

***Human Resource Management Practices  
In Amhara National Regional state: The Case of Wag Himra  
Zone Technical and Vocational Education and Training  
Institutes***

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***Addis Ababa University  
School of Graduate Studies  
College of Education and Behavioral Studies***

***JULY 2011***

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***By  
Mamo Eshetie***

***A Thesis submitted for School of Graduate Studies in partial Fulfillment of the Requirements  
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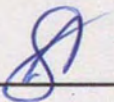
**Human Resource Management Practices in Amhara National  
Regional state: The Case of Wag Himra Zone TVET Institutes**

By  
Mamo Eshetie

**APPROVED BY BOARD EXAMINATION**

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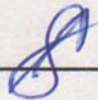



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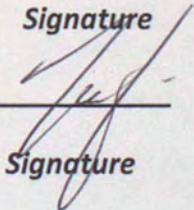
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## ACRONYMS

*HRM—Human Resource Management*

*PM—Personnel Management*

*HRD—Human Resource Development*

*HR\_\_ Human Resources*

*MOE—Ministry of Education*

*CEO\_\_ chief executives officer*

*TVET—Technical Vocational Education and Training*

*ANRS—Amhara National Regional State*

*WHAZ—Wag Himra Administrative Zone*

*TQM \_\_Total Quality Management*

*USA\_\_ United States of America*

*US\_\_ United States*

*P/HRM\_\_ Personnel or Human Resource Management*

*CSTCs\_\_ Community Skill Training Center*

*COC\_ Center of Occupational Competency*

## **ABSTRACT**

*The major aim in understanding this research was to assess the practice of human resource management In Amhara National Regional State the case of Wag Himra Zone and there by forward possible suggestions for the improvement of TVET programs and in order to perform the training, acquisition, retention, recruitment ,and development activities in available TVET institutions. The area of concern believed to be relevant to examine the performance of TVET and employment prospects were principals, department heads, process coordinators, trainers, supportive staff and board members. To this end, a descriptive survey research method was employed for the study. The sample TVET institutions were selected from Wag Himra Zone namely Sekota, Amdewerk and Zequala TVET institutions. The subjects of the study include 3 principals, 13 department heads, 21 process coordinators, 51 trainers, 71 supportive staff and 21 board members. Stratified, simple random and purposive sampling techniques were employed to select the TVET institutions and respondents. Questionnaire and interview were instruments used for the purpose of collecting data. The result of the study depicted that The findings show the numbers of Principals, Process Coordinators, Department Heads, Supportive Members, Academic staff Members and Board Members are very low: the institutional efforts in working with the delegates of the society and the local authorities offered to be capacity building trainings on the practice of Human Resource Management found low, low effort and motivation of employees in using the available supports, no clear mechanism available to follow problems faced by the practices of Human Resource Management and insignificant trainings were found as the major challenges in promoting organizational development and effective human resource utilization. Hence, it is concluded that the exhibits status of TVET institutions in the zone different challenges and employment prospects are not promising. In line with the above findings and conclusions, therefore, it was recommended that TVET institutions should, as such as possible: try to meet the standards set by MoE as stated in the TVET strategies with regard to their staff and good if TVET institutions seek permanent solution to the problem of funding training programs.*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background of the study. It discusses the issues and it includes statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of terms and phrases and organization of the study.

### 1.1 Background of the study

The objective of most organization is to provide efficient production of goods or efficient performance of service and ensuring personal satisfaction to their employees. These objectives can best be achieved through the efficient use of organization's human resources, along with its financial and physical assets. More adequate supply of physical and financial resources does not alone ensure the economic development of an organization. These resources are useless unless efficient manpower is available in the organization. Hence, the need exists for an adequate supply of capable human resources in the form of well-educated, developed and motivated personnel.

Basically Human Resources Management is a modern term for what has traditionally been referred to as personnel management. The term Human Resources at the organizational level includes all the component resources of all employees from the rank and file to top management level. In short it includes the resources of all the people who contribute their services to the attainment of the organizational goals.

In today's world of global competition the focus is more on human resources since it is universally recognized that the most significant resources of any organization is its people. Human Resources Management is now recognized as an essential management activity capable of contributing substantial effort to the success/effectiveness of any organizational endeavors.

Human Resource Management (HRM) is concerned with the human side of the management of enterprises and employees' relations with their firms. Its purpose is to

ensure that the employees of a company, i.e. its human resources, are used in such a way that the employer obtains the greatest possible benefit from their abilities and the employees obtain both material and psychological rewards from their work. Human Resources Management is based on the findings of work psychology and use the techniques and procedures known collectively as 'personnel management', i.e. that part of human resources management concerned with staffing the enterprise, determining and satisfying the needs of people at work, and the practical rules and procedures that govern relationships between employees and the organization.

In its broadest sense Human Resource Management (HRM) can be used as a generic term to describe any approach to managing people. The term is used to refer to all those activities associated with the management of employment relationships in the firm. In a similar vein, HRM can be used as a more contemporary phrase to describe the activities commonly associated with personnel management. Though, HRM encompasses a new approach to managing people that is significantly different to more traditional practices. Even in its specific sense, there are a variety of perspectives on what makes HRM distinctive. One theme focuses on practices aimed at increasing employee commitment and capability to enhance business performance. HRM as a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an array of cultural, structural and personnel techniques.

The growth and development of the Human Resource Management function are the results of several factors, among others the following are worth to be mentioned.

- I. The number of employees in business organization has grown substantially there by increasing the importance of Human Resource Management.
- II. Workers have become more educated and have achieved more responsible places in the society. Their awareness level has increased and they have become more conscious of their rights, so ignorance of their entity/needs is not possible in the present situation.

III. Management realizes dealing with people as individual human beings; recognize their desire to participate and their ambition to get ahead not only ethically and morally as right business.

Thus, Human Resources Management is recognized in organizations as a dynamic function, contributing to profits, growth and the objectives of the enterprises. Human Resources Management means the task of dealing with the human relationship within an organization. This relationship may be between management and employees, employees to employees within an organizational establishment.

Management has been described as “getting results through people”. Thus, Human Resource Management tries to get the work done through employees by maintaining cordial relationship with them.

Flippo as cited in Ayalew (1991:1) has defined human resource management is the planning, organizing, directing, and controlling of the procurement development, compensation, integration, maintenance and separation of human resources so as to materialize individual, organizational and societal predetermined objectives are accomplished.

The problem to be focused in this study is: unavailability of hiring process, lack of available mechanism to motivate employees, insufficient trainings, the changing of standards in training courses, different salary payment for trainers which have similar qualifications who are working with TVET institutes and colleges and the TVET institutions and the Regional TVET bureau. Therefore, major purpose of this study is, to examine the prevailing status of utilization of available TVET in Wag Himra Administrative Zone in Sekota, Amdewerk and Zequal TVET institutes to investigate the problems that hinder effective utilization of these institutes and hereby, describe its effects.

## **1.2 STATEMENT OF THE PROBLEM**

Whilst a range of reasons for the poor performance of TVET institutions may be developed, the practice and the problem has to a great extent been attributed to dissatisfactory TVET performance. In other words, the effective performance of TVET institutions is dependent upon the competence of TVET which can indicate its internal

efficiency and upon the institute's ability to make efficient and effective use of available competencies. That is, the effectiveness of the institutes depends upon its ability to acquire and effectively use the existing human capital to achieve its goals. Otto and Sanders cited in Ayalew (1999:109). Hence, to attain its goal effectively, TVET institutes must attract and utilize professionally competent academic and non-academic staff. To this end, a given institutes of TVET must have a plan appropriate for the recruitment, selection, assignment and proper utilization of the academic and non-academic staff.

Further more, the need to achieve the goal of the institutes mostly depend on the proper assignment of academic and non-academic staff because they were considered valuable asset to enhance this organization Monday el. al. (1995:5); and Currey and Hein an, (1987:64). That is, the need for making intelligent decisions related to teachers and students and management staff members utilization should be the major concern of the institutes on the assignment of the professionals. Because, opportunities for future success and/or failure of the intended work of the institute depends to a great extent upon the institutes concern for efficient utilization of the academic and non-academic staff in their assignment. Hence, becoming familiar with efficient and effective utilization of specially teachers are very important to make careful study of the factors that appear to be very crucial to teachers demand (Anderson, 1995:206).

Moreover, as stated in the TVET strategy to make best use of scarce resources, all necessary efforts will be undertaken to increase efficiency in the TVET system. This applies to the management of TVET at all levels, the method of TVET delivery and the possibilities of recognizing previous learning achievements.

Efficiency will be raised at all levels of the TVET management through appropriate organisational development, human resource development policies and clear definitions of functions and responsibilities. Studies indicate that a significant scope for improving internal efficiency in TVET institutions, e.g. through increased capacity utilization, improved human resource and financial management, and better management of equipment, tools and training materials may be undertaken. To this end, management capacity building will be provided to TVET institutions' management based on through problem and needs analyses. Furthermore, the gradual delegation of increased

management responsibilities to TVET institutions, including responsibilities in the recruitment of trainees, is expected to improve internal efficiency. This may be complemented by the introduction of performance-based budgeting in the public TVET institute.

Strengthening cost-effective modes of TVET delivery is another important means of improving efficiency in the TVET system. Accordingly, cooperative TVET schemes will be promoted and TVET institutions will be encouraged to develop flexible and better solutions for cost-effective TVET delivery.

Therefore, major purpose of this study is, to examine the prevailing status of utilization of available TVET in Wag Himra Administrative Zone in Sekota, Amdewerk and Zequala TVET institutes to investigate the problems that hinder effective utilization of these institutes and here by, describe its effects. Accordingly, the investigator raised the following basic questions for addressing the major problems encountered human resource utilization:

1. How is the practice of human resource management practice of the training, recruitment, acquisition, development and retention in Wag Himra Administrative Zone Technical and Vocational Education and Training institutions?
2. What is the practice of capacity building programs offered to trainers in Technical and Vocational Education and Training institutions?
3. What is the development activities offered to Staff Members in Technical and Vocational Education and Training institutions?
4. What mechanisms are utilized to Retain trainers in Technical and Vocational Education and Training institutions?

## **1.3 OBJECTIVES OF THE STUDY**

### **1.3.1 General Objective**

The general objective of this study is to assess the practice of human resource management in TVET institutions of Wag Himra Administrative Zone and suggest possible recommendations that help to minimize the existing problems.

### **1.3.2 Specific Objectives**

The specific objectives of this study include:

- to identify the practice of capacity building offered to TVETs.
- to identify the mechanisms utilized in retaining staff members.
- to assess the practice of acquisition and recruitment of staff members.
- to examine the perceptions of employees towards training and development.

## **1.4 Significance of the Study**

It is known that any useful study is conducted to serve a particular purpose. Therefore, the significance of this study is believed that:

1. It helps the available TVET institutions as well as the whole TVET institutions and colleges to sensitize about the practice of the HRM of the training, recruitment and organizational effectiveness of the selected TVET institutes.
2. It also helps the available TVET institutions to draw practical institutional decisions and for further planning and management of the program.
3. It helps as the starting point for further research of the issue.

## **1.5 DELIMITATIONS OF THE STUDY**

Because of its manageability the study is delimited to three TVETs of Wag Himra zone in Amhara National Regional State. It is particularly delimited to Sekota, Amdework and Zequala Technical and Vocational Education and Training Institutes. In the study trainers, principals, process coordinators, supportive staff members, and Board members of TVET institutions.

## 1.6 LIMITATIONS OF THE STUDY

The most serious limitation of the study has been the difficulty of access adequate and up-to-date information to support the study. The investigator has tried to overcome the problems and to understand the current practices at the end by consulting different information sources. The respondents' knowledge on human resource management has also its own limitation. Lack of transportation access to the two TVET institutes which are very far and difficult in its geographical location from the zone was also a great problem for the investigator. However by repeatedly trying to catch up transport services the researcher overcome the lack of transportation to the TVET institutions.

## 1.7 OPERATIONAL DEFINITIONS OF TERMS AND PHRAS

**Human resource planning**-the determination in advance of personnel Program that will contribute to goal established for the enter price.

**Organizing**-designing the structure of relationship among jobs, personnel and Physical factor.

**Integration**-the negotiations with labor unions collective bargaining, grievances, Disciplinary action etc.

**Employment**- ensuring that competent personnel at reasonable cost fill all positions.

**Policy** - is a predetermined guide established to provide direction in decision making.

**Recruitment**-employee recruitment forms a major part of an organization's over all resourcing stratifies, which identify and secure people needed for the organization to survive and succeed in the short to medium term.

**Competence**-relates to the employees skills and abilities, training requirements and potential for higher Level work.

**Profession**- characterized by the existence of a common body of knowledge and a procedure for certifying members of the profession.

**Promotion and transfer-** Placing current employees in position that better utilize the capabilities.

**Industrial relations** - Ensuring that the working relationships between management and employees and the job satisfaction and work opportunities for the organization personnel are developed and maintained in the best interest of the organization and its employees.

**Communication** - Providing the means and climate for developing ideas and exchanging information throughout the organization.

**Training:** - Developing existing personnel to their full potential for attaining established performance standards

**Organizational design-**organizational design involves building a net work of relationships among various functions and positions.

## **1.8 ORGANIZATION OF THE STUDY**

This study was organized in five chapters. In the first part background of the study, are found under the first chapter. i.e. the introductory part, were included in the first chapter. The second chapter the review literature. The third chapter deals with the research design and methodology which includes the method employed, sampling techniques and sample population, instrument and procedure of data collection and the method of data analysis. The fourth chapter were included the presentation and analysis of data. And the fifth chapter contained summary, conclusion and recommendations.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

This part of the study deals with the review of related literature related to the main study and the major problems of the study.

#### **2.1 HISTORICAL VIEW OF HUMAN RESOURCE MANAGEMENT**

Human resource management emerged from the activities of 'industrial welfare workers' in the latter half of the nineteenth century. Throughout the history of human resource management, however, a single common factor has been paramount namely the needs of people at work. The first stage of development involved a handful of employers and philanthropists who, driven by the desire to improve the conditions of working people, initiated various programs for bettering physical working environments and the quality of working life. Stage two may be said to have emerged during the First World War when, faced acute labor shortages and the urgent need to increase industrial productivity, governments in Europe and the USA actively encouraged the systematic study of employer relations and the human aspects of industrial work. This led to a fresh understanding of labor management problems and hence to a more technical and sophisticated approach to the personnel officers role. The third stage was characterized by the advancement in the 1930s and 1940s of various academic theories of management and the integration of management studies into general 'social science'. By the 1960s, specialization has developed within the personnel function, which itself had become recognized as a business and work situation. Company personnel policies and procedures, now encompassed recruitment and selection, training, industrial relations, labor planning, salary administration and employee appraisal.

Intense business competition in the 1980s and 1990s, the introduction of new production technologies which depended heavily on multi skilled flexible working practices (frequently involving team working) and changing cultures at both the national and individual enterprise levels, catapulted personnel management to increasingly critical positions within firms. Personnel work became associated with wider business functions

and with business strategy 'in the round'. Inevitably, therefore, personnel managers were more and more involved with general business management and concerned with profit-maximizing activities such as staff motivation, performance management, empowerment of workers, total quality management (TQM), and organizational modification and so on. Human resourcing decisions had to be at the very top level of management within a company (Noe, 1996:3).

## **2.2 FRAMEWORK OF HUMAN RESOURCE DEVELOPMENT**

Human resource development is a frame work for the expansion of human capital within an organization or (in new approach) a municipality, region, or nation. Human resources development is a combination of training and education, in a board context of adequate health and employment policies that ensures the continual improvement and growth of the individual, the organization, and the national human resourcefulness. Adam Smith states, "The capacities of individuals depended on their access to education". Human resource development is the medium that derives the process between training and learning in a broadly fostering environment. Human resource development is not a defined object, but a series of organized processes, "with a specific learning objective" (Nadler as cited in Noe, 1997:5). Within a national context, it becomes a strategic approach to intersectional linkages between health, education and employment.

## **2.3 STRUCTURE OF HUMAN RESOURCE DEVELOPMENT**

Human resource development is the structure that allows for individual development, potentially satisfying the organizations, or the nation's goals. Development of the individual benefits the individual, the organization and the nation and its citizens. In the corporate vision, the human resource development frame work views employees as an asset to the enterprise, whose value is enhanced by development. "Its primary focus is on growth and employee development...it emphasizes developing individual potential and skills" (Elwood, Olton and Trot as cited in Thomson and Mabey, 1994). Human resource development in this treatment can be in-room group training, tertiary or vocational courses or mentoring and coaching by senior employees with the aim for a desired outcome that develops the individual's performance. At the level of a national strategy, it

can be a broad intersect oral approach to fostering creative contributions to national productivity.

### **2.3.1 TRAINING**

At the organizational level, a successful human resource development program prepares the individual to undertake a higher level of work, "organized learning over a given period of time, to provide the possibility of performance change" (Nadler as cited in Noe, 1997). In this setting, human resource development is the frame work that focuses on the organizations competencies at the first stage, training and then developing the employee, through education, to satisfy the organizations long-term needs and the individuals' career goals and employee value to their present and future employers. Human resource development can be defined simply as developing the most important section of any business, its human resource, by attaining or upgrading employee skills and attitudes at all level to maximize enterprise effectiveness. The people within an organization are its human resource. Human resource development from a business perspective is not entirely focused on the individual's growth and development. "Development occurs to enhance the organization's value, not solely for individual improvement. Individual education and development is a tool and a means to an end, not the end goal itself" (Holton, James, and Trot as cited in Thomson and Mabey, 1994).The broader concept of national and more strategic attention to the development of human resources is beginning to emerge as newly independent countries face strong competition for their skilled professionals and the accompanying brain-drain they experience.

### **2.3.2 RECRUITMENT**

According to Aswathappa (1997:113), employee recruitment forms a major part of an organization's overall resourcing strategies, which identify and secure people needed for the organization to survive and succeed in the short to medium- term. Recruitment activities need to be responsive to the ever-increasingly competitive market to secure suitably qualified and capable recruits at all levels. To be effective these initiatives need to include how and when to source the best results internally or externally. Common to the success of either are; well- defined organizational structures with sound job design,

robust task and person specification and versatile selection processes, reward, employment relations and human resource policies, underpinned by a commitment for strong employer branding and employee engagement and on boarding strategies.

Internal recruitment can provide the most cost effective source for recruits if the potential of the existing pool of employees has been enhanced through training, development and other performance- enhancing activities such as performance appraisal, succession planning and development centers to review performance and assess employee development needs and promotional potential.

Increasingly securing the best quality candidates for almost all organizational relies, at least occasionally if not substantially, on external recruitment methods. Rapidly changing business models demand skills and experience that cannot be sourced or rapidly enough developed from the existing employee base. It would be unusual for an organization to undertake all aspects of the recruitment process without support from third-party dedicated recruitment firms. This may involve a range of support services, such as, provision of curriculum vitae or resume, identifying recruitment media, conducting aptitude testing, preliminary interviews or reference and qualification verification. Typically, small organizations may not have in- house resources or, in common with larger organizations, may not possess the particular skill- set required to undertake a specific recruitment assignment. Where requirements arise, these are referred on an ad hoc basis to government job centers or commercially run employment agencies.

Except in sectors where high-volume recruitment is the norm, an organization faced with sudden, unexpected requirements for an unusual larger number of new recruits often delegate the task to a specialist external recruiter. Sourcing executive-level and senior management as well as the acquisition of scarce or 'high- potential' recruits has been a long- established market serviced by a wide range of 'search and selection' or 'headhunting' consultancies, which typically form long- standing relationships with their client organizations. Finally, certain organizations with sophisticated HR practices have identified there is a strategic advantage in outsourcing complete responsibility for all workforce procurement to one or more third- party recruitment agencies or consultancies. In the most sophisticated of these arrangements the external recruitment services provider

may not only physically locate, or 'embed', their resourcing team(s) in the client organization's offices, but work in tandem with the senior human resource management team in developing the long-term HR resourcing strategy and plan.

### **2.3.3 ORGANIZATIONAL EFFECTIVENESS**

According to Ayalew (1991), Survival is the major long-term objectives of any organization. Personnel/human resource management activities play a major role in ensuring that an organization will survive and prosper. Organizational effectiveness and the lack of it are described in this title in terms of such criteria and components as performance, legal compliance, employee satisfaction, absenteeism, turn over, scrap rates, grievance rates and accident rates. In order for a firm to survive and prosper, reasonable goals in each of these components must be achieved. In most organizations, effectiveness is measured by the balance of such complementary characteristics as reaching goals, employing the skills and abilities of employees efficiently and ensuring the influx and retention of well-trained and motivated employees.

Successful managers recognize that human resources deserve attention because they are a significant factor in top management strategic decisions that guide the organization's future operations.

Three crucial elements are needed for firms to be effective: mission and strategy, organizational structure, and human resource management. However, it is important to remember that people do the work and create the ideas that allow the organization to survive. Even the most capital-intensive, well-structured organizations need people to run them.

People limit or enhance the strengths and weaknesses of an organization. Current changes in the environment has in making strategic planning decisions regarding people is that all other resources are evaluated in terms of money and at present, in most organizations, people are not. There has been a push toward human resource accounting, which would place dollar values on the human assets of organizations.

### **2.3.3.1 TYPES OF WORK PLACE BEHAVIOR**

Now that we have looked closely at how individual differences can influence behavior in organizations, let us turn our attention to what we mean by work place behavior. Work place behavior is a pattern of action by the members of an organization that directly or indirectly influences the organization's effectiveness. One way to talk about work place behavior is to describe its impact on performance and productivity, absenteeism and turnover and organizational citizenship. Unfortunately, employees can exhibit dysfunctional behaviors as well (Girma,2009).

### **2.3.3.2 PERFORMANCE BEHAVIOR**

Performance behaviors are the total set of work-related behaviors that the organization expects the individual to display. You might think of these as the "terms" of the psychological contract. For some jobs, performance behaviors can be narrowly defined and easily measured. For example, an assembly-line worker who sits by a moving conveyor and attaches parts to a product as it passes by has relatively few performance behaviors. He or she is expected to remain at the workstation and correctly attach these parts. Performance can often be assessed quantitatively by counting the percentage of parts correctly attached.

For many other jobs, however, performance behaviors are more diverse and much more difficult to assess. For example, consider the case of a research-and-developmental scientist. The scientist works in a lab trying to find a new scientific breakthrough that has commercial potential. The scientist must apply knowledge learned in graduate school and experience gained from previous research. Intuition and creativity are also important. And the desired breakthrough may take months or even years to accomplish.

Organizational citizenship Managers strive to minimize dysfunctional behaviors while trying to promote organizational citizenship. Organizational citizenship refers to the behavior of individuals who make a positive overall contribution to the organization. Consider, for example, an employee who does work that is acceptable in terms of both quantity and quality. However, she refuses to work overtime, won't help newcomers

learn the ropes, and generally unwilling to make any contribution beyond the strict performance of the job. This person may be seen as a good performer, but she is not likely to be seen as a good organizational citizen.

Another employee may exhibit a comparable level of performance. In addition, however, he always works late when the boss asks him to, he takes time to help newcomers learn their way around, and he is perceived as being helpful and committed to the organization's success. He is likely to be seen as a better organizational citizen.

A complex individual, social and organizational variables determine, in organizational citizenship behaviors. For example, the personality, attitudes, and needs of the individual must be consistent with citizenship behaviors. Similarly, the social context, or work group, in which the individual works facilitate and promote such behaviors in the organization itself, especially its culture, must be capable of promoting, recognizing and rewarding these types of behaviors if they are to be maintained. The study of organizational citizenship is still in its infancy, but preliminary research suggests it may play a powerful role in organizational effectiveness (Girma, 2009).

#### **2.3.4 OBJECTIVES OF THE PERSONNEL OR HUMAN RESOURCE MANAGEMENT FUNCTIONS**

The contributions P/HRM makes to organizational effectiveness include the following: Helping the organization reach its goals, employing the skills and abilities of the work force efficiently, Providing the organization with well-trained and well-motivated employees, increasing to the fullest the employee's job satisfaction and self-actualization, developing and maintaining a quality of work life that makes employment in the organization desirable, communicating P/HRM policies to all employees, helping to maintain ethical policies and behavior and managing change to the mutual advantage of individuals, groups, the enterprise and the public (Rao, 200:74).

#### **2.5 HUMAN RESOURCE PURPOSE AND ROLE**

In simple terms, an organization's human resource management strategy should maximize return on investment in the organization's human capital and minimize

financial risk. Human resources seek to achieve this by aligning the supply of skilled and qualified individuals and the capabilities of the current workforce, with the organizations ongoing and future business plans and requirements to maximize return on investment and secure future survival and success. In ensuring such objectives are achieved, the human resource function purpose in this context is to implement the organization's human resource requirements effectively but also pragmatically, taking account of legal, ethical and as far as is practical in a manner that retains the support and respect of the workforce (Noe,1940:54).

## **2.6 PERSONNEL MANAGEMENT**

The Institute of Personnel and development has published the following definitions:

Personnel management is that part of management concerned with people at work and with their relationships within an enterprise. Its aim is to bring together and develop into an effective organization the men and women who make up an enterprise and having regard for the well-being of the individual and of working groups, to enable them to make their best contribution to its success.

In particular, personnel management is concerned with the development and application of policies governing-human resource planning, recruitment, selection, placement and termination, education and training; career development, terms of employment, methods and standards of remuneration, working conditions and employee services, formal and informal communication and consultation both through the representatives of employers and employees and at all levels throughout the enterprise and negotiation and application of agreements on wages and working conditions; procedures for the avoidance and settlement of disputes.

Personnel management is also concerned with the human and social implications of change in internal organization and methods of working and of economic and social changes in the community.

Further personnel management responsibilities are-conducting research into local wage levels to ensure that the firm's reward system is competitive with those in other companies, 'incentivizing', i.e. devising remuneration system to stimulate workers into enhanced effort and efficiency, administration of superannuation schemes (in conjunction

with finance department) and advising employees about their pension and other entitlements, maintenance of personnel records and statistics, preparation of accurate job descriptions and other recruitment aids, implementation of health and safety regulations, accident prevention and the provision of first-aid facilities and management training, development and succession planning.

Employee communications, transmitting information of interest to employees via newsletters, notice boards, briefing sessions, etc.

Another way of defining personnel management is to regard it as a range of policies, institutions and procedures which enable the principles of work psychology to be put into practice. Its purpose is not only to make effective use of people at work and develop satisfactory relationships among them but to motivate them both by providing them with jobs which are satisfying in themselves (if this is practically possible) and by offering them financial and other rewards.

Accordingly, personnel management may be re-defined as that part of management which deals with people at work as regards:

**Utilization:** recruitment, selection, transfer, promotion, separation, appraisal, training and development.

**Motivation-job:** design, remuneration, fringe benefits, consultation, participation, negotiation and justice.

**Protection\_** Working conditions, welfare services, safety, implemental of appropriate legislation.

These three divisions are not separate and self-contained. For example, an employee who has been well selected and trained for his or her job will be more motivated in it than someone who has been carelessly selected and untrained. The use of consultation and participation, besides motivating employees, will often show how they can be better utilized. A well-designed and safe working environment will enable better use to be made of people's abilities and will in most cases help to provide satisfaction of human needs (Terry, 2003: 12).

## 2.7 PERSONNEL MANAGEMENT AND HUMAN RESOURCE MANAGEMENT

Personnel management is an important element of the broader subject of human resource management, although in practice the two terms are frequently used interchangeably-emphasizing the fact that the people employed in a company are resources which are at least as important as financial or material resources and must be given careful and expert attention.

Employees will not submit passively to manipulation or dictatorial control by management but more and more expect and demand some influence in the way they are employed. Research in the behavioral sciences, shows that an appropriate response by management will benefit the company. Personnel management techniques in, for example, appraisal, training and job evaluation can only be successfully applied with the consent and support of the employees.

The following relationships and differences between human resources management (HRM) and personnel management may be distinguished:

a) Personnel management is practical, utilitarian and instrumental and mostly concerned with administration and the implementation of policies. Human resource management, conversely, has strategic dimensions and involves the total deployment of human resources within the firm. Thus, for example, HRM will consider such matters as:

- i) The aggregate size of the organization's labor force in the context of an overall corporate plan (how many divisions and subsidiaries the company is to have, design of the organization, etc.).
- ii) How much to spend on training the work force, given strategic decisions on target quality levels, product prices, volume of production and so on.
- iii) The desirability of establishing relations with trade unions from the view point of the effective management control of the entire organization.

iv) Human accounting, i.e. the systematic measurement and analysis of the costs and financial benefits of alternative personnel policies (e.g. the monetary consequences of staff development exercises, the effects of various salary structures, etc.) and the valuation of the human worth of the enterprise's employees.

The strategic approach of HRM involves the integration of personnel and other HRM considerations overall corporate planning and strategy formulation procedures. It is proactive, seeking constantly to discover new ways of utilizing the labor force in a more productive manner thus giving the business a competitive edge. Practical manifestations of the adoption of a strategic approach to HRM might include:

- i) Incorporation of a brief summary of the firm's basic HRM policy into its mission statement.
- ii) Explicit consideration of the consequences for employees of each of the firm's strategies and major new projects.
- iii) Designing organization structures to suit the needs of employees rather than conditioning the latter to fit with the existing form of organization.
  - a) Having the head of HRM on the firm's board of directors. More than ever before, human resource managers are expected to contribute to productivity and quality improvement, the stimulation of creative thinking, leadership and the development of corporate skills.
  - b) HRM is concerned with the wider implications of the management of change and not just with the effects of change on working practices. It seeks proactively to encourage flexible attitudes and the acceptance of new methods.
  - c) Aspects of HRM constitute major inputs into organizational development exercises.
  - d) Personnel management is (necessarily) reactive and diagnostic. It responds to changes in employment law, labor market conditions, trade union actions, government codes of practice and other environmental influences. HRM, on the other hand, is perspective and

concerned with strategies, the initiation of new activities and the development of fresh ideas.

e) HRM determines general policies for employment relationships within the enterprise. Thus, it needs to establish within the organization a culture that is conducive to employee commitment and cooperation. Personnel management, on the other hand, has been criticized for being primarily concerned with imposing compliance with company rules and procedures among employees, rather than with loyalty and commitment to the firm.

f) Personnel management has short-term perspectives; seeking to integrate all the human aspects of the organization into a coherent whole and to establish high-level employee goals.

g) The HRM approach emphasizes the needs:

- i) For direct communication with employees rather than their collective representations.
- ii) To develop an organizational culture conducive to the adoption of flexible working methods.
- iii) For group working and employee participation in group decisions.
- iv) To enhance employee's long-term capabilities, not just their competence at current duties.

A continuous view of the difference between HRM and Personnel management is the proportion that whereas the latter is 'pluralistic' in orientation. HRM has a 'unitaristic' approach (Rao,2000:53).

## **2.8 OUTCOMES TO HUMAN RESOURCES MANAGEMENT**

According to Harvard researchers, the effectiveness of the outcomes to human resources management should be evaluated under four headings:

1. Commitment
2. Competence
3. Congruence and
4. Cost-effectiveness.

a) **Commitment** concerns employees' **loyalty** to the organization, personal motivation and linking for their work. The degree of employee commitment might be assessed via attitude surveys, labor turnover and absenteeism statistics and through interviews with workers who quite their job.

b) **Competence** relates to employees skills and abilities, training requirements and potential for higher-level work. These may be estimated through employee appraisal systems and the preparation of skills inventories. HRM policies should be designed to attract, retain and motivate competent workers.

c) **Congruence** means that management and workers share the same vision of the organization's goals and work together to attain them. In a well-managed organization, employees of all levels of authority will share common perspectives about the factors that determine its prosperity and future prospects. Such prospective concern the guiding principles that govern the organization's work; how things should be done; when, by whom and how enthusiastically.

To some extent these perceptions may be created by management via its internal communications, style of leadership, organization system and working methods; but they can only be sustained and brought to bear on day-to-day operations by the organization's workers. Staff should feel they possess a common objective. They need to experience a sense of affinity with the organization and want to pursue a common cause. Congruence is evident in the absence of grievances and conflicts within the organization and inharmonious industrial relations.

d) **Cost-effectiveness** concerns operational efficiency. Human resource should be used to the best advantage and in the most productive ways. Outputs must be maximized at the lowest input cost and the organization must be quick to respond to market opportunities and environmental change.

## 2.9 HUMAN RESOURCE MANAGEMENT FUNCTIONS

Human resource management (HRM) function includes a variety of activities and key among them is deciding what staffing needs you have and whether to use independent

contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies. Usually small businesses (for-profit or nonprofit) have to carry out these activities themselves because they can't yet afford part or full-time help. However, they should always ensure that employees have and are aware of personnel policies which conform to current regulations. These policies are often in the form of employee manuals, which all employees have.

Note that some people distinguish a difference between HRM (a major management activity) and HRD (Human resource development, a profession). Those people might include HRM in HRD, explaining that HRD includes the broader range of activities to develop personnel inside of organizations, including, e.g., career development, training, organization development, etc.

There is a long-standing argument about where HR-Related functions should be organized into large organizations, e.g., "should HR be in the organization development department or the other way around?"

The HRM function and HRD profession have undergone major changes over the past 20-30 years. Many years ago, large organizations looked to the "personnel department," mostly to manage the paperwork around hiring and paying people. More recently, organizations consider the "HR department" as playing an important role in staffing, training and helping to manage people so that people and the organization are performing at maximum capability in a highly fulfilling manner ( Worku, 2009:4).

## **2.10 HUMAN RESOURCE MANAGEMENT TRENDS AND INFLUENCES**

In organizations, it is important to determine both current and future organizational requirements for both core employees and the contingent workforce in terms of their skills technical abilities, competencies, flexibility etc. The analysis requires consideration

of the internal and external factors that can have an effect on the resourcing, development, motivation and retention of employees and other workers.

External factors are those largely out-with the control of the organization. These include issues such as economic climate and current and future labor market trends (e.g. skills, education level, government investment into industries etc.). On the other hand, internal influences are broadly controlled by the organization to predict, determine and monitor- for example- the organizational culture, underpinned by management style, environmental climate and the approach to ethical and corporate social responsibilities (Worku, 2009:7).

## **2.11 THE ROLE OF THE P/HRM MANAGER OR SPECIALIST**

Accordint to Aswathappa,2002:45) when an organization creates specialized positions for the P/HRM functions, the primarily responsibility for accomplishing the P/HRM objectives previously described is assigned to the P/HRM managers. But the chief executive is still responsible for the accomplishment of P/HRM objectives. At all level in the organization, P/HRM and operating executives must work together to help achieve objectives. The chief P/HRM executive promotes the P/HRM function within the organization to employees and operating executive both.

The ideal P/HRM executive understands the objectives and activities of P/HRM. Ideally, he or she has had some experience as an operating manager, as well as experience in P/HRM. The ideal P/HRM manager has superior interpersonal skills and is creative. It is vital that operating management perceives the P/HRM manager as a manager first, interested in achieving organizational goals and as specialist advisor in P/HRM matters secondarily. This makes the P/HRM executive a member of the management team and gives the function a better chance to be effective.

## 2.12 PROFESSIONALIZATION OF HUMAN RESOURCE

### MANAGEMENT

A profession is characterized by the existence of a common body of knowledge and a procedure for certifying members of the profession. Performance brings to HRM in order to perform their own human resource tasks properly. This point is made in executive insights by Robert L. Berra who states, "today, the human resource executive wears many hats: manager, member for top management, advisor, employee representative, corporate officer and professional."

Understanding the many interrelationships is essential in order for the human resource professional to help other managers resolve issues and problems. For instance, a production manager may want to give a substantial pay raise to a particular employee. The human resource manager may know that this employee does an exceptional job but should also be aware that granting the raise may effect pay practices in the production department and set a precedent for the entire firm. The human resource manager may have to explain to the production manager that such an action isn't an isolated decision. They may have to consider alternative means of rewarding the employee for superior performance, without upsetting the organization's reward system. Perhaps the human resource manager can point to a higher paying position that the employee is qualified to fill.

What ever the case, the implications of a particular act must be considered in the light of its potential impact on a department and the entire organization. Human resource managers must realize the over whelming importance of the big picture, rather than concentrating on a narrow phase of the company's operation. The basic HRM tasks remain essentially the same regardless of the source of the impact. However, the manner in which those tasks are accomplished may be altered substantial by factors in the external environment (Rao, 2000).

## **2.13 HUMAN RESOURCE MANAGEMENT AND COMPETITIVENESS**

According to (Noe, 1997:195) there are a number of reasons why the effective management of human resources can give a business of competitive edge over rival firms:

- a) Contented and hard-working employees are more likely to produce excellent work that genuinely adds value to the enterprise.
- b) The stability of a company that possesses sound employee relations will encourage outside investors to buy shares in the business, so that it becomes easier for the company to raise funds.
- c) The existence of common values upheld throughout the organization facilitates the development long-term strategies and plans.
- d) Company resources should be used in the most efficient way (via the recruitment of the best people, use of high- level skills developed through top class training programs, etc.).
- e) An organizational culture conducive to quality performance is likely to prevail.
- f) Change can be implemented with less disruption.
- g) The organization's core competencies are strengthened and enhanced.

### **2.13.1 The Competitive Challenge**

The challenges of organizations face today can be grouped into four categories. These are\_ the global challenges increasingly, organizations are finding that to service they must compete with organizations around the world. Companies must both defend their domestic markets from foreign competitors and broaden their scope to encompass global markets. Recent threats to and success of U.S. business have proven that globalization is a continuing challenge, the quality challenge- key to success in today's world is providing customers with high- quality products and

services. Companies that cannot give customers quality at a reasonable cost rise losing out to competitors, the social challenge- The two components of the social challenge are utilizing a diverse work force and operating in an ethical and legal manner. As we approach the twenty-first century, the U.S. work force is becoming increasingly diverse. Women and minorities are entering the work force in record numbers. Forward looking businesses are coming to terms with this fact and capitalizing on the strengths of diversity. Ethics and legal issues are also receiving greater attention in today's business environment. More and more, businesses are realizing the benefits of behaving ethically and responsibly, and the high performance work system challenge- Using new technologies such as computer aided manufacturing, virtual reality, expert systems and the Internet can provide companies with an edge. New technologies can result in employees working in smarter ways as well as providing higher quality products and services to customers. However, companies that have seen the greatest gains from new technology have human resource practices that support the use of technology. The design of work, training programs and reward systems often need to be reconfigured to support employees' use of new technology.

Thus, the three links of high-performance work systems are:

1. human resources and their capabilities,
2. new technology and its opportunities and
3. Efficient work structures and policies that allow employees and technology to interact. The strength of each of these links determines an organization's competitiveness.

We believe that organizations must successfully deal with these challenges to create and maintain value and the key to facing these challenges is a motivated, well-trained and committed work force.

## 2.14 ETHICAL ISSUES IN HUMAN RESOURCE MANAGEMENT

According to (Aswathappa, 1997:537) ethical concerns moral principles and how people should conduct themselves in social affairs. Personnel officers are perhaps more likely to confront ethical dilemmas in the course of their duties than most other executives, since in many respects the personnel manager occupies a 'meditative' role between management and the workforce, balancing the interest of employees against the needs of the overall organization. Examples of ethical problems that might arise in the course of a personnel officer's work include:

- (a) Conflicts between a personnel manager's desire to improve the quality of employees' working lives (via job extension), improvement of conditions, increased participation, etc.) and the insistence of other managers that the division of labor be applied as extensively as possible and/or that pay and conditions be kept constant.
- (b) Senior management demanding that the personnel officer deliberately misrepresent unsound personnel policies in order to promote them to workers.
- (c) Awareness that certain employees are not receiving fair rewards for their efforts; that equal opportunities legislation is not being obeyed; that there is unfair discrimination preventing the promotion of certain individuals, etc.
- (d) Having to decide whether to the police illegal acts of employees (etc. theft) or of the employing firm (e.g. serious and deliberate contravention of health and safety legislation).

There are two basic approaches to the resolution of such moral dilemmas:

- (1) The personnel manager predetermines for him or herself a strict code of behavior and adheres to this always-regardless of extenuating circumstances. Advantages to this approach include consistency in behavior (the people with whom the personnel officer deals always know what to expect) and the fact that the individual does not have to wrestle with his or her conscience every time an

ethical problem arises. The difficulties with the approach are that it can lead to obstinacy and intolerance of human weaknesses and that the manager's credibility will be totally destroyed if that person is seen to break his or her self-imposed moral principles.

- (2) Alternatively, the individual consciously chooses to vary behavior according to the requirements of each and every situation. Here the manager changes his or her moral outlook as circumstances alter. This creates scope for flexibility in decision making and could lead to fairer decisions but might also result in inconsistency and in the person never being entirely sure whether he or she behaved correctly. Also those affected by a manager's ethical inconsistency might resent and retaliate decisions.

In the Ethiopian Context the TVET delivery system based on the practice of Human Resource Management is:

## **2.15 HUMAN RESOURCE DEVELOPMENT FOR TVET STAFF**

### **2.15.1 Initial and Further Training of TVET Teachers and Instructors**

Highly competent, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of TVET teacher/instructor trainings. The aim of this process is to create a corps of TVET teachers/instructors capable of preparing trainees to successfully pass occupational assessment. Systematic training, education and further training will be provided for teachers and instructors in the TVET system at all levels in the formal programmes.

To increase the supply with relevant training and further training, TVET teacher training at higher education institutions is currently being strengthened and new programmes are being developed. Furthermore, new TVET teacher/instructor training faculties or departments will be established at the respective Ethiopian universities.

The previous qualification structure for TVET teachers will be revised and a new Bachelor qualification will be introduced. The new qualifications will be based on the professional standards of the engineering and other revised degree programmes and combined with pedagogical, methodological and didactical modules. The new Bachelor programmes will emphasise strengthening practical competences and the appreciation of practical work among TVET teachers/instructors. Frequent internships in industry during the training will be introduced. The modularization of curricula will allow for flexible entry and exit into TVET teacher/instructor trainings.

Access to the TVET teaching/training profession will be open to those from various educational and professional backgrounds. Generally, people with technical competences and work experience will become the preferred target group of TVET teachers'/instructors' training. Tailor-made preparatory and bridging courses will be offered by Higher Education Institutions to allow different target groups to meet the entry requirements for degree level TVET teacher/instructor training, notably:

- Graduates from the TVET system, preferably after some years of practical work experience, and other skilled practitioners from the world of work will be encouraged to join the TVET teachers' and instructors' profession. Bridging courses for academic upgrading will be offered to ensure mobility with the higher education system. Possibilities of introducing a special academic standard allowing entrance into a range of technical higher education programmes will be explored;
- Graduates from TVET programmes and skilled practitioners from the world of work must sit and pass occupational assessment as a precondition to entering TVET teachers'/instructors' training.

Emphasis will be placed upon developing systematic further education and training schemes to continuously upgrade the competences of existing TVET teachers/instructors

and to facilitate life-long learning and qualification. Further training will address the entire range of necessary competences, including practical skills, occupational theory and technology, as well as pedagogical, didactical and methodological competences. Further training will generally be accessible to TVET teachers/instructors from both public and private TVET institutions.

Tailor-made further training (non-degree) will be made available to TVET instructors without formal qualifications, for example instructors in Community Skills Training Centres (CSTCs), supervisors and trainers in companies, crafts(wo) men and others involved in non-formal TVET provision.

In order to improve the quality of TVET teacher/instructor initial and further training, capacity building programmes for teaching and instructing staff at the TVET teacher/instructor training faculties and departments will be initiated immediately. This will include the establishment of TVET research capacities and programmes at the universities, in order to cross-fertilize teaching and research in TVET.

Responsibility for TVET teacher/instructor initial and further education and training at post-secondary level rests with the higher education sector in the Ministry of Education. Appropriate oversight mechanisms will be established to ensure a close coordination between the higher education and TVET agency in the planning and implementation of TVET teacher/instructor initial and further training. The state TVET authorities, however, are responsible for liaising with higher education institutions, companies, excellent TVET institutions and other appropriate organizations to facilitate necessary further training schemes for the different TVET teacher/instructor in their respective regions ( MoE,2008:37 ).

#### **2.15.2 Human Resource Development for TVET Management**

As stated in the Ethiopian TVET strategy( ) Apart from building the competence of TVET teachers/instructors, sufficient resources and efforts will be invested into human resource development activities among TVET administrative and management staff. This includes those stakeholders involved as council and board members at different levels in

the governance of TVET too. Tailor-made training and/or awareness creation programmes will be drawn up.

Specific target groups for such human resource development include:

Members of TVET councils at federal and state levels

Administrative staff and TVET executive bodies at federal, state, Zonal and Woreda levels, facilitators of occupational standard setting and assessment item development, assessors in the occupational assessment system, heads of TVET institutions, members of TVET institution Management Boards.

In Regional level things which are listed above are similar with the Federal TVET policies and strategies. But there are some points which are not practically applicable. These are like: Hiring is done in Regional TVET bureau but not in TVET institutes. This indicated that we can say that decentralization is not fully applicable. Therefore, in order to solve shortage of trainers there must be zonal TVET departments like general education. And also there are no clear guidelines to retire employees because most TVET institutions are new. For example Wag Himra zone TVET institutions among these new TVET institutions. In addition to this there must be assigned quality assurance process Coordinators to follow quality training in these TVET institutions to have practical application as stated in the policy (MoE, 2008:38).

## **CHAPTER THREE**

### **METHOD AND PROCEDURE OF THE STUDY**

This study deals with the method and procedure of the study and which includes sources of data, sample size and sampling techniques, instruments of data collection, procedures of data collection and data analysis techniques.

#### **3.1 METHODOLOGY**

This study is designed to examine the practice of training, recruitment, organizational effectiveness and major problems of HRM in TVET institutions of Wag Himra Administrative Zone of Amhara National Regional State.

The research method employed was descriptive survey based on the nature of the data. For reasons that the method as said by Best and Kahn (2003) enables the researcher investigate the current issues and recognize some of the major problems in the area of the under discussion.

#### **3.2 SOURCES OF DATA**

As the central point of the study was finding out the practice and major problems of TVET institutions, teaching and non teaching staffs and board members were used as a primary data sources for the reason that they are the main subjects in the TVET institutions.

#### **3.3 SAMPLE SIZE AND SAMPLING TECHNIQUES**

The target population of this study were teaching and none teaching staff members, principals, process coordinators, board members and department heads in the three TVET institutions namely Sekota, Amdework, and Zequala TVET institutions.

With regarded to respondents sample, out of the total population of 21 process coordinators, 71 academic staffs, 51 trainers, 13 department heads, 3 principals, 21 board members from the three Woredas a sample size respectively of 14 (66.6%), 42 (59.15%), 35 (68.6%), 10 (76.9%), 3 (100%), and 14(66.6%) were selected. The method of sampling

for selecting trainers and administrative staff members were stratified simple random sampling proportionally from each department. And simple random sampling technique was used to select, department heads, process coordinators and board members. The three principals are selected using available sampling technique, because they are their number is manageable and they are resourceful who can provide key information about the institutions.

The sample population that were selected, i.e. 14(70%) process coordinators, 42(68.85%) supportive staff members staffs, 35 (68.6%) trainers, 10 (76.9%) department heads, 3 (100%) principals and 14 (71.42%) board members were assumed to be rich in the information required for treating the problem in a greater detail.

**Table1. Sample of the Study groups**

No.	Study groups	Sampling of the Study groups						
		Total population			Sample population			
		Sekot a TVET	Amdewer k TVET	Zequal a TVET	Sekoa TVET	Amdewe k TVET	Zequal a TVET	Total
1	Process coordinators	7	7	6	5	5	4	14
2	Supportive staff	25	19	17	17	13	12	42
3	Trainers	40	7	4	27	5	3	35
4	Department Heads	7	3	3	5	3	2	10
5	Principals	1	1	1	1	1	1	3
6	Board members	7	7	7	5	5	4	14
	Total	87	44	38	60	32	26	118

### 3.4 INSTRUMENTS OF DATA COLLECTION

#### 3.4.1 Questionnaires

The main data collection tool used was questionnaire, because of its simplicity for survey study that has large size of respondents. The questionnaire was prepared in English because it will not be a problem for respondents to understand the questionnaire, taking in to account that, the medium of instruction and their level of qualification at the TVET institutions.

### **3.4.2 Interview**

In addition to the data obtained through questionnaire, face-to-face unstructured interview questions were also conducted with board members. As a result five board members from the two institute and four board members from the rest one institute were involved in the study from each three institutes.

The unstructured interview guiding questions which were used in conducting the interview have two parts, the first part contained the background information about the interviewees and the second part contained eight questions and in addition to this. After the necessary explanations were given and consensus was reached among the researcher and the interviewees, the interview was conducted and all the responses of the interviewees were written on a note book.

### **3.5 PROCEDURES OF DATA COLLECTION**

The first step in the administration process was asking willingness of the respondents to fill the questionnaires and hence, the respondents will to fill the questionnaire and be able to return the papers within short range of time. The questionnaire was pilot tested to see the validity of each item of appropriateness and language clarity. The pilot tested was conducted in one selected TVET institution i.e. in Sekota which was participated ten respondents were not included in the main study. Then the questionnaire was revised depending upon suggestions and recommendations collected during the tryout.

Finally, the draft questionnaires was pilot tested on three supportive staff members and five teachers who were randomly selected based on the numbers who were teaching in Sekota TVET. After it has been filled out by those respondents, each questionnaires were examined item by item to detect ambiguous and unclear statements. From that the researcher was prepared thirty questions five were rejected because it was not relevant.

### **3.6 DATA TECHNIQUES**

To compute the data easily, the data collected through questionnaire from principals, process-coordinators and department heads and staff members and trainers were coded and computed using percentage to measure and analyze the magnitude of respondent's opinion against each statement on the given scale. I have used SPSS 17 computer

software to analyze the data. Moreover mean values of both groups of respondents' to each statement were calculated by converting the qualitative categorical replies to numerical scales. The scales were having weightings 5, 4, 3, 2, & 1 to strongly agree, agree, unable to decide, disagree, and strongly disagree respectively. Finally, the grand mean value was computed for the groups of respondents to identify the average response to each statement on which the final interpretation of data rests. For this study the grand mean value below 2.5 indicates medium or low practice of the issue.

Data collected through interview and open ended question of the questionnaire were described and categorized under each question or themes and narrated. Finally the concepts were considered or used in the interpretation to support or reject the respondents' data to answer the concerned research question.

**Note:-** when the researcher selected the sample of the process coordinators that was offered to the TVET institutions were 7 for each. In case the researcher selected 5 from each of the two institutions in Sekota and Amdewerk TVET institutions. But in Zequala there were only 4 process coordinators for the institute could not get the remaining three process workers which fulfill the minimum requirements. That is why the researcher took less number of respondents from the institution.

## **CHAPTER FOUR**

### **4. PRESENTATIONS, ANALYSIS AND DISCUSSION OF DATA**

In this part of the study the characteristics of the respondents and the presentation, analysis and interpretation of the data collected through instruments that are questionnaire and interview were presented with the help of tables from the three sample TVET institutions were presented consequently, principals, process coordinators, department heads, academic staff members and supportive works were involved as the main respondents and the three samples of the TVET institutions board members were as well involved as supportive of information obtained via questionnaire through interviews.

In addition to this the chapter that concentrates on the presentation, analysis and interpretation of data in order to answer the four basic questions and the major factors that hindered the practice of human resource management, that is the training, recruitment, acquisition, development and retention mechanisms of the TVET institutions in Wag Himra Administrative Zone Amhara National Regional State.

#### **4.1 CHARACTERISTICS OF THE RESPONDENTS**

As the focus of this part of the analysis was to assess the characterizes of the respondents in TVET institutions in Wag Himra zone Amhara National Regional State. To this end, some indicators of the characteristics of the respondents by Sex, Age, Marital status, Qualification and Work experience have been identified in the study and the results were presented, analyzed and interpreted in a manner as follows:

**Table 2. Characteristics of the TVET Management Respondents**

Characteristics		Respondents category							
		Principals		Process coordinators		department heads		Total	
		No	%	No	%	No	%	No	%
Sex	Male	3	11.55	10	38.46	9	34.61	22	84.61
	Female	-	-	4	15.38	-	-	4	15.38
Age	Below 21years	-	-	-	-	-	-	-	-
	21-30	3	11.55	13	50	9	34.46	25	96.15
	31-40	-	-	1	3.58	-	-	1	3.58
	41-50	-	-	-	-	-	-	-	-
	Above 50	-	-	-	-	-	-	-	-
Marital status	Single	-	-	8	30.76	8	30.76	16	61.5
	Married	3	11.55	6	23.07	1	3.85	10	38.5
	Divorced	-	-	-	-	-	-	-	-
Work experience	1-5years	1	3.85	7	26.92	9	34.46	17	65.38
	6-10years			4	15.38	-	-	4	15.38
	11-15 years	1	3.85	3	11.55	-	-	4	15.38
	Above15years	1						1	3.85
Qualification	BA/BSC/BED	3	11.55	7	26.92	7	26.92	17	65.38
	Diploma	-	-	6	23.07	2	7.69	8	30.76
	certificate	-	-	-	-	-	-	-	-
	TVET Graduates	-	-	1	3.85	-	-	1	3.84

In view of the description of the respondents by sex, age, marital status, qualification and work experience, from the total number of respondents in item 1 of Table 2, 3 (11.55%) of principals are males and 10 (38.46%) of the process coordinators are male and

4 (15.38%) of them are females in their orders, and 9 (34.61%) of the department heads are males.

There are two things that can be interpreted from the summarized data in Table 1. The first one is the issue of the least participation of female in leadership in these TVET institutions and the other is the impact that the lower numbers of female participation in the human resource management practice have on the enrollment, persistence and participants of female customers.

In connection with the age of the respondents, no principals, process coordinators and department heads of the respondents of the institutes are below 21 years old. But all principals 3 (11.55%), the majority of process coordinators 13 (50%), 1 (3.85%) of the process coordinators and the majority of department heads 9(34.46%) are between 21-30 years.

Concerning to the marital status, the majority of process coordinators and department heads 8 (30.76%) and 8 (30.76%) respectively are single, and the rest of 3 (11.55%) of the respondents are principals, 6 (23.07%) of the respondents are process coordinators and the remaining 1 (3.85%) is department head respectively are married.

In relation to the qualification of the respondents, the majority of principals, process coordinators and department heads 3 (11.55%), 7 (26.92%) and 7 (26.92%) respectively were first degree holders. Consequently, it was thought that the information they offer would be trustworthy and appear to be logical attributable to their academic backgrounds.

In so far their field of specialization is concerned, all the respondents seemingly have specialized in the area of subjects other than educational and vocational management. This bring to light that there is no appropriate person who can consider about the proper person to run the responsibilities and activities that necessitates all the concerned bodies of the TVET institutes.

With respect to the work experience of the respondents, the majority of principals 1 (11.55%), process coordinators 7(26.92%), department heads 9(34.46%) had less than five years of experience in the positions they held and 4(15.38%) of the process

coordinators had more than 6 and less than 10 years experience, and the rest of principal 1 (3.85%) and process coordinators 3 (11.57%) had more than 10 and less than 15 years experience in their TVET management profession respectively.

#### 4.1.2 Characteristics of Supportive Staff Members and Trainers

The following section deals with the characteristics of Academic staff members and Trainers of the respondents.

**Table 3. Characteristics of the Trainers, Supportive Workers and Board Members**

Characteristics		Respondents category							
		Supportive staff members		trainers		Board members		Total	
		No	%	No	%	No	%	No	%
Sex	Male	34	38.4	31	34	12	13.	77	84.6
	Female	8	8.7	4	4.3	2	2.19	14	15.3
Age		8	8.79	11	12	-	-	19	20.8
	21-30	34	38.4	18	19.	2	2.1	54	59.3
	31-40		-	6	6.5	12	13.1	18	19.7
	41-50	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
Marital status	Single	34	38.4	30	32.	-	-	64	70.3
	Married	8	8.7	5	5.4	14	15.38	27	29.6
	Divorced	-	-	-	-	-	-	-	-
Work experience	1-5years	30	32.9	35	38.	2	2.1	67	73.6
	6-10years	7	7.6	-	-	8	8.7	15	16.4
	11-15 years	5	5.4	-	-	4	4.3	9	9.8
	Above15years	-	-	-	-	-	-	--	
Qualification	BA/BSC/BED	4	4.3	8	8.7	5	5.4	17	18.6
	Diploma	34	38.4	20	21.	9	9.8	61	67
	certificate	4	4.3	-	-	-	-	4	4.3
	TVET Graduates	-	-	7	7.6	-	-	7	7.6

In view of the description of the respondents by Sex, age, Marital status, Qualification and work experience, from the total number of respondents, item 1, Table 3, supportive staff members 34(38.46%), trainers 31 (34.06%) and 12 (13.18%) are male respectively, and the rest of respondents supportive staff members 8 (8.79%), trainers 4 (4.39%), board members 2 (2.19%) are females respectively.

There are two things that can be interpreted from the above data. The first one is the issue of gender balance in the management staff and the other is the impacts that the least No of female supportive staff members, trainers and board members have on the enrollment, persistence and achievement of female participants.

This gender imbalance of the academic staff members, trainers and Board members has its own negative implications for females management practice not only about these bodies in the TVET institutes but also about management professions in general TVET institutes and challenges should not be a hostile environment for female managers rather it should be a place where they can equally participate and demonstrate their performance. To be effective organizational development females should come to the higher officials or they have to put their role in the practice of human resource management system in the TVET institutes and colleges.

In connection with the age of the respondents, some of the respondents supportive staff members 8 (34.46%), trainers 11 (12.08%) are below 21years, the majority of the respondents supportive staff members 34 (38.46%), trainers 18 (19.78%) and board members 2(2.19%) are within the age range of 21-30 years respectively and the rest of respondents trainers 6(6.59%), board members 12 (13.18%) are within the age range of 31-40 years.

With regard to the marital status, the majority of respondents supportive staff members and trainers 30 (38.46%) and 30(32.96%) respectively are single, and the rest of respondents supportive staff members 8(8.79%), trainers 5(5.49%), and board members 14 (15.38%) are married.

With respect to the work experience of the respondents, the majority of supportive staff members 30 (32.96%), trainers 35 (38.38%), and board members 2 (2.19%) had between 1-5 years of experience, whereas supportive staff members 7 (7.69%) and board members 8 (8.79%) had between 6-10 years of experience and the rest of respondents supportive staff members 5 (5.49%) and board members 4 (4.39%) had more than 11 years and less than 15 years of experience.

Concerning to the qualifications of the respondents, some of the respondents supportive staff members 4 (4.39%), trainers 8 (8.79%), board members 5 (5.49%) respectively were first degree holders. And the majority of respondents, supportive staff members 34 (38.46%), trainers 20 (21.97%), and board members 9 (9.89%) were diploma holders, and the rest of the respondents those are supportive staff members 4 (4.39%) had certificate. Consequently, it was thought that the information they offer would be trustworthy and appear to be logical attributable to their academic background.

## **4.2 THE PRACTICE OF HUMAN RESOURCE MANAGEMENT**

This part presentation, analysis and discussion of data deals with the respondents' responses to the practice of human resource management i.e. the training, recruitment, acquisition, development and retention of the TVET institutes. It is the main part of the questionnaire and interview.

The issue of Human Resource Management i.e. the training, recruitment, acquisition, development and retention of these TVET institutions are affected by different factors. On the ground the retention program is performing by the guidelines that the employees are taking CoC. But on the ground because of the scarcity of those who has taken CoC these institutes the employees hired those trainers which came from different sectors by paying temporary payment. And some of the trainers are new and these new employees are getting supports by assigned mentors who have long service than the new one.

In accordance with the decentralization policy of the Ethiopian government, the new TVET system will aim at progressive decentralization, i.e. the responsibility for all functions will be gradually devolved to lower levels in the system in order to increase efficiency of services and responsiveness to the needs of the actual target groups. In accordance with the decentralization policy of the Ethiopian government, the new TVET system will aim at progressive decentralization, i.e. the responsibility for all functions will be gradually devolved to lower levels in the system in order to increase efficiency of services and responsiveness to the needs of the actual target groups.

Experience in other countries clearly shows a direct relationship between operational autonomy of TVET institutions in terms of use of resources, overall management and

planning of TVET programmes on the one hand, and improvement of quality and learning outcomes on the other hand. The Ethiopian TVET system, therefore, aims, in the medium term, to grant far-reaching planning and management responsibilities to public TVET institutions. In the future, TVET institutions will be held accountable for the success of their training delivery. This may also be supported by development of performance-based funding mechanisms.

With the acquisition of broader management responsibilities at institutional level, public TVET institutions will be required to form a management board comprising all relevant local stakeholders, including representatives of the local business community. The management boards will be responsible for school supervision and will approve plans, budgets and reports of the same. Non-public TVET providers will also be encouraged to form management boards to secure their integration into the local economic environment.

To implement decentralization, capacities need to be strengthened at all levels, especially at zonal, woreda and TVET institution level. TVET authorities at the federal and state levels will allocate sufficient resources for training and capacity building of lower level authorities, management of TVET institutions and members of the management boards of the institutions.

But on the ground most of the hiring process of the trainers is done by the TVET bureau but not by the TVET institutes. This indicates that decentralization is not fully applicable by the TVET institutes. And no zonal TVET department like general education. This implies that there is a problem nearly to evaluate and support the TVET institutions. Therefore as indicated from the TVET policy in order to perform decentralization the regional TVET bureau should be apply decentralization by giving full responsibilities and accountability for the TVET institutions. Beside to this zonal TVET department should also organized to support the TVET institutions.

From this study in general and this part (section) in particular presents the practices or interventions in relations to institutional factors or within the institutions.

#### 4.2.1 INSTITUTIONAL FACTORS

Institutional factors that affect the human resource management system are the principals (leaders\managers), department heads, process co-coordinators, trainers, trainees and other educational institutions themselves and the facilities and the curriculum they offer. Therefore, human resource management is the planning, organizing, directing and controlling of the procurement development, compensation, integration maintenance and separation of human resource to the end those individual organizational and social objectives are accomplished. Thus, human resource management refers to a set of programs, functions and activities designed and carried out in order to maximize both employee as well as organizational effectiveness. Then, it is with this point that data regarding institutional efforts were collected. The data presented and discussed in the above tables.

### 4.3 Respondents response to wards major factors

The respondents of principals, department heads and process coordinators responses are interpreted in following Tables 4-7, with the total of 26 respondents.

**Table 4. Respondents' responses to the management for the factors of policy issues**

No	ITEM	OPINION SCALES						
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean
		N <sub>0</sub> (%)	N <sub>0</sub> (%)	N <sub>0</sub> (%)	N <sub>0</sub> (%)	N <sub>0</sub> (%)	N <sub>0</sub> (%)	
1.	There are definite policies and procedures for every decisions regarding human resource management at Sekota /Zequala /Amdewerk TVET institute.	-	3(11.5%)	-	10(36.4%)	13(50)	26(100%)	4.27
2.	Human resource management policies and procedures at Sekota/ Zequala/ Amdewerk TVET institute equally protect the interests of the staff and the organization.	2(7.6%)	2(7.6%)	4(15.3%)	8(30.7%)	10(36.4%)	26(100%)	3.84
3.	Human resource management policies and procedures are often revised to reflect the changing needs of the environment.	-	1(3.8%)	3(11.5%)	11(42.3%)	11(42.3%)	26(100%)	4.23
4.	Every academic staff of the Sekota/ Zequala/ Amdewerk TVET institute is aware of the policies and procedures regarding his/her work related activities.	2(7.6%)	2(7.6%)	3(11.5%)	9(34.6%)	10(36.4%)	26(100%)	2.92

Table 4 shows the respondents' responses to the institutional factors in promoting the management to create favorable condition and to have good training, recruitment and effective human resource management practices in these institutions.

In item number 1, the extent of the presence of definite policies and procedures for every decisions regarding human resource management at the TVET institutions for management roles to be exercised, 3 (11.5%), 10 (36.4) and 13(50) of principals, process coordinators and department heads respectively replied disagree, agree and strongly agree and their mean is 4.27.

Even though the TVET policies and strategies allow things to be carried out in proper ways, the respondents' response shows that the majority of them are aware of the presence of definite policies and procedures for every decision. This indicates that there are opportunities to decide management activities based on these guidelines in the selected TVET institutions.

In item 2, with regard to human resource management policies and procedure in order to perform the interest of the staff and the organization at the three TVET institutions 2(7.6%), 2(7.6%), 4(15.3%), 8(30.7%) and 10(36.4%) of principals, process coordinators and department heads respectively responded that they strongly disagree, disagree, unable to decide, agree and strongly agree with respect to that order and their mean is 3.84. Majority of the respondents responded strongly agree for the points in this item. Therefore, from this point of view the researcher understood that there are good performances in order to protect the interest of the staff and the organization so as to bring organizational development.

In item 3, the human resource management policies and procedures that are often revised to reflect the changing needs in these TVET institutions, 1(3.8%),3(11.5%), 11(42.3%), 11(42.3%) of principals, process coordinators and department heads respectively answered disagree, un able to decide, agree and strongly agree and their mean is 4.23. Moreover, majority of them responded agree and strongly agree. This indicates that there is low performance and they need that the policy and procedure be revised to reflect the changing needs of the environment.

In the fourth item, with regard every academic staff of these three TVET institutions is aware of policies and strategies 2 (7.6%), 2 (7.6%), 3 (11.5%), 9 (34.6%), 10 (36.4%) of principals, process coordinators and department heads respectively replied strongly disagree, disagree, un able to decide, agree and strongly agree and their mean is 2.92. This indicates that it needs awareness creation in these three TVET institutions.

**Table 5. Respondents' responses to the management for efforts to the factors of decision**

**Making.**

ITEM	OPINION SCALES						Total	Mean
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
<b>Decision making factors</b>	<u>N<sub>0</sub></u> %	<u>N<sub>0</sub></u> %	<u>N<sub>0</sub></u> %	<u>N<sub>0</sub></u> %	<u>N<sub>0</sub></u> %	<u>N<sub>0</sub></u> %		
1. Major decisions regarding department matters are decided by staff meeting.	-	2(7.6%)	6(23%)	9(34.6%)	9(34.6%)	26(100%)	3.96	
2. Individual initiatives are encouraged at our department.	2(7.6%)	3(11.5%)	4(15.3%)	9(34.6%)	8(30.7%)	26(100%)	3.69	
3. I have confidence in the leadership of Sekota/ Zequala/ Amdewerk TVET institute.	-	3(11.5%)	3(11.5%)	9(34.6%)	11(42.3%)	26(100%)	4.07	
4. The leaders make decisions in consultation will academic staff or their representatives.	-	4(15.3%)	2(7.6%)	8(30.7%)	12(46.1%)	26(100%)	4.08	
5. The management of Sekota/Zequala/Amdewerk TVET institute values ideas of staff members.	-	4(15.3%)	2(7.6%)	11(42.3%)	9(34.6%)	26(100%)	3.96	
6. I am given enough authority to decide in my area of responsibility	-	2(7.6%)	-	11(42.3%)	13(50%)	26(100%)	4.34	
7. I am happy if Sekota/Zequala/Amdewerk TVET institute academic staff union is re-instituted.	5(19.2%)	1(3.8%)	2(7.6%)	10(36.4%)	8(30.7%)	26(100%)	3.57	

Table 5, Above shows the respondents response to the practice of policy issues to create favorable condition and to good training, recruitment, acquisition, training and organizational development in the three selected TVET institutions.

In item1 , in the context of Major decisions regarding department matters are decided by staff meeting 2 (7.6%), 6 (23%), 9 (34.6%), 9 (34.6%) of principals, process coordinators and

department heads respectively answered disagree, un able to decide, agree and strongly agree respectively and their mean is 3.92. This indicates that major decisions are decided by the consensuses of the staff meeting.

In item 2, with regard to individual initiatives are encouraged at our department 2(7.6%), 3 (11.5%), 4 (15.3%), 9 (34.6%), 8 (30.7%) of principals, process coordinators and department heads respectively responded strongly disagree, disagree, Un able to decide, agree and strongly agree in their order and their mean is 3.69. this indicates that there is encouragement in their department.

In item 3, in that they have confidence in the leadership of the institutions 3 (11.5%), 3 (11.5%), 9 (34.6%), 11 (42.3%) of principals, process coordinators and department heads respectively replied disagree, UN able to decide, agree and strongly agree and their mean is 4.07. And the majority of respondents responded that they are strongly agreed. This indicates that they have confidence in the leadership.

In item 4, with regard to the leaders make decisions in consultation will academic staff or their representatives 4 (15.3%), 2 (7.6%), 8 (30.7%), 12 (46.1%) of principals, process coordinators and department heads respectively answered disagree, un able to decide, agree and strongly agree and their mean is 4.08. This indicates that decisions are made by consulting the academic staff members in these TVET institutions. Even if, there are some respondents which responded disagree and UN able to decide. This implies that it needs to create awareness in the institutions in order to have common understanding.

In item 5, in the context of the management of the institutes of values and ideas of the staff members 4 (15.3%), 2(7.6%), 11 (42.3%), 9 (34.6%) of principals, process coordinators and department heads respectively replied disagree, UN able to decide, agree and strongly agree respectively, and their mean is 3.96. This indicates the majority respondents responded that they are agree. Even though, there are some respondents that responded disagree and UN able to decide.

In item 6, with regard to give enough authority to decide in their area of responsibility 2 (7.6%), 11 (42.3%), 13 (50%) of principals, process coordinators and department heads respectively

replied disagree, agree and strongly agree respectively and the majority of respondents responded that they are strongly agree about the give question.

In item 7, in their happiness that the institute academic staff union is re- instituted 5 (19.2%), 1 (3.8%), 2 (7.6%), 10 (36.4%), 8 (30.7%) of principals, process coordinators and department heads respectively answered strongly disagree, disagree, UN able to decide, agree and strongly agree and the majority of respondents responded that they are agree that the academic staff union is re-instituted.

Table 6. Respondents' responses to the management for efforts to the Retention factors

No	ITEMS	OPINION SCALES						Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	
	Retention factors	N0 %	N0 %	N0 %	N0 %	N0 %	N0 %	
1.	Academic staff employment should be on contractual basis as the current practice at Sekota/ Zequala/ Amdewerk TVET institute.	8(30.7)	- -	8(30.7%)	6(23%)	4(15.3%)	26(100%)	3.88
2.	Academic staff employment should be on permanent basis.	- -	3(11.5%)	5(19.2%)	8(30.7%)	10(36.4%)	26(100%)	3.96
3.	There is a uniform staff hiring process in all departments at Sekota/ Zequala/ Amdewerk TVET institute.	-	5(19.2%)	7(26.9%)	5(19.2%)	9(34.6%)	26(100%)	3.69
4.	There is a cordial staff interpersonal relation at our department.	- -	-	4(15.3%)	12(46%)	10(36.4%)	26(100%)	4.23
5.	There is smooth student-staff relationship at our department.	- -	3(11.5%)	2(7.6%)	10(36%)	11(42.3%)	26(100%)	4.11

In item 1 of Table 6, based on that the academic staff employment should be on contractual basis as the current practice 8 (30.7), 8 (30.7%), 6 (23%), 4 (15.3%) of principals, process coordinators and department heads respectively replied strongly disagree, UN able to decide, agree, strongly agree and the mean is 3.88. This indicated that it needs to create awareness because there are some respondents which are responded that they are strongly disagree.

In item 2 of Table 6, with regard to that the academic staff employment should be on permanent basis 3 (11.5%), 5 (19.2%), 8 (30.7%), 10 (36.4%) of principals, process coordinators and department heads respectively answered disagree, UN able to decide, agree and strongly agree and the majority of respondents are strongly agree. This indicated that there must be a permanent basis the academic staff employment.

In item 3 of Table 6, in the context of there is a uniform staff hiring process in all departments at that these three TVET institutions 5 (19.2%), 7 (26.9%), 5 (19.2%), 9 (34.6%) of principals, process coordinators and department heads respectively responded disagree, UN able to decide, agree and strongly agree and their mean is 3.69. This implies that there is a uniform staff hiring in the institutions. Even though there are some respondents who are disagreeing and UN able to decide, these numbers are half of the total respondents. This indicated that it needs more effort

and to create awareness and there could be need assessment to find the main problems in the TVET institutions.

In item 4 of Table 6, with regard to that there is a cordial staff interpersonal relation at the departments 4 (15.3%), 12 (46%), 10 (36.4%) of principals, process coordinators and department heads respectively answered UN able to decide, agree and strongly agree and the majority of respondents are agree about the point in this question. This indicated that there is a cordial staff interpersonal relationship at the departments. But even if, there is few respondents are UN able to decide this indicated that it needs an assessment of the problem or that things are done truly.

In item 5 of Table 6, with regard to that there is smooth student-staff relationship at our department 3 (11.5%), 2 (7.6%), 10 (36. %), 11 (42.3%) of principals, process coordinators and department heads replied disagree, UN able to decide, agree and strongly agree and the majority of respondents responded that they are strongly agree about the questionnaires. This indicated that the management bodies due attention to be effectively used these opportunities in order to bring organizational development.

Table 7. Respondents' responses to the management for efforts to motivation factors

No	ITEM	OPINION SCALES						Total	Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
	Motivation factors	NO %	NO %	NO %	No %	No %	No %		
1.	Any short-term and long-term training programs are designed to meet the needs of each department.	1(3.8%)	2(7.6%)	3(11.5%)	9(34.6%)	11(42.3%)	26(100%)	4.03	
2.	The teaching load is faire.	-	2(7.6%)	5(19.2%)	9(34.6%)	10(36.4%)	26(100%)	4.4.04	
3.	There is adequate planning by leaders to make decisions.	1(3.8%)	1(3.8%)	6(23%)	7(26.9%)	11(42.3%)	26(100%)	4.00	
4.	The management/administrative group at Sekota/Zequala/Amdewerk TVET institute is a true representation of staff members.	1(3.8%)	3(11.5%)	3(11.5%)	10(36.4%)	9(34.6%)	26(100%)	3.68	
5.	I can keep a reasonable balance between work and personal life.	-	-	2(7.6%)	10(36.4%)	14(53.8%)	26(100%)	4.46	
6.	Living conditions and standard of my house are conducive to carry on the tasks.	4(15.3%)	1(3.8%)	4(15.3%)	9(34.6%)	8(30.7%)	26(100%)	3.62	
7.	I am happy and love to work for Sekota/Zequala/Amdewerk TVET institute Up to my retirement age.	2(7.6%)	2(7.6%)	2(7.6%)	8(30.7%)	12(46.1%)	26(100%)	4.00	
8.	I am satisfied because I belong to the academic staff of Sekota/Zequala/Amdewerk TVET institute.	1(3.8%)	2(7.6%)	3(11.5%)	8(30.7%)	13(50%)	26(100%)	4.00	

In item 1 of Table 7, with regard to any short-term and long-term training programs are designed to meet the needs of each department 1 (3.8%), 2 (7.6%), 3 (11.5%), 9 (34.6%), 11 (42.3%) of principals, process coordinators and department heads respectively answered strongly disagree, disagree, UN able to decide, agree and strongly agree and the majority of respondents responded that they are strongly agree about the give questionnaires. This indicates that any short and long term trainings are designed to meet the needs of each department.

In item 2 of Table 7, in the context of that the teaching load is faire 2 (7.6%), 5 (19.2%), 9 (34.6%), 10 (36.4%) of principals, process coordinators and department heads respectively responded disagree, UN able to decide, agree and strongly agree in that order. The majority of the respondents responded that they are strongly agreed. Even though there are some respondents who are mismatch with this idea. This indicates that there must be un identified problems that could be supported by need assessment.

In item 3 of Table 7, with respect to there is adequate planning by leaders to make decisions 1(3.8%), 1(3.8%), 6(23%), 7(26.9%), 11(42.3%) of principals, process coordinators and department heads respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree. In a similar manner with the item 2 above there are some respondents that are strongly disagree, disagree and UN able to decide and the number of these respondents are 1 (3.8%), 1 (3.8%), 6 (23%) in that order. This indicates that there is disagreement between all those respondents.

In item 4 of Table 7, with regard to the management/administrative group at these selected TVET institute is a true representation of staff members 1 (3.8%), 3 (11.5%), 3 (11.5%), 10 (36.4%), 9 (34.6%) of principals, process coordinators and department heads respectively answered strongly disagree, disagree, UN able to decide, agree and strongly agree respectively. This indicated that there is a true management representative. Even though, still there are some respondents who are beyond this thinking.

In item 5 of Table 7, in the context of each of them can keep a reasonable balance between work and personal life 2 (7.6%), 10 (36.4%), 14 (53.8%) of principals, process coordinators and department heads respectively responded UN able to decide, agree and strongly agree about the questionnaire and the majority of them are strongly agree. This indicates that good condition between the employee's personal life and their work.

In item 6 of Table 7, with respect to living conditions and standard of the employees house are conducive to carry on the tasks 4 (15.3%), 1 (3.8%), 4 (15.3%), 9 (34.6%), 8 (30.7%) of principals, process coordinators and department heads respectively answered strongly disagree, disagree, UN able to decide, agree and strongly agree in that order and the majority of respondents responded that agree about the questionnaire. This indicates that there is favorable environment for the employees to perform their work.

In item 7 of Table 7, with regard to that they are happy and love to work in the TVET institutions up to their retirement age 2 (7.6%), 2 (7.6%), 2 (7.6%), 8 (30.7%), 12 (46.1%) of principals, process coordinators and department heads respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and the majority of respondents are agree about the

questionnaire. Even though, there are some respondents who responded that they are not agree with this ideas.

In item 8 of Table 7, in the context of the employee's satisfaction because of their belongings to the academic staff of the TVET institutions 1 (3.8%), 2 (7.6%), 3 (11.5%), 8 (30.7%), 13 (50%) of principals, process coordinators and department heads respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree in that order. And the majority of respondents responded that they are strongly agreed.

The respondents of supportive staff members and trainers responses are interpreted in following Tables 8 and 9, with the total of 77 respondents.

**Table 8. Respondents' response to trainers and Supportive staff members for efforts to the management performance factors**

No	Management performance factors	OPINION SCALES					Total	Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
		NO(%)	NO(%)	NO(%)	No(%)	No(%)	No(%)	
1.	The teaching load is faire	7(9%)	3(3.8%)	12(15.5%)	32(41.5%)	23(29.8%)	77(100%)	1.85
2.	Major decisions regarding department matters are decided by staff meeting	3(3.8%)	13(16.8%)	12(15.5%)	23(29.8%)	26(33.7%)	77(100%)	1.21
3.	There is a cordial staff interpersonal relation at our department.	-	13(16.8%)	8(10.3%)	37(48%)	19(24.6%)	77(100%)	1.00
4.	There is smooth student-staff relationship at our department.	1(1.2%)	10(12.9%)	14(18.1%)	29(37.6%)	23(29.8%)	77(100%)	1.04
5.	I can keep a reasonable balance between work and personal life.	5(6.4%)	3(3.8%)	8(10.3%)	36(46.7%)	25(32.4%)	77(100%)	1.08
6.	The level of management systems that teachers to wait for a long time at the institutions.	21(27.2%)	18(23.3%)	4(5.1%)	26(33.7%)	8(10.3%)	77(100%)	1.43
7.	Insufficient upgrading opportunities.	11(14.2%)	22(28.5%)	12(15.5%)	19(24.6%)	13(16.8%)	77(100%)	1.34
8.	The extent of communication between teacher and institute managers\principals.	15(19.4%)	14(18.1%)	15(19.4%)	23(29.8%)	10(12.9%)	77(100%)	1.34
9.	The current appropriate structure of the institute.	19(24.6%)	15(19.4%)	6(7.7%)	29(37.6%)	8(10.3%)	77(100%)	1.41

In item 1 of Table 8, with regard to that the teaching load is faire 7 (9%), 3 (3.8%), 12 (15.5%), 32 (41.5%), 23 (29.8%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 1.85. This indicates that the teaching load is not faire.

In item 2 of Table 8, with respect to the major decisions regarding department matters are decided by staff meeting 3 (3.8%), 13 (16.8%), 12 (15.5%), 23 (29.8%), 26 (33.7%) of supportive staff members and trainers respectively answered strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 1.21. This indicates that there is least decision making regarding department matters decided by staff meeting..

In item 3 of Table 8, with respect to that there is a cordial staff interpersonal relation at the department 13 (16.8%), 8 (10.3%), 37 (48%), 19 (24.6%) of supportive staff members and trainers respectively replied disagree, UN able to decide, agree and strongly agree in that order and the mean is 1.00. This implies that there is no cordial interpersonal relation in the department.

In item 4 of Table 8, in the context of that there is smooth student-staff relationship at our department 1 (1.2%), 10 (12.9%), 14 (18.1%), 29 (37.6%), 23 (29.8%) of supportive staff members and trainers respectively responded strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 1.04. This indicates that the training was not performed and this leads to unable to achieve the objectives.

In item 5 of Table 8, with regard to that the respondents can keep a reasonable balance between work and personal life 5 (6.4%), 3 (3.8%), 8 (10.3%), 36 (46.7%), 25 (32.4%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean 1.08. This indicates that there was no reasonable balance between the respondent's personal life and their work. This leads to in efficient in the work area.

In item 6 of Table 8, with regard to the level of management systems that teachers to wait for a long time at the institutions 21 (27.2%), 18 (23.3%), 4 (5.1%), 26 (33.7%), 8 (10.3%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 1.43. This indicates that there were no mechanisms those teachers to wait for a long time at the institutions.

In item 7 of Table 8, with respect to insufficient upgrading opportunities 11 (14.2%), 22 (28.5%), 12 (15.5%), 19 (24.6%), 13 (16.8%) of supportive staff members and trainers respectively answered strongly disagree, disagree, UN able to decide, agree and strongly agree respectively and the mean is 1.34. This indicated that there were no sufficient upgrading opportunities. Therefore, the managers have to design mechanisms for sufficient upgrading opportunities.

In item 8 of Table 8, in the extent of communication between teacher and institute managers/principals 15 (19.4%), 14 (18.1%), 15 (19.4%), 23 (29.8%), 10 (12.9%) of supportive staff members and trainers respectively responded strongly disagree, disagree, UN able to

decide, agree and strongly and their mean is 1.34. This indicates that there was no communication between teachers and managers/principals.

In item 9 of Table 8, with regard to the current appropriate structure of the institute 19 (24.6%), 15 (19.4%), 6 (7.7%), 29 (37.6%), 8 (10.3%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 1.41. This indicates that there was no current appropriate structure in institutes.

**Table 9. Respondents' response to trainers and supportive staff members for efforts due to job satisfaction factors**

No	Job satisfaction factors	OPINION SCALES					Total	Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
		NO(%)	NO(%)	NO(%)	No(%)	No(%)	No(%)	
1.	Individual initiatives are encouraged at our department.	16(20.7%)	7(9.09%)	15(19.4%)	16(20.7%)	23(29.8%)	77(100%)	1.50
2.	Living conditions and standard of my house are conducive to carry on the tasks.	1(1.2%)	5(6.4%)	17(22.07%)	28(36.3%)	26(33.7%)	77(100%)	0.97
3.	I am happy if the Sekota/Zequala/Amdewerk TVET institute academic staff union is re-instituted.	3(3.8%)	13(16.8%)	2(2.5%)	24(31.1%)	35(45.4%)	77(100%)	1.23
4.	Intrinsic motivation (a challenging job, job satisfaction, etc.) is more important for me than extrinsic motivation (salary, allowance and benefits, etc.)	2(2.5%)	12(15.5%)	4(5.1%)	24(31.1%)	35(45.4%)	77(100%)	1.75
5.	I am happy and love to work for Sekota/Zequala/Amdewerk TVET institute up to my retirement age.	9(11.6%)	6(7.7%)	13(16.8%)	15(19.4%)	34(44.1%)	77(100%)	1.39
6.	I am satisfied because I belong to the academic staff of Sekota/Zequala/Amdewerk TVET institute.	9(11.6%)	4(5.1%)	5(6.4%)	40(51.9%)	19(24.6%)	77(100%)	1.23

In item 1 of Table 9, with regard to individual initiatives are encouraged at our department 16 (20.7%), 7 (9.09%), 15 (19.4%), 16 (20.7%), 23 (29.8%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 1.50. This indicates that there is low encouragement at the respondents department.

In item 2 of Table 9, with respect to living conditions and standard of my house are conducive to carry on the tasks 1 (1.2%), 5 (6.4%), 17 (22.07%), 28 (36.3%), 26 (33.7%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and strongly agree and their mean is 0.97. This implies that there was no conducive environment that respondents to carry their tasks.

In item 3 of Table 9, in the context of that they are happy the institute academic staff is re-instituted 3 (3.8%), 13 (16.8%), 2 (2.5%), 24 (31.1%), 35 (45.4%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide, agree and

strongly agree and their mean is 1.23. This implies that there was no available condition in the institutions.

In item 4 of Table 9, with regard to intrinsic motivation (a challenging job, job satisfaction, etc.) is more important for me than extrinsic motivation (salary, allowance and benefits, etc.) respondents are 2 (2.5%), 12 (15.5%), 4 (5.1%), 24 (31.1%), 35 (45.4%) of supportive staff members and trainers respectively answered strongly disagree, disagree, UN able to decide, agree, and strongly agree and their mean is 1.75. This indicates that there was no intrinsic motivation that was very important for the respondents than extrinsic motivation.

In item 5 of Table 9, with respect to that their happiness to love to work in the TVET institutions through their retirement age 9 (11.6%), 6 (7.7%), 13 (16.8%), 15 (19.4%), 34 (44.1%) of supportive staff members and trainers respectively replied strongly disagree, disagree, UN able to decide agree and strongly agree and their mean is 1.39. This indicates that they were not happy to love and to work. And also implies that there was no conducive environment in the institutes.

In item 6 of Table 9, with regard to their satisfaction because they belongs to the academic staff of their TVET institutions 9 (11.6%), 4 (5.1%), 5 (6.4%), 40 (51.9%), 19 (24.6%) of supportive staff members and trainers respectively answered strongly disagree, disagree, Unable to decide, agree and strongly agree and their mean is 1.23. This indicates that they were not satisfied in their work place.

From the responses of the interview questions point of view:

1. Based on the responsibilities of the board members to evaluate the TVET institutes evaluate the institutes in the practice of human resource management:

As Girma, Mulugeta, Eyasu “ responded that there is lack of capacities to perform retention, hiring, recruitment, development in the TVET institutes, because of some of the management teams are come from other sectors and they did not know about the TVET policies and strategies. And also they did not do thing according to the TVET goals and objectives’’. Therefore, they evaluated the institutes is not perform its activities based on the expected objectives. This implies that the management teams it needs training for the management bodies in order to have better management systems in the TVET institutes.

2. Based on the awareness of Board members in the TVET policies and strategies:

As Zemenu, Getachew and Almaze responded that “All Board members are not aware of the TVET policies and strategies, but some of them are not aware about the points. Even if those who are aware about the points did not manage or support the institutes based on skillfully or knowledgeably’’. This indicated that in the fundamental administration in Vocational Education, as Girma Zewdie (2009: 38-40) stated that many jobs require adequate training and experience in a related occupation stronger interpersonal and communication skills are essential because much of an administrator’s job involves working and collaborating with others.

Successful operation of an educational institution requires competent administrators. Education administrators provide instructional leadership and manage the day-to-day activities in schools, preschools, day care centers and colleges and universities. They also direct the educational programs of businesses, correctional institutions, museums and job training and community service organizations.

Education administrators set educational goals and establish the policies and procedures to achieve them. They also supervise managers, teachers, counselors, librarians, coaches and other employees. They develop academic programs, monitor students’ educational progress, train and motivate teachers and other staff, career counseling and other student services, administrator recordkeeping, prepare budgets and perform many other duties. They also handle relations with

parents, prospective and current students, employers and the community. In universities or large school systems, responsibilities are divided among many administrators, each with a specific function.

Educational administrators set the academic tone and actively work with teachers to develop and maintain high curriculum standards, develop mission statements and set performance goals and objectives. Principals confer with staff advice, explain, or answer procedural questions. They hire, evaluate, and help improve the skills of teachers and other staff. They visit classrooms, observe teaching methods, review, and instructional objectives and examine materials. Administrators must use clear, objective guidelines for teacher appraisals, because pay often is based on performance ratings.

Administrators also meet and interact with other administrators, students, representatives of the community organizations. Decision-making authority has increasingly shifted from school district central offices to individual schools. Schools authorities have greater flexibility in setting school policies and goals, but when making administrative decisions they must pay attention concerns of parents, teachers and other members of the community. Based on this idea the institute not has more relation with the community representatives. This indicated that, since the board members are representatives of the community some of them are not aware of The TVET policies strategies and procedures. Therefore, this implies that it needs awareness creation for the board members. Not only for them but also for the community which is given by the institute managers, i.e. by the human resource management members.

### 3. Based on the relationship between the board the institute:

From this point of view as Lemlem, Eshetu and Belay responded that "there is a smooth and good relationship". This indicated that there is a plan to support and evaluate the TVET institutes. But the board does not sue this plan to support and evaluate the institutes continuously and effectively. This indicated that the TVET managers or principals have a great role and responsibilities to create good opportunities with the community. Therefore, one of the community part and representative is the board. This implies that the principal is the connecting link between the institute and the community. He must get to know the community and bring the

institute's message to the community. Moreover, the relationship between the board the institute should be strong and there must be continuous progress form time to time.

4. About the plan that the Board and support the institute as Abebe responded that "there is a plan". But from the main objectives of the plan, i.e. planning can be defined as a way of projecting our intentions, that is, a method of deciding we want to 'accomplish. Planning deals essentially with concepts of the future, problems requiring imagination and choice, design and deliberate forethought. In the context of management, planning can be a most appealing and challenging endeavor. Although the planner expected to forecast, he\she is not to regarded as a prophet and it is essential that one should look into all the data that are used before an really appreciate the value the forecast made. Plans can be exposed to all sorts of fortunes and misfortunes. For example, some plans which prosper at a particular time may be utterly impracticable or unmanageable in a different situation, especially if the politically, social, economic context is irrelevant to the situation in question. As people in the school we must realize, however, that we have not got complete freedom objectives for our system. In fact, the objectives of the school system would depend on the objectives of the society a whole which have probably already been set by people at the top or the political decision makers.

Many of us in the school system find ourselves as executers of plans that are handed over to us. Even so we must realize that as managers in the school system, we can and we should set subsidiary objectives system. For example, we must have our own ideas on manpower planning and utilizations in the school system. We must have our own ideas of what the quality of education should be and induction programs for our teachers, outside employment, probation, promotion, recruitment, retirement, seniority, compensation, security, terms of service vacation, etc. Again, as a head of a training institution one must be able to plan the budgets and ensure that our financial allocations reflect the importance of programs within our system.

Therefore, from this point of view all the board members agree that the plan is not well prepared as an expected that from the responsibilities of the board not to ensure that to solve the scarcity of training machines and other equipments, financial support and even not to evaluate financial utilization of the institute by designing continuous discussion and supervision methods. Moreover, it needs a plan that must realize the main problems of the institute to bring organizational effectiveness and also should focus to create awareness for the society in order to

get attention and special supports from different stakeholders and also from governmental and non governmental organizations. From the interview I, the researcher observed that there is lack of designing capabilities of planning and the planned does not raised from the main problems of the institute. Even that does not concentrate to evaluate human resources and financial resource utilization of the institute. This indicated that it needs awareness creation, even for the board members about the main policies, strategies, procedures and objectives of the institute in order to prepare\design an effective plan.

5. Based on the structure between the board and the TVET institutions:

As Gebru responded that “there is no lack of appropriate structure”. But, “there is lack of strong and proper system to evaluate the institute, there is no system to motivate the employees, there is lack of coordination between the board and the institute and there is lack of proper utilization of the structure”.

From this point of view there must be awareness creation how they are using the structure properly and even there must have continuous discussion between the board and the TVET human resource management bodies.

6. From the special support that are provided for the TVET institutions point of view as Aseressie responded that-“First of all recognize the mission and visions of the institute and identifies the main problems, assess whether there is conducive environment and evaluate from the institute administrative point of view”. Therefore, from this point of view-the board members should have to give into consideration about the TVET policies strategies to lead and support knowledgeably, it needs to form advisory committee in addition to the board. This advisory committee will form from different sectors, those members have knowledge about the TVET in order to support skillfully to bring organizational effectiveness in the TVET, training, recruitment and also to create effective organization, the board should create the society and different governmental and non governmental organizations about the main objectives and problems of the institutes in order to solve scarcity of training machines and different equipments and also to get funds and other material resources and continuous program should decided by the board in order to evaluate the practice of human resource management, i.e. the training, recruitment and organizational effectiveness of the institutes.

7. In order to following the activities of the TVET institutes in providing relevant and enough

As Abera responded that Orientations “there is no continuous following and evaluation mechanisms by the board”. “And also he said when the board members follow the institutes rarely he observed that there are some trainers who has not taken pedagogy in their training when they were in the TVET colleges and institutions”. This indicated that those trainers are not capable of preparing lesson plan and they did not know how to manage their trainers. In this case it can not said that there is organizational effectiveness in the TVET institution”

Therefore, this implies that there is no quality training in the TVET institutions. So it needs quality assurance system in these TVET institutions. Therefore, these TVET institutions will work and learn from general education educational departments in order to ensure quality training in their Institutions.

8. In the efforts of the board in using the available supports and effectively working towards successful Completion of the training.

As Hailu responded that “the board should create awareness for the society about the TVET Objectives and this awareness creation should based on knowledge and skill to support the TVET institutions”.

As he stated we can understand that awareness creation ideas focused on the points that, the board should prepare an effective plan based on the objective of the TVET institutions, the board should supervise the institute by designing the program, the board should create opportunities to present the TVET activities in the counsel discussion time, the board should evaluate and asses the activities in order to identify the main problems of the institutes, the board should effective relationship s with different stakeholders in order to transfer technologies and to hire the trainees after graduated their training, the must design the system in order to ensure quality training, from administration point of view integrated participation with different governmental and non governmental sectors in order to create awareness about the TVET objectives and to identify lack of skilled trainers in order to create opportunity to give additional training and to give financial support for the institutes to be effective. This indicated that the board has great responsibilities in order to support the TVET institutions to bring organizational change.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter of the thesis deals with the summary of the major findings of the study. Based on the findings conclusions are drawn and recommendations are forwarded.

#### 5.1 SUMMARY

The major purpose of this study was to investigate the practice of human resource management system at the institutional level to analyze the training, recruitment, acquisition, development and retention. In addition to this it is aimed to identify the major challenges and describes its effects in promoting organizational development and effective human resource utilization in Wag Himra administrative Zone Amhara National Regional State.

The findings show that the numbers of Principals, Process Coordinators, Department Heads, Supportive Members, Academic staff Members and Board Members are very low: the institutional efforts in working with the delegates of the society and the local authorities offered to be capacity building trainings on the practice of Human Resource Management found low, low effort and motivation of employees in using the available supports, no clear mechanism available to follow problems faced by the practices of Human Resource Management and insignificant trainings were found as the major challenges in promoting organizational development and effective human resource utilization.

The objective of this study was to asses the practice of human management system programs and to identify challenges to promote the management system in Sekota, Amdewerk and Zequala TVET institutions and other TVET institutions. Hence the following four basic research questions were raised.

1. How is the practice of human resource management practice of the training, recruitment, acquisition, development and retention in Wag Himra Administrative Zone available TVET institutions?

2. What is the practice of capacity building programs offered to trainers in TVETs?
3. What is the development activities offered to Staff Members in TVET institutions?
4. What mechanisms are utilized to Retain trainers in TVETs?

To answer these four basic questions, questionnaire, interviews, discussion and documents were used as an instrument for data collection. The questionnaire was administrated to 3 principals, 14 process coordinators, 10 department heads, 35 trainers and 42 academic staff members randomly selected in the study areas. The questionnaire was made with 3 principals, 21 process coordinators, 13 department heads, 51 trainers and 61 academic staff members.

In analysis, the data collected through questionnaire and from documents were analyzed with simple percentage and mean. Whereas, data collected through questionnaire was analyzed qualitatively and the concepts or themes were used to support or reject the questionnaire data and in answering the third research question.

## 5.2 CONCLUSION

The study has attempted to investigate the practice of human resource management i.e. the training, recruitment, acquisition, development and retention of the TVET institutions in Wag Himra Administrative Zone Amhara National Regional State. Accordingly, the following conclusions are drawn:

- ◆ Clearly there is a need for further study in Wag Himra Zone TVET institutes about all the issues of the practice of human resource management to provide an understanding of the processes that are currently at work, which is properly performed or not. Therefore, the regional TVET bureau and the institute management teams and the board members should give proper attention in organizational structure, personnel, training, etc. of this part.
- ◆ Results indicated that the practice of human resource management system in these TVET institutions is performing with lack of accountability and responsibilities. In most cases, the management bodies lack experiences of decision making and leading roles. In order to have organizational

development the local authorities and the management bodies due attention to apply accountabilities and responsibilities make on their behave.

- ◆ This study also indicated that there is lack of capacity and efficiency to perform activities. Therefore, it needs continuous capacity building training for the concerned bodies.
- ◆ Apart from being the major TVET policies and strategies there is lack of identifying basic problems and challenges in these TVET institutions. Simply some of the academic staff members need to do their job in habitual manner. Even if, the training has given for these bodies, because the training is insignificant. This indicated that it needs a continuous, well prepared training and the output should be evaluated.
- ◆ The study suggested that the constraints of the practice of human resource management are multi-faceted. There are also low follow up of the board to evaluate the institutes. Therefore, the concerned bodies should be creating coordinated, organized and well studied system of information flow and exchanges.
- ◆ As an inference, it looks possible to say that the criterion employed in assigning the management bodies of the TVET institutions levels largely depend on good knowing and personal relationships with higher officials and local authorities that end up with to alleviate the major problems and challenges in order to bring organizational development and the success in the performance of training and technological transfer by producing effective human capital. By and large qualifications(education, training, special skills, intelligence, etc.) and personal attributes(adaptability, responsiveness, encourage, conviction, integrity, self-confidence, etc.), are silently skipped during training, recruitment, acquisition, development and retention in the practice of human resource management in the TVET institutions.

### **5.3 RECOMMENDATION**

It has been indicated that the practice of human resource management, i.e. the training, recruitment, acquisition, development and retention of the TVET institution

activity is low in Wag Himra administrative Zone. Therefore, the following recommendations are made on the basis of findings.

- ◆ Creation of awareness to every group of the management bodies and the community at various levels about the necessity of the expected objectives of the TVET institutions.
- ◆ Provision of training should be performing in order to develop the capacities of the management bodies.
- ◆ Designing a uniform and consistent system and formulating strategy about the plan of the TVET and its utilization.
- ◆ Identifying the measurement and evaluation mechanisms equivalency of local unit of measurement and evaluations by officially(nationally or Regionally) recognized standard unit of measurement and evaluation.
- ◆ Creation of cooperation between different organization concerning to bring organizational development.
- ◆ Organized zonal TVET department nearly in order to support and evaluate the activities of The TVET institutes.
- ◆ Organized advisory committees in order to consult the TVET management bodies in order to achieve its goals and objectives to produce skill full human capital.

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# **APPENDICES**

## **Appendix I**

**Addis Ababa University**

**Faculty of Education**

**Department of Business of Education**

### **Questionnaires to be provided for the respondents of Principals: Process- coordinators and Department heads.**

#### General Directions

The main purpose of this questionnaire is to identify human resource management practice of that is the training, recruitment and organizational effectiveness of the selected TVET institutes of employees. The result of the study will be used to write my Master's Thesis as partial fulfillment of the program of graduate studies in Addis Ababa University Department of Business Education in Management of Vocational Education. The information obtained will help to recommend plausible solutions for the observed problems. To obtain reliable and valid information for this research, your open and genuine response is highly appreciated. THERE ARE NO RIGHT OR WRONG ANSWERS and what is required is to show the level of your personal opinion to each item. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE. This questionnaire has three parts: Part one is about background, Part two is about directions and part three deals with alternatives. Each part has its own instruction. Please read each item carefully and give your honest response to each item. If you overlook any item without giving response, it will invalidate the study. So, please check that you have given your response to all items.

NOTE\_ please give your own actual feelings and reactions rather than depending on

those conceptions that you think they should or should not be.

I am very much grateful to you for taking time and filling out this questionnaire.

Mamo Eshetie

Vocational Management Graduate students

PART ONE- Background

Please fill in the blanks. And put this mark (X) to indicate your choice for those items that have alternative responses.

1. Title of job \_\_\_\_\_

2. Sex A) Male  B) Female

3. Marital Status A) Married  B) Unmarried

C) Divorced

4. AGE A) Below 21years  B) 21-30 years

C) 31-40years  D) 41-50years  E) above 50

5. Your Educational level

A) Below grade 12

B) Grade 12 complete

C) Graduate from TVET institutes

D) Diploma

E) First degree holder

F) MA or M. Sc

G) PHD

6. Employment Status A) Permanent

B) Contextual

C) Daily laborer

7. Work Experience \_\_\_\_\_

## Part II: Direction

The following items are proposed to identify human resource management practice of that is the training, recruitment and organizational effectiveness of the Sekota/Zequala/Amdewerk TVET institute. In your view or perceptions show your agreement by putting the number in the provided column for each item.

Please read each of statements carefully and write only one answer that corresponds the best to your agreement or disagreement.

- Write “1” if the statement is definitely false or if you strongly disagree.
- Write “2” if the statement is false or if you disagree.
- Write “3” if the statement is not available to decide or if you are not believe to decide.
- Write “4” if the statement is true or if you are agree.
- Write “5” if the statement is strongly true or if you are strongly agree.

**Part III**

**Questionnaire provided for the respondents of Principals, Process Coordinators and Department heads .**

No.	Items	Principals, Process coordinators and Department heads				
		Strongly disagree	disagree	Undecided	Agree	Strongly agree
1.	There are definite policies and procedures for every decisions regarding human resource management at Sekota /Zequala /Amdewerk TVET institute.					
2.	Human resource management policies and procedures at Sekota/ Zequala/ Amdewerk TVET institute equally protects the interests of the staff and the organization.					
3.	Human resource management policies and procedures are often revised to reflect the changing needs of the environment.					
4.	Every academic staff of the Sekota/ Zequala/ Amdewerk TVET institute is aware of the policies and procedures regarding his/her work related activities.					
5.	Academic staff employment should be on contractual basis as the current practice at Sekota/ Zequala/ Amdewerk TVET institute.					
6.	Academic staff employment should be on permanent basis.					
7.	There is a uniform staff hiring process in all departments at Sekota/ Zequala/ Amdewerk TVET institute.					

8.	Any short-term and long-term training programs are designed to meet the needs of each department.					
9.	The teaching load is faire.					
10.	Major decisions regarding department matters are decided by staff meeting.					
11.	There is a cordial staff interpersonal relation at our department.					
12.	There is smooth student-staff relationship at our department.					
13.	Individual initiatives are encouraged at our department.					
14.	I have confidence in the leadership of Sekota/Zequala/ Amdewerk TVET institute.					
15.	The leaders make decisions in consultation will academic staff or their representatives.					
16.	The management of Sekota/Zequala/Amdewerk TVET institute values ideas of staff members.					
17.	There is adequate planning by leaders to make decisions.					
18.	The management/ administrative group at Sekota/Zequala/Amdewerk TVET institute is a true representation of staff members.					
19.	I am given enough authority to decide in my area of responsibility.					
20.	I can keep a reasonable balance between work and personal life.					
21.	Living conditions and standard of my house are					

	conductive to carry on the tasks.					
22.	I am happy if Sekota/Zequala/Amdewerk TVET institute academic staff union is re-instituted.					
23.	I am happy and love to work for Sekota/Zequala/Amdewerk TVET institute Up to my retirement age.					
24.	Intrinsic motivation (a challenging job, job satisfaction, etc.) is more important for me than extrinsic motivation (salary, allowance and benefits, etc.)					
25.	I am satisfied because I belong to the academic staff of Sekota/Zequala/Amdewerk TVET institute.					

**Challenges**

- **What are the major challenges or problems in the practice of i.e. the training, recruitment and organizational effectiveness of the institute?**

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- **What solutions or measures do you recommend to reduce the challenges you have mentioned under the above section and further improve the program in the future?**

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## **Appendix II**

**Addis Ababa University**

**Faculty of Education**

**Department of Business of Education**

**Questionnaires to be provided for the respondents of Academic staff and Trainers.**

### **General Directions**

The main purpose of this questionnaire is to identify human resource management practice of that is the training, recruitment and organizational effectiveness of the selected TVET institutes of employees. The result of the study will be used to write my Master's Thesis as partial fulfillment of the program of graduate studies in Addis Ababa University Department of Business Education in Management of Vocational Education. The information obtained will help to recommend plausible solutions for the observed problems. To obtain reliable and valid information for this research, your open and genuine response is highly appreciated. THERE ARE NO RIGHT OR WRONG ANSWERS and what is required is to show the level of your personal opinion to each item. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE. This questionnaire has three parts: Part one is about background, Part two is about directions and part three deals with alternatives. Each part has its own instruction. Please read each item carefully and give your honest response to each item. If you overlook any item without giving response, it will invalidate the study. So, please check that you have given your response to all items.

NOTE\_ please give your own actual feelings and reactions rather than depending on those conceptions that you think they should or should not be.

I am very much grateful to you for taking time and filling out this questionnaire.

Mamo Eshetie

Vocational Management Graduate students

**PART ONE- Background**

Please fill in the blanks. And put this mark (X) to indicate your choice for those items that have alternative responses.

1. Title of job \_\_\_\_\_

2. Sex A) Male  B) Female

3. Marital Status A) Married  B) Unmarried

C) Divorced

4. Age A) Below 21years  B) 21-30 years

C) 31-40years  D) 41-50years  E) above 50

5. Your Educational level

A) Below grade 12

B) Grade 12 complete

C) Graduate from TVET institutes

D) Diploma

E) First degree holder

F) MA or M. Sc

G) PHD

6. Employment Status A) permanent  B) Contractual

C) Daily laborer

7. Work Experience \_\_\_\_\_

## Part II: Direction

The following items are proposed to identify human resource management practice of that is the training, recruitment and organizational effectiveness of the Sekota/Zequala/Amdewerk TVET institute. In your view or perceptions show your agreement by putting the number in the provided column for each item.

Please read each of statements carefully and write only one answer that corresponds the best to your agreement or disagreement.

- Write "1" if the statement is definitely false or if you strongly disagree.
- Write "2" if the statement is false or if you are disagree.
- Write "3" if the statement is not available to decide or if you are not believe to decide.
- Write "4" if the statement is true or if you are agree.
- Write "5" if the statement is strongly true or if you are strongly agree.

### Part III

#### Questionnaires provided for the respondents of academic staff and trainers

No	Items	Academic staffs and Trainers				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.	The teaching load is faire					
2.	Major decisions regarding department matters are decided by staff meeting.					
3.	There is a cordial staff interpersonal relation at our department.					
4.	There is smooth student-staff relationship at our department.					
5.	Individual initiatives are encouraged at our department.					
6.	I can keep a reasonable balance between work and personal life.					
7.	Living conditions and standard of my house are conducive to carry on the tasks.					
8.	I am happy if the Sekota/Zequala/Amdewerk TVET institute academic staff union is re-instituted.					
9.	Intrinsic motivation (a challenging job, job satisfaction, etc.) is more important for me than extrinsic motivation (salary, allowance and benefits, etc.)					
10.	I am happy and love to work for Sekota/Zequala/Amdewerk TVET institute up to my retirement age.					
11.	I am satisfied because I belong to the academic staff					

	of Sekota/Zequala/Amdewerk TVET institute.					
12.	The level of management system that teachers to wait for a long time at the institutions.					
13.	Insufficient upgrading opportunities.					
14.	The extent of communication between teachers and institute managers/principals.					
15.	The current appropriate structure of the institute.					

### Challenges

- What are the major challenges or problems in the practice of i.e. the training, recruitment and organizational effectiveness of the institute?

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- What solutions or measures do you recommend to reduce the challenges you have mentioned under the above section and further improve the program in the future?

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### **Appendix III**

**Addis Ababa University**

**Faculty of Education**

**Department of Business of Education**

**Interview questions to be provided for the respondents of Board members**

#### **General Direction**

The objective of this interview question is to collect data about human resource management practice of that is the training, recruitment and organizational effectiveness of the selected TVET institutes of employees.

The result of the study will be used to write my Master's Thesis as partial fulfillment of the program of graduate studies in Addis Ababa University Department of Business Education in Management of Vocational Education. Please provide your responses according to the interview questions. Thus you are kindly requested to complete the interviews carefully and honestly for your responses are the only way to reach a reliable research results. Your responses will be kept confidential.

NOTE\_ please give your own actual feelings and reactions rather than depending on those conceptions that you think they should or should not be.

I am very much grateful to you for taking time and filling out this questionnaire.

Mamo Eshetie

Vocational Management Graduate students

**PART I**

INSTRUCTION- In some of the items you are required to write the necessary information on the blank space provided. When the alternative responses are given you are required to indicate your response by putting "X" in the appropriate box.

General information

- 1. Name of the institute-----
- 2. Name of the administrative zone-----
- 3. Name of the town-----

Personal Data

Please fill in your

- 1. Sex A) Male \_\_\_\_\_ B) Female \_\_\_\_\_
- 2. Age A) Below 21years \_\_\_\_\_ B) 21-30 year's \_\_\_\_\_

- C) 31-40years \_\_\_\_\_ D) 41-50years \_\_\_\_\_
- E) Above 50 \_\_\_\_\_

3. Level of Education A) BA\BSC\BED  B) Diploma

C) Certificate  D) below 12 grades

4. Total years of Experience-----

## **PART II**

### **Interview questions provided for the respondents of Board members**

- 1 How do you evaluate the human resource management practice of that is the training, recruitment and organizational effectiveness of the Sekota/Zequala/Amdewerk TVET institutes of employees?
2. Do you think that all Board members are aware of the TVET policies and strategies?
3. Do you think that there is smooth relationship between the TVET institutes and the Board?
4. Is there adequate planning by the board to support the TVET institutes?
5. Do you believe that there is lack of appropriate clear structure between the Board and the TVET institutes?
6. What special supports are provided for the TVET institute from the board?
7. How do you follow the activities of the institute in providing relevant and enough orientations for prospective trainers during enrollment?
8. How are the efforts of the board in using the available supports and effectively working towards successful completion of the training?

### **Challenges**

- **What are the major challenges or problems in the practice of i.e. the training, recruitment and organizational effectiveness of the institute?**  

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- **What solutions or measures do you recommend to reduce the challenges you have mentioned under the above section and further improve the program in the future?**  

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