



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT
MBA PROGRAM**

***Impact of Human Resource Development Practice on Employees'
Performance and Motivation in the case of EFDRE Ministry of
Agriculture and Natural Resource***

Thesis

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial
Fulfillment of the Requirements for the Degree of Masters of Business Administration

**By
Zemzem Nuredin**

**Advisor:
Ato Teshome Bekele**

**June, 2016
Addis Ababa**

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**June, 2016
Addis Ababa**

DECLARATION

I, Zemzem Nuredin, declare that this thesis work entitled “Impact of Human Resource Development practice on Employees’ performance and motivation in the case of Ministry of Agriculture and Natural Resource” is my own original work. I have carried out it independently with the guidance and suggestions of the research advisor. And it has not been presented in Addis Ababa University or any other University and that all sources of materials used for the study have been duly acknowledged.

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STATEMENT OF CERTIFICATE

This is to certify that W/ro Zemzem Nuredin has carried out this thesis work on the topic entitled, “Impact of Human Resource Development practice on Employees’ performance and motivation in the case of Ministry of Agriculture and Natural Resource” under supervision of me for the partial fulfillment of Master’s of Business Administration in Management in Addis Ababa University.

Advisor: Ato Teshome Bekele

Signature_____

Date:_____

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Acknowledgments

I would like to give my special thanks to Almighty Allah and next to him many peoples who contribute to the successful completion of the thesis.

Foremost, I would like to express my special gratitude to my advisor Ato Teshome Bekele, for his unreserved support and advice throughout this study.

Besides my advisor, I am very grateful to HRD Director and employees of Ministry of Agriculture and Natural Resource for giving me enough information and their opinion for my study.

Finally, I would like to send my particular thanks to my dear Mam and Husband, all parents and my friends, their contribution is precious and their role will always remain unchallenged in my life.

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LIST OF ABBREVIATIONS

HRD	Human Resource Development
HRM	Human Resource Management
HR	Human Resource
T & D	Training and Development
MoANR	Ministry of Agriculture and Natural Resource
EFDRE	Ethiopian Federal Democratic Republic

Abstract

Effectiveness of an organization depends on the quality of its human resources and human resources development strategy being an integral part of organizations' strategic plan and its practicability. Hence, this study was aimed to determine the impact of human resource development practice on employees' performance and motivation in the Ministry of Agriculture and Natural Resource. The research is a case study in the form of cross sectional design in which data was collected across a population through purposive sampling and simple random sampling. Data was collected on survey questionnaire and an interview. 130 questionnaires were distributed for the collection of data and an interview was made with HRD Director of the ministry. Descriptive statistic tool SPSS version 22 was applied to analyze the data. Results show that respondents perceived the HRD practices of the ministry as good impact on performance and motivation of employees in the ministry. The correlation analysis result shows that the relationship between dependent and independent variables are positively and significantly correlated. On the contrary, HRD practice of the ministry does not reduce the employee turnover of the employees in the ministry.

Key words: Human Resource Development, Employee Performance, Ministry of Agriculture and Natural Resource,

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Human Resources Development as a theory is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement Amar Kumar Mishra (2012). HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use HRD to initiate and manage change, also, HRD ensures a match between individual and organizational needs (Amar Kumar Mishra, 2012).

According to Nadler (1989) who coined the term “Human Resources Development is defined as organized learning experiences in a definite time period to increase the possibility of improving job performance and growth”. An educated and well-trained work force is considered to be essential to the maintenance of a business firm’s competitive advantage in a global economy, also believed that Human Resources Development can and should be a powerful agent to facilitate a firm’s expansion and the development of capabilities, thus enhancing profitability (Cosh, Duncan, and Hughes, 1998).

The most precious asset that can contribute greatly to the organizational efficiency and effectiveness is the human resource of organizations (Muhammad, 2009). The most successful companies and the most successful countries will be those that manage human capital in the most effective and efficient fashion by investing in their workers, encouraging workers to invest in themselves, providing a good learning environment including social capital as well as skills and training (Becker, 2002).

According to a study by (Matthew, J. Grawhich, & Barber, L. K., 2009) there is positive connection between organization effectiveness and employee motivation. The overall success of an organization in achieving its strategic objectives relies heavily on the motivation level of employees. All organizations, regardless of sector, size or industry require motivated workforce that ensures the efficiency, high organizational output and prosperity of the organization. Employees who are motivated to work are likely to be determinant, innovative and competent. Motivated employees are contented, dedicated and work enthusiastic, resulting in optimum

level of employee retention, loyalty and harmony. This contributes significantly to the growth and development of the overall organization (Dr. Farooq-E-Azam Cheema).

Therefore, agricultural sector is the back bone of the economy in our country, to develop the area by making effective and efficient the basic resource, which is human resource, it is essential for the achievement and advancement of the sector. Thus, Ministry of Agriculture and Natural resource is practicing human resource development by giving the opportunity for its employee's further education and training in order to get better its employees' knowledge, skills and attitudes.

Ministry of Agriculture and Natural Resource was established in 1907 at the time of Emperor Minilik II and implementing for agricultural development till now. These days it is implementing for agricultural development led industrialization with the guideline of its vision to create modern agriculture and a society free from poverty and its mission is to create modern and highly productive agricultural system that uses more advanced technology which enables the society to get rid of poverty It has around eighteen organizations in Addis and Regional Agriculture Offices which are reporting to it. (<http://www.moa.gov.et/>)

The Ministry main office has one thousand eight hundred forty five employees to accomplish the following objectives:

- Promote market-oriented modern agricultural system,
- Conserve develop and use the natural resources wisely and sustainably,
- Put in place modern agricultural marketing,
- Build disaster prevention and preparedness capacity and reduce vulnerability,
- Enhance the participation of investors in the sector, empower pastoralists, women and youth in the field so that they could benefit from the successive developments in agriculture. (<http://www.moa.gov.et/>).

Currently Ministry of Agriculture and Natural Resource is located its head office in Addis Ababa around Gurd Sholla. It established in 1907 at the time of Emperor Minilik II and implementing for agricultural development till now. The ministry is implementing for agricultural development led industrialization with the guideline of its vision to create modern agriculture and a society free from poverty and its mission is to create modern and highly productive agricultural system that uses more advanced technology which enables the society to get rid of poverty. It has around eighteen organizations in Addis and Regional

Agriculture Offices which are reporting to it. The purpose of the study will be to investigate the actual human resource development practice of Ministry and its impact on Employees' performance and motivation.

1.2 Statement of the Problem

Human resource development practice is the major way that organizations attempt to maintain the competency levels of their human resources and to increase their performance. According to Solkhe and Chaudhary (2011) the relationship and impact of HRD climate on job satisfaction the findings indicate that HRD climate has a definite impact on job satisfaction which in turn leads to the increased organizational performance. They studied impact of HRD on job satisfaction of employees and the following researchers study impact of HRD on employees and organizational performance.

According Biraj, Susmita & Ghansy (2012) in their study concluded that there is a significant relationship between HRD climate and job performance and any positive change in HRD climate will bring about positive changes in job performance. Moreover, Benjamin (2011) in another study found positive correlation between HRD practices/climate and employee performance, attitude and behavior. And also, Banu (2007) found that sound HRD Climate is necessary for the success of the public sector undertakings.

Furthermore, Okechukwu & Tonye (2014) in their study found that three major findings in their research: HRD practice of training and development provides their employees with greater intrinsic rewards than other traditional HRD tools; there is a significant relationship between HRD practices (training and development) and increased employees' motivation or commitment and organizational productivity.

Therefore, the major reasons that the researcher's wish to raise this point is that according to the researcher's observation before conducting the study there is a positive effect of human resource development practice in employees' performance and motivation and it decreases employee turnover in Ministry of Agriculture and Natural Resource. Additionally, as the researcher's concerned for empirical studies there is no other study conducted on this topic in agricultural sector in Ethiopia and in the specific organization that is MoANR. Moreover, the researcher needs to contribute few things in this study and the relevance of the outcome of the study for the ministry and other similar public organizations will get considerable attention.

Therefore, the study will investigate the impact of HRD practice on performance and motivation of employees in the case of Ministry of Agriculture and Natural Resource.

1.3 Objectives of the Study

The general objective of the study was to investigate the actual human resource development practice and its impact on employees' performance and motivation in Ministry of Agriculture and Natural Resources.

The specific objectives of the study were:

- To assess the natures Human Resource Development practices that are implemented in the Ministry.
- To examine the impacts of the Human Resource Development practices on the performances and motivation of employees in the Ministry.
- To assess the role of Human Resource Development practices to reduce employment turn over in the Ministry.

1.4 Research Questions

Based on the objectives of the study, the following research questions were formulated.

1. What are the natures of human resource development practices that are implemented in the Ministry?
2. What are the impacts of human resource development practices on the performances and motivation of employees in the Ministry?
3. Do human resource development practices have the role to reduce employment turn over in the Ministry?

1.5 Significance of the Study

The findings of this study are expected to be significant for the following two reasons. Firstly it studies the relationship between HRD practice and performance, motivation and turnover of employees because this particular type of study had not been previously conducted on this organization. Therefore, its result is important to create awareness to the management of Ministry of Agriculture and Natural Resource about the impact of HRD practice in the ministry and to enable them to the mark gaps and make adjustments or take advantage of on their strengths.

Secondly, it will serve as a benchmark to those organizations that did not implement HRD in their organization to improve their employees' performance. Finally, this study might be used as indication material or base for future research conductors in the area.

1.6 Limitation of the Study

The study was focused on the impact of HRD practice on the performance of employees and their motivation in Ministry of Agriculture and Natural Resource main office only. Besides, it was good the study included career development plan, team building and performance management system of the Ministry. In the process of data collection process, although I have a great number of participants who were willing to fill the questionnaire, there were some employees who would not volunteer to be part of the study by the lack of time and for unknown reasons.

1.7 Scope of the Study

The scope of the study was restricted on main office EFDRE Ministry of Agriculture and Natural Resource by emphasizing on the impact of HRD practice on performance of employees. Besides, it was good the study include branch organizations in the MoANR. This study also has its share of delimitation in the sampling frame which only considered a particular group which is employees and managers who have first degree and above and therefore the results cannot be generalized to the whole employees of the ministry.

1.8 Organization of the thesis

The remaining chapters of the thesis are structured as follows: chapter two review of theoretical and empirical literature related to study. Chapter three deals with the research methodologies that were used to collect and interpret primary and secondary data. Chapter four provides data presentation, data analysis and summery of findings. Finally, chapter five describes the conclusion and recommendation. In addition to these further research directions, list of references and appendix are presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

McLean and McLean (2001) have offered the following global definition of HRD after reviewing various definitions across the world: “Human resource Development is any process or activity that, either initially or over the longer term, has the potential to develop adults’ work based knowledge, expertise, productivity and satisfaction, whether for personal or group or team gain, or for the benefits of an organization, community, nation or ultimately the whole humanity”. According to Nadler who coined the term “HRD is defined as organized learning experiences in a definite time period to increase the possibility of improving job performance and growth”. HRD it is obvious is not a set of mechanisms and techniques but a process. The mechanisms and techniques such as performance appraisal, counseling, training, potential appraisal, career planning etc. are used to initiate, facilitate and promote this process.

HRD is needed by any organization that wants to be dynamic and growth-oriented or to succeed in a fast-changing environment. In the wake of globalization, liberalization and privatization on economic front, organizations are expected to make objective assessment of existing status of their HRD system and processes in order to evolve need based pragmatic HRD agenda for the future. Organizations, therefore, need to configure their HRD strategies keeping them well aligned with the overall corporate strategies. HRD is a sub-system of HRM; it is a process of competence and commitment (motivation) development of human resources of all cadres or levels in organization; and for the purpose, HRD functionaries must develop various subsystems and appropriate climate to facilitate the competence and commitment development of human resources. Further, management must facilitate the effective implementation of HRD policies and strategies and must ensure the effective functioning of various sub-systems at pragmatic level. In the process of HRD, competence and commitment development of human resources must be focused in relation to their existing jobs or roles as well as to their likely future jobs or roles with which they will be expected to engage themselves.

2.2 Human Resource Development

Human Resource Development is a process of developing or unleashing human expertise through organization development and personnel training and development for the purpose of improving performance, Swanson (1994). As to International Journal of Academic Research in Business and Social Sciences (2013) HRD is a frame work for helping employees develop their personal and organization skills, knowledge and abilities. Training on the other hand is an organizational efforts aimed at helping an employee to acquire basis skills required for the effective and efficient execution of the functions for which he or she is hired, i.e. having focuses on technical skills, supervisory skills, and relatively specific areas of accounting methods, material management and planning techniques Susan (2012).

Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991).

According to Nadler & Nadler (1989) three key activities involved in HRD include: training, education and development. Training is involved in learning with focus on the learner's present job. Training may be off-the-job (conducted outside the office) or on-the-job (conducted within the office environment). Education is involved in learning with focus on the learner's future job while development is learning that is not focused on the job.

2.3 Techniques of Human Resource Development

According to Sharma and Maheshwari (2013) the following techniques may be used for the development of Human Resources in an organization:

- Appraisal performance helps employees in self appraisal and they can review their performance in relation to the objectives and other behaviors.
- Potential appraisal is to be done thorough potential appraisal of the employee once in three years.
- Career planning is necessary to make employees familiar with the general phases of their development in the company. For this Plan should be made with senior employees' career path.

- Career development is a plan development and coping strategies with employees showing limited potentials.
- Employee training is having assessed training needs of different groups of employees; it must be developed in the organization strategy including pre-training and post-training activities.
- Team work spirit should be inspired among employees this will result good impact on productivity of company.
- Monetary rewards should be attractive because these awards motivate the employees to their performance further.
- Non-monetary rewards play an important role in the organization such as free lunches and dinners, office environment, job rotation.

2.4 Training and Development

Training and development are often used to close the gap between current performances and expected future performance. T & D falls under human resource development function which has been argued to be an important function of human resource management (Weil & Woodall 2005). Amongst the functions activities of this function is the identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge 2003).

Guest (1997) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs. Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2008).

2.5 Training

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992). According to Mathis and Jackson (2008), training is the process whereby people acquire capabilities to perform jobs. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982). Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010).

2.6 Importance of Training

Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized.

The rationale of training is primarily to get better knowledge and skills, and to change attitudes. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Change of technology requires that employees acquire the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), training can achieve:

- High morale: employees who receive training have increased confidence and motivation.
- Lower cost of production: training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.
- Lower turnover: training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided.

- Change management: training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.
- Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- Help to improve the availability and quality of staff.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Harrison 2000; Guest 1997). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance.

According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

- Identify and define training needs.
- Define the learning required
- Define the objectives of the training
- Plan training programs
- Decide who provides the training
- Evaluate training and amend and extend training as necessary.

Training is the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2001: 543). Furthermore, it helps employees to identify organization goals and mission, helps not only managing change but also developing positive culture in the organization, which in turn may lead to providing higher level of service to stakeholders (Armstrong, 2001: 544). The investment in employee learning is a way of creating a primary internal market, and policies aimed at upgrading skill reduce an organization's dependency on external source of skill (Bratton and Gold, 2007:306).

2.7 Training Process

According to Bratton and Gold (1999) the steps necessary in the training process that most organizations practiced:

- Organizational Objectives
- Needs Assessment
- Training Objectives
- Select the Trainees and trainers
- Select the Training Methods and Mode
- Administrate Training
- Evaluate the Training

Organizations that plan their training process are more successful than those that do not because, training will increase employee motivation, reduce employee turnover, and increase capacity to adopt new technologies and methods. Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. Training goals should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company.

Selection of the trainees and trainers; training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible.

Evaluating training programs in the organizations must be the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. Moreover, training should be evaluated several times during the process. Timely evaluation will prevent the training from straying from its goals.

2.8 Training and Development Technique

Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods

that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example;

- Depending on the organization's strategy, goals and resources available,
- Depending on the needs identified at the time, and
- The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely;

- Strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed
- Tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and
- Operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.

In order to enable an organization formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programmers create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels . According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include:

- Resolving problems, this focuses on workers' performance,

- Improving certain working practices, this focuses on improvement regardless of the performance problems and
- Changing or renewing the organization situation, this may arise because of innovations or changes in strategy.

Further still, the training programme, content and the trainees' chosen depend on the objectives of the training programme (Milkovic & Bordereau 2003).

2.9 Employee Performance

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success . Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time; this process can take up formal and informal forms (McCourt & Eldridge 2003, 209). The purposes of performance appraisal have been classified into two groups that are the developmental and administrative purposes. The developmental purposes of performance appraisal include providing performance feedback, identifying individual strengths or weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns. On the other hand, administrative under the developmental purposes are purposes of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor performance, deciding layoffs, validating selection criteria, meeting legal requirements to mention a few.

2.10 HRD and Employee Performance

Human resource development is concerned with the provision of learning and development opportunities that support the achievement of business strategies and improvement of organizational, team and individual performance (Armstrong and Baron, 2002). According to Singh & Mohanty (2012: 87) Organizations maintain a blurred position regarding investment in training. They generally accept training as an important means to improve employee productivity, which ultimately leads to organizational productivity and effectiveness, a present demand for all organizations.

Zaini, Niufar and Syed (2009) found four HRD practices that are training and development, team work, human resource planning and performance appraisal have positive and significant influence on business performance. Abang, Maychiun and Maw (2009) found that two components of human resource practices namely training and information technology have direct impact on organizational performance. Ballot, Fakhfakh and Taymaz (2006) have found evidence on the impact of training on productivity. Batt (2002) finds that 'high involvement' practices such as autonomy, team collaborations and training are related to reduce employee turnover and increased productivity.

Huselid, Jackson and Schular (1995) find that an increase in high performance work practices decrease turnover. Further, Hequent (1993) clarifies the negative correlation between training and turnover in a number of companies. Bradely, Petrescu and Simmons (2004) explain that creating on-going learning as well as training in work place has a highly significant impact on job satisfaction and organizational performance.

Mudor, Tooksoon (2011) examined the relationship of HR practices with job satisfaction and turnover and found they are positively associated. Altarawmneh and al-Kilani (2010) examine the impact of HRD practices on employees' turnover intentions. Chalofsky (1992) defined HRD as the study and practice of increasing the learning capacity of individuals, groups, collectives and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness. The effects of HRD on organizational performance have been extensively studied in the recent past with a positive relationship observed between HRD and firms' performance (Rizov & Croucher, 2008). However, one of the leading challenges in management has been the

implementation of effective HRD strategies to enhance performance (Bhatti and Qureshi, 2007). Luthans F., Avey, B., Avolio, B. J., & Peterson, S. J. (2010) emphasized a resource-based approach to HRD practices i.e. optimal use of human resources as a key to achieving competitive advantage since it is difficult for competitors to replicate; this resource-based approach has resulted in considerable attention being given to HRD and organizational performance. Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 1995; Ichniowski, 1997).

2.11 Employee Performance Appraisal

There are a number of areas that affect how well an employee performs. Some of these are tangible such as promptness and ability to follow the rules. Others are more intangible such as attitude and willingness to learn. Considering each of the areas below when doing employee appraisals will help you better determine how truly successful a worker is when evaluating his or her job performance. (Web retrieved)

- Adherence to company policies
- Attendance and punctuality
- Attitude & initiative
- Communication skills & cooperation and teamwork.
- Customer service & human relations
- Effectiveness and productivity & job knowledge
- Kindness and courtesy
- Personal hygiene and neatness & self-management
- Reliability and Willingness to accept criticism or feedback

All of these areas of employee performance are important to consider when doing an appraisal.. While poor performance in any one specific area may not be cause for dismissal, it is certainly an indication of where an employee needs to improve. Recognizing such needs can help human resources personnel and managers to better provide the required feedback and training to help an employee improve his job performance on every level.

2.12 Motivation

Motivation is the inner power or energy that pushes one toward performing a certain action. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. Motivation is usually strong, when one has a vision, a clear mental image of a certain situation or achievement, faith in one's abilities and also a strong desire to materialize it. In this case motivation pushes one forward, toward taking action and making the vision a reality (Web retrieved).

It has been argued that employees' turnover is heavily influenced by job satisfaction, motivation and organizational commitment, because no employee would like to stay with an organization that is not satisfied with his work (Chiu & Francesco, 2003). Lee and Bruvold (2003) stated that comprehensive training activities are positively associated with productivity; reduced staff intention to leave and organizational effectiveness. Bartlett (2001) observed a positive relationship between training and organizational commitment and recommended that human resource development professionals adapt new research methods to demonstrate to organizational decision makers that training and development contributes to desired workplace attitudes which may in turn influence behaviors such as absenteeism and turnover.

2.13 The Relationship of HRD and Employee Motivation

Motivation as a means of maximizing the potential of developing organizational resources, through effective human resource development (HRD) and management (HRM), is a growing concern. Consciously or unconsciously it is a process to harness the potential of individuals, rather than to control or prescribe their behavior (Whitaker, 1995). As (Diwan, 1999) suggests: "No matter what the size of your organization if you look around you will probably discover more HRD in operation than you realized existed.

Some HRD activities are conducted without a specific managerial decision, or even without the knowledge of management. Even these clandestine HRD operations can contribute to the success of your organization" (Diwan, 1999) Where staff are treated as costs rather than assets and no investment is made in their training and development, morale is likely to be low and motivation absent. The positive presence of motivation is a clear indicator of the morale of staff (Kempner, 1971) and is crucial to the effectiveness of the organization.

Thus the relationship between the organization and the individual is critical to the success of HRM and the implementation of the policies planned by senior management in the formulation of HRD strategies. Without a motivated staff the resources expended on training and development will not achieve the intended organizational goals. Meeting organizational objectives, whilst simultaneously fulfilling the personal needs of individuals, results in a harmony of intent and achievement for the organization and its staff (Everaert, 1997).

In the staff training and development take place within the framework of an appropriate appraisal system. The identification and supply of a range of development opportunities facilitates both organizational and individual development (Sawatzki, 1997). As the organization and the individual identify opportunities for growth, there is an affirmation of the potential of the staff, which results in staff satisfaction. The processes of organizational development enable the individual to move to the domain of self-fulfillment, through professional development taking place by the mobilization of the third cog. Staffs are empowered by the organization to achieve self-actualization and to demonstrate personal effectiveness (Stoll and Fink, 1997). It is only when both the individual and the organization contribute that this third and final cog can begin to rotate. Personal development must be effected before organizational development can be set in play, only then will professional development take place. (Penelope J. Hood)

The processes of resourcing and development aimed at increasing employees skills have a direct impact on their attitude i.e. motivation, commitment and satisfaction (Wright et al., 2003). Employees' attitudes and behaviors generally depend on the HRD policies and procedures the organization is using. Chew (2004) observed that employee attitudes and behaviors (including performance) reflect their perceptions and expectations, reciprocating the treatment they receive from the organization. Campbell (1990) in his job performance theory stated that employees 'attitudes influence their behavior which in turn influences organizational performance. It has been argued that employees' turnover is heavily influenced by job satisfaction, motivation and organizational commitment, because no employee would like to stay with an organization that is not satisfied with his work (Chiu & Francesco, 2003). Although, it is argued that satisfaction usually precedes organizational motivation and commitment, it is suggested that job satisfaction and organizational motivation and

commitment are strongly interrelated (Bartlett, 2001). Other authors support the view that it is commitment that causes satisfaction (Vandenberg & Lance, 1992).

Lee and Bruvold (2003) stated that comprehensive training activities are positively associated with productivity; reduced staff intention to leave and organizational effectiveness. Raghuram (1994) argues that staffing and training lie at the heart of the processes aimed at developing the necessary skills for maintaining competitive advantage and organizational performance. Although it is true that the source of competitive advantage refers to the human resources themselves and not to the policies employed to attract, utilize and retain them, recruitment and selection may be considered to be a good starting point for building a pool of superior employee resources and capabilities. Individual and team training and development may be employed to add new skills to the existing employee resources and capabilities.

Susan (2012) consequently, organization should prioritize the development of the human element to maximize talents, skills and ability which will automatically reflect on the company's profit. It pre-supposes that we do need people in order to firm a business which that no business can exist entirely without people. Even a computer auto-mental machine factory has to employ some people, though a conventional plant with similar capacity might require more people. Human resource refers to the capabilities of human persons to perform task this means that those who are not capable of performing tasks will not be regarded as human resources Bervans (2003). Motivation is one of the most important concepts in HRD. In most organizations, it is common to hear the refrain that a particular employee is not motivated and hence his or her performance has taken a backseat. This is the reason companies spend humungous amounts of money in arranging for training sessions and recreational events to motivate the employees.

Motivation can be understood as the desire or drive that an individual has to get the work done. For instance, when faced with a task, it is the motivation to accomplish it that determines whether a particular individual would complete the task according to the requirements or not. Further, the absence of motivation leads to underperformance and loss of competitiveness resulting in loss of productive resources for the organization. It is for this reason that the HR managers stress on the employees having high levels of motivation to get the job done.

Herzberg's Hygiene theory states that for employees to be motivated, certain conditions need to exist and the absence of these conditions or the hygiene factors demotivate the employees. The

point that is being made in this theory is that the presence of hygiene factors is a precondition for performance and is not a determinant of performance. On the other hand, the absence of these factors actually demotivates the employee. Hence, the bottom line is that companies should have the basic conditions under which employees work fulfilled so that there is no drag on the performance.

Maslow's need hierarchy theory postulates that individuals are motivated according to a hierarchy of needs which start from satiation of basic needs and then go on to need for recognition and finally, the need to actualize one's vision and reach the highest stage of personality. The point that is being made in the theory is that individual's progress from one stage to the other depending on how well the needs at each stage are met. So, organizations have to ensure that employees' needs are taken care of at each level so that by the time the employee reaches the top of the ladder, he or she is in a position to actualize them. Finally, McGregor's theory of motivation alludes to the carrot and stick approach that is favored by many managers. This theory states that employees can be motivated by a dual pronged strategy of rewarding them for good work and punishing them for bad work. The opposites of these reactions mean that employees have a strong incentive to do well as opposed to doing badly. Motivation of employees is indeed important for the health of the companies. Only when employees are motivated sufficiently can they give their best. Typically, companies focus on compensation and perks and benefits as a strategy to motivate employees. However, as we have seen in this article, employees are motivated by factors other than pay and hence, the HRD function must take cognizance of this fact and proceed accordingly. This means that the need for job satisfaction and fulfillment have to be taken care of as well for the employees to reach their potential (Web Retrieved).

2.14 Conceptual Framework

The relationship between HRD and performance as argued by Okechukwu Agwu (2014) human resource development practice and Employee performance relationship model which is based on the resource-based view which states that increasing employees' abilities and motivation .HRD will ultimately improve organizational performance (Lopez et al., 2005). The central element of the resource-based view of human resources is the positive relationship between HRD and organizational performance (Mayo, 2000; Mabey & Ramirez, 2005). The

resource-based view perspective advocates that the potential for competitive advantage of an organization is based on its ability to exploit the inimitable characteristics of its pool of human resources and capabilities.

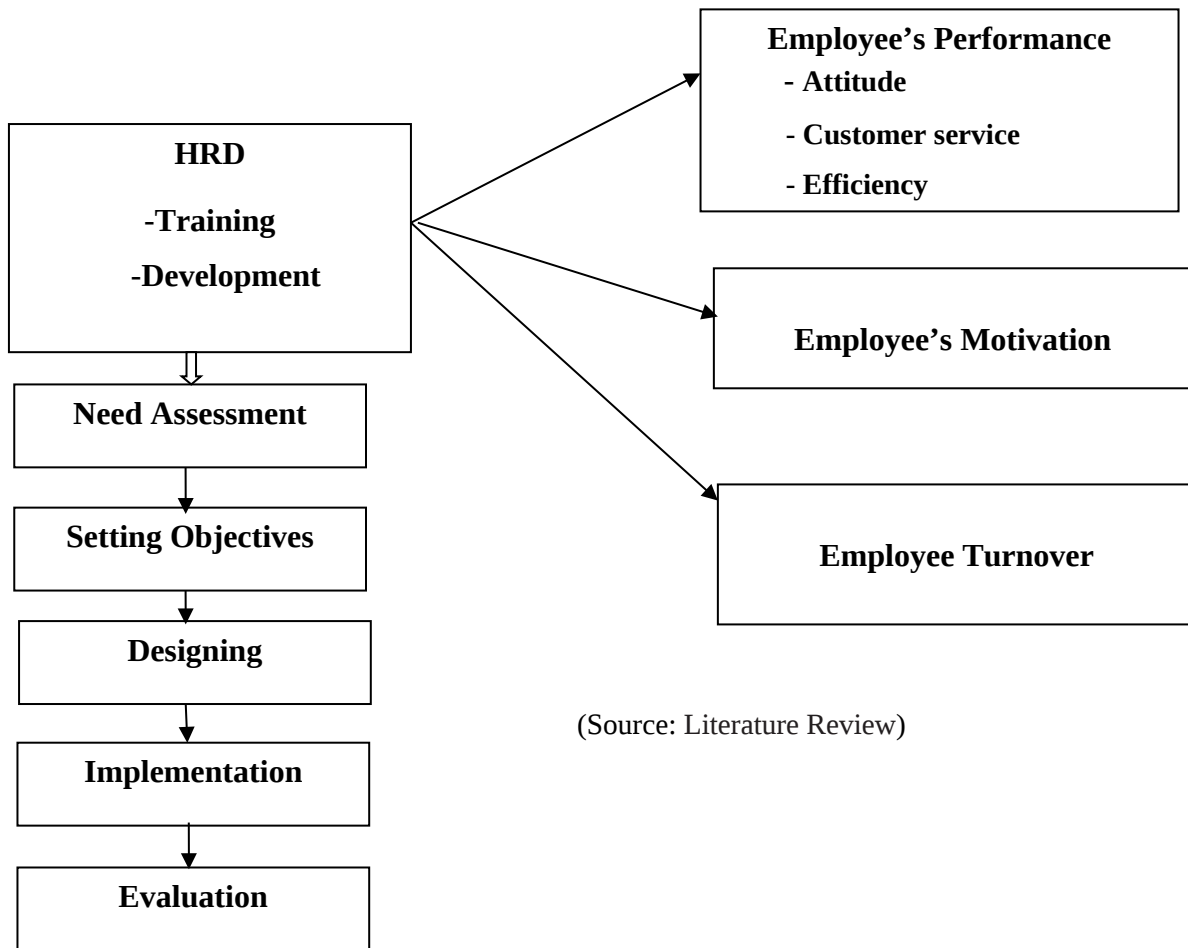
The processes of resourcing and development aimed at providing increased skills to employees have a direct impact on their attitudes, such as motivation, commitment and satisfaction (Bartlett, 2001; Fey et al., 2000; Wright et al., 2003).

Employees' attitudes and behaviors generally depend on the HRD policies and procedures the organization is using. Employees' attitudes influence their behavior which subsequently influences organizational performance (Wright et al., 2003). It is argued that employee turnover is heavily influenced by job satisfaction, motivation and organizational commitment (Hardre, 2003). It is also argued that satisfaction usually precedes organizational motivation and commitment while job satisfaction, organizational motivation and commitment are strongly interrelated (Bartlett, 2001).

Human Resource Development is a process of developing or unleashing human expertise through organization development and personnel training and development for the purpose of improving performance (Swanson, 1994). According to Abbas and Yaqoob (2009), there is a relationship between training and development and employee performance. The processes of resourcing and development aimed at increasing employee's skills have a direct impact on their attitude that is motivation, commitment and satisfaction (Wright et al., 2003). Lee and Bruvold (2003) stated that comprehensive training activities are positively associated with productivity; reduced staff intention to leave and organizational effectiveness

In all characterization it is evident that the outcome will be independent variable is human resource development and dependent variables are employee's performance (which includes attitude, customer satisfaction and efficiency), motivation and turnover.

Figure 1: Relationship HRD and Employee's Performance, Motivation and Turnover.



(Source: Literature Review)

2.15 Empirical Framework

Human Resources Development is organized learning experiences in a definite time period to increase the possibility of improving job performance and growth. Skilled employees are the most precious assets of every organization. According to Solkhe and Chaudhary (2011) the relationship and impact of HRD climate on job satisfaction the findings indicate that HRD climate has a definite impact on job satisfaction which in turn leads to the increased organizational performance.

Similarly, as stated by Sharma & Purang, (2000) in their study on found a positive relationship between value institutionalization and HRD climate, meaning there by a better and more ethical

environment of the organization shall lead to a better HRD climate for the organization. According to Tazebachew (2011), training is positively and significantly correlated with employee performance. Moreover, according to Jain, Singhal & Singh,(1997) concluded that the HRD climate is mainly a function of the effectiveness variables including individual efficiency, organizational efficiency and productivity and HRD variables including management policy on HRD, Organizational development , role analysis and training. Biraj, Susmita & Ghansy (2012) in their study concluded that there is a significant relationship between HRD climate and Job performance and any positive change in HRD climate will bring about positive changes in job performance.

Ebiringa & Okorafor (2010) their results highlighted the critical value of on-the-job training as the most significant human capital development index (formal education, on the job training, participation in seminars, conferences and trade fairs) that increases small and medium enterprises performance.

Furthermore, as indicated by Aliyu ,Suhail & Suriyani (2014), they obtained in their study therefore, refute the ideological misconception of human resource development as a non-revenue function which is costly and unnecessary. Their results show that human resource development is an integral part of the firm which accords them capacity to create unique skill levels that guaranty efficiency. Benjamin (2011) in another study found correlation between HRD practices/climate and employee performance, attitude and behavior.

According to Ajay Solkhe (2011), there is a significant relationship between Job Satisfaction and HRD Climate and any positive change in HRD Climate and its components will bring about positive changes in Job Satisfaction and in turn impact the Organizational Performance in positive manner.

Banu (2007) found that sound HRD Climate is necessary for the success of the public sector undertakings. In addition, Mufeed SA, (2006) examined the HRD climate in major hospitals. The result indicated the existence of poor HRD climate in the hospitals.

Along with Bhardwaj & Mishra, (2002) concluded that managers are satisfied with the existence of good HRD policies and practices of the organization. And as to Okechukwu & Tonye (2014) in their study found that three major findings in their research: HRD practice of training and development provides their employees with greater intrinsic rewards than other traditional HRD tools; there is a significant relationship between HRD practices (training and development) and increased employees' motivation or commitment and organizational productivity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sampling frame, sample size and sampling technique, source of data and data type and collection method have explained in detail in this chapter.

3.2 Research design

This part of the research compressed a brief presentation of the approach of the study, design of the research instruments, the selection of the study and the research participants. By the same indication, it provides a comprehensive picture of the methods of data collection, presentation and analysis.

The very focus of this study was to assess the impact of HRD practice in employees' performance and their motivation to stay long or to decrease turnover in the Ministry of Agriculture and Natural Resource. This study used qualitative and quantitative research approach. Descriptive survey method was more appropriate to gather variety of data related to the study and to analyze the data qualitative approach.

3.3 Target Population

Since the purpose of study was to explore the impact of HRD on employees performance and motivation the target population both employees and managers of ministry of agriculture and Natural Resource at head office. Therefore, the focus was at the main office of MoANR that has 650 employees and managers which selected with sampling frame.

3.4 Sampling Frame

The researcher made a sampling frame from the total employees 1845 purposively the employees and managers who have first degree and above educational level because these are more benefited from HRD practice of the ministry compared to the remaining employees who have below this qualification, and the sample was drawn the sample from this target population.

3.5 Sampling Technique

The researcher used purposive sampling method to determine the sample frame. the researcher selected those employees and managers who have first degree and above educational qualification by using purposive sampling. Purposive sampling referred to as judgment, selective or subjective sampling is a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups or typical areas in a sample, the researcher relies on his/her own judgment to select sample group members (Patton,1990).

3.6 Sample Size

The sample size had determined from sample frame of 650 MoANR employees and managers who have above first degree educational .Therefore, out of 650 sample frame questionnaires were distributed to 20% of them that was 130 employees and managers. According to Gay (1981), for descriptive survey research, a sample for smaller population 20% may be required.

Researcher selected from the sample frame in simple random sampling in selecting respondents from the seventeen departments and each individual was chosen entirely by chance and each member of the population has an equal chance of being included in the sample and this was done to eliminate bias. Additional data was collected by interviewing two persons from Human resource development department in the Ministry.

A total of 130 questionnaires were distributed to gather relevant information with regard to the impact of HRD practice on employees' performance and motivation and its impact on employee turnover. Among these questionnaires, only 119 were fully completed and returned with the return rate of 92% which is acceptable.

3.7 Sources of data

The researcher focused on using primary sources of data. The primary data was collected from junior experts, senior experts and managers of the Ministry head office.

3.8 Data Type and Data Collection

In data collecting primary data was collected directly from first-hand experience. The primary source of data employed in this study was from structured questionnaire and scheduled interview.

A structured questionnaire comprising of 31 questions were designed and administered by using a five point Likert response scale developed by (Lokesh,2014,Lise and Gilbert, 2003, Knebel,2008) that includes strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) to encourage participation. And the questionnaire distributed to randomly select junior experts, senior experts and managers working in the case ministry by the researcher. The purpose of the questionnaire was to investigate the impact of HRD practice on employees' performance and motivation in the MoANR. The semi-structured interview was conducted for HRD department Director and HRD Case Team Leader from Human resource development department in the Ministry head office.

3.9 Data Processing

In data processing the researcher made data cleanup in which the collected raw data was edited to detect errors and omissions and cross checked whether the questions are answered accurately and uniformly and assigning numerical was followed. In order to ensure logical completeness and consistency of responses, data editing and coding were carried by the researcher.

3.10 Data analysis

The researcher has collected the data, organized and prepared the different data depending on the sources of information. Data were analyzed qualitatively and quantitatively. The quantitative data analysis was done by the use of version 22-SPSS software. The techniques for quantitative data analysis were the frequency distribution and percentages besides correlation which used to determine the proportion of respondents choosing the various responses and to see the relationship between HRD and performance and motivation. This was done for each group of items relating to the research question and objectives. Descriptive statistical results were presented in tables and charts were also used to ensure easily understanding of the analysis.

3.11 Reliability Test

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Hence, according to Lombard (2010), Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory

studies for some indices. The researcher developed 31 items for respondents and tested the reliability of in three variables with their items. Therefore, as shown in table 1 the reliability of the variables with their items are shown below.

Table 1. Reliability Statistics

Variables	Cronbach's Alpha
HRD Practices (12 item-s)	0.785
HRD and Employee Performance (10 items)	0.875
HRD and Employee motivation (3 items)	0.793

3.12 Description of the study area

This study will undertake at EFDRE Ministry of Agriculture, located in Addis Ababa. Ministry's main office has 1845 (Male 1231 and Female 614), from which first degree holders are 394 males and 97 females, Masters degree holders are 112 males and 27 females and 1 male and 2 females are PhD holders the remaining are under first degree staff.

The organization is selected for reason why since the researcher is a member of the Ministry and also have information about the organization's HRD practice impact on employees' performance and motivation to stay long in the Ministry in order to develop themselves and to upgrade their status finally as far as my knowledge no similar study has been done in the specific area before.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Data Analysis and Interpretation

Research results were obtained in respect of the impact of human resource development practice on employees' performance and motivation, in the form of productivity, customer service, and commitment within the Ministry of Agriculture and Natural Resource situation. A total of 127 questionnaires were distributed and 122 were received, due to the incompleteness of data 3 questionnaires had to be discarded and five questionnaires were not returned from respondents. Therefore, 119 questionnaires were considered for the data analysis. The data received from the respondents were analyzed with help of statistical software program SPSS-22. Correlation analysis was performed for measuring the independent variable which is Ministry's HRD practice impact on employees' performance and motivation.

4.2 Description of the Results

Under this the results of the data obtained from analyzing in SPSS software were described in the following way.

4.2.1 Demographic Data

The researcher needed to know the age distribution of respondents. Table 2 below summarizes the data obtained on the ages of respondents.

Table 2 Demographic Data of Respondents

Item		Frequency & Percent Percentage	
		Frequency	Percent
Age of the respondent	20-30	32	26.9
	31-40	40	33.6
	41-50	30	25.2
	51-60	17	14.3
	Total	119	100
Sex of the respondent	Male	85	71.4

Item		Frequency & Percent Percentage	
		Frequency	Percent
	Female	34	28.6
	Total	119	100
Educational Background of Respondent	First Degree	91	76.5
	Masters Degree	27	22.7
	PhD	1	0.8
	Total	119	100
Position of Respondents	Manager	18	15.1
	Senior Expert	52	43.7
	Medium Expert	22	18.5
	Junior Expert	27	22.7
	Total	119	100
Work Experience in the Ministry	1-5	59	49.6
	6-10	30	25.2
	11-20	11	9.2
	21-30	15	12.6
	>30	4	3.4
	Total	119	100

Table 2 shows that 40 respondents were between 31-40 years representing 33.6% formed the majority. The next largest respondents were between the age of 20-30 representing 26.9% and they were 32 in number. The third group of respondents was in the age category of 41-50 representing 25.2% or 30 respondents in number. The last 17 respondents aged between 51-60 representing 14.3% which indicate that they are in a position to retired in the near future. This indicates that the majority of the groups are within the age range of 31-40, which can easily understand that employees in this age range are more concerned about human resource development practice of the ministry for their future advancement.

It was essential for the study to determine the educational levels of the respondents because to determine how many was benefited from further education. Table 2 demonstrates greater part of

the sample group were holding first degree which 91(76.5%) of the respondents were first degree holders, 27(22.7%) respondents were master graduates and only 1(0.8) respondent was PhD holder. This shows that most of the employees in Ministry have first and master's degree educational qualification therefore the ministry can use these skilled human resource and they have the chance to upgrade their educational level through the human resource development practice of the Ministry.

The researcher categorizes the respondents' position in to four levels these are managers, senior experts and junior experts and they were asked to indicate their current position in the same table above shows the positions of the respondents and it demonstrates majority of respondent were senior experts characterizing 43.7% or 52 in number, the next greater number was 27 or 22.7% which were junior experts, and 22 or 18.5% medium experts and 18 or 15.1% were managers. This shows the ministry has plenty of experienced employees it could use and maintain them systematically by availing different rewarding mechanisms.

The above table represents also the range of work experience as indicated by the respondents. It explains the respondents have been working with Ministry of Agriculture and Natural Resource from one year to above 30 years. This means the organization has a combine of experienced and newly hired young professionals who require upgrading their educational level and regular refreshing trainings to update their knowledge and skills to apply on their job. The respondents who have served for 1-5 years representing 59 or 49.5% formed the majority, at the same time as respondents who have 6-10 years experience followed with a frequency of 30 representing 25.2%. The remaining respondents who have between 21-30 years experience, 11-20 years experience and above 30 years experience result 15 or 12.6%, 11 or 9.2% and 4 or 3.4% respectively. This tells us most of employees in the ministry are newly hired. On the other hand from the interview of HRD director in the ministry the experienced employees are leaving the organization for searching better salary and position.

4.2.2 HRD Practice in MoANR

As stated in the Ministry's human resource development procedure manual regarding education, all permanent employees who have served the Ministry can get the opportunity to involve in computation every year.

Table 3 Education Opportunity

In my opinion, employees are being benefited from education opportunity of MoANR.					
		Frequency	%	Valid %	Cumulative %
Valid	Strongly Disagree	0	0	0	0
	Disagree	9	7.6	7.6	7.6
	Neutral	14	11.8	11.8	19.3
	Agree	55	46.2	46.2	65.5
	Strongly Agree	41	34.5	34.5	100.0
	Total	119	100.0	100.0	

Moreover, in the questionnaire that asked whether employees are being benefited from education opportunity of MoANR, greater part of the respondents in table 3 indicated that 34.5% strongly agreed and 46.2% of the total respondents agreed that employees are benefited from ministry's education opportunity and only 7.6% of respondents are disagreed. This shows that employees in the ministry are benefited from the education opportunity to upgrade their knowledge and skills.

Table 4. Descriptive Statistics of items that measure Education Opportunity

	N	Mean	Std. Deviation	Minimum	Maximum
In my opinion, I think that employees are being benefited from education opportunity of MoANR	119	4.08	0.875	1	5

As it is indicated above table more explain the respondents' education opportunity; a mean value of 4.08 and standard deviation of 0.875 indicates most of the respondents agreed with the presence of education opportunities in the ministry.

Mean score < 3.39 was considered as low, the mean score from 3.40 - 3.79 was considered as moderate and mean score > 3.8 was considers as high as illustrated by comparison bases of mean of score of five point Likert scale instrument(Zaidaton & Bagheri, 2009).

Further Education and Job Satisfaction

Bradely, Petrescu and Simmons (2004) explain that creating on-going learning as well as training in work place has a highly significant impact on job satisfaction and organizational performance. Respondents were asked to what extent they get satisfied by further education opportunity in the ministry.

Table 5. Education Opportunity and Job satisfaction

I believe that further education opportunities influence employees' job satisfaction in MoANR.					
		Frequency	%	Valid %	Cumulative %
Valid	Strongly Disagree	0	0	0	0
	Disagree	9	7.6	7.6	7.6
	Neutral	10	8.4	8.4	16.0
	Agree	50	42.0	42.0	58.0
	Strongly Agree	50	42.0	42.0	100.0
	Total	119	100.0	100.0	

Hence, in as indicated in table 5 majority of the respondents that representing 42% and strongly agreed and agreed in the same percent. On the other hand small percent presenting 8.4% and 7.6% respondents are neutral and disagreed respectively. This means most of the respondents are satisfied by the opportunity of further education in Ministry of Agriculture and Natural Resource.

Table 6. Descriptive Statistics of items that measure Education Opportunity and Job Satisfaction

	N	Mean	Std. Deviation	Minimum	Maximum
I believe that further education opportunities influence employees' job satisfaction in MoANR.	119	4.18	0.883	1	5

Table 6 makes clear that influence of education opportunity on job satisfaction; a high mean value of 4.18 and standard deviation of 0.883 indicates the majority of the respondents agreed with the influence of further education opportunities on job satisfaction of employees in ministry.

.Improved Educational Level and Training Participation

The researcher has got from HRD case team leader within five years ninety five employees had joined in local and abroad universities to continue their graduate studies. In addition to education one thousand seven hundred eighty employees locally and outside the country had involved in different types of trainings.

Table 7. Education Opportunity and Training Participation

	MoANR does an excellent job of supporting employees to improve their Educational level.		MoANR is good in providing training program locally and abroad for employees.		Employees in MoANR are participating in trainings sponsored by the ministry.	
	Frequency	%	Frequency	%	Frequency	%
Strongly Disagree	0	0	6	5	11	9.2
Disagree	15	12.6	12	10.1	4	3.4
Neutral	19	16	24	20.2	14	11.8
Agree	57	47.9	61	51.3	76	63.9
Strongly Agree	28	23.5	16	13.4	14	11.8
Total	119	100	119	100	119	100

Consequently, Table 7 demonstrates most of the respondents that representing 23.5% and 47.9% strongly agreed and agreed respectively. And also 16% and 12.6% respondents are neutral and disagreed respectively. Which results informs us most of the respondents are agreed by the enhancement of educational level in Ministry. In another question 51.3% of respondents agreed MoANR is providing good training program and only 5% of respondents strongly disagreed. In the third column the respondents asked employees' participation in any training in the Ministry, 63.9% of respondents agreed participation of employees in training and only 9.2% and 3.4% of respondents respectively strongly disagreed and disagreed in participation in any training. Therefore, we can conclude there is good participation of employees in different trainings in the ministry.

Table 8. Descriptive Statistics of items that measure Education Opportunity and Training Participation

	N	Mean	Std. Deviation	Minimum	Maximum
MoANR does an excellent job of supporting employees to improve their Educational level?	119	3.82	.936	1	5
MoANR sponsored/will sponsor me for further education to acquire new skills and knowledge?	119	3.86	.816	1	5
MoANR is good in providing training program locally and abroad for employees?	119	3.58	1.013	1	5

Table 8 shows that support of the ministry to improve educational level of employees; a high mean value of 3.82 and standard deviation of 0.936 indicates the most of the respondents agreed with support of the ministry to improve educational level of employees in ministry. With similar table a high mean value of 3.86, a moderate mean value 3.58 and standard deviation of 0.816, 1.013 respectively denotes ministry's willingness to be sponsor and to provide trainings to employees. This designate that respondents have the same opinion on willingness of the ministry to be sponsor and to provide trainings locally and abroad to employees.

Fairness of HRD Practice in MoANR

Employees would like to have the same access to job-related education or training opportunities that would help them to develop and improve their knowledge and skills. Unfair access to any type of job-related education or training may cause to employees' dissatisfaction in their working environment.

Table 9. Equal Access to Education and Training

	MoANR Employees have equal access to job-related training Opportunities.		MoANR Employees have equal access to job-related further education Opportunities.	
	Frequency	%	Frequency	%
Strongly Disagree	4	3.4	0	0
Disagree	24	20.2	10	8.4
Neutral	23	19.3	32	26.9
Agree	55	46.2	62	52.1
Strongly Agree	13	10.9	15	12.6
Total	119	100	119	100

The above Table 9 illustrates 46.2% of the respondents were agreed with the equal access for job related training opportunities in the ministry's human resource development practices, in contrast 20.2% and 19.3% of respondents were responded on disagree and neutral respectively. In the same Table 9 shown 52.1% of respondents were agreed with the equal access for job related further education opportunities 26.9% and 8.4% respondents were neutral and disagree respectively. From this it is possible to conclude that the ministry is practicing fair treatment in providing education and training to all its employees. In addition to this, an interview with HRD case team leader showed there is an increase in the involvement of employees in further education and different types of training programs to upgrade their skills and knowledge.

Table 10. Descriptive Statistics of items that measure equal Access to education and training

	N	Mean	Std. Deviation	Minimum	Maximum
MoANR Employees have equal access to job-related further education opportunities.	119	3.69	.800	1	5
MoANR Employees have equal access to job-related training opportunities.	119	3.41	1.037	1	5

Table 10 illustrates that fairness to access education and training opportunities in the ministry; a moderate mean value 3.69 , 3.41 and standard deviation of 0.800, 1.037 respectively signifies the ministry is moderately fair to give its employees equal access for education and trainings .

HRD Department and Feedback

Feedback is vital weapon to HRD department to improve its fault in the future and to correct accordingly. In addition to this asking feedback to employees helps to the department to plan updated and valuable development programs. Furthermore, the researcher asked respondents to indicate whether the HRD department request feedback from trainees after training and makes use of the trainees' feedback to improve the effectiveness of training in the ministry.

Table 11. HRD Department and Feedback

	HRD department of MoANR requests feedback from trainees after training.		MoANR's HRD department of makes use of the trainees' feedback to improve the effectiveness of the trainings in the organization.	
	Frequency	%	Frequency	%
Strongly Disagree	20	16.8	19	16
Disagree	39	32.8	37	31.1
Neutral	52	43.7	53	44.5
Agree	8	6.7	10	8.4
Strongly Agree	0	0	0	0
Total	119	100	119	100

Hence, as shown in Table 11, most of (43.7%) the respondents were neutral and 32.8% of the total respondents were disagreed. Only 6.7% agreed HRD department requests feedback from trainees after training. Therefore, the researcher concluded that HRD department did not request feedback from trainees after training. In similar Table 11, among the total respondents 44.5 % neutral, 31.1% disagreed and only 8.4% agreed that HRD department uses trainees feed back to improve the effectiveness of training. Hence, we can understand that the HRD department has no experience and using trainees' feedback to improve and provide effective training. This also confirmed by HRD Case Team Leader of the ministry by the response of interview.

**Table 12. Descriptive Statistics of items that measure HRD
Department and Feedback**

	N	Mean	Std. Deviation	Minimum	Maximum
HRD department of MoANR requests feedback from trainees after training.	119	2.40	.847	1	5
MoANR's HRD department of makes use of the trainees' feedback to improve the effectiveness of the trainings in the organization.	119	2.45	.861	1	5

The above table shows that request and use of employees' feedback by human resource development department; a low mean value 2.4, 2.45 and standard deviation of 0.847, 0.861 respectively this implies that respondents do not agreed by HRD department request feedback and use the feedback to improve effectiveness of trainings.

4.2.3 HRD and Employees' Performance

The effects of HRD on organizational performance have been extensively studied in the recent past with a positive relationship observed between HRD and firms' performance (Rizov & Croucher, 2008). The objective of human resource development is to improve the performance of organizations by maximizing the efficiency and performance of people. The researcher asked the respondents to measure the impact of ministry's human resource development practice on employees' performance.

Table 13. HRD and Employees performance

	Education/training in MoANR has helped employees to improve their performance.	
	Frequency	%
Strongly Disagree	2	1.7
Disagree	4	3.4
Neutral	14	11.8
Agree	79	66.4
Strongly Agree	20	16.8
Total	119	100

Thus, in the above Table 13 demonstrates that 16.8% and 66.4% strongly agreed and agreed in education or training in ministry has helped employees to improve their performance. On the other hand 11.8% and 3.4% respondents were neutral and disagreed respectively. The response shows that HRD practice has a remarkable impact on the performance of employees in the ministry.

Table 14. Descriptive Statistics of items that measure HRD and Employees performance

	N	Mean	Std. Deviation	Minimum	Maximum
In my observation, education or training in MoANR has helped employees to improve their performance.	119	3.93	.756	1	5

Table 14 shows that effect of education or training in improvement of employees' performance; a high mean value 3.63 and standard deviation of 0.756 this indicates that respondents agreed that education or training increases employees performance in the ministry.

Employees' Attitude

Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (WeiTai, 2006). In any organization employees belonging and positive attitude is important to achieve its goals and objectives. Table 15 shows us the respondent's response about the issue.

Table 15. Employees' Attitude

	Employees after they received the education/training; their attitude becomes willing to accept more challenging assignments.	
	Frequency	%
Strongly Disagree	0	0
Disagree	7	5.9
Neutral	33	27.7
Agree	60	50.4
Strongly Agree	19	16
Total	119	100

In the above table shown that the respondents asked if employees are willing to accept more challenging assignments after they get further education or training. This result demonstrates that 50.4% of respondents were agreed and 27.7% of them neutral. It can be conclude that attitude of employees in the ministry are willing to accept more challenging assignments after they get further education or training.

Table 16. Descriptive Statistics of items that measure Employees' Attitude

	N	Mean	Std. Deviation	Minimum	Maximum
I observed employees after getting education/training; their attitude becomes willing to accept more challenging assignments.	119	3.76	.789	1	5

The above table shows that willingness or attitude of employees to accept challenging works; a moderate mean value 3.76 and standard deviation of 0.789 this implies that employees' attitude changed to accept challenging assignments after they get education or training from the ministry.

Employees' Customer Service

Customer service is a key to the organization and it means helping, meeting people's needs, and creating a good image for the organization. The researcher wants to know whether employees increased their customer service after they got further education or training.

Table 17. Employees' Customer Service

	Because of the knowledge, skills and attitude that employees received from the education/training, they are serving customers properly.		Because of good HRD practice of MoANR, I feel I have a moral obligation to respond to the needs of the customers.	
	Frequency	%	Frequency	%
Strongly Disagree	1	0.8	2	1.7
Disagree	2	1.7	21	17.6
Neutral	29	24.4	35	29.4
Agree	65	54.6	48	40.3
Strongly Agree	22	18.5	13	10.9
Total	119	100	119	100

Therefore Table 17 shows 54.6% of respondents were agreed on because of the knowledge and skill they received from education and training they can serve customers properly. Contrary to this, 24.4% and 1.7% of respondents neutral and disagreed on the idea. Thus the researcher realized that majority of the respondents consent on because of the knowledge and skill they get from education and training they can serve customers properly. On the similar table 40.3% of respondents agreed on because of good HRD practice of MoANR they feel they have a moral obligation to respond the needs of customers. On the other hand 29.4% and 17.6% of respondents were neutral and disagreed on the issue respectively. From this we can conclude that because of good HRD practice of MoANR employees feel they have a moral obligation to respond the needs of customers.

Table 18. Descriptive Statistics of items that measure Employees' Customer Service

	N	Mean	Std. Deviation	Minimum	Maximum
Because of the knowledge, skills and attitude that I received from the education/training, I can serve customers properly.	119	3.88	.750	1	5
Because of good HRD practice of MoANR, I feel I have a moral obligation to respond to the needs of the customers.	119	3.41	0.96	1	5

The above table demonstrates that HRD and customer service; a high mean value 3.88 and standard deviation of 0.750 it indicates that respondents agreed employees after education or training they increased to serve customers properly. On the other hand, a moderate mean value 3.41 and standard deviation of 0.960, it can be conclude that because of HRD practice in the ministry employees respond to the need of customers.

Efficiency of Employees

Human resource development is essential and powerful in which can lead to many possible benefits for both individuals and the organization. According to the ministry human resource development manual, further education and different types of trainings given to employees in the Ministry are to improve their skills, knowledge, abilities and competencies. The researcher

has investigated that how much the education or training given by the ministry assisted employees to perform their work quickly and efficiently from the response.

Table 19. Efficiency of Employees

	Education/training provided by MoANR helped employees to perform their work quickly and efficiently.		After education/training employees in MoANR are working well their regular activities & become more responsible.	
	Frequency	%	Frequency	%
Strongly Disagree	0	0	0	0
Disagree	10	8.4	4	3.4
Neutral	25	21	49	41.2
Agree	69	58	57	47.9
Agree	15	12.6	9	7.6
Total	119	100	119	100

Hence, as stated in the above Table 19, 12.6% and 58% of respondents strongly agreed and agreed respectively, even if 21% and 8.4% of respondents were neutral and disagreed correspondingly about the education or training significance to work quickly and efficiently. This means most of respondents were aware of the positive effect of human resource development practice in the ministry. And also the researcher can understand from reply of the respondents that the purpose of HRD in the ministry is accomplished practically.

In second part of above table discloses that greater part of the respondents representing 47.9% agreed that after training employees in MoANR are working well their regular activities. However, 41.2% of the respondents were neutral for whether employees became more responsible or not after education or training.

Table 20. Descriptive Statistics of items that measure Efficiency of Employees

	N	Mean	Std. Deviation	Minimum	Maximum
Education/training provided by MoANR helped me to perform my work quickly and efficiently.	119	3.75	.784	1	5
After education/training employees in MoANR are working well their regular activities & become more responsible.	119	3.6	0.680	1	5

As stated in the above table education or training and efficiency and responsibility of employees; a moderate mean value 3.75, 3.6 and standard deviation of 0.784, 0.680 respectively this means respondents agreed that education or training provided by the ministry helped employees to work efficiently and became more responsible.

Performance Evaluation Report

In order to know employees performance gap the managers should evaluate their employees to get formal feedback from result and to plan whether they need training and development. The researcher asked the respondents if performance evaluation report of the employee shows they performs poorly the employee is given the required training to fill the gap in the ministry. The responses showed in the table below.

Table 21. Performance Evaluation Report

	When the performance evaluation report shows that the employee performs poorly, an employee is given the required training.		The basis for the selection of candidate for education and training in MoANR used is Performance evaluation result.	
	Frequency	%	Frequency	%
Strongly Disagree	8	6.7	0	0
Disagree	35	29.4	7	5.9
Neutral	47	39.5	23	19.3
Agree	17	14.3	57	47.9
Strongly Agree	12	10.1	32	26.9
Total	119	100	119	100

Hence, 39.5% neutral and 29.4% disagreed that performance evaluation report is as the base for the selection of employees for education and training. In the same Table 19, 47.9%, 26.9% and 19.3% of respondents were agreed, strongly agreed and neutral respectively on the bases for selection of candidates for education and training is performance evaluation result. At this point it can be noted that, the majority of respondents were agreed and strongly agreed on the bases for selection of candidates for education and training is performance evaluation result. We can also conclude that the ministry has been doing according to its HRD procedure as indicated by HRD case team leader that is base for selection of candidates for education and training is performance evaluation result.

Table 22. Descriptive Statistics of items that measure Performance Evaluation Report

	N	Mean	Std. Deviation	Minimum	Maximum
When the performance evaluation report shows that the employee performs poorly, an employee is given the required training.	119	2.92	1.054	1	5
The basis for the selection of candidate for education in MoANR used is Performance evaluation result.	119	3.96	0.838	1	5

Table 22 illustrates that about employees' performance evaluation report; a low mean value 2.92 and standard deviation of 1.054 it implies that respondents do not believe that when employee performs poorly do not given the required training. On similar table a high mean value 3.96 and standard deviation of 0.838 this indicates that the base for selection to education in the ministry is performance result of employees.

4.2.4 HRD and Employees' Motivation

The impact of human resource development on employee's motivation is not only significant but studies show that it also increases their performance towards the organization. Hence, table below shows to what extent employees are motivated in their works.

Table 23. HRD and Employees' Motivation

	Employees are motivated with the education or training program of MoANR.		After education or training I feel that employees are motivated for their work & organization.		
	Frequency	%		Frequency	Percent
Strongly Disagree	1	0.8	Strongly Disagree	1	0.8
Disagree	13	10.9	Disagree	3	2.5
Neutral	31	26.1	Neutral	32	26.8
Agree	57	47.9	Agree	62	52.1
Strongly Agree	17	14.3	Strongly Agree	21	17.6
Total	119	100	Total	119	100

Table 23 in the above represents that 47.9 % and 52.1% of respondents respectively shown their positive response by agreeing that employees in the ministry are motivated before and after education and training program of ministry. However 26.1% and 10.9% of respondents were neutral and disagreed respectively disagreed on the issue raised. The conclusion from the respondents' response will be employees in ministry are motivated by its education and training program.

Table 24. Descriptive Statistics of items that measure HRD and Employees' Motivation

	N	Mean	Std. Deviation	Minimum	Maximum
Employees are motivated with the education or training program of MoANR.	119	3.92	0.787	1	5
After education or training I feel that employees are motivated by their work & organization.	119	3.64	0.89	1	5

The above table shows that human resource development and employee motivation; a high mean value 3.92 and standard deviation of 0.787 from this it can be conclude that respondents agreed by employees are motivated by the education and training program of the ministry. In similar way with moderate mean value 3.64 and standard deviation of 0.89 shows employees after they get education or training they became motivated.

4.2.5 HRD and Employee Turnover

The researcher requested the respondents in the questionnaire to know whether HRD practice in the ministry reduces employee turnover or not and if respondents willing to continue to work carefully for the ministry because they do not believe another organization could offer them such kind of education or training opportunity.

Table 25. HRD and Employee Turnover

	HRD practice of MoANR reduces employee turnover rate	
	Frequency	%
Strongly Disagree	12	10.1
Disagree	33	27.7
Neutral	35	29.4
Agree	34	28.6
Strongly Agree	5	4.2
Total	119	100

Table 25 shows 29.4%, 28.6% and 27.7% of respondents were neutral, agreed and disagreed respectively. This shows us relatively most of respondents were not clear about the issue or they believed that HRD practice in the ministry do not decreased turnover employees.

The researcher interviewed the HRD Director of the ministry he believed that employees in the ministry stay in order to get the chance of developing themselves but some of them after they get education and training opportunity and have finished their signed commitment they are looking for other private organizations outside the ministry and projects which found inside the ministry for better salary and position.

The result tells us because of other factors for example their current position and salary are not motivating them, though they stay in the ministry until they get the development opportunity and finish their signed commitment.

Table 26. Descriptive Statistics of items that measure HRD and Employee Turn over

	N	Mean	Std. Deviation	Minimum	Maximum
I feel that the strong HRD practice of MoANR reduces the employee turnover rate?	119	2.89	1.064	1	5

The above table HRD and Employee Turnover; a low mean value 2.89 and standard deviation of 1.064 this illustrates that respondents do not agreed that human resource development practice of the ministry decreases turnover rate of employees.

Employees' feeling to Work in the ministry

The researcher tried to ask respondents their feeling to stay and work in the ministry in the future for the reason that it has the development opportunities. The table below indicates the result.

Table 27. Employees' feeling to work in the Ministry

	I continue to work carefully for MoANR because I don't believe another organization could offer me such kind of education/training opportunity.	
	Frequency	%
Strongly Disagree	16	13.4
Disagree	32	26.9
Neutral	38	31.9
Agree	21	17.6
Strongly Agree	12	10.1
Total	119	100

The above table indicated 31.9% of and 26.9% respondents were neutral and disagreed respectively. And only 17.6% of respondents were agreed that they will continue to work carefully for the organization since they do not believed that other organization could offer them such kind of further education or training. The researcher realized that respondents are not clear and not agree to continue in the future because they do not believe that other organizations might not have human resource development system.

Table 28. Descriptive Statistics of items that measure employees' Feeling to work in the ministry

	N	Mean	Std. Deviation	Minimum	Maximum
I continue to work carefully for MoANR because I don't believe another organization could offer me such kind of education/training?	119	2.84	1.172	1	5

The above table shows that work carefully for MoANR because I don't believe another organization could offer me such kind of education/training; a low mean value 2.84 and standard deviation of 1.172 this denotes that respondents do not decided whether they will continue to work for the ministry or not because other organization may offer them education or training.

4.3 Pearson Correlation Analysis

Correlation means relationship between two variables. It measures the degree to which two sets of data are related. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003). Correlation Analysis is to show the strength of the association between the variables involved. Inter-correlations coefficients (r) were calculated by using the Pearson's Product Moment Alwadaei (2010). Field (2006) also state that the output of correlation matrix can be the correlation coefficient that lies between -1 and +1 within this framework, a correlation coefficient of +1 indicates a perfect positive relationship, and a correlation coefficient of -1 indicates a perfect negative relationship; whereas a coefficient of 0 indicates no liner relationship.

Table 29 Correlation between HRD and Employees Motivation

Correlations			
		Employees Participation in Education/Training	Employees' Motivation
Participation in Education or Training	Pearson Correlation	1	.293**
	Sig. (2-tailed)		.001
	N	119	119
Employees' Motivation	Pearson Correlation	.293**	1
	Sig. (2-tailed)	.001	
	N	119	119

**. Correlation is significant at the 0.01 level (2-tailed).

According to Alwadael, (2010) Value of coefficient Relation between variables 0.70-1.00 Very strong association, 0.50-0.69 Substantial association, 0.30-0.49 Moderate association, 0.10- 0.29 Low association, and 0.01-0.09 negligible association. Therefore, to show the correlation between the two variables: employee's participation in education or training and employee's motivation Pearson correlation coefficient was used. The result in the above table showed us positive and significant correlation exists between the two variables with a correlation coefficient of 0.293. This indicates that the correlation is significant and there is moderate association between the two variables.

Table 30. Correlation between in HRD and Employees' Performance

Correlations			
		Participation in Education or Training	Employees Performance
Participation in Education or Training	Pearson Correlation	1	.378**
	Sig. (2-tailed)		.000
	N	119	119
Employees Performance	Pearson Correlation	.378**	1
	Sig. (2-tailed)	.000	
	N	119	119

**, Correlation is significant at the 0.01 level (2-tailed).

The above table shows correlations between the effect of employee's participation in education or training and employee's performance being investigated. The relationship between the dependent and independent variables are positively and significantly the correlation coefficient is (0.378). Hence, it is possible to conclude that since most of the respondents associated their participation and education or training with their better contribution for improvement of their performance.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusions

The purpose of this study was to assess the impact of HRD practice on employees' performance and motivation in MoANR. On the basis of the analysis and findings of the study following conclusions are drawn:

- The ministry is practicing the HRD manual and committed to improve its employee's knowledge and skills and most of the respondents are satisfied by the opportunity of further education in Ministry.
- Employees in MoANR are committed for their job and motivated after they have got education and training besides assisted them to perform their job quickly and efficiently.
- HRD practice has a remarkable impact on the performance of employees in the ministry. And the ministry is practicing fair treatment in providing education and training to all its employees.
- There is improvement of educational level and supply of good training program in the Ministry as well employees in the ministry are willing to accept more challenging assignments after they get further education or training.
- HRD department has no experience in collecting trainees' feedback after their return from training or education and also do not use it to improve and provide effective training.
- HRD practice in the ministry does not decreased turnover of employees, this is because of other factors like need for better salary and status they leave the organization.
- Finally, the correlation between employee's participation in education or training and employee's performance and motivation was positive and significant correlation exists between the variables.

5.2 Recommendations

Taking into consideration the above research findings and conclusions, the researcher suggests the following recommendations to the management of the ministry and other concerned officials are forwarded:

- The Ministry should continue improving educational level of its employees and also providing trainings to them in order to utilize their performance and the practice may also increase their motivation.
- The ministry should set short term plan to maintain those employees who are benefited from its further education and trainings by availing promotional opportunities to them so that employees may stay long and give their contributions to the ministry.
- In short run, HRD department in the MoANR should collect feedbacks from employees after they finished their education and training, these practice may enable the department to improve for future training programs and educational fields which may help the advancement of agricultural sector.
- The ministry management should notice the turnover of trained employees and should put in place a compatible pay and reward system for the sustainability of skilled human resource in the long run. This could happen perhaps by lobbying the government to approve changes in the existing pay systems of public institutions. This action may help to retain skilled human resources in public organizations to decrease their flow to other private or nongovernmental organizations.
- Managers of functional departments and HRD department in the ministry should have short term plan to provide the required training for employees when the performance evaluation report of the employees show poorly performed.
- HRD practice in the ministry was found that a positive effect on performance and motivation of employees, the management of the ministry should increase level of investment in developing their human resource assets so as to improve their performance and to increase their motivation.
- Finally, other similar public organizations should have effective HRD practice by allocating enough budgets for the accomplishment of the practice; this may help them to improve performance of their vital resource.

Future Research

The intension of this study was to investigate the impact of HRD practice on employees' performance and motivation in MoANR head office.

Thus, future researchers can take other branches of the ministry employees. Furthermore, potential researchers can study on the measurement of performance that means the performance before education and training given to the employees and after they trained or educated.

Finally, the study is emphasized on Agriculture sector, other researchers can study on other public organizations or private firms and confirm whether or not HRD practices have an effect on employees' performance and motivation.

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APPENDIX



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF MANAGEMENT
MBA PROGRAM**

Questionnaire for Managers/Employees of Ministry of Agriculture and Natural Resource.

This questionnaire has designed to request information for purely academic purposes. This is to enable the researcher **Zemzem Nuredin Mohammed** a final year student of Addis Ababa University in college of business and economics to complete her thesis on the topic; **The Impact of Human Resource Development Practice on Employees' Performance and Motivation; a case of EFDRE Ministry of Agriculture and Natural Resource** in achievement of Master of Business Administration in Management degree. I would like to thank you in advance for your cooperation and for scarifying your valuable time.

N.B:

1. The student researcher has scheduled to get the filled questionnaire back within **two** days.
2. All information given would be treated with utmost confidentiality.
3. MoANR stands for Ministry of Agriculture and Natural Resource.
4. HRD stands for Human Resource Development.

Direction; indicate your response by putting a tick [☐] mark in one of the boxes against each statement.

BASIC DEMOGRAPHIC DATA (PLEASE PUT [☐] IN SIDE THE BOX)

1. Age

20 -30 ☐

31 -40 ☐

41- 50 ☐

51- 60 ☐

2. Sex

Male ☐

Female ☐

3. Educational background of the respondent;

Diploma ☐ First Degree ☐ Masters Degree ☐ PhD ☐

Other, please specify -----

4. Respondent's salary per month;

1500 birr-2500 birr ☐

2500 birr-3000 birr ☐

3001 birr-5000 birr ☐

Above 5000 birr ☐

5. Marital status

Married ☐

Single ☐

Widowed ☐

Divorced ☐

6. Please specify your position in Ministry of Agriculture-----

7. How long have you been working with Ministry of Agriculture?

1 -5 years ☐

6 -10 years ☐

11 - 20 years ☐

21 - 30 years ☐

above 30 years ☐

The following set of statements describes your general feelings towards training and Performance. **(PLEASE PUT [☐] IN SIDE)**

No	Questions or descriptions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	HRD Practice					
	Education					
1	In my opinion, I think that employees are being benefited from HRD practices of MoA.					
2	I believe that further education opportunities influence employees' job satisfaction in my organization.					
3	My organization does a excellent job of supporting employees to improve their Educational level?					
4	Employees have equal access to job-related further education opportunities.					
5	My organization sponsored/will sponsor me for further education to acquire new skills, knowledge and abilities?					
6	The basis for the selection of candidate for education my organization used is Performance evaluation result.					

	Training					
7	My organization is good in providing training program such as local and abroad.					
8	Employees have equal access to job-related training opportunities.					
9	Employees are satisfied with the training program of MoANR.					
10	HRD department requests feedback from trainees before and after training.					
11	Employees in MoANR are participating in trainings sponsored by the ministry.					
12	HRD department makes use of the trainees' feedback to improve the effectiveness of the trainings in the organization.					
	Employee Performance & Motivation					
1	In my view, education/training in MoANR has helped employees to improve their performance.					
2	After education/training I feel that employees are motivated by the HRD practice of ministry.					
3	Because of the good HRD practices of the organization, employees are motivated for their					

	work and for the organization.					
4	I feel that education/training enable me to perform my work with greater accuracy and precisely.					
5	The education/training provided by the organization helped employees to perform their work quickly and efficiently.					
6	I can say that employees' job satisfaction increased through the HRD practice of the organization.					
7	Employees after they received the education/training; their attitude becomes willing to accept more challenging assignments.					
8	HRD practice of MoANR reduces the employee turnover rate.					
9	After education/training employees in MoANR are working well their regular activities & become more responsible.					
10	Because of the knowledge, skills and attitude that employees received from the education/training, they are serving customers properly.					

11	Given that HRD practices of the organization, employees are committed & motivated for their work and for the organization.					
12	I feel a sense of belonging to the ministry since it has a good HRD practice to acquire the needed skills and to become loyal for different activities.					
13	I feel I am comfortable to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the education/training.					
14	I continue to work carefully for this organization because I don't believe another organization could offer me such a kind of an interesting education/training.					
15	Because of good HRD practice of MoANR I feel I have a moral obligation to respond to the needs of the customers.					
16	Since the culture of the organization is good enough to provide education or training on time, I am so specialized in the services that will be delivered to the customers of MoANR.					
17	Employees are motivated with the					

	education/training program of MoANR?					
18	Training has helped to improve employee's performance in MoANR?					
19	When the performance evaluation report shows that the employee performs poorly, an employee is given the required training?					

Questions for Interview

1. Is there a separate department in MoANR that is responsible for HRD?
2. How long has been MoANR involved in HRD practice?
3. What are the major purposes of HRD that the organization need to attain?
4. Does MoANR have a HRD policy & procedure?
5. Are the employees of MoANR motivated by the HRD practice of the organization?
6. Are experienced employees leaving the organization? Why?
7. Do the HRD practice of MoANR decreased turnover of employees?
8. Does training have an effect on worker performance? How do you measure training effect on worker performance?
9. Would you please suggest if there is anything to be changed with regard to the current HRD practices of the organization?