relevant data, analyze the collected data and present the findings and to forward recommendations as per the research objectives.

### **3.1 Research Approach and Methods**

#### **3.1.1 Research Approach**

The purpose of this study is to assess human resource management (HRM) practices in Addis Ababa University. The study followed a mixed research approach and thus it made use of both quantitative and qualitative research method.

#### **3.1.2 Data Sources, Collection Methods and Gathering Procedures**

The data required for the study was collected from both primary and secondary sources. Primary data gathered through interviews and questionnaires. Interview was conducted with the concerned officials of AAU (i.e., the Vice President for Administration and Student Services, the HRM Director of the University and Managing Directors of the four Colleges) using semi-structured interviews (see Annex 2). In addition, structured questionnaires were distributed to sample administrative staff members taken from four colleges of the university and the central administration offices. The questionnaire comprises three sections. Section I contains demographical information about the respondents (including sex, age, years of work experience, length of service with the university and educational level). In section II, a five point Likert scale that range from 1 (strongly disagree) to 5 (strongly agree) were used to gather employees' opinion on human resource management practices in the university (i.e, Performance Appraisal, Training and promotion). Finally, section III items consist of open ended questions which require respondents to give additional comments. To obtain secondary data, all relevant documents such as books, journal articles, published and unpublished research papers, relevant civil service laws and directives, HR manuals, reports and other related documents were reviewed and analyzed.

### 3.1.3 Data Presentation and Analysis Methods

The data collected from different sources was analyzed and interpreted using statistical (such as frequency distribution, mean rank and Chi-square test) and qualitative techniques. Finally, the results of the analysis were presented using tables and the findings were discussed using qualitative narrations.

The mean rank scores of employees' response indicate the extent to which HRM practices of the university (i.e., performance appraisal, training and promotion in this case) are appropriate. Accordingly, the mean rank scores are categorized and interpreted as follows:

Table 1: **Assumption to interpret Mean rank**

Mean Score	Rank	Interpretation
1.00 – 3.00	Low	HRM practice is not sound/not appropriate
3.01 – 4.00	Medium	HRM practice is moderately sound/moderately appropriate
4.01 – 5.00	High	HRM practice is highly sound

Source: Adapted by the researcher

As shown in the table, low rank indicates unfavorable situation, medium rank indicates moderately favorable situation, and high rank shows highly favorable situation in HRM practices.

Moreover, Chi-square test was applied to check differences in employees' response among the units (colleges/central administration) covered by the study. The chi-square test was computed at 0.05 significance level. Therefore,  $p \leq 0.05$  shows statistically significant difference, while  $p > 0.05$  indicates statistically non-significant difference.

## 3.2 Population and Sampling

### 3.2.1 Population

The population of the research includes all the Administrative staff members of Addis Ababa University. Based on the data obtained from HRM office of AAU, there are about 3000 administrative staff members in the university when the current survey was started (in February 2016).

### 3.2.2 Sample Size and Sampling Method

To select representative sample for the study, four out of ten colleges of the university were selected through simple random sampling and the central administration was also purposely included in the sample. Then, 30 employees each from the four colleges and the central administration, a total of 150 respondents, were selected for the questionnaire survey through simple random sampling techniques using lottery method. Of the 150 sample administrative staff to which the questionnaires were distributed, 129 (86%) of them duly filled the questionnaires and returned to the researcher. The number of questionnaires distributed to employees, properly filled and returned to the researcher is presented in the Table 2 below.

Table 2: **Number of questionnaires distributed and collected**

<b>College/Central Administration</b>	<b>Total No. of Employees</b>	<b>Number of questionnaires distributed</b>	<b>Number of questionnaires Collected</b>	<b>Response rate (%)</b>
College of Social Sciences (CSS)	63	30	22	73.33
College of Business & Economics (CBE)	188	30	24	80.00
College of Natural Sciences (CNS)	320	30	27	90.00
College of Humanities, Language Studies, Journalism. & Comm. (CHLSJC)	136	30	27	90.00

Central Administration Offices	1005	30	29	96.67
Total	1712	150	129	86.00

Source: Questionnaire survey, 2016

### 3.2.3 Profile of the Respondents

The profile of the respondents in terms of sex, age range, education level, and years of service is presented in Table 3:

Table 3: Profile of the Respondents

Sex of respondents	Frequency	Percent
Male	53	39.5
Female	76	60.5
<b>Total</b>	129	100%
Age Range	Frequency	Percent
Below 25	7	5.4
25 – 35	57	44.2
35 – 45	34	26.4
45 – 55	27	20.9
Above 55	4	3.1
<b>Total</b>	129	100%
Education level of respondents	Frequency	Percent
MA/MSc	23	17.8
BA/BSc	54	41.9
Diploma	40	31.0
Certificate	6	4.7
12 grade complete	6	4.7
<b>Total</b>	129	100.0
Service years in AAU	Frequency	Percent
1 - 5 years	34	26.4
6 - 10 years	23	17.8
11 - 15 years	29	22.5
16 - 20 years	18	14.0

Above 20	25	19.4
<b>Total</b>	129	100.0

Source: Questionnaire survey, 2016

Based on the data presented in Table 3, 39.5% of the respondents were male and the remaining 60.5% of the respondents were female. Regarding age of the participants, the largest number of respondents (44.2%) was in the 25-35 years age group. Respondents with age ranging from 35-45 years and from 45-55 years constitute 26.4% and 20.9% respectively. On the other hand, about 5.4 % respondents are below 25 years, while only four respondents are above 55 years old.

In terms of education level, 41.9% of employees are with BA/BSC degree and 17.8% of them are with MA/MSc degree. There are 40(31%) Diploma holders, 6(4.7%) employees with Certificate, and 6(4.7%) employees with 12 grade complete.

As we can observe from Table 3, the largest number of respondents 34(26.4%) have a working experience of 1 to 5 years, 23(17.8%) are in the range of 6 to 10 years, 29(22.5%) have 11 to 15 years experience and the rest 43(33.4%) of the respondents have been working in the university for more than fifteen years.

# **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

## **4.1 Introduction**

This chapter focuses on presenting, analyzing and interpreting the data collected from different primary and secondary sources about Human Resource Management (HRM) practices in relation to Performance appraisal system, employee training and promotion process in Addis Ababa University.

## **4.2 Performance Appraisal System Practices Analysis**

### **4.2.1 Objectives of Performance Appraisal**

The performance appraisal system of the administrative staff of the university is regulated by the Federal Civil Servants proclamation No. 515/2007 (FDRE, 2007). According to article 31 of the proclamation, the objective of performance appraisal shall be:

- to enable civil servants to effectively discharge their duties in accordance with the expected level, quality standards and time and expense;
- to evaluate civil servants on continuous basis and identify their strengths and weaknesses with a view to improve their future performance;
- to identify training needs off employees;
- to give reward based on results;
- to enable management to make its administrative decisions based on concrete evidence.

The data collected from employees regarding the clarity of performance appraisal objectives in AAU is presented in Table 4 for discussion and analysis.

Table 4: The objectives of performance appraisal are clear		
Degree of Agreement	Frequency	Percent
Strongly Disagree	16	12.4
Disagree	35	27.1
Neutral	26	20.2
Agree	41	31.8
Strongly Agree	11	8.5
Total	129	100.0

Source: Questionnaire survey, 2016

As we can see from table 4, it is possible to learn that 51 (39.5%) of the total respondents disagreed with the statement that the objective of performance appraisal is clear, while 52 (40.3%) agreed and 26 (20.2%) of the respondents became neutral. This shows lack of clarity with performance appraisal objectives in AAU.

### 4.2.2 Performance Evaluation Criteria and Standards

The first step in the performance evaluation process is the specification of the standards against which the performance of employees will be judged. As much as possible the criteria/instruments used to evaluate the performance of employees should be clear and objectively determined. According to Armstrong (2010), the criteria for reviewing performance should be balanced between: achievements in relation to objectives; the level of knowledge and skills possessed and applied (competences or technical competencies); behavior in the job as it affects performance (competencies); the degree to which behavior upholds the core values of the organization; day-to-day effectiveness.

Employee job performance criteria and standards should be established based on the job description. Therefore, job descriptions form the broad criteria against which employee's performance is measured.

The administrative staff members participated in the questionnaire survey were asked whether performance evaluation criteria are based on job description.

Degree of Agreement	Frequency	Percent
Strongly Disagree	26	20.2
Disagree	50	38.8
Neutral	21	16.3
Agree	28	21.7
Strongly Agree	4	3.1
Total	129	100.0

Source: Questionnaire survey, 2016

As presented in Table 5, 76 (59%) of the respondents disagreed with the idea that establishment of criteria and standards of PA in AAU are based on job description, 32(24.8%) of the respondents agreed, and 16.3% respondents neither agreed nor disagreed (neutral). As it can be infer from this, the performance evaluation criteria and standards are not established based on employees job description.

According to the information obtained from the Director of Human Resource Management of the university and the Managing Directors of the colleges, AAU has no written policy regarding employees’ performance evaluation. The university uses performance evaluation criteria and format prepared by the Central Personnel Agency (see Annex 3). The criterion used in AAU has never been changed since 1956, and it is not prepared based on employees’ job description. Even if AAU uses Federal Civil Service’s directives, the evaluation criteria are different from college to college.

The criteria used to measure the performance of the employees should be job related and be able to measure job related behaviors instead of measuring personal traits. The opinion of employees regarding the relevance of evaluation criteria are presented in Table 6.

Table 6: <b>Evaluation criteria are job related</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	25	19.4
Disagree	41	31.8
Neutral	16	12.4
Agree	40	31.0
Strongly Agree	7	5.4
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in Table 6, concerning whether performance evaluation criteria used by the university are job related or not, majority of the respondents 66(51.2%) did not agree with this idea, where as 47(36.4 %) of respondents agreed and 16(12.4%) became neutral.

The information from interview shows that the major problem of the instrument is that the factors that are used in the evaluation form are too general and the standards are vague. In the evaluation form (Annex 3) factors like job knowledge, work quality, cooperation, absenteeism, and initiative are included and these evaluate the performance of individuals.

### 4.2.3 Appraising Employee Performance and Providing Feedback

In the process of performance appraisal, as Armstrong (2001) notes, accuracy and fairness in measuring employee performance is very important. For a performance appraisal to be effective, the performance measurement tools should be valid, reliable, acceptable and specific. Moreover, the evaluation process must be free from any biases. It is also clearly stated in Article 31 of the Ethiopian Federal Civil Servants Proclamation No. 515/2007; performance evaluation shall be carried out in a transparent manner.

The following table indicates employees’ opinion on fairness of performance appraisal process in AAU.

Degree of Agreement	Frequency	Percent
Strongly Disagree	19	14.7
Disagree	57	44.2
Neutral	25	19.4
Agree	20	15.5
Strongly Agree	8	6.2
Total	129	100.0

Source: Questionnaire survey, 2016

As indicated in the above table, majority of respondents 76(58.9%) disagreed with the statement that ‘performance appraisal is conducted fairly without any bias’, 28(21.7%) agreed, and 25(19.4%) remain neutral. This indicates that of performance appraisal process in the university is not conducted fairly and free from biases.

After the appraiser has completed evaluation, the result should be communicated to the employee. Providing feedback to employees was found to be one important purpose of the employee performance appraisal. Feedback helps employees realize their potentials. The effectiveness of the performance system partly depends on the capacity to provide feedback to employees as subject of the performance appraisal process. In addition, providing feedback is believed to be employees right to know. By doing so, they will express their opinion towards the suggestion and recommendation given by raters. Their opinion is to show their agreement or disagreement towards the given result. Therefore, the objective of feedback shall be constructive rather than destructive i.e. it must concentrate on how to improve the future performance.

The following table shows whether employees are allowed to see their performance result, and openly discuss about the result with their appraiser and receive constructive feedback.

**Table 8: Employees’ Access to Performance Result and Feedback from Appraisers**

<b>Items</b>	<b>Frequency/ %</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am allowed to see my performance appraisal result	Frequency	4	13	14	68	30
	%	3.1	10.1	10.9	52.7	23.3
I openly discuss with my appraiser and receive constructive feedback on my performance	Frequency	8	38	20	49	14
	%	6.2	29.5	15.5	38.0	10.9

Source: Questionnaire survey, 2016

As we can see from the above Table 8, 98(76%) of the respondents agreed with the statement that ‘I am allowed to see my performance appraisal result’, about 17(13.2%) of the respondents disagreed, and 14(10.9%) remain neutral. In addition, 63(48.9%) of the employees agreed with the statement that “I openly discuss the result with my appraiser and receive constructive feedback”, 46(35.7%) indicated that they don’t discuss about their performance evaluation result with their appraisers, and the remaining 20(15.5%) employees were neutral.

The HRM director of the university and the Managing directors of the colleges were interviewed in this regard to verify whether there is employee discussion on the performance appraisal result with the appraiser and receive constructive feedback. All the interviewed officials agreed that employees are allowed to see their performance appraisal result and can discuss with their immediate supervisors about the performance result and actions to be taken. The discussion and feedback intend to encourage those who are doing well and to provide support to those who have not met the standards to improve their future performance.

After receiving their performance result and discussing with their supervisors, employees might not be happy with the result that they feel that the result is unfair. Whenever such things happen, employees should have the right to appeal their reservation to the higher official of the organization. The response of employees concerning their right to appeal to the higher officials when their appraisal result is unfair is presented in the following table.

Degree of Agreement	Frequency	Percent
Strongly Disagree	11	8.5
Disagree	21	16.3
Neutral	41	31.8
Agree	44	34.1
Strongly Agree	12	9.3

Total	129	100.0
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Source: Questionnaire survey, 2016

As shown in the Table 9, majority of the respondents 56 (43.4%) agreed with the statement that ‘I can appeal to a higher official of my organization when my performance appraisal result is unfair’ whereas about 32(24.8%) of the respondents disagreed with the idea, and the remaining 41 (31.8%) of the respondents were neutral.

The HRM director of the university also stated that an employee who thinks his/her performance appraisal result is biased or unfair can appeal to the immediate superior of the appraiser. If he/she is not satisfied with the decision of the immediate superior of the appraiser, the employee can appeal to the HRM director so that the case will be reviewed. However, as the university does not have its own written policy regarding performance appraisal, there may not be consistency in handling employees’ grievance.

#### **4.2.4 Use of Performance Appraisal Result and Information**

The information generated from performance evaluation can be used for several purposes. The major purpose for performance appraisal is to provide motivation to employees to improve the way they work individually for developmental purposes, which in turn will improve organizational productivity. Performance will be improved when the result is linked with rewards. Employees’ motivation is enhanced by accurate evaluations so that it prepares for rewards for doing so and gives support and recognition to the employee. In addition to that, it helps employees who failed to doing their job to make ready for training.

According to article 31 of the Federal Civil Servants Proclamation No. 515/2007, the purpose of performance evaluation is to evaluate employees performance on a continuous basis and to identify their strengths and weakness, to provide rewards based on their performance result with a view to improve their future performance. Accordingly, the opinion of employees on whether the information generated from performance appraisal is used for motivation purpose is presented in the table below.

Degree of Agreement	Frequency	Percent
Strongly Disagree	17	13.2
Disagree	42	32.6
Neutral	26	20.2
Agree	30	23.3
Strongly Agree	14	10.9
Total	129	100.0

Source: Questionnaire survey, 2016

As indicated in the above table 10, larger number of the respondents 59(45.8%) disagreed with the idea that the university uses information generated from performance evaluation to motivate employees, while 44(34.2%) agreed on the stated idea and 26(20.2%) were indifferent.

In addition to the information gathered through the questionnaire from employees, interview was conducted with HRM Director of AAU and College Managing Directors' and their responses were not different from the information gathered through the questionnaires. This shows that in AAU performance appraisal result is not linked to motivational and developmental activities which are helpful to both the employees and the institution.

Moreover, performance appraisal can be used to take important administrative actions if it is done in a correct manner. If it is done incorrectly, however, the process of evaluating employee performance can actually lead to lower levels of job satisfaction and productivity. Beside this, penalizing poor performer is essential to correct his/her behavior. In addition to helping employees improve their performance, performance result also helps supervisors to make administration decision such as transfer, demotion and dismissal. To this effect employee response is presented in the table below.

Degree of Agreement	Frequency	Percent
Strongly Disagree	23	17.8

Disagree	48	37.2
Neutral	35	27.1
Agree	19	14.7
Strongly Agree	4	3.1
Total	129	100.0

Source: Questionnaire survey, 2016

Based on the above table, most of the respondents 71 (55%) stated that corrective actions are not taken when employee performance appraisal result is unsatisfactory or below the standard, where as 23(17.8%) are agreed and the rest 35(27.1%) remain neutral/indifferent to the issue. Based on the information obtained from the interviewed HRM Director of the university and the Managing directors of the colleges, most of the time the university uses performance appraisal results for promotion purpose and to give educational opportunity to employees. In general, without having formal performance appraisal policy and clear evaluation criteria and standards, it is unlikely that the appraisal results properly used for the intended purpose.

#### 4.2.5 Summary of Employees' Responses on Performance Appraisal

The opinion of employees on performance appraisal system of the university has been summarized in Table 12 below in terms of mean rank scores.

Table 12: Summary of employees' responses on performance appraisal system

Items	Descriptive Statistics				
	N	Min.	Max.	Sum	Mean Rank
The objectives of performance appraisal are clear	129	1	5	383	2.97
Evaluation criteria and standards are based on job description	129	1	5	321	2.49
Evaluation criteria are job related	129	1	5	350	2.71
Performance standards are clear and realistic	129	1	5	343	2.66
Performance appraisal is conducted fairly without any bias	129	1	5	328	2.54
I am allowed to see my performance appraisal result	129	1	5	494	3.83
I openly discuss with my appraiser and receive constructive feedback on my performance	129	1	5	410	3.18
I can appeal to higher officials when my appraisal result is unfair	129	1	5	412	3.19
Information generated from performance appraisal is used to motivate employees	129	1	5	369	2.86
Corrective actions will be taken when performance appraisal result is below the standard	129	1	5	320	2.48
<b>Aggregate Mean Rank</b>	2.89				

Source: Questionnaire survey, 2016

As shown in Table 12, the mean rank scores of employees' responses on most of the variables/items used to examine the performance appraisal system of the university are below 3.00 (i.e., low rank). In general, based on the aggregate mean rank score of employees' response (=2.89), the performance appraisal system of the university is not sound enough to objectively measure employees' performance and to use the evaluation results for administrative and developmental purpose properly.

#### 4.2.6 Chi-square Test to Check Differences in Employees' Responses

The differences in employees' response among the five units covered by the study (i.e., colleges/central administration) have been check using Chi-square test and the results of the analysis are presented in Table 13 below.

Table 13: Chi-square test to check differences in employees' responses on performance appraisal system

Variables			Mean Rank			Total	Chi-square Tests (Significance value)
			Low	Moderate	High		
College/Central Administration	CSS	Count	17	4	1	22	.011
		%	77.3%	18.2%	4.5%	100.0%	
	CBE	Count	20	4	0	24	
		%	83.3%	16.7%	0.0%	100.0%	
	CNS	Count	13	10	4	27	
	%	48.1%	37.0%	14.8%	100.0%		
	CHLSJC	Count	11	14	2	27	
		%	40.7%	51.9%	7.4%	100.0%	
	CA	Count	17	12	0	29	
		%	58.6%	41.4%	0.0%	100.0%	
Total		Count	78	44	7	129	
		%	60.5%	34.1%	5.4%	100.0%	

Source: Questionnaire survey, 2016

Based on the significance value of 0.011 (i.e.  $p < 0.05$ ) computed through Chi-square test as depicted in table 13, there is statistically significant difference in the responses of administrative staff members among the five units (colleges/central administration) covered by the study. This implies that there are variations among units in terms of their performance appraisal system.

### 4.3 Training Practices Analysis

#### 4.3.1 Objectives and Significances of Employee Training

As discussed in literature review part, the major purpose of employee training is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will

improve their current job performance. Training programmes are designed to increase the knowledge, skills and capabilities of the employees in order to make them competent to face the dynamic challenges of globalization. Training is necessary to enhance the performance of the employees at job for better outcomes. It develops the technical know-how so as to increase employee's operating skills for performing specific job with proficiency. Training also increased job satisfaction and moral among employees, increased employee motivation, increased efficiencies in process, resulting in financial gain, and reduced employee turnover. Therefore, adequate value should be given to significance of training to individual employee and organization.

The response of employees presented in table 16 shown the inadequate value given to employee training in AAU.

<b>Table 14: Employee training is considered as a crucial factor for improving individual and organizational performance</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	24	18.6
Disagree	32	24.8
Neutral	29	22.5
Agree	20	15.5
Strongly Agree	24	18.6
Total	129	100.0

Source: Questionnaire survey, 2016

The data in the table 14 show that majority of respondents 56(43.4%) disagreed with the idea that employee training is considered as a crucial factor for improving individual and organizational performance in AAU, 44(34.1%) agreed, and 29(22.5%) respondents remain neutral. As some employee stated, training program is not designed based on the requirements of the job and the management of the university does not have commitment for employee training.

### 4.3.2 Training Opportunities for Administrative Staff in AAU

The purpose of training is to equip people with the necessary skills, knowledge and attitudes to meet the organisation's needs in relation to its objectives. By providing adequate training opportunities, organizations can maximize employees' potential and focus their energies on the needs of the organisation while fulfilling their need for personal development and job satisfaction. Providing adequate training opportunities to employees not only contributes to the quality and effectiveness of the organization, but also serves to motivate and retain employees.

Employee response regarding the availability of adequate training opportunities in AAU is presented in Table 15 for discussion and analysis.

Table 15: There are adequate training opportunities for eligible employees		
Degree of Agreement	Frequency	Percent
Strongly Disagree	35	27.1
Disagree	61	47.3
Neutral	21	16.3
Agree	9	7.0
Strongly Agree	3	2.3
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in the table 15, majority of the respondents 96 (74.4%) indicated that AAU does not have adequate training opportunities for eligible administrative staffs, 12(9.3%) agreed, while 21(16.3%) were indifferent. In addition to the information gathered through questionnaire from employees, interview was conducted with HRM Director and Managing Directors of the colleges. They also agree with employees' view that there is limited training opportunity for administrative staff in the university.

As the Vice President for Administration and Student Services said, the university provides education opportunity (at bachelor degree and masters degree levels) for administrative staffs to improve their overall competence. The university provides sponsorship and covers tuition fee for eligible administrative staff members who attend further education. However, as the interviewed officials stated, due to resource constraints and shortage of human resources education opportunities may not be provided to employees when they need.

The surveyed employees were asked whether they have taken any training since they joined the university and their responses are presented in Table 16 below.

Table 16: **Have you taken any training since you joined AAU?**

			Have you taken any training since you joined AAU?		Total
			Yes	No	
Service years in AAU	1 - 5 years	Count	28	6	34
		%	82.4%	17.6%	100.0%
	6 - 10 years	Count	20	3	23
		%	87.0%	13.0%	100.0%
	11 - 15 years	Count	28	1	29
	%	96.6%	3.4%	100.0%	
	16 - 20 years	Count	17	1	18
		%	94.4%	5.6%	100.0%
	Above 20	Count	23	2	25
		%	92.0%	8.0%	100.0%
Total		Count	116	13	129
		%	89.9%	10.1%	100.0%

Source: Questionnaire survey, 2016

According to the result in table 16, majority of the employees participated in the survey 116(89.9%) took some sort of training since they joined AAU, while the remaining 13(10.1%) did not take any training. Of those who did not take any training, 7(53.8%) of them served for more than 6 years in the university. This shows that there are employees who did not get any training opportunity while they initially join the university or even after serving for long time.

Table 17: **If you took any training since you joined AAU, how much training have you taken in the last three years?**

			How many trainings have you taken in the last three years?				Total
			One	Two	Three	More than three	
Service years in AAU	1 - 5 years	Count %	13 46.4%	14 50.0%	0 0.0%	1 3.6%	28 100.0%
	6 - 10 years	Count %	9 45.0%	7 35.0%	1 5.0%	3 15.0%	20 100.0%
	11 - 15 years	Count %	10 35.7%	15 53.6%	2 7.1%	1 3.6%	28 100.0%
	16 - 20 years	Count %	9 52.9%	2 11.8%	2 11.8%	4 23.5%	17 100.0%
	Above 20	Count %	10 43.5%	5 21.7%	3 13.0%	5 21.7%	23 100.0%
Total		Count %	51 44.0%	43 37.1%	8 6.9%	14 12.1%	116 100.0%

Source: Questionnaire survey, 2016

Those respondents who took training were also asked how many trainings they have taken in the last three years. Of 28 employees who served for 1 - 5 years in the university, 13(46.4%) took only one training, 14(50%) took two trainings, and only one employee took more than three trainings. Of those who served for 6 – 10 years, 11 -15 years and above 20 years, majority of them (55%, 64.3%, and 56.5% respectively) took two or more trainings since they joined the university. However, majority (52.9%) of those who served from 16 – 20 years reported that they took only one training since they joined AAU. The result of the survey shows lack of adequate training opportunity for administrative staff in the university.

Moreover, employees’ response regarding the type of training they have taken is presented in table 18 below.

**Table 18: Type of training you have taken**

Items	Alternative	Respondents	
		No.	%
What type of training have you taken?	On-the-job	68	52.7
	Off-the-job	31	24.0
	Both	16	12.4
	Total	115	89.1

Source: Questionnaire survey, 2016

Majority of the respondents 68(52.7%) took only ‘on-the-job’ training, 31(24%) off-the-job training and the remaining 16(12.4%) said both on-the-job and off-the-job trainings. This shows that most of the trainings provided to administrative staff of AAU are on-the-job trainings.

### 4.3.3 Training Need Assessment

Need assessment is the first and the most crucial step in the training process by which an organization's human resource development needs are identified and articulated. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. Needs assessment is used to identify the organization's goals and its effectiveness in reaching these goals, it uses to identify discrepancies between employees' skills and the skills required for effective job performance and also discrepancies between current skills and the skills needed to perform the job successfully in the future.

The opinion of employees regarding the training need assessment conducted in AAU is presented and discussed in the table 19 below.

Table 19: Training need assessments are conducted properly		
	Frequency	Percent
Strongly Disagree	42	32.6
Disagree	52	40.3
Neutral	26	20.2
Agree	5	3.9
Strongly Agree	4	3.1
Total	129	100.0

Source: Questionnaire survey, 2016

As indicated in the table, majority of the respondents 94(72.9%) believe that training need assessments are not properly conducted to identified employees' performance gaps. The Interviewed officials also pointed out that there is no proper need assessment practice in AAU to identified gaps with employees performance mainly due to lack of willingness and commitment from the concerned bodies. As a result, most of the trainings given by AAU are not designed based on training need

assessment. In addition, training need assessment is carried out by different units, like HRM office, Change Management office and it lacks integration (see Table 20).

Table 20: Training programs are designed based on needs assessment		
Degree of Agreement	Frequency	Percent
Strongly Disagree	44	34.1
Disagree	46	35.7
Neutral	25	19.4
Agree	11	8.5
Strongly Agree	3	2.3
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in table 20, majority of the respondents 90(69.8%) expressed that training programs are not designed based on needs assessment. Furthermore, the responses obtained from interview also supported the opinion of employees. As the interviewed Managing directors stated, most of the time, AAU provides short-term orientation training to create awareness on general issues and the trainings may not be based on specific needs.

#### 4.3.4 Selection Criteria for Training

In any training and development program before deciding to conduct training, the training need has to be identified and analyzed. Also in the mean time the selection criteria for identifying individual has to be set without any personal bias. This is important factor that influences the effectiveness of training program. In this study, employees' opinion was gathered to assess the existence of clear criteria and procedures in AAU to select administrative staff members for training opportunities. The data is presented in the following table (Table 21).

Table 21: There are clear criteria and procedure to select employees for training

<b>opportunities</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	45	34.9
Disagree	48	37.2
Neutral	24	18.6
Agree	6	4.7
Strongly Agree	6	4.7
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in the table, majority of the respondents 93(72.1%) disagreed with the idea that the university has a clear criteria and procedure to select employees for training opportunities, while 12(9.4%) respondents agreed with the idea and 24(18.6%) neither agreed or disagreed with the idea. This shows that AAU doesn't have clear criteria and procedure to select employees for training opportunities.

In the process of selecting trainees, all the eligible employees should be given equal chance without any bias or favoritism. The following table presents employees' opinion regarding the process of selecting employee for training opportunities without any bias or favoritism.

<b>Table 22: There is no bias or favoritism in the process of selecting employee for training opportunities</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	44	34.1
Disagree	46	35.7
Neutral	28	21.7
Agree	8	6.2
Strongly Agree	3	2.3
Total	129	100.0

Source: Questionnaire survey, 2016

As can be seen from the above Table 22, 90(69.8%) of the respondents disagreed on the idea that ‘there is no bias or favoritism in the process of selecting employee for training opportunities’, while 11(8.5%) of respondents agreed and 28(21.7%) remain neutral. From this analysis results, we can conclude that in AAU selection of employees for training opportunities involves some bias and favoritism and there is no equal opportunities for all employees.

#### 4.3.5 Training Methods and Facilities

Since training is the systematic process of altering the behavior of employers in a direction to increase organization goals, the selection of its methods should be determined by the objective of the particular training program. Training methods depend on the objectives of the program. A variety of training methods are available and used by training institutions and organizations. The most popular training methods used by organizations are classified into on-the-job and off-the-job training methods (Rao, 1990). In order to get the desired result from training program the organization must select appropriate training methods and training delivery mechanisms.

Respondents Views on selection of training methods for administrative staff in AAU are presented in the Table 23 below.

Table 23: The university carefully selects training methods suitable for the intended objectives		
Degree of Agreement	Frequency	Percent
Strongly Disagree	36	27.9
Disagree	52	40.3
Neutral	32	24.8
Agree	8	6.2
Strongly Agree	1	.8
Total	129	100.0

Source: Questionnaire survey, 2016

Based on the opinion provided by most of the respondents 88(68.2%), as presented in table 21, the university does not carefully select training methods suitable for the intended objectives. In addition, there are no adequate training facilities for administrative staff (see table 24 below)

Degree of Agreement	Frequency	Percent
Strongly Disagree	26	20.2
Disagree	45	34.9
Neutral	33	25.6
Agree	20	15.5
Strongly Agree	5	3.9
Total	129	100.0

Source: Questionnaire survey, 2016

Concerning the facilities required to provide trainings to administrative staff, majority of the respondents 71(55.1%) disagreed with the view that there are adequate facilities, while 25(19.4%) agreed, and 33(25.6%) were indifferent. This implies that there are problems in AAU regarding the adequacy of facilities to provide training for administrative staff.

#### **4.3.6 Evaluation of Training Outcomes**

According to Saiyadain (1995) evaluation of training outcomes is the most crucial phase which enables to assess the effectiveness of training program. Training evaluation involves assessment of various aspects of training immediately after the training is over and helps judge the utilities of training program to the trainees and the organization. The evaluation of training development is crucial to assess the existing effort and to get feedback for future actions. Thus, organization needs to have a system by which their training program can be evaluated.

Accordingly, respondents were asked whether there is proper training evaluation system for administrative staff in AAU and the data obtained through questionnaire survey is presented in the table below.

<b>Table 25: The effectiveness of training programs are properly evaluated in terms of improvements in employee's and organizational performance</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	42	32.6
Disagree	49	38.0
Neutral	23	17.8
Agree	8	6.2
Strongly Agree	7	5.4
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in the table 25, majority of respondents 91(70.6%) disagreed on the statement that ‘The effectiveness of training programs are properly evaluated to determine the effectiveness of training programs in terms of improvements in employee's and organizational performance’, while 15(11.6%) agreed and 23(17.8%) remain neutral. In addition, the information obtained from interview also indicates that, there is lack of proper training evaluation for administrative staff in AAU.

As discussed in literature review part, training is given to employees with the intention of improving their skills, knowledge, and to bring attitude change and new capability. From this point of view, employee's response is presented and discussed in the table below.

<b>Table 26: The trainings given to me improved my knowledge, skills and attitude</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	28	21.7
Disagree	39	30.2
Neutral	26	20.2

Agree	28	21.7
Strongly Agree	8	6.2
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in the table, majority of the respondents 67(51.9%) disagreed on the idea that the training given to them improved their knowledge, skills and attitude; while 36(27.9%) agreed, and the rest 26(20.2%) remain neutral. As most respondents stated, the trainings provided by the University do not adequately improve employees' knowledge, skills, and attitude as the trainings are not designed based on needs assessment.

Subsequently, most of the employees indicated that there is no significant improvements in their work performance after taking trainings (see table 27)

<b>Table 27: I realized significant improvements in my work performance after taking trainings</b>		
Degree of Agreement	Frequency	Percent
Strongly Disagree	30	23.3
Disagree	37	28.7
Neutral	33	25.6
Agree	22	17.1
Strongly Agree	7	5.4
Total	129	100.0

Source: Questionnaire survey, 2016

The above table indicates that majority of the respondents 67(52.0%) disagreed with the idea that the training they took significantly improved their work performance. Moreover, it is not common that employees share the knowledge and skills they acquired through trainings to their colleagues (see table 28)

<b>Table 28: Do the employees share the knowledge and skills they acquired through trainings to their colleagues?</b>		
Degree of Agreement	Frequency	Percent
Yes	40	31.0

No	78	60.5
Total	118	91.5
Missing System	11	8.5
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in the table, majority of the respondents 78(60.5%) said that employees do not share the knowledge and skills they acquired through trainings to their colleagues, 40(31%) said they share their knowledge and skills, while the rest 11(8.5%) did not give any response.

#### 4.3.7 Summary of Employees' Response on Training Process

The mean rank score of employees on training process of the university has been summarized in Table 29 below.

Table 29: Summary of Employees' response on Training Process

Items	N	Min.	Max.	Sum	Mean Rank
Employee training is considered as a crucial factor for improving individual and organizational performance	129	1	5	375	2.91
There are adequate training opportunities for eligible employees	129	1	5	271	2.10
Training need assessments are conducted properly	129	1	5	264	2.05
Training programmes are designed based on needs assessment	129	1	5	270	2.09
There are clear criteria and procedure to select employees for training opportunities	129	1	5	267	2.07
There is no bias or favouritism in the process of selecting employees for training opportunities	129	1	5	267	2.07
The university carefully selects training methods suitable for the intended objectives	129	1	5	273	2.12
There are adequate facilities required to provide trainings to employees	129	1	5	320	2.48

The trainings given to me improved my knowledge, skills and attitude	129	1	5	336	2.60
I realized significant improvements in my work performance after taking trainings	129	1	5	326	2.53
The effectiveness of training programs are properly evaluated in terms of improvements in employee's and organizational performance	129	1	5	276	2.14
<b>Aggregate Mean Rank</b>					<b>2.29</b>

Source: Questionnaire survey, 2016

As shown in table 29, the mean rank scores of employees' responses on most of the variables used to examine the training process of administrative staff in AAU are below 3 (i.e., low). Hence, based on the aggregate mean rank score of employees' response (=2.29), the training process of the administrative staff of the university is not systematic.

#### 4.3.8 Chi-square test to check differences in employees' response

The differences in employees' response among the five units (i.e., colleges/central administration) covered by the study have been check using Chi-square test and the results of the analysis are presented in Table 30 below.

**Table 30: Chi-square test to check differences in employees' response on training process**

Variables			Rank			Total	Chi-square Tests (Significance value)
			Low	Moderate	High		
College/Central Administration	CSS	Count %	19 86.4%	2 9.1%	1 4.5%	22 100.0%	p = .084
	CBE	Count %	23 95.8%	0 0.0%	1 4.2%	24 100.0%	
	CNS	Count %	19 70.4%	8 29.6%	0 0.0%	27 100.0%	

CHLSJC	Count	23	4	0	27
	%	85.2%	14.8%	0.0%	100.0%
CA	Count	26	3	0	29
	%	89.7%	10.3%	0.0%	100.0%
Total	Count	110	17	2	129
	%	85.3%	13.2%	1.6%	100.0%

Source: Questionnaire survey, 2016

Based on the significance value of 0.085 (i.e.  $p > 0.05$ ) computed through Chi-square test as shown in table 30, the difference in employees' response among the five units is not statistically significant. This implies that lack of systematic training process prevails in almost all the units covered by the study.

#### 4.4 The Analysis of Promotion Process

Employee promotion is one of the most important functions of HRM. The section focuses on promotion process for administrative staff in AAU.

##### 4.4.1 Promotion opportunities

Providing employees with internal job opportunities is a means of demonstrating that they can realize their career goals inside rather than outside of the company. Opportunity for promotion in an organization is one of the determinants of employees' satisfaction. Besides this, it enhances employees' commitment to the organization. Thus, employees have to be given the opportunity to apply and move to new positions as vacancies occur. The available promotion opportunity must be open to all qualified and eligible employees.

As far as the adequacy of employee promotion opportunities provided by the university, the respondents expressed their opinion as shown in Table 31 below.

Degree of Agreement	Frequency	Percent
Strongly Disagree	26	20.2
Disagree	23	17.8

Neutral	37	28.7
Agree	37	28.7
Strongly Agree	6	4.7
Total	129	100.0

Source: Questionnaire survey, 2016

As presented in Table 31, 49(38%) of the respondents disagreed on the adequacy of promotion opportunities for employees, while 43(33.4%) agreed that there are adequate promotion opportunities and prospects for eligible employees, and 37(28.7) respondents were indifferent. However, as the HRM director of the university and managing directors of the colleges stated, there are adequate promotion opportunities for eligible employees particularly after the establishment of Business Process Reengineering (BPR). Within a week a minimum of six or seven vacant positions for promotion are posted and all eligible employees have the chance to apply.

The employees were also asked whether the university is a good place for developing their future career (see table 32).

**Table 32: The university is a good place for developing my profession and future career**

Degree of Agreement	Frequency	Percent
Strongly Disagree	18	14.0
Disagree	24	18.6
Neutral	33	25.6
Agree	38	29.5
Strongly Agree	16	12.4
Total	129	100.0

Source: Questionnaire survey, 2016

As we can see from the above table 32, 54(41.9%) of respondents agreed that the university is a good place for developing their profession and future career through promotion and also education opportunities, while 42(32.6%) disagreed and 33(25.6%) remain neutral. This shows that large number of administrative staff members do have future prospect for career development in the university.

When promotion opportunities are available, it is important to advertise the position, accepting applications from qualified candidates, screening and interviewing candidates, and then documenting why they choose a particular candidate. The position should be open to all qualified employees for promotion to avoid the appearance of favoritism or discrimination.

The data collected from employees regarding the announcement of promotion opportunities for administrative staff in AAU is presented in table 33 for discussion and analysis.

Table 33: Promotion opportunities are openly announced to all eligible employees		
Degree of Agreement	Frequency	Percent
Strongly Disagree	13	10.1
Disagree	19	14.7
Neutral	25	19.4
Agree	54	41.9
Strongly Agree	18	14.0
Total	129	100.0

Source: Questionnaire survey, 2016

Of the total number of employees, majority 72(55.9%) agreed that promotion opportunities are openly announced to all eligible employees, 32(24.8%) disagreed, and 25(19.4%) were indifferent.

Based on the interview conducted with the HRM director of the university and College managing directors, the available promotion vacancies are openly posted in all colleges and institutes notice board. The announcement includes: Job position, expected qualification (like education level, work experience), salary amount, working place and the like. The notice stayed from two up to five days. Therefore, it is possible to conclude that promotion opportunities are openly announced to all eligible administrative staff in AAU.

### 4.4.3 Promotion Criteria

Employees should be selected for promotion based on certain criteria. The criteria for promotion should be objective and serve to assist in ensuring the right person is promoted to the right position. According to Rao (1990), organizations adopt different bases of promotion depending up on their nature, size, and management. The well-established bases of promotion are seniority and merit. Merit implies an individual skill, knowledge, ability, efficiency, and aptitude as measured from educational, training and past employment record. Seniority refers to relative length of service in the same job and same organization.

It is also indicated on the promotion directive of Ethiopian Civil Service Agency that organizations should prepare promotion criteria of their own which include: work performance of employee, written exam/interview result, personal file, and relatedness of the job.

The opinion of employees regarding promotion criteria for administrative staff in AAU is presented in table 34.

Degree of Agreement	Frequency	Percent
Strongly Disagree	17	13.2
Disagree	34	26.4
Neutral	39	30.2
Agree	29	22.4
Strongly Agree	10	7.8
Total	129	100.0

Source: Questionnaire survey, 2016

As shown in the above table 34, 51(39.6%) of the respondents disagreed and on the idea 'promotion of employees' to higher positions is based on job-related criteria'. On the other hand 39(30.2%) respondents

believe that the criteria are job-related, while 39(30.2%) respondents neither agreed nor disagreed with the statement.

As it is explained from the interview, promotion of employees' to higher positions is based on job-related criteria. The promotion criteria for the administrative staff of the university are stated in Federal Civil Service Promotion Directives. The directive puts clear promotion criteria for all administrative employees in the civil service. These criteria include: work experience, level of education, performance evaluation result, interview, practical or written exam (if needed). However, the application of these criteria may vary from college to college based on the nature of the job.

All the criteria may not be equally important for promotion. The data collected from employees regarding the relative importance of criteria for promotion in AAU is presented in table 38 for discussion and analysis.

Items	Frequency	Percent
Work Performance	9	7.0
Years of Service	14	10.9
Education Level	25	19.4
Exam/Interview Result	3	2.3
Personal relationship with Superior	12	9.3
Others	2	1.6
Multiple criteria	57	44.2
Total	122	94.6
Missing System	7	5.4
Total	129	100.0

Source: Questionnaire survey, 2016

Based on the data in the above table, combination of two or more criteria (multiple criteria) is the most important 57(44.2%), followed by education level 25(19.4%) and years of service 14(10.9%). The interview response from HRM director and college managing directors also stated that the university uses the criteria mentioned in civil service promotion directives. There are multiple criteria depending on the nature of the job that the university uses for promotion.

One of the major purposes of promotion is to motivate competent employees to exert all their resources and contribute them to the organizational efficiency and effectiveness. Therefore, competence is more important than years of service in promotion process. The data collected from employees regarding the importance of competence in promotion process is presented in Table 36 for discussion and analysis.

Table 36: Competence is more important than years of service for promotion		
Degree of Agreement	Frequency	Percent
Strongly Disagree	17	13.2
Disagree	20	15.5
Neutral	20	15.5
Agree	36	27.9
Strongly Agree	36	27.9
Total	129	100.0

Source: Questionnaire survey, 2016

As majority (55.8%) of respondents agreed, competence is more important than years of service for promotion; 37(28.7%) of respondents disagreed; and 20(15.5%) respondents remain neutral. This implies that competence of employee is given adequate value in promotion process.

#### **4.4.4 Transparency and Fairness in Selecting Employees for Promotion Opportunities**

Fair selection process consists of judging people on their ability to do the job not on the bias. It is important because it contributes and adding credibility to the selecting official's decisions. Promotion policy used to allow all prospective and current employees a fair and equal opportunity for applying and progressing through the selection process. An effective promotion policy focuses on advancing employees based on their skills and performance, not favoritism.

The table presented below shows the perception of employees about the transparency and fairness of promotion process for administrative staff in AAU (see table 37)

**Table 37: Transparency and Fairness in selecting employees for promotion**

Items	Frequency/ %	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Selection of employees for promotion opportunities is conducted in a transparent manner	Frequency	19	27	46	29	8
	%	14.7	20.9	35.7	22.5	6.2
The process of employee promotion is free from discrimination/favoritism on the basis of personal or family relationship	Frequency	30	31	34	26	8
	%	23.3	24.0	26.4	20.2	6.2
There is effective grievance handling mechanism through which employee can complain against unfair promotion practices	Frequency	15	30	33	35	16
	%	11.6	23.3	25.6	27.1	12.4

Source: Questionnaire survey, 2016

As shown in the table, large number of respondents, 46(35.6%), disagreed with the idea that selection of employees for promotion is conducted in a transparent manner, 46(35.7%) of the respondents were indifferent. Only 37(28.7%) of respondents agreed that the process is transparent. This shows lack of transparency in employee promotion process.

In addition, majority of the respondents 61(47.3%) believe that the process of employee promotion is not free from discrimination/favoritism. The respondents were also asked if there is effective grievance handling mechanism through which employee can complain against unfair promotion practices. As indicated in table 40, about one-third of the respondents 45(34.9%) disagreed with the statement, while 51(39.5%) agreed and the rest 33(25.6%) of respondents remain neutral.

In addition, the interviewed HRM director of the university and college managing directors described that there is a grievance handling mechanism through which employee can complain when he/she feels unfairness or dissatisfaction in promotion process. After the result of promotion is posted, a time is given for three working days for appealing, at that time a dissatisfied employee can present his/her complaint in a written form to the grievance committee so that the case will be examined and corrective actions are taken.

#### 4.4.5 Summary of Employees' Responses on Promotion Process

The mean rank scores of employees' response on promotion process have been summarized in Table 38 below.

Table 38: Summary of Employees' responses on Promotion Process

Items	Descriptive Statistics				
	N	Min.	Max.	Sum	Mean
There are adequate promotion opportunities and prospects for eligible employees	129	1	5	361	2.80
Promotion opportunities are openly announced to all eligible employees	129	1	5	432	3.35
Selection of employees for promotion opportunities is conducted in a transparent manner	129	1	5	367	2.84
Promotion of employees' to higher positions is based on job-related criteria	129	1	5	368	2.85
Competence is more important than years of service for promotion	129	1	5	441	3.42
There is effective grievance handling mechanism through which employee can complain against unfair promotion practices	129	1	5	394	3.05
The university is good place for developing my profession and future career	129	1	5	397	3.08
The process of employee promotion is free from discrimination/favouritism on the basis of personal or family relationship	129	1	5	338	2.62
<b>Aggregate Mean Rank</b>					<b>2.95</b>

Source: Questionnaire survey, 2016

As shown in table 38, the mean rank scores of employees' response on most of the variables/items used to examine the promotion process of administrative staff of the university are found to be low. Based on the aggregate mean rank score of employees' response (=2.95), the promotion process of administrative staff of AAU not adequately fair and objective.

#### 4.4.6 Chi-square Test to Check Differences in Employees' Responses

The differences in employees' response among the five units (i.e., colleges/central administration) covered by the study have been checked using Chi-square test and the results of the analysis are presented in the following table.

**Table 39: Chi-square test to check differences in Employees' Responses**

Variables			Rank			Total	Chi-square Tests (Significance value)
			Low	Moderate	High		
College/Central Administration	CSS	Count %	8 36.4%	9 40.9%	5 22.7%	22 100.0%	p=.068
	CBE	Count %	12 50.0%	12 50.0%	0 0.0%	24 100.0%	
	CNS	Count %	11 40.7%	12 44.4%	4 14.8%	27 100.0%	
	CHLSJC	Count %	18 66.7%	8 29.6%	1 3.7%	27 100.0%	
	CA	Count %	14 48.3%	14 48.3%	1 3.4%	29 100.0%	
Total	Count %	63 48.8%	55 42.6%	11 8.5%	129 100.0%		

Source: Questionnaire survey, 2016

Based on the significance value of 0.068 ( $p > 0.05$ ) shown in Table 39 above, the difference in employees' responses among the five units of the university is found to be statistically not significant. Therefore, it implies that lack of fairness and objectivity in employee promotion process prevails in most of the units covered by the study.

## **CHAPTER FIVE: SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The purpose of this study is to assess human resource management practices in Addis Ababa University. Accordingly, analysis and interpretation of the data obtained through questionnaires distributed to employees, interviews conducted with the concerned officials of the university and relevant secondary sources were made in the previous chapter. Based on the analysis and interpretation, conclusions and recommendations of the study were made as follows.

### **5.2 Summary of Major Findings**

Based on the objectives of the study and the basic research questions, the following are major conclusions of the study:

#### **Performance Appraisal System for Administrative Staff in AAU**

- The objectives of performance appraisal in AAU are not adequately clear for administrative staff.
- The performance evaluation criteria and standards are not established based on employees' job description and the criteria are general rather than being specific to the tasks and activities of each department. In addition, there is no clear standard against which the performance appraisal result is to be compared with.
- The performance appraisal of administrative staff is not conducted fairly without favouritism or bias. Appraiser usually rate subordinates on the basis of personal liking and disliking. But employees can appeal to the immediate superior of the appraiser if they are dissatisfied with the appraisal process.

- Employees are allowed to see their performance appraisal results and can discuss with their immediate supervisors about their weaknesses and strengths and actions to be taken.
- The information generated from performance appraisal is not used to motivate employees and the appraisal results are not linked to motivational and developmental activities. This hurts the morale of employees and demoralizes them from competition and creativity.
- Supervisors don't properly evaluate their subordinate, providing them rewards for better performance and penalize them for failing to do so.
- There is lack of uniformity and consistency in performance appraisal system in all colleges and institutes in the university which is influenced by subjective judgments rather than by guided by written policy and principle.

In general, the aggregate mean rank score of employees' response (2.89, low rank) shows lack of sound performance appraisal system in AAU. However, the chi-square result ( $p < 0.05$ ) shows statistically significant difference in employees' response. This implies variation in performance appraisal system among colleges in the university.

#### **Training process for Administrative staff in Addis Ababa University**

- As indicated by majority of the respondents, AAU does not have adequate training opportunities for its eligible administrative staffs. The available training programs are not designed based on the requirements of the job. However, the responses obtained from interview replied that the university provides education opportunity and covers tuition fee for eligible administrative staff members who attend further education.
- Majority of the respondents (72.9%) answered that there is no proper need assessment practice in AAU to identified gaps with employees' performance and this was confirmed by the interview made with the university officials. In addition, training need assessment is carried out by different units, like HRM office, Change Management office and it lacks integration. The major reasons for not conducting training and development need assessment due to lack of willingness and commitment from the concerned bodies.

- Majority of respondents stated that AAU doesn't have clear criteria and procedure to select employees for training opportunities and also selection of trainees is not made systematically or based on rules and regulation, it lacks transparency.
- Since the university does not carefully selects training methods suitable for the intended objective because of that the training given by the university is simply for awareness creation, and also there are problems regarding the adequacy of facilities to provide training for employees.
- Most of the respondents have taken some sort of training in one or another way for their duration of stay in AAU. As majority of the respondent indicted the trainings given to them by the University did not improve their skills, knowledge as well as motivation to the job.
- Regarding to training methods, on-the-job training methods is widely practiced in the university.
- Training programs are not properly evaluated in terms of improvements in employees and organizational performance.
- Majority of the respondents (60.5%) perceived that the culture of sharing of knowledge and skills acquired through trainings to colleagues is poor.

The aggregate mean rank score of employees' response (2.29, low) indicates lack of systematic training process in AAU. The Chi-square test ( $p > 0.05$ ) reveals statistically non-significant difference in employees' response among the colleges/central administration covered by the study.

### **Promotion Processes and Practices for Administrative Staff in AAU**

- The promotion process and practices for administrative staff are regulated by the federal civil servants promotion directive.
- Majority of the employees are complaining that there are no adequate promotion opportunities for administrative staff. However, information generated from interview shows that there are a number of promotion opportunities for eligible employees
- The majority of the respondents believed that the university is good place for developing their profession and future career through promotion and also education opportunities.

- Majority of the employees are complaining that the promotion criteria are not job-related and they differ from college to college due to lack of uniform promotion guideline or policy. However, information generated from interview shows that the university strictly follows the criteria stated in the promotion directive issued by the Federal Civil Service Agency.
- The vacancies for promotion are openly announced to eligible employees by posting on all colleges and institutes notice board.
- Based on the information gathered through questionnaire, majority of the respondents indicated that selection of employees for promotion opportunities is not conducted in a transparent manner
- The process of employee promotion is not free from discrimination/favouritism on the basis of personal or family relationship.
- There is grievance handling mechanism through which employee can complain when he/she feels unfair promotion practices or dissatisfied with the decision.

The aggregate mean rank (2.95) obtained from the quantitative analysis shows that the promotion practice of the university is not fair and objective. The chi-square test result ( $p > 0.05$ ) also indicates the difference in employees' response among the colleges/central administration is not significant.

### **5.3 Conclusion**

The overall purpose of this study was to examine the human resource management practices of AAU with reference to performance appraisal, employee training and promotion of administrative staff. The study made use of both quantitative and qualitative data gathered through questionnaire survey, in-depth interviews and secondary source reviews. The data was analyzed using both qualitative and quantitative techniques. The quantitative data was analysed using Statistical Package for Social Sciences (SPSS) to compute frequency, mean rank and Chi-Square test to check differences in response among colleges covered by the survey. The results of the analysis were presented using tables and interpreted through qualitative narrations. The findings of the study indicate lack of sound performance appraisal system, unsystematic training process, and lack of fair and objective

promotion practices in AAU. Hence, it has been recommended that the university should design and implement sound policy to improve its HRM practices.

## **5.4 Recommendations**

On the basis of the above findings, the following recommendations have been suggested:

### **Performance Appraisal**

- The criteria of the performance appraisal should be developed from the job analysis and should be specific to the job so as to reduce subjective judgments of appraisers. The performance appraisal form should be standardized and need to be customized in accordance with the employees' jobs, this also need to be supported by internal policy of the university. The more the criteria of evaluation are related to the job analysis the more it will be objective. Thus, developing the criteria from job analysis and evaluating is important.
- Since motivation enhances employees' morale and improves organization productivity, the university should prepare an incentive package and use the information generated through performance appraisal for motivation of employees.

### **Training**

- The university should prepare and give adequate training opportunities for administrative staffs which designed based on the requirements of employees' job. Simply giving the training is not guarantee for organizational success; therefore, organizations should consider all factors which determine the effectiveness of the organization from the particular training program.
- Training needs assessment is the base for any training program. Therefore, AAU shall practice and use different appropriate need assessment techniques such as questionnaires, interviews, observation, to address the individual as well as institutional problems. Besides, the top management of the university must give due attention and support in order to increase the knowledge, skills and capabilities of the employees to make them competent to face the dynamic challenges of globalization since employees are greatest assets of the university.

- The university should use clear and objective criteria to select employees for training opportunities and the procedure must be systematized and based on rules and regulations. The selection criteria should be communicated to all administrative staff members and the selection process should be transparent. In addition, training methods suitable for the intended objectives should be selected carefully.
- Evaluating a training and development program helps to determine the accomplishment of program objectives, identify the strength and weakness of the program and the value of work of those changes that take place through the process of training and development. Therefore, it is important that training and development program have to be evaluated by setting clear criteria.
- Sharing knowledge and skills acquired through trainings between employees is the most important aspects that the university should focus on.

### **Promotion**

- The selection criteria for promotion opportunities should be job related and the process should be conducted in a fairly and transparent manner.
- Similar promotion procedure should be applied consistently in all colleges and institutes in the university in similar way.
- The process of employee promotion should be free from discrimination/favoritism on the basis of personal or family relationship.

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## **Annexes**

### **Annex I: Questionnaires for Administrative Staff in AAU**

Addis Ababa University  
College of Business and Economics  
Department of Public Administration & Development Management

#### **Dear respondents,**

This questionnaire is designed to gather information for a research required for the fulfilment of Master of Public Management and Policy (MPMP) in the department of Public Administration and Development Management, Addis Ababa University. The questionnaire will be administered to administrative staff members of the Addis Ababa University to gather their opinion regarding human resource management practices of the university. The information you provide is valuable for the successes of the research project. Therefore, I kindly request you to be honest and objective while filling the questionnaire. I assure you that the information you give will be used only for academic purpose and will be kept confidential.

#### **Notice:**

1) No need of writing your name

2) Indicate your response by placing (√) mark in corresponding box of your choice. Open ended questions should be filled by writing answers that you believe are appropriate.

**Part I: Personal Details**

1. Sex:                    Male                    Female
2. Age:                    Below 25 year                    45-55 year  
                                  25-35 year                    Above 55 year  
                                  35-45 year
3. Educational level:
- |                        |                    |
|------------------------|--------------------|
| Third degree (PhD)     | Certificate        |
| Second degree (MA/MSc) | 12 grades complete |
| First degree (BA/BSc)  | below grade 12     |
| College diploma        |                    |
4. College/Central Administration:
- |   |   |
|---|---|
| College of Social Science (CSS)         | College of Humanities, Language Studies,<br>Journalism & Comm. (CHLSJC) |
| College of Business and Economics (CBE) | Central Administration (CA)   |
| College of Natural Science (CNS)        |   |
5. Work Unit/ Office: \_\_\_\_\_
6. Service years in AAU:
- |                |                |
|----------------|----------------|
| 1 to 5 years   | 16 to 20 years |
| 6 to 10 years  | Above 20 years |
| 11 to 15 years |                |
7. Position/ Job grade: \_\_\_\_\_

**Part II: Questions Related to the Practices of Performance Appraisal**

Please indicate the degree of your agreement or disagreement with each of the items below by putting a tick mark (√) in the box that best describes your choice.

**Key:**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	The objectives of performance appraisal in Addis Ababa University (AAU) is clear to employees					
2.	Performance evaluation criteria and standards of the university are established based on job description					
3.	The performance evaluation criteria used by the university are job related					
4.	The standards against which my performance is measured are clear and realistic					
5.	Performance appraisal is conducted fairly without any bias					
6.	I am allowed to see my performance appraisal result					
7.	I openly discuss the performance appraisal result with my appraiser and receive constructive feedback					
8.	I can appeal to a higher official of my organization when my performance appraisal result is unfair					
9.	Information generated from performance evaluation is used to motivate employees through recognition and support					
10.	Corrective action are be taken when the result of performance appraisal is below the standard					

**Please put a tick mark (√) in the box that best describes your choice**

11. For what purpose is performance appraisal result used in your organization? (you may tick more than one)

Salary increment      Promotion      Recognition      Training      Punishments

Others (specify) \_\_\_\_\_

12. What do you think are the shortcomings/limitations of performance appraisal system of your organization?

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13. What do you suggest to improve the performance appraisal system of your organization?

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**Part III: Questions Related to Training Process**



16. In your organization, do the employees share the knowledge and skills they acquired through trainings to their colleagues?      Yes                              No  
 If yes, how?

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17. In your opinion, what are the problems regarding training policies and processes in Addis Ababa University?

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18.            What do you suggest to improve the training policies and processes of the university?

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**Part IV: Questions Related to Promotion Process**

Please indicate the degree of your agreement or disagreement with each of the items below by putting a tick mark (√) in the box that best describes your choice.

**Key:**

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	There are adequate promotion opportunities and prospects for eligible employees					
2.	Promotion opportunities are openly announced to all eligible employees					
3.	Selection of employees for promotion opportunities is conducted in a transparent manner					
4.	Promotion of employees' to higher positions is based on job-related criteria					
5.	Competence is more important than years of service for promotion					
6.	There is effective grievance handling mechanism through which employee can complain against unfair promotion					

	practices					
7.	The university is good place for developing my profession and future career					
8.	The process of employee promotion is free from discrimination/favouritism on the basis of personal or family relationship					

**Please put a tick mark (√) in the box that best describes your choice**

9. What are the most important criteria for promotion in your organization? (You may tick more than one)

Work performance

Years of service

Education level

Exam/Interview Result

Personal relationship with superior

Any other, please specify \_\_\_\_\_

10. In your opinion, what are the major problems regarding career development/employee promotion in your organization?

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11. What do you suggest to improve career development/ promotion process in your organization?

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## **Annex II:**

### **Interview Questions**

#### **Interview Questions for Vice President for Administration and Student Services**

1. What are the specific government laws and directives governing management of administrative staff in AAU?
2. Is there sound performance appraisal system in the university which is applied consistently across all Colleges and Institutes?
3. Is there clear procedure through which trainings are provided to the administrative staff?
  - Training opportunity
  - Training need assessment

- Training objectives
  - Designing training program
  - Training budget
  - Evaluation of training outcomes
4. Is there clear and consistent employee promotion process in AAU?
  5. What are the short comings/gaps regarding Performance Appraisal, employee Training & promotion in AAU?
  6. What are the corrective measures that the University has taken so far or planning to take in order to improve the gaps on policies & processes of performance Appraisal, Training, & Promotion of employees?

## **Interview Questions for Human Resource Management Director of the University and Managing Directors of the Colleges**

### **Performance Appraisal**

1. What are the objectives of performance appraisal?
2. What are the criteria and standards based on which employees' performances are appraised?
3. What measures are taken to ensure transparency and fairness in performance appraisal process?
4. For what purpose do you use employees' performance results?
5. What are the problems regarding performance appraisal system in AAU? What do you recommend to improve the system?

### ***Training***

6. What are the process/procedures through which training opportunities are provided to employees?
7. Are the training programs for administrative staff designed based on training need assessment? If so, how is the training need assessment conducted?
8. What are the procedures and methods through which employees are selected for training opportunities?
9. What mechanisms are used to evaluate the outcomes of trainings provided to employees?
10. What are the problems regarding employee training process in the university? What do suggest improving the process?

### ***Promotion***

11. Are there sufficient promotion opportunities for employees in the university?
12. What procedures are followed to provide promotion opportunities to employees?
13. What are the bases/criteria to select employee for promotion opportunities?
14. What are the problems regarding employee promotion in AAU? What do suggest improving the process?

**Thank you for your kind cooperation!!**

Annex III: Performance Appraisal form for Administrative Staff in AAU

**የሥራ አፈፃፀም መመዘኛ**

የሠራተኛ ስም ----- የአባት ስም ----- የወንድ አያት ስም-----  
 መሥሪያ ቤት ----- ቅርንጫፍ መሥሪያ ቤት -----  
 የሥራ መደብ መጠሪያ ----- ደረጃ----- መታወቂያ ቁጥር-----  
 ቅጽ የተሞላው ከ----- እስከ ----- ላለው ጊዜ ነው።

ተራ ቁጥር	የመመዘኛ አርእስት	የመመዘኛ ነጥብ				
		ዘቅተኛ 1	መጠነኛ 2	መካከለኛ 3	ከፍተኛ 4	በጣም ከፍተኛ 5
1	<b>ዕውቀትን በተግባር የማዋል ችሎታው</b>					
	<ul style="list-style-type: none"> <li>• በጠቅላላ ትምህርትና ወይም በሥራ ልምድ እና ወይም በልዩ መ.ያ የተገኘን ዕውቀት በሥራ ላይ ለማዋል የሚያሳየው ጥረት፤</li> </ul>					
2	<b>ሥራ ላይ የመገኘት ልምዱ</b>					
	<ul style="list-style-type: none"> <li>• አዘውትሮ በሥራ ላይ የመገኘትና መደበኛ የሥራ ሰዓትን የማክበር ዝንባሌው፤</li> <li>• የሥራ ሰዓትን ለመሥሪያ ቤቱ ሥራ ብቻ የማዋል ልምዱ፤</li> </ul>					
3	<b>በሥራ ላይ የሚያሳየው ትብብር</b>					
	<ul style="list-style-type: none"> <li>• ከኃላፊዎቹና ከሥራ ንደኞቹ ጋር ያለው ትብብርና መግባባት፤</li> <li>• በቡድን ሥራ ላይ የሚያሳየው ትብብር፤</li> <li>• ባለጉዳዮችን ለመርዳት ያለው ቅን አመለካከት፤</li> </ul>					
4	<b>የሥራ ጥራቱና ቅልጥፍናው</b>					
	<ul style="list-style-type: none"> <li>• ሥራን በትክክልና በጥራት ለማከናወን ያለው ችሎታ፤</li> <li>• በተፈለገው ወቅትና ቅደም ተከተል ሥራውን ለማጠናቀቅ የሚያሳየው ትጋት፤</li> <li>• ምክርና ገንቢ ሂስን ለመቀበል የሚያሳየው ፈቃደኝነት</li> </ul>					
5	<b>ያከናወነው የሥራ መጠን</b>					
	<ul style="list-style-type: none"> <li>• በተወሰነው ጊዜ ውስጥ ያከናወነው የሥራ ውጤት መጠን፤</li> <li>• ያበረከተው አጥጋቢ ውጤት ሌሎች የሥራ ባልደረቦቹ ካከናወኑት ጋር ሲመዘዘን የሚያሳየው ውጤት መጠን፤</li> </ul>					

6	<p><b>የንብረት አያያዙና አጠቃቀሙ</b></p> <ul style="list-style-type: none"> <li>• የሚገለገልባቸውን መሣሪያዎች እና ንብረት በጥንቃቄ ለመያዝና በቁጠባ ለመጠቀም ያለው ዝንባሌ፤</li> </ul>					
7	<p><b>የሚያሳየው ሥነ ምግባር</b></p> <ul style="list-style-type: none"> <li>• የመሥሪያ ቤቱን መረጃዎችና ምሥጢር ለመጠበቅ ያለው ታማኝነት፤</li> <li>• ለሥራውና ለመሥሪያ ቤቱ የሚያሳየው ተቆርቋሪነት፤</li> <li>• በመስሪያ ቤቱ ውስጥ አስነዋሪ ጠባይ ላለማሳየትና የግል ንጽሕናውን ለመጠበቅ የሚያደርገው ጥንቃቄ፤</li> </ul>					
8	<p><b>አዳዲስ የአሠራር ዘዴዎችን የማፍለቅ፤ የመቀበልና ሥራ ላይ የማዋል ችሎታው</b></p> <ul style="list-style-type: none"> <li>• በራሱ አነሳስነት አዳዲስ ሐሳቦችንና የአሠራር ዘዴዎችን ለማመንጨት ያለው ችሎታ</li> <li>• አዳዲስ አሠራር ዘዴዎችን፣ መርሆዎችንና እርምጃውን የመቀበልና በሥራ ላይ የማዋል ዝንባሌው፤</li> <li>• በየጊዜው ችሎታውን ለማሻሻል የሚያደርገው ጥረት፤</li> </ul>					
9	<p><b>ኃላፊነት የመቀበል ችሎታው</b></p> <ul style="list-style-type: none"> <li>• በችሎታው የመተማመን ዝንባሌው፤</li> <li>• የኃላፊነቱን መጠን አውቆ ራሱን በራስ በመቆጣጠር የመሥራት ችሎታው፤</li> <li>• ለዲሞክራሲያዊ ማዕከላዊነት አሠራር ያለው ተገዥነት፤</li> </ul>					

በአመራርና በመቆጣጠር ኃላፊነት ላይ ለሚገኝ በተጨማሪ የሚሞላ በተጨማሪ የሚሞላ	10	<b>ሥራን የማቀድና የማደራጀት ችሎታው</b>					
		<ul style="list-style-type: none"> <li>• የክፍሉን ሥራ በቀሰጠፈ ሁኔታ ለማከናወን የሚያስችሉ ዘዴዎችንና እቅዶችን የማውጣት ችሎታው፤</li> <li>• ለሥራው የሚያስፈልጉትን ቁሳቁሶች፣ መሣሪያዎችንና የሰው ኃይል በወቅቱ ለማሟላት የሚያሳየው ጥረት፤</li> </ul>					
	11	<b>የመምራትና የመቆጣጠር ችሎታው</b>					
		<ul style="list-style-type: none"> <li>• በሠራተኞች ዘንድ ያለው ተደማጭነት፤</li> <li>• ሐሳብ የመቀበልና የማስረዳት ዝንብሌው፤</li> <li>• የሥራ መመሪያ የመስጠት፣ ኃላፊነት የማከፋፈልና የመቆጣጠር ችሎታው፤</li> <li>• ሠራተኛን የማትጋት፣ የማስተባበርና የማበረታታት ዝንባሌው፤</li> <li>• ሥራን ሠራተኛን የማገናኘትና ባለው የሰው ኃይል የመጠቀም ችሎታው፤</li> </ul>					
	12	<b>የውሳኔ አሰጣጥ ችሎታው</b>					
		<ul style="list-style-type: none"> <li>• ውሳኔዎች የሚያስከትሉትን ውጤትና ኃላፊነት በቅድሚያ የመረዳት ችሎታው፤</li> <li>• ለውሳኔ አሰጣጥ የሚረዱ መረጃዎችን ለመሰብሰብ፣ ለመተንተንና ከተለያዩ አቅጣጫዎች ለመገምገም የሚያደርገው ጥረት፤</li> </ul>					
		አማካይ ውጤት					