THE PRACTICES AND CHALLENGES OF HUMAN RESOURCE DEVELOPMENT IN SOME SELECTED GOVERNMENT COLLEGES OF ENTOTO, MISRAK AND GENERAL WINGATE TVET COLLEGGE

BY

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Acronyms and Abbreviation

HRD-   Human Resource Development

HRDP-   Human Resource Development Program

HRM-   Human Resource Management

HRTD-   Human Resource Training and Development

ILO-   International Labor Organization

IT-   Information Technology

MOE-   Ministry of Education

NGO-   Non-Government Organization

UNESCO-   United Nation Education, Social and Culture Organization

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Abstract

The purpose of this study was to assess the practice and challenges of Human Resource Development in some selected government TVET colleges of Addis Ababa. The study was carried out in three government TVET colleges of Addis Ababa, Entoto Polytechnic, Misrak Polytechnic and General wingate TVET College. To conduct the study stratified simple random sampling techniques were employed. The data gathering instruments used was questionnaire, interview, focused group discussions and document observation. Human Resource Development needs assessment was not conducted accordingly to identify the gap. Based on the major findings the student researcher suggests the following: Human Resource Development Program has to be designed for manager and other staff personnel. Human resource development program has to be get due attention from MOE and TVET colleges to the college trainers. Training methods have to be chosen on clear criteria, post training evaluation has to be taken place in order to the program. Participation of stakeholder involvement has to be increase in order to accomplish the objectives of TVET colleges.

CHAPTER ONE

The Problems and its Approach

1. Introduction

Here the study will focus on the assessment on practice and challenges of human resource development in some selected government TVET colleges. The research comprises of background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, research design and methodology of the study, under which population and sampling techniques, data collection instruments and procedures and data analysis are presented. Finally, operational definitions and how the ongoing study is organized will be put in their respective places. References for the background of the study are also at the end of the study.

1.1 Background of the Study

Human resource create organizations and make them survive and prosper. It is their efforts, talents, and skills in using other resources such as knowledge, materials, and energy that result in the creation of useful products and services (French, 1990). This basically emphasizes that human resource is the most important of all other inputs to an organization. Organizations need to be highly concerned about their human resources. Because without effective employees, organizations produce goods and services inefficiently and even place its survival at risk (Heneman and others, 1989).

The success or failure of an organization is highly dependent upon the integrated, effective and efficient utilization of the determinant resource, i.e. material resources, information resources, and above all human resource. It is human resource which grants the rest resource and come up with fruitful results. Therefore, human resource is critical for effective organizational functioning. The reason is human being who makes an effort and ceaseless contribution for competitive advantages of any organization (Noe, 2000).

It is training and development which ensures the business in the task of supplying people with required skill and ability. Organizations benefit from human resource development because it's contributes to increase productivity i.e. efficiency and effectiveness (Williams, 2006).

A central management objective is getting effective result with people. Hitting such target requires management to plan, organize, direct, staff and control human resource development as it does in marketing and production activities (FDRE, 2005).

The purpose of human resource development is to optimizing growth by using the human resource. This can be attained through human resource development which represent company's status with competitors and in industry at large (Cheatle, 2001).

Today, organization can only improve productivity by integrating human resource with other activities and input. Thus, acquiring advanced technology without preparing man power to operate on it and obtaining quality raw materials without qualified human resource is like driving a brand new car without fuel and the necessary driving license (Milkovich, 1991).

There are so many ways in which organizations develop their human resource. Some of these are management audit, the guided experience, conference, job rotation, role playing, case study, and other miscellaneous development methods (Noe, 2000).

Developing human resource is one of the major factors that determine the social, cultural and economic growth of a country. This can be achieved through education and training. Supporting this, Wringer (1999:3) states that more than three fourth of all economic growth between 1973 and 1984 was due to the rising level of education in the working population.

In recent years, there is a growing recognition that technical and vocational education and training (TVET) contributes to the economic and social development of individuals and nations. Thus, the general objective of TVET is to supply individual with the required skills, knowledge and attitudes to enable them to generate their own income to be the fully demands of the society (MOE, 2002: Atchoarena and Andre, 2002:37, UNESCO, 2001:1).

Moreover, quality TVET programs are administered and supervised by personnel who are educated and experienced in the subject matters, who understand the needs of pupils, and the needs of business and industry, and who are able to work effectively with employees and other employment agencies and social agencies (Coe, 1973: Hobart, 1987: Strong, 1971, Wenrich, 1958). Technical and Vocational Education and Training Colleges, as any kind of organization, highly need participation of teachers', college administrators and students who are directly or indirectly affected by the decision made. Hughes (in Bush et.al, 1980: 244) underlined the importance of teachers'

participation in schools/colleges decision making as "an essential element in enlisting the whole hearted cooperation of professional staff".

Sadler (1995:134) states that the managerial task is moving rapidly from the old "compound and control" to the enabling coaching role. Coaching approach is fundamental, combined with continuous learning and development. Moreover, the new personnel agenda closely links organizational development with the development of the individual employee.

According to recent survey of competency frameworks, competencies provide a common cultural a thread, a language for success and a framework for thinking about excellent way of communicating about the future, managing open employment relationships and focusing on change. Competency based development integrates learning into the work place, focuses on standard of performance and business results and provides continues development. Any training and development program can bring in fruitful outcomes and benefit the organizations and service seeking public if it is based on careful need assessment Mondy and Noe (1999) stress that understanding such programs is simple. Moreover, training and development need assessment to enable an organization to conduct cost effective training and development programs that solve performance problems such as absenteeism, turnover, recurrent faults, wastage of resources, inabilities to meet deal loans, increased costs, etc.

1.2 Statement of the Problem

In a fast paced world, continuous learning is essential to success. Individuals need to learn to succeed to life and at work. Company's needs to ensure their employees continue to learn, so they can keep up with increased job demands, and so that company can gain or maintain competitive advantage. The purpose

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of TVET colleges is mainly producing competent, adaptable responsible citizens who can contribute to changing and transforming the livelihood of the country. Achieving this purpose, therefore, demands to assure and enhance quality and relevance of programs.

Human resource development is the most important area which needs today management attention. This is because the human element is the core element which limits or enhances the strengths and weaknesses of an organization. Hence, management must regard the development of superior human resource as an essential competitive requirement that needs careful planning, hard work and evaluation. The need to emphasize the human resource development is further encouraged by the competitive business environment that the selected colleges of Entoto Polytechnic TVET College, Misrak Poly Technique College and General Wingate TVET College, are currently advanced and easily be evidence by the constant advent of infant colleges. To this effect the three colleges are introducing various programs of human resource development which will grant its dominance in the market.

Quality education plays an essential role in the overall development of a country. But poor quality education affects the whole system of the national development of a country. In this case, one of the most significant factors to maintain the quality of education in TVET colleges is the professional competence of trainers (instructors). To this end, Armstrong (2005:578) explains that human resource development improve managers and professionals' performance, gives them development opportunities and provides for management succession. As Goel (1993:183) training is the well articulated effort to promote competence in the public service by imparting professional

knowledge by broadening vision and adoption of correct pattern of behavior among the employees with regard to their existing functional responsibilities.

The management and other staff development is crucial to improve performance by imparting knowledge, changing attitude or increasing skills. On the other hand, as it is mentioned by Stredwick (2000: 325) continuous professional development is increasingly recognized. Professional expertise is not simply learnt at the outset of a career but needs to be constantly refined and updated. This shows that human resource development is not a certain period ending journey.

Human resource development is a very sensitive issue to maintain the quality of TVET education. Attempts made so far towards human resource development in all TVET colleges of Addis Ababa have not as such found to be satisfactory. It seems that they have been tied up with different obstacles: some of these obstacles might be lack of appropriate training need assessment, lack of adequate plan, low attention of top level management and lack of appropriate budget for the training and development program. Moreover, there are very limited studies in scope and depth made in the area of human resource development of the government TVET colleges of Addis Ababa especially in the selected TVET colleges (Temesgen, 2009).

Therefore, this study attempts to examine to what extent the human resource development in selected government TVET Colleges of Addis Ababa is practical and what major challenges are faced on its implementation. And the study will answer the following basic leading questions in the ongoing parts of the research:

1. What types of training and development program are undertaken in the three selected TVET colleges?

2. What is the extent to which human resource training and development needs are assessed in selected government TVET Colleges of Addis Ababa?

3. How human resource development is carried out?

4. How is an organization benefit from human resource development?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study is to make assessment on human resource development practice and challenges faced in the selected government TVET Colleges of Addis Ababa and to come up with possible suggestions and recommendations.

1.3.2 Specific Objectives

- To identify the role of government TVET colleges in selecting individual, setting objective, indentifying training need, implementing and evaluating the program.

- To assess the practice of training needs assessment conducted by government TVET Colleges of Addis Ababa especially in the three selected TVET colleges.

- To examine the major challenges that the selected government TVET Colleges of Addis Ababa face in their implementation of human resource development programs.

- To forward some possible solutions for challenges related to human resource development programs.

1.4 Significance of the Study

The findings of the study might have the following values:

- The result of the study may serve as a ground to assist planners and policy makers to assess the practices and challenges of human resource development in the selected government TVET Colleges of Addis Ababa.

- The results of the study may help to enrich the literature related to human resource development.

- The results of the study may enable to further strengthen the practice and challenges of human resource development in the selected government TVET Colleges and produce competent human resource by enhancing the awareness of those who participate in TVET provision; and

- The findings of the study may also serve as a reference and encourage researchers who wish to investigate the situation in a broader scope.

1.5 Delimitation/Scope of the Study

From a total of twenty two government TVET Colleges and middle-level TVET institutes in Addis Ababa, the three government TVET colleges were selected

as a sample educational establishment. Therefore, this study considered only the practice and problems of teaching staff training and development program. The study was delimited to the efforts made by TVET colleges to follow the process steps of training and development, to integrate human resource development plans in to strategic plans, and the problem faced in their training and development endeavors of their previous experiences.

1.6 Limitation of the Study

Many instructors in the three colleges refuse to take questionnaires claiming time constraints. Even though who took questionnaires to complete had taken several days. Therefore, the researcher had to wait several days to collect the questionnaires. Hence, the time elapsed beyond the researcher's initial plan made him to perform the fourth and the fifth chapter of this study under intense time constraint. This may have affected the depth of analysis and inclusion of some relevant findings about colleges training of staffs.

1.7 Operational Definitions

The followings are defined according to the context they have in the study:

- **Government TVET**: TVET programs provided by government agencies, which are accessible to everybody who meets the defined entry requirement in respective level of grades.

- **Technical Vocational Education and Training**: Any education, training and learning activity, leading to the acquisition of knowledge, understanding and skills, which are relevant for employment or self-employment.

- **Training Institutions**: A public or private institutions or one owned by non-governmental organization, and also include college that provides training.

- **Human Resource Development**: Being broad in scope and focusing on a set of systemic and planned activities designed by organization to provide its member with knowledge and skill useful for both present and future jobs (Bratton, J. and Gold, J. 1994:227).

- **Human Resource**: Refers to all civil servants in civil service organization irrespective of their position (Dessler, 2003:204).

1.8 Organization of the Study

The study will be organized in to five chapters. The first chapter deals with the Background of the study and its approach. Review of the related literature will be presented in the second chapter. The third chapter will be devoted to research design and methodology. The presentation and analysis of the data collected and interpretation of the findings will be included in chapter four. Summary of the findings, conclusion, and recommendations will be presented in the fifth chapter.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the review of related literature so as to lay the theoretical frame work of the study. Areas the chapter treats include the overview of HRD, the concept of Human Resource Training and Development, the purpose of human resource training and development in Ethiopia context.

2.1 Overview of Human Resource Development

As proposed by Haris (1994: 10) human resource development can be defined as "a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands HRD activities should begin when an employee join an organization and continue throughout his/her career, regardless of whether that employees is an execution or a semi skilled line worker. HRD program must respond job change and integrated to long term plans and strategies of organization in order to ensure the efficient and effective use of resource.

HRD is more career related and concerns itself within a frame work that goes beyond the current jobs, in addition to this, HRD refer broadly to the nature and direction of change induced in the employee as a result of educational and training programs. According to Monday and Noe (1990) HRD is defined a planned, continuous, effort by management to improve competence level and organizational performance through training development and education programs, however HRD has been defined in different ways by various authorities the central idea more or less the same. That is HRD activities mainly

focused on training employees' competence and organizational performance through training development and education.

Hence, HRM is seen as an important activity in any organization and its impact on performance is organization is well supported by integrating the interest of organization and its work forces. In HRM training and development is intended to enhance the performance of employees through a learning process that involves the acquirement of knowledge, improvement in skill, concepts result or changing attitudes (Dinud and Ahmed, 2009).

Give a man a fish, and you have given him meal. Teach man to catch fish and you have given him a livelihood. This ancient Chinese proverb seems to describe the underlining rationale of all human resource training and development program. No organization can long ignore the training and development need of its employees without seriously inhibiting its performance human resource training and development is encompassing everything that is expected for the enhancement. Human resource development is very crucial for any organization to maintain their development. To this end, Jeep, (in Barton and Gold, 1994: 226), argued that the case for a strategic approach to training, development is easily made if HRM is to have any meaning above an empty "buzz phrase; usually re-title to HRD, an organization investment in the learning of its people acts a powerful signal of its intentions.

According to Bartton and Gold, (1994: 226) HRD acts as trigger mechanisms for the progression of other HRM policies that are aimed to recruiting retaining and rewarding employees who are recognized as the qualitative difference between organizations.

2.2 The Concepts of Human Resource Training and Development

The concept of human resource training and development is a wider term in its scope. Generally, the term HRD training, development and education, although the variation between these variables seems blurred distinction must be made between themselves particularly that of the training and development. Thus, these three concepts are discussed below

2.2.1 Training

Training is defined by a number of scholars. In its broadest sense (Cowhing and Macler, 1990:72, Mikovich and Boudreaux 1991:407), define it is a systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. The central idea is that training activities are primarily focused on improving employees and managers performance on a current held 1981: 348, Saiyaain, 1999: 218; Schermerhron, 1989:272)

It is the well articulated efforts to promote competence in the public service by broadening of vision and adaption of correct patterns of behavioral among the employees with regard to their existing functional responsibilities (Goel, 1993:185). It is also enables the employees to simp there solves for senior administrative position in the future in addition to this Robinson (1985) states that training is learning to develop persons behavior attitude in order to achieve a desired level of performance.

In line with this, Kenney (1983), said it helps an individual to learn how satisfactorily carry out the required work in his/her present job. In general training is an activity which is directed at improving knowledge; skill and

attitude of employees to create an effective match between employees and his/her job (Saiyadain 1999: 218; Szilagyi, 1981: 348, Monappa and Saiyadain, 1999: 173).

Thus, with the objective of resulting in an immediate improved performance of individuals trainings are delivered relatively for a short period. As a planed and systematic activity in imparting knowledge, skill and attitude of individuals or group training are mainly meant for improving performance of individuals. (Purcell, 2000: 1).

2.2.2 Development

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supposed by a coaching or counseling facility (Manpower services commission in Wilson, 2005). As indicated by Mondy (1999:20) "Development improves learning opportunities aimed at the individual's growth but not restricted to a specific present or future job". This indicates that development activities are mainly concerned with maximizing individuals potential and capability that beyond the current job requirements. Thus, development focuses on improving individual's capabilities in handling a variety of assignments.

According to truelove (2000), development helps people utilize the skills and knowledge that education and training have given them and it embodies concepts like psychological growth, greater maturity and greater confidence. Therefore, human resource development refers broadly to the nature and

direction of change include in the employees as a result of educational and training programs.

Development programs are long term activities that benefit both the organization and individuals. While organizations benefit by having more capable and experienced employees who enhance the ability of organizations to adapt and compete to a changing competitive environment, individuals also gain career development (Mathis and Jackson, 1997).

Generally the objective of development activities is to provide necessary conditions to allow individuals to perform at levels that increase their personal effectiveness as well as the organizations (Milkovich and Boundreau, 2004).

The word development implies a change from one state to another in which learning and growth have probably undertaken (Holebeche, 1998: 231). Development activities are mainly concerned with maximizing individual potential and capabilities that go beyond the current job requirements. It focuses on improving individuals capabilities in handling a variety of assignments (Mattis and Jackson, 1997:314, Purcell, 2000:1 Attwood and Dimmocic, 1996:122-123). According to Urich (1997: 60) development program is a continuous improvement and long term activity.

2.2.3 Education

Educational activities on the other hand are designed and conducted to improve overall competence of individuals in a specific direction beyond the current job (Hailesselasie, 1999). Education is considered as a program of learning over extended periods with general objective in relation to personal

development of the student and his/her acquisition of knowledge (Wilson, 2005).

As indicated by Kenney and Others (1979), further higher education has become integral part of the training programs for much school and College Leavers especially for those trained for skilled and professional employment such as trainee, craft men, technicians, technologists.

Therefore the purposes of further education as described by Kenney and others (1979 is:

> *To provide the knowledge and appreciation of techniques necessary to enables a trainee to do his/her job, to inculcate a broader understanding of relevant science and technology so that the trainee appreciates the problems of those working in associated occupations and is better equipped to adjust to changes in the trainees understanding of the society in which he/she lives and develop him/her as a person.*

Generally, HRD consists of the aforementioned three basic functions; training development and education. Although it is problematic to distinguish these functions. Some distinctions of training, development and education is that they the word 'learning' Wilson, (2005) states that **Training** is learning related to present job. **Education** is learning to prepare the individual but not related to a specific present or future job, **Development** is learning for growth of the individual but not related to a specific present or future job. This is generally used to denote course which lead to technical and professional qualification.

2.3 The Purpose of Human Resource Training and Development

The main purpose of human resource training and development being improvement of employee ability as well as effective performance. It also allows any organization better use of its human resource training and development. Employees' job satisfaction will be increased because they feel mastery of the work because of newly acquired skills and way of doing things. Hence, the purpose of training and development as to Brahanu (1978) is to achieve greater productivity. To have less spilled work and few accidents, to increase greater adaptability to new methods to achieve less need for close supervision and to get greater job satisfaction results in less turn over and less absenteeism.

2.4 The Benefits of Human Resource Training and Development

The training and development activities if carried out in a planned and systematic ways have numerous benefits for both the employees and the organization to improve organizational effectiveness (Devisi and Grifir, 2005). In this regard, Kenney and others (1979) highlight the need for human resource training and development as it helps employees to learn their jobs quickly and effectively, help to improve their works performance, performance of existing employees to work more rapidly greater violence of work and fewer mistakes, reduced labor turnover, reduce accident, increase staff versatility widening their by range of expertise to include related jobs, improve organizational stability and decrease frustration to further training and development opportunities are available within the company.

2.5 The Component of Human Resource Training and Development

Human Resource Training and Development can be viewed from two dimensions training and development for employees on one hand and for that of the management the other.

2.5.1 Management Development

Management like other employees have to be trained and many of the method we have discussed to this point apply equally well to them yet training for mangers is often different in several ways. It tends to be further oriented, it also tend to be more complex, etc. (Bratton and Gold, 1994: 204). Management and development is any attempt to improve managerial performance by imparting knowledge changing attitude, or increasing skills. According to Bratton and Gold, (1994; 204), the general management development process is consists of 1) accessing the company needs (for instance) to fill future executive opening, or to boost competitiveness, 2) appraising the managers performance and then 3) developing managers (add future managers).

2.5.2 Employee Training and Development

It is believed that the effectiveness of an organization highly depend on the capabilities and competence of its employees among other things. Although it is expected that organization carefully screen the general abilities of employees during the selection process, many of their skills are developed over time (Mathis and Jackson, 1982; 256) employees training and development can be defined as planned process of providing employees with learning experience intended to enhance their contributions to organizational goal (Henek man et al, 1980:331 Heneman et al 1989:419).

It has the purpose of improving individual's abilities in order to bring them in line with the existing or the anticipated job requirements. So every one's capability in each unit, sections, department etc, has to be built.

2.6 The Employees, Training and Development Process

Like many other personnel /human resource activities, employee development is best thought of as a process consisting of several interrelated phase or steps.

The process begins with a series of ongoing analysis to determine the extent and nature of an organization employee development needs. With these needs clarified, it is them possible to put together an employee development play that shows overall objective, programs priorities, and resources allocation, and indicates who will be trained in what by whom and when (Henenman, 1989:422), each potential trainee can then be matched with a training opportunity, which might occur in-house or out, on the job or off. As is program is developed, consideration is normally given to the instructional objectives that should be met program content, and the delivery system (i.e., training technique (s) to be used. Then the actual training take place.

Thus, there is evaluation. It is necessary to know first if the various training programs met their instructional objectives and at what cost and then to know if the total effort was successful in fulfilling the overall objectives that were set out in the employee development plan. The results of evaluation are feedback to those who will be planning, developing and delivering future programs (Hennenman, Ibid). Generally, employee development process is described in the following major steps.

Therefore, this study uses the four sequential phases of the systems approach in managing the process as portrayed in figure below.

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          ┌──────────────────────────────────────────────┐
     ┌────→│  Training and Development Needs assessment   │─────┐
     │     └──────────────────────────────────────────────┘     │
     │                                                          ↓
┌─────────────────────┐                          ┌─────────────────────┐
│ Evaluate Training and│                          │     Training and     │
│ Development Outcomes │                          │  Development Design  │
└─────────────────────┘                          └─────────────────────┘
     ↑                                                          │
     │     ┌──────────────────────────────────────────────┐     │
     └─────│        Implement Training and                │←────┘
           │             Development                      │
           └──────────────────────────────────────────────┘
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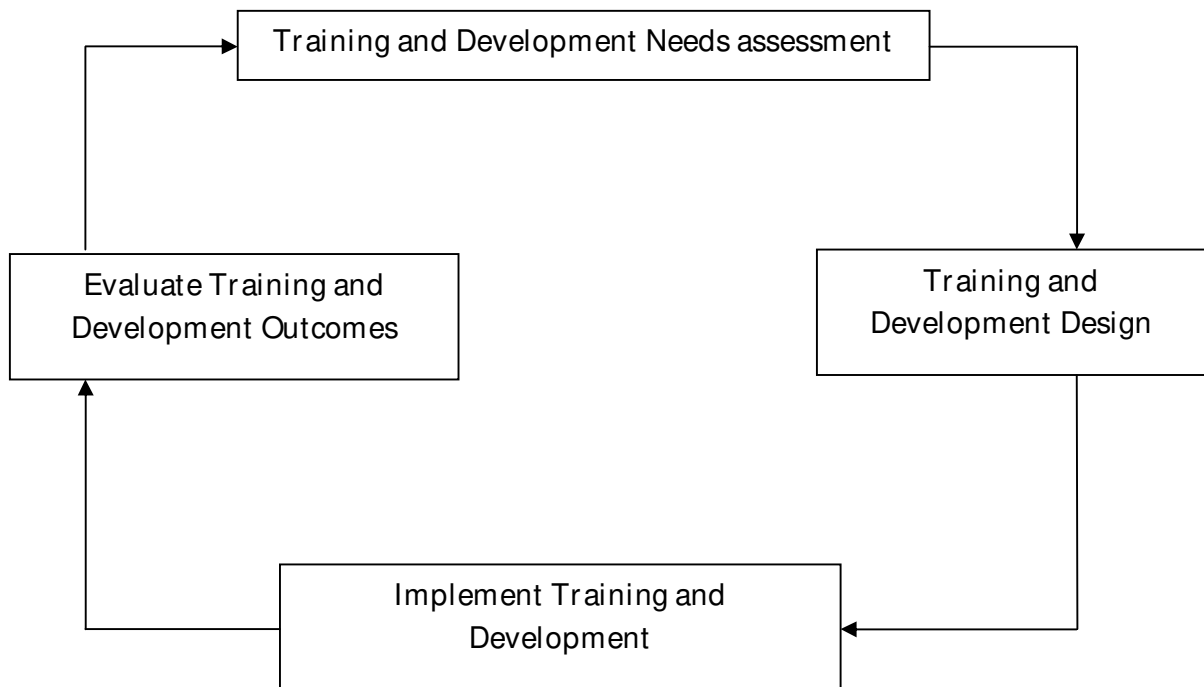
Figure 1: Training system and its elements (Sherman, et al, 1998)

2.6.1 Identifying Employees Development Needs

The first step in the employee development process is to diagnose needs. These needs consist of actual and potential performance discrepancies that are important to the organization and that can be remedied as effectively and efficiently as by any other means. As this definition suggests the diagnosis phase is designed to answer several questions. 1) Does an actual or potential performance discrepancy exist? 2) Is it important to the organization? 3) Is it correctable through training? 4) Is training the most cost-effective solution available? (Hennenman, 1989: 423).

The need analysis should precede the planning and execution of training program. In a need analysis school administrator and personal department exactly what the staff training needs are, before designing a program to meet them (Luneburg and Ornstain, 2000: 538). Human resource development program are used to address some need within the organization. The need can either be a current discrepancy, such as a poor employee performance or a new challenge that demands a change the way the organization should operate (Harris and Destimone 1994: 88). Training need is a gap that exists between the requirements of a given job and the actual performance of trainees. According to Dessler (2003:189), how you analyze training needs depends on whether you are training new or current employee. The main task is analyzing new employees training needs is to determine what the job entails and to break it down in to sub tasks each of which you then teach to the new employee. Furthermore, the ability to identify areas in which training can make a real contribution to organizational success is crucial. This is a method of "gap analysis," it is aimed at determining the difference of gap between actual and required performance. Generally, needs assessment should diagnose present problems and future challenges which are to meet through training and development. A need analysis typically has a threefold focus: organizational task/operational/and individual/personal/analysis (Lunerburg and Orntein 2000: 538).

2.6.2 Organizational Analysis

The purpose of training need assessment is to provide an objective analysis of the organizational training requirements. This enables senior management to draw up a training policy so that training resources are used effectively to

develop man power for present and future requirements (Kenney et al, 1979). Organizational analysis examines broad factors such as the organizations culture, mission, and organizational climate, long and short term goals and structure. Its purpose is to identify both overall organizational needs and the level of support for training (Gomez-Mejia et al, 2007 and Hartel et al 2007).

A number of mechanisms can be used to conduct organizational analysis, such as an organizational can do an attitude survey, look at its performance closely, observe the behavior of the people, assess its public images, and keep a close what on such indicators as accidents, absenteeism, wastage, turn over, morale, motivation (Saiyadain, 1995).

2.6.3 Task Analysis

Task need analysis is an examination of the job to be performed. A recent and carefully conducted job analysis should provide all the information needed to understand job. These duties and tasks are used to identify the knowledge, skills and abilities required to perform the job adequately. This involves a detailed analysis of various components of jobs and how they are performed. Analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks (Gomez-Mejia, et al 2007; and Hortel, 2007; Saiyadain; 1995)

2.6.4 Person Analysis

Person analysis determines which employee need training by examining how well employees are carrying out the tasks that make up their jobs (Gomez-mejia et al 2007). Hence, training is often necessary when there is a discrepancy between a workers performance and the organization's expectations or

standards. Often the person analysis entails examining worker performance ratings and then identifying individual workers or groups of worker who are week in certain skills. The source of most performance ratings are supervisor, but a more complete picture of workers strengths and weakness may be obtained by including other sources of appraisal. In addition, the focus is an individual (employee); his skills abilities, knowledge, and attitude; of the above three this most complex component because of difficulties in assessing human contribution (Cowling and Mailer, 1998 and Hartel et al, 2007).

By and large, such indicators as production data, meeting deadlines, quality of performance, personal data such as work behavior, absenteeism late-coming provide input for man analysis data on these indicators can be collected through records, observations, meeting with employee and others who work with his/her.

To summarize, before creating training and development programs. Managers should performance needs assessment to determine which employees need training or development and what type of skills or knowledge they need to acquire. There are three levels to need analysis i.e. needs assessment consists three levels of analysis.

Organizational, task and person analysis. Organizational analysis is an assessment of the entire organizational activities, i.e. it examines broad factors such as the organizations culture, mission and climate long-and short term goals and structure while task analysis is an examination of the job to be performed, person analysis is determines which employees are training by examining how well employees are carrying out the task that make up their jobs.

2.6.5 Formulating the Employee Development Plan

It might be thought as employee development needs are identified; the next step would be to develop appropriate training programs. However, since needs typically exceed available resources, it is usually necessary to formulate a strategy for meeting as many of them as possible with available staff facilities and funds (Henenman, 1989:42). The allocation process is conceptually straight forward. First, overall objectives are set, for example, to bring all first level supervisors up to date their equal employment opportunity obligations to provide all fast-track managers with training called for by their career development plans, and the like.

Then employee development need are assigned priorities resource are allocated in priority order until they are exhausted, and surviving in house programs are integrated in to a working plan (Henenman, Ibid). According to (Henenman, 1989: 428) once priorities are determined, they may be codifies in the form of an employee development plan that shows 1) who will be trained 2) the programs 3) time frames, 4) person (s) responsible, (5) resource and facilities to be used.

Some plans are laid out for specific individuals but most are organized around programs. Program listings and time frame may be communicated through various channels.

2.6.6 Designing Training and Development Programs

Training administration basically refer to connecting training and development need is to contents, types of training and development program, choice of faculty and general administration these issues deal with the design and development of training programs.

2.6.6.1 Training and Development Objectives

Once the training needs, assessed and identified the next task is developing training and development objectives. According to True Love (1996) stated that given the needs have been established by a thorough analysis and attitudes identified in the task analysis and should be challenging precise, achievable and understood by all training objectives are statements that specified the desired knowledge, skills abilities and other characteristics that employees will possess at the end of training (Gomez-Mejia, 2007 and Pynes, 2009). The development of training objectives should be a collaborating process incorporating input from management, supervisors, workers, and trainers to ensure that the objectives are reasonable and realistic.

To summarize determining clear and realistic objectives is a basis for designing training and development program that is because all other step in the development of training and development programs are based. Thus, objectives determine the approach to training the facilities, equipment, material, content, method and personnel required and the criteria for measuring the success and effectiveness of the training and development programs.

2.6.6.2 Setting Objectives of Human Resource Training and Development Programs

As to Goel (1993:185) the objective of the training is to provide an individual with the knowledge of the environment or ecology under which he is to function; the knowledge administration management to achieve optimum performance and cultivation of necessary attitudes. In addition to this Clack

(2000), defined as to what the learners will be expected to do once they have completed specified course of instructions. He also added that training objectives describe the condition, behavior (action) and standard of the performance for the training settings. According Kelly (1990) without constructed learning objectives trainers do not know what they are paying for the training. It is possible to infer that special attention should be given in setting objectives of the training; otherwise, it would be night mare to attain the desired goals.

In support of this idea, Tracey, (1984), stated that part of wastage that occurs in training directly because of objectives, even if valid have not be stated in terms what permits development of optionally effective training programs. Every type of training consist or combination of the following objectives. These are cognitive, affective and psychomotor objectives. Cognitive objective focus on increasing learner knowledge while affective objectives focus on changing learner's attitude and psychomotors objective focus on building skill (Roth well and Kazanas, 1998).

Thus, before training begins, the objectives of the training should be prepared, approved and broad casted. Furthermore Armstrong (in Stredwick, 2000: 315). Set out three specific training objectives as listed below:

- To develop competences of employers and improve their performance
- To help people grow within the organization in order that, as far as possible its future need for human resources can be met from with in the organization.

- To reduce the learning time for employees starting in jobs on appointment, transfer or promotion, and to ensure that they become fully competent as quickly and economically as possible.

2.6.6.3 Developing the Contents of the Human Resource Training and Development Program

Most of the time, a question "what is to be learned?" comes in mind before any training program is delivered. In establishing the content of training program the scope of the organization operations, its budget limitations, and philosophy must be considered (Otto and Glaser, 1970). In addition to this, training designers may find it helpful to use a check list as a decision and on those occasions. In designing a training program, the concerned bodies must identify, organize and sequence the subject matter (content) which is going to be taught. Watson (1979), suggest that by identifying and grouping into topical areas, related concepts and techniques, the learning process is made easier because it helps trainees to focus their attention and specific and limited subject area and allows them to digest closely interrelated ideas at one time. The careful sequencing of topics to be taught can serve purposes.

Identifying employee development need → Formulating an employee development plan ← Evaluating employee development plan

Designing training programs → Teaching training programs → Evaluating training programs
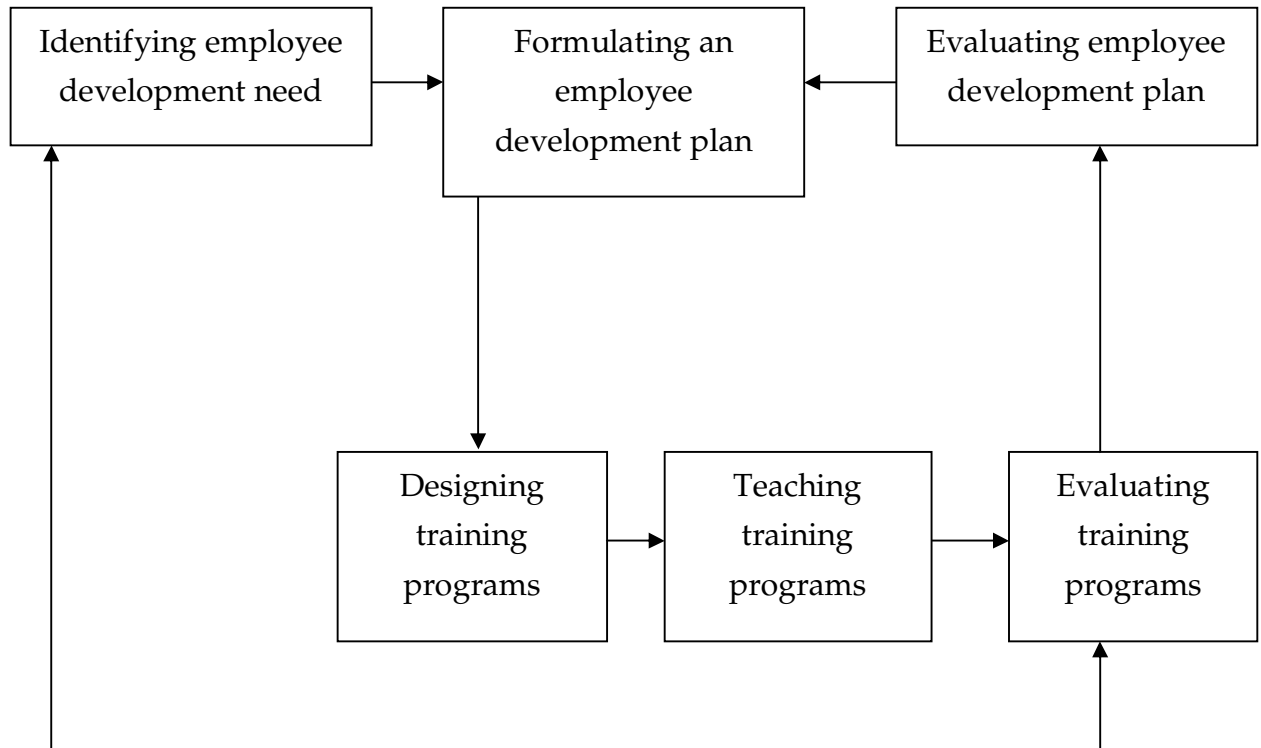
Source: Hennenman, G. H. et al (1989: 422)

Beyond assuring the logical presentation of concept (Rothweel and Kazanas, 1998). Moreover, Watson, (1979), on his part suggested the content of training program as follows:

✓ **Identifying the topic areas** that should be covered to reach the stated objective specifying key points and specific concepts and thinking, process that should be learned

✓ **Determining the emphasis** that should be given to each topic and the specific objective within each topic.

✓ **Sequencing the topic** so that they fit together a logical progression and build on one another to form a systematic whole.

- ✓ **Establishing a learning pace** that is stimulating and fully impact on similarity Goel, (1993:186), states that the training course (contents) generally includes the following aspects.

  - **Job aspects:** knowledge of the job that has to be supervised, planning, procedures, work analysis of the service.

  - **Human aspects:** skills to improve, motivation to increase. The productivity of the personal working in the organization.

  - **Organization aspects:** the knowledge of the organization the use of records, communication skills etc.

2.7 Training and Development Methods

A various training and development methods are available and used by training institutions and organization. Training and development programs, the methods used wise depend on the objective of the program, the type of material to be learned and the person doing the training and development (Megginson, 1981). There are two types of learning involved in employee training and development: learning theories, concepts and principles and learning application 1) theory is taught on the job and 2) the application is learned on the job (Gomez-Mejia et al, 2007 and Kenney et al 1979). However, the selection improvement and creation of appropriate training and development methods consider a number of factors like skills needed for the job, qualifications of the job incumbent resource content and purpose and the kind of operating problem of the organization (Pigors and Myers, 1981).

Generally, the purpose of training, the nature of concepts; the location of the training; trainees hierarchical level; cost and the time allocated for training should be considered to select a method or combination of methods. As stated above the most popular categories used by organization are on-the-job training and off-the job training and development methods.

2.7.1 on-the –Job Training and Development Methods

On the job training methods takes place is centered around the job and the trainee uses once the training is completed. The learning takes place in working his regular tasks (Aiydain, 1995) Megginson, 1981, Kenney et al 1979, Jones and George, 2003 and Harrison, 2000). Likewise, Gomez-Mejia et al (2007) states that on the job training approach the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor or trainer. On the job training is useful when employees are expected to become proficient in performing certain tasks or using equipment found at their work stations, because the training is directly related to the requirements of the job on the job training according to (Harris and Desimone, 1994) has two distinct advantages over class room training, first it, facilities the transfer of learning to do the job. Because the learning environmental tasks place at performing the job, on the job training does not need training facilitates in the work station which reduces training costs (Harris and Desimon, 1994)

Even though it has the aforementioned advantages there are several limitations associated with on-the-job training and development. These are (Harris and Desimone, 1994): physical constraints, noise, and other distractions that could inhibit learning, resulting in costly damage and disruption of the production schedule customer in convenience and temporary service reduction, heavy

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equipment or chemicals many threaten the safety of others. Therefore, trainers should be aware of those disadvantages, when designing training and development programs and choosing the appropriate methods. More over it is possible to combine the methods with off-the-job training method to minimize the limitations.

On-the-job training and development method has a number of techniques job instructions training, job rotation, coaching and monitoring each of them is discussed below.

I. Instruction Training

As define by Harris and Desimones (1994), Job Instruction Training is "a sequence of instructional procedures used by the trainer to trainee employees while they work in their assigned job." Job instruction training method has also a simple detailed four step process. Prepare the worker, present the task, practicing time, and follow up. Preparing the workers involves putting the learner/trainees at ease, finding out what the trainee known about the job motivating the trainee and setting up the task. It may also include providing training manual handouts, and other training aids used as reference. After preparation the trainer would present his/her tasks by telling, showing, explaining or demonstrating accordance with that the trainee can understand. Next presenting the task the trainer should allow trainees to practice what the trainer presented which help the trainee to advance his/her skills. At last the follow-up could be used the trainer as the way of ensuring that the trainer as the way of ensuring that the trainee is getting behavioral change.

II. Job Rotation

This approach involves moving employees from one job to another area to broaden their experiences (Bernarding 2002). Job rotation involves assignments to different positions for a specific period of time that trainee learns more during observing and doing than learning through instruction. At the end the accumulated evaluations would be used to determine the preparedness of the trainee where permanently assigned to the position (Harris and Desimone, 1994)

In general job rotation can give workers to choose their future career path and results for the organization a more broadly trained and skilled employees.

III. Coaching

According to Gomez-Mejia et al, (1995), "employee coaching consists of on going, sometimes spontaneous, meeting between managers and their employees to discuss the employees career goals and development."

Coaching can be done by performing two distinct activities: coaching analysis and coaching discussions. The former activity involves in analyzing performance and the conditions under which coaching occurs. The coaching analysis process is based on the assumption that the cause of poor performance could be multiple, some are within the employees control and some of which are not the process leads the supervisor to examine common caused for performance problems and to take the appropriate action and then monitor performance to determine whether it improves (Harris and Desimone, 1994). In general, coaching analysis is involves clearly defining performance problems

examining factors of poor performance and determining the action required to ensure effectiveness.

The other coaching discussion, involves between the employee and the supervisor should be done both to solve the problems and to enable the employee to maintain and improve effective performance. The two common approaches to coaching discussion are: Fournes's (1978) five-step process, and Kinlaws's (1989) the five-stage process. The first approach involves getting employee to agree that a problem exists, discussing alternative solutions, agreeing on actions to be taken, and follow-up to measure results, and recognize any achievements.

In second approach, the supervisor confronts the employee's reactions to develop information about the causes and the solutions and agrees with the employee on what would be done to solve the problem existed (Harris and Desimone, 1994).

Generally, coaching occur between the employee and supervisor focusing on examining of employees performance to maintain effective performance and to solve problems (Harris and Desimone, 1994).

IV. Mentoring

The other importance training and development method is on-the-job training method is mentoring as (Gomez-Mejia and Others (1995) defined it a "developmentally oriented relationship between senior and junior colleagues or peers that involves advising, role modeling, sharing contacts, and giving general support Harris and Desimone (1994), indicate that the mentoring relationship serves both career support/function also provides the protégé with

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career support, opening doors, teaching the ropes of the organization, creating opportunities to demonstrate competence, enhancing visibility and ensuring the protégé has challenging work. The protégé provides for a mentor meaningfully mutually reinforcing relationship that demonstrates both parties' commitment and value to the organization. The mentor has also a chance to serve as a role model and shape what he/she knows with some who can benefit from such knowledge. In return, the mentor can receive respect, support and a friendship from the protégé or mentee. Therefore, we can understand that the mentoring relationship were formed as a result of mutually attraction between two parties by creating formal mentoring programs in which the mentors and protégés are paired by the organization providing with support for the relationships.

Generally, the achieving of successful mentoring results organizational benefits including facilitating socialization of new employees in the organization, reduce turn over, minimize aid career adjustments, enhancing transfer of beneficial knowledge and values, and facilitate adjustments to recruitment (Harris and Desimone, 1994).

Mentoring intervention can be either formal or informal. Informal mentoring approaches is more effective than formal mentoring done solely as a formal responsibility, even though there are situations in which a formal mentoring program may be the better choice (Gomez-Mejia and others, 1995).

Development formal mentoring program, on other hand, could be used as one part of overall development strategy that is tied to strategic business needs and takes advantages natural learning opportunities (Harris and Desimone, 1994). In general, which formal mentoring programs are more likely to be found at

large organization some small organization have developed more informal, but equally intensive programs (Gomez-Mejia and others, 1995). It is therefore, could be concluded that coaching is primarily about performance and development of skills, while mentoring is transferring knowledge and wisdom is learning each other for both the mentor and the mentee.

2.7.2 off-the-Job Training and Development Methods

This method is used to conduct training and development program outside the work/job site (Harris and Desimone, 1994)

Decenzo, and others (2002) indicate that off-the-job training and development program covers a number of techniques: classroom lectures, films, demonstrations, case studies and other simulation exercise, and program instructions. Harris and Desimone, (1994) further explain the lecture, discussion, audiovisual methods, experiential methods, computer based training as primary types of classroom or off-the-job training methods.

There are several advantages of conducting training away from the work setting over on-the-job training. First, classroom setting permit video lecture, discussion, role playing and simulation. Second, conductive learning could be designed to minimize distractions. Third, classroom setting could accommodate large number of trainees and allow for more efficient delivery of training (Harris and Demones, 1994). On the other hand, off-the-job training program has also its own disadvantages. First, there is difficulty of transfer of learning back to the job. Second, there is a risk that some employees consider it has an opportunity to enjoy. Third, it involves increased cost such as travel and

rental or purchase and maintenance of rooms and equipments (Gomez-Mejia and others, 1995: Harris and Desimone, 1994)

Designing learning; in designing a training program in which learning would be facilitated, trainers should review the principles of how individuals learn. Also issues of how to maximize transfer of new behavior back to the job should be addressed. Finally trainers should design their programs, to meet the needs of adults as learners. In addition they often enjoy experiential learning techniques and self-directed learning more than conventional informational techniques (Bernardine, 2003).

Preconditions of learning: According to Bernardin (2003), trainees must be ready for learning before they are placed in any training program. In this regard (Fisher and others 2002: 366). Indicates that, for training to be more successful preconditions of learning such as readiness and motivation should be exist. In the first place trainee readiness is that, the trainee should have to possess the background of skills and knowledge necessary to learn. The other precondition for learning is motivation of trainees. It is the idea that trainees should a need for new skill and understands how successful training should benefit them.

Condition of practice: In active participations of training, the skill or task being learn after could increase learning and move learners through stages towards automatically (Fisher and other, 2002). To do this, as Bernand (2003) trainers have to decide how to base arrange the training environment. Therefore, the factors in designing training is, one whether to have the whole task learned and practiced as one unit or breakdown the practices into separately learned and practiced parts. Thus, if the task is simple, it could be learnt and practices as a

whole-on the other hand if the task is complex, it should be probably be broken-down into component. Another condition of practice trainers must consider is whether the practice should be distributed (divided into segments) or masses (scheduled in one long session). For example, when the task is complex or difficult, and must be remember over a long period of time, distributed practice is better than massed practice. Whereas, the task is simple massed practice seems to be better (Fisher and Others, 2002).

Transfer of learning: As many authors agreed (Bernard, 2003 and Fisher and others, 2002), the ultimate goal of a training program is that the learning occurs during the training program has been a wastage of the company's resources. This has been criticized many training program for their lack of impact on trainees actual behavior on the job.

Training and development principles, which help to guide actions, are important for a successful function of all training and development process. According to Peretomode (2005), these principles include:

1) Readiness to learn the learners must want to learn

2) Reinforcement provides positive rewards for certain acceptable behaviors because trainees are most likely to repeat responses patterns, which give them some type of positive reward.

3) Immediate confirmation trainee's best in reinforcement is given as soon as possible after the training response like promotion or pay increase.

4) Feedback provides feedback on learning results as to whether the results of a learning process are correct or not.

5) Active practice: learning by doing is more effective than by reading or passive listening

6) Spaced practice: learning task spaced over a period of hours or days are more effective than being concentrated in to one period.

7) Whole learning: learning is better when an overall view of what the trainee will be doing is given him than just go immediately into the specifics.

8) Sequence: Materials to be learned should be developed or presented in stages, moving from known to the unknown, simple to complex and part to whole.

9) Instructional materials: Use audiovisual aids as they help learner/trainee to learn more effective and retaining materials learnt longer than reading and/or listening.

10) Recognize plateaus: That is during the training process, employees reach a stage where they make very little or progress. At this point the trainers should take a break and/or encourage trainees to prevent a feeling of despair of a desire to give up.

As these principles underlined, trainees should be reward with placement of acquired skills and the promotion or pay increase accordingly with the new skills or knowledge. In my study experiences of TVET college employees were not rewarded or assigned with the new skills they gained. This may reduce the willingness of employees to participate on trainings in the future and also influences the service delivery of the organization.

2.7.3 Evaluating Employee Development program

Evaluation is the final formal phase of employee development process. According to (Henenman et al, 1989: 44), evaluation actually takes place at two levels. First, to determine if the various training programs were successful. Second, to assess the extent to which the overall employee development process met its goals evaluation results can be made available to those responsible for developing and carrying out future training programs and employee development efforts in an attempt to facilitate improvement (Heneman, Ibid). Trainers and employee development managers are often sharp criticized for not doing better job of evaluating their programs. In point of fact, however they probably are no worse than other planning human resource specialists and managers in this respect, and most of them undoubtedly do about as much as can be expected give the pressures of their jobs and the resource at their disposal.

2.7.3.1 Purpose of Evaluation

Evaluation can serve a number of purposes within the organization (Harris and Desimone, 1994) helping to determine whether a program is accomplishing its objectives, identify the strengths and weakness of HRD program, decide who should participate in future programs identify which participant benefited the most and least from the program, reinforce major points to be made to the participants, gather data to assist in marketing future programs, determine if the program was appropriate and establish a data base to assist management in making decisions.

Therefore, evaluation can help to check the achievement of the training program objectives, the implementation of programs in accordance with their design, and the impacts of training on individual and organizational performance. The most common methods of evaluation the training program are participants reports, measures of changes is knowledge, skills attitudes or performance, trainers report, and observer reports.

2.7.3.2 Models of Evaluation

A model of evolution outlines the criteria or focus of the evolution effort. As (Harris and Desimone, 1994) indicates that the different models of evolution have been developed on the perspective of evaluating HRD program. The models share some features but training and development program can be evaluated in different angles by various authorities, concerning this, Bratton and Gold (2003-212), suggested that the following four basic categories of training outcomes.

- **Reaction**: this level designed to assess trainee's opinion regarding the training program. Did they like the program? Did they think it worth while?

- **Learning**: test the trainees to determine whether they learned the concepts, principles, knowledge and skills they were supposed to learn.

- **Job Behavior**: this level is also an important criteria of training success, measuring whether training has transferred to the job requires observation of the trainee's on-the-job behavior.

- **Results**: this level focuses on the examining of training on the work group or entire company. Meeting this criteria is considered to be the' bottom line' as far as most managers are concerned.

Generally, the model reviews not only the result of the program but also the whole training efforts starting the training analysis and recognizes the evaluation as a continuous process (Kenney and others, 1979).

2.7.3.3 Evaluation Methods

The data collection methods and sources available where conducting training evolution needs to measure whether trainees used what they have learned back on the job. These methods for collecting evaluation data includes interviews questionnaires direct observation test and simulation and archival performance data.

2.8 Problems of Human Resource Training and Development

Obviously there are various factors which affect human resource training and development. According to Milkovich and Boundreau (1991), the most commonly cited reason for training failures include lack of management support and reward for the new behaviors, and lack of employees motivation. Some other factors, include no on-the-job rewarding for behaviors and skills learned in training insufficient time to execute training programs, work environment does not support new behavior learned in training needs changes after program had been implemented and insufficient funding for training program. Furthermore, most of the training and development problems in human resource training and development are in adequate need analysis. Trying out trend programs of training methods, abdicating responsibility for

development to staff trying to substitute training for selection, lack of trainers among those who dead the development activities, using course as the road to development encapsulated development attitude of managers availability of resources and financial problems. Moreover, the factors that hinder the effectiveness of training program related to the trainers the training program, organizational constraints and rigidity and the nature and psychology of training development program (Sah, 1991). Therefore, the outcome of training and development is the result of the attitude, knowledge and skill commitment of top-level managers. The other constraint to training and development is the availability of resources that include money, materials and facilities, time, and personnel. In general, training resources are inputs required to enable a training plan to be implemented and they ultimately cost company money. Thus, organizations that have considerable shortages in one or more of these resources face problems.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with the research design and methodology. It includes source of data sample population and sampling technique data gathering tools, procedure of data collection and method of data analysis.

3.1 Research Methodology

The study used both quantitatively and qualitatively approaches. This is because employing the mixed approach helps to converge or confirm findings from different data sources (Creswell, 2003).

Providing education which is up to standard quality is a national education policy including higher institutions. Properly managed human resource training and development program, among other things, is a key to quality education.

The purpose of this study is to assess the practice and challenges of Human resource development in selected three government TVET colleges in Addis Ababa. Thus, descriptive survey method was employed in this study. Due to the descriptive nature of the study, descriptive survey research method was used to assess and describe the relationship between variables, and the development of organization, principles or theories. It is concerned with functional relationship (Best a Kahn, 2004:106).

Therefore, to know the practice and problems of human resource training and development in the TVET colleges and to describe their discrepancies, the researcher felt that the selected method was proper.

3.2 Source of data

In this study both primary and secondary sources of data were used. The primary source of data comprise of information collection from selected three TVET college teachers, deans, vice deans, human resource training officers and other non-teaching staff members, through questionnaire, interview, observation and focus group discussion. In addition to this secondary data were collected from report of research studies from books and journal from available relevant documents.

3.3 Sample Size and Sampling Technique

The study focuses on Human Resource Development practice and challenges of three government TVET colleges of Addis Ababa. Different sampling techniques were employed to select the area of study and the respondents. To this end, in the city of Addis Ababa there are five government TVET Colleges. Among them three were selected by using simple random sampling techniques. This technique was used because it gives equal chance to all elements to be included in the study. The respondents from each college were selected by using random sampling techniques. At the time of executing this research study, there were 650 teaching staffs in the three colleges. From the total population of the colleges 150 teachers (males and females) were selected by using stratified followed by simple random sampling techniques. Stratified sampling was employed because sex has been considered. In this case 50

respondents from each college were sampled by using quota-sampling technique with to reliable assumption that this number of teachers would be representative and with the hope that the information obtained from them would be reliable. Moreover, 3 deans, 3 vice deans and 3 human resource training officers from each sample college were included as respondents by using purposive sampling technique. Because purposive sampling technique is useful in situation where student researcher need to reach a target sample quickly and where sampling for proportionality is not primarily concern. Furthermore, 9 non-teaching staff members were selected by using availability sampling technique.

The number of sample the researcher taken in the study is computed using the following mathematical formula:

$$n = \frac{z^2.p.q.N}{e^2 (N-1)+(z^2.p.q)}$$

Where:

N = size of the population

n = size of the sample

e = acceptable error (the precision)

z = standard variant at a given confidence level

p = sample proportion, q=1-p

to calculate the size of the population is 650 the desired precision level the researcher choose is = 5% with 95% confidence level and the sample

proportion 0.5 which is used in the case "n" will be the maximum and the sample will yield at least the desired precision. Kothari, (2004).

$$N = \frac{z^2.p.q.N}{e2(N-1)+z^2.p.q}$$

$$n = \frac{1.96^2(0.5)\ (0.5)\ 650}{0.052(650-1)+1.96^2\ (0.5)\ (0.5)}$$

$$= \frac{624.26}{2.5829}$$

$$= 242$$

3.4 Data Gathering Tools

Instruments like questionnaire, semi-structured interview, observation of In order to obtain information pertaining to the subject of the study, different documents and focus group discussion were employed.

Questionnaire: it was prepared based on the review of the related literature. Because it is suitable for collecting factual information opinion and attitude from large population it is also an opportunity to establish reports, explain the purpose of the study and explain the meaning items that may not be clear(Best and Kahn, 2004). Both closed ended and open ended items were prepared in English. As it is expected that the respondents could be at least college /university/graduates to understand and respond questions written in English. The questionnaire contains two parts. The first part was about the Demographic information of the respondents. The second part contains issues related to the study that includes organizational plan, human resource training

and development needs assessment, human resource training and development objectives, human resource training and development methods, selection criteria for training and development, human resource training and development evaluation and major problems related to human resource training and development programs.

Before the final form the questionnaire was prelisted within small groups that have similar characteristics with actual respondents of the study. To this end, twenty questionnaires distributed to Entoto Polly technique college teachers fifteen were filled and returned. Thus, to select good items that measures the true aspects of the variable were even if, not reliable, but it is acceptable, all the items on the tables checked by frequency and percentage. The other items (out of the tables) have been checked reliability. To this effect, some items on the questionnaire that were not responded by most respondents were modified. This helped the student researcher to check the appropriateness of the items contained in the questionnaire. Expertise in the filled were consulted, 150 questionnaires were distributed to teaching staff excluding deans, vice deans and other non-teaching staffs and 106 (70.67%) were filled and returned. Besides, semi-structured interview was conducted to get additional information from college deans, vice deans and human resource training officers. Furthermore, information regarding practices and problems of human resource development program were obtained through document observation and focus group discussion.

3.5 Procedures of Data Collection

Having identified the selected TVET colleges, the student researcher prepared questionnaire, interview guide questions for group discussion and checklist for

observation to collect relevant information and contacts were made with the head of those TVET colleges. Then after securing the necessary permission the list work processes were obtained. Following this teaching staffs were expected to fill out the questionnaire. Assistant data collections were selected for each sample TVET colleges.

The selected assistant data collections were oriented on how to administer and collect the questionnaires. Before it was going to be administered to respond a pre-test was carried out as indicate above. Hence, the pre-test were not reliable but, acceptable. The questionnaire data were collected by assistant data collectors with regarding to interview, structured interview questions were prepared and conducted with deans vice deans and human resource training and development officer checks list was prepared for document analysis and some questions were prepared or focused group discussion.

3.6 Methods of Data Analysis

In this study the quantitative and qualitative analytical procedures were employed. Accordingly, frequency and percentages were used to analyze the rating scale and close ended questions, document observation, interview and focused group discussion was described qualitatively.

CHAPTER FOUR

4. Presentation and Interpretation of Data

This chapter deals with presentation analysis and interpretation of data collected through questionnaire, structure interview and document analysis the chapter consist of two parts. The first part deals with the characteristics of the respondents with regard to sex, age, educational qualification and years of service and the second part deals with the main part of the study. The analysis and interpretation of the data obtained from the respondents on the human resource development practices of the selected government TVET colleges in Addis Ababa. All the responses are calculated by frequency and percentage.

4.1 Characteristics of Respondents

The characteristic of the target population gives some basic information about the sample population involved in the study. For the convenience of the description of understand the characteristics of the respondents present and analyzed by two independent tables. Thus, the table obtains sex, age, qualification and area of study. Table 2, also contains name of training department, teaching subject, level of teachers, teaching experience in TVET.

Table 1a: Characteristics of Respondents

No	Items	Classification	Respondents	
			No	%
1	Sex	a) Male	72	67.92
		b)Female	34	32.08
		Total	106	100
2	Age	a)20-29	48	45.25
		b)30-39	31	29.25
		c)40-49	20	18.87
		d)50 and above	7	6.61
		Total	106	100
3	Academic qualification	a)Level 3	12	11.32
		b)Level 4	10	9.43
		c)Diploma	8	7.55
		d)BA/BSC	69	65.09
		e)MA/MSC	7	6.61
		Total	106	100
4	Area of study	a)Construction Technology	18	16.98
		b)Information Technology	15	14.15
		c)Metal and wood work	20	18.87
		d)Textile and Garment	19	17.92
		e)Automotive	14	13.21
		f)Other	20	18.87
		Total	106	100

Source: - survey data

As shown in, Table 1a, 72 (67.92%) of the respondents were male. While 34(32.08%) were female. This reveals that government TVET college teaching position is male dominants. Considering age of the respondents in item 2, 48(45.25%) of respondents were in the age level of 20-29 years. 31 (29.25%) of the respondents were 30-39 years. 20 (18.87%) were at the age of 40-49 years. 7(6.61%) respondents were 50 and above years. This reflects that the trainers are at importance age to serve long time. As revealed in item 3. Regarding qualification of the trainers, 69 (65.09%) of respondent were first degree holders, 8(7.55%) of the respondents were diploma holders, 7(6.61%) of the respondents were second degree holders 12(11.32%) of respondents were level III trainers and 10(9.43%) of respondents were level IV trainers. This indicates that the college under study have insufficient qualified member of trainers to produce capable and well skilled trainers to be employed. Item 4, of Table 1 shows the area of study. Accordingly, 18(16.98%), 15(14.15%), 20(18.87%), 19(17.92%), 14(13.21%) and 20(18.87%) of the respondents have studied construction technology, Information Technology, Metal and Wood work, Textile and Garment, Automotive and other field respectively.

Table 1b: Characteristics of Respondents

No	Items	Classification	Respondents	
			No	%
1	Name of training department	a)Construction Technology	23	21.70
		b)Information Technology	21	19.81
		c)Metal and Wood work Tech	18	16.98
		d)Textile and Garment Tech	16	15.09
		e)Automotive	15	14.16
		f)Others	13	12.26
		Total	106	100
2	Teaching subject	a)Construction Technology	20	18.87
		b)Information Technology	19	17.92
		c)Metal and Woodwork Tech	19	17.92
		d)Textile and Garment Tech	18	16.98
		e)Automotive	16	15.09
		f)Others	14	13.21
		Total	106	100
3	Level of teaching	a)Level III	24	22.64
		b)Level IV	26	24.53
		c)Level V	11	10.38
		d)Level IV and V	17	16.04
		e)All level	28	26.41
		Total	106	100
4	Experience in TVET	a)1-5	28	26.41
		b)6-10	22	20.75
		c)11-15	19	17.93
		d)16-20	19	17.93
		e)21 and above	18	16.98
		Total	106	100
				100

Source: - survey data

Table 1b; indicate the respondents department in which they have been offering training. The majority 23(21.70%) of the respondents were from construction technology, 21(19.81) the respondents were from IT, 18(16.98%) of the respondents were from metal and wood wok, 16(15.09%) of respondents were from textiles and garment technology, 15(14.16%) of the respondents were from automotive, 13(12.26%) of the respondents were from others. In the same table of Item 3, 24(22.64%) of the respondents were teaching level III, 26 (24.53%) of the respondents were teaching level IV, 11(10.38%) of the respondents were teaching level V, 17(16.04%) of the respondents were teaching level IV and V; and 28 (26.41%) of respondents were teaching all level. Item 4, on the same table, 28(26.41%) of the respondents were serve 1-5 years, 22(20.75%) of respondents were 6-10 years.19 (17.93%) of the respondents were 11-15 years. 19(17.93%) of the respondents were serve 16-20 years and 18(16.98%) of the respondents were serve 21 and above. This shows the majority 28(26.41%) of the trainers/instructors has low experience.

4.2 Analysis of Variables Related to the Practice and Problems of Training and Development

This section addressed variables that are reliable to the practice of human resource training and development in the college. In addition to this factors that hamper such practice are dealt with.

4.2.1. Interpreting Training and Development Plan in to Organization

Each organization is established with the objective of achieving some specific purpose with their ultimate objectives, each organization is expected to have

operational plan that comprise strategies in training and development of human resource as indicated in the table below.

Table 2: The Availability and Integration of Organizational Plan

N0	Items	SA	A	SA+A		UD		DA	SDA	DA+SDA		MEAN	
		N	N	N	%	N	%	N	N	N	%		
1	The college has clearly defined operational plan.	6	15	21	19.81	19	17.93	41	25	66	62.26	254	2.40
2	The objectives and guiding principles of the plan are well communicated to all members	13	15	28	26.42	16	15.10	42	20	62	58.49	277	2.61
3	The college has clearly defined human resource development plan	3	12	15	14.15	16	15.10	44	21	65	61.32	250	2.36
4	The college's human resource development plan is incorporated in the annual plan	8	8	16	15.09	23	21.70	24	23	47	44.34	252	2.38
5	Each department /office has clearly defined implementation strategies in achieving the overall objectives of the college.	12	14	26	24.53	15	14.15	39	26	65	61.32	265	2.50
6	Each department /office training and development plan is incorporated in to the overall colleges plan.	8	11	19	17.92	20	18.87	25	42	67	63.21	236	2.33

Source: - survey data

Note: - SA = Strongly Agree, A = Agree, UD = undecided, DA = Disagree and SDA = Strongly Disagree

Key: - X = Mean under 3.00 is indicated Disagree and strongly disagree

Regarding item 1 of table 2 is concerned the respondents were asked whether the college has clearly defined operational plan or not. As indicated in **item 1**, 66 (62.26%) of respondents disagreed. As far as **item 2** of table 2 is concerned, the objective and guiding principles of the plan were not well communicated since its percentage is 62 (58.49%). Thus, the respondents disagree about the point that rose above. Moreover, **item 3** of the same table reveals that whether or not college has clearly defined human resource development plan. This idea was disagree by the respondents with the percentage of 65 (61.32%). Thus, it is possible to conclude that the government colleges do not have clearly stated human resource development plan. Furthermore, on **item 4** of the same table, question was raised whether or not the college's human resource development plan is incorporated in the annual plan. Accordingly, most of respondents disagreed with the percentage of 47 (44.34%). On the other hand, **item 5** of the same table, present each department/office has clearly defined implementing strategies in achieving the overall objective of the college. This point was also disagreed by the respondents with the percentage of 65 (61.32%). The last **item 6**, of the table indicated above states that each department/officer human resource training and development plan is incorporated into the overall college's plan. Also the idea mentioned above was not accepted and disagreed by the respondents with the percentage of 67 (63.21%). In general, the role of human resource development program is crucial to cope up with new technology and time to time changing environment.

Table 3: Human Resource Training and Development Needs Assessment

No	Items	Alternatives	Respondents	
			No	%
1.	Conduct training and development needs assessment	a)Yes	37	34.91
		b)No	59	55.66
		c)I am not sure	10	9.43
		Total	106	100
2.	If your answer to question number one is "yes", who conduct the training and development needs assessment	a)Each employee	15	27.77
		b) Top level managers	10	18.18
		c) Immediate supervisor	12	21.82
		d) HRT and D officers	8	14.55
		Other if any	10	18.18
		Total	55*	100
	The reason for not conducting human resource training and development needs assessment	a) Absence of expert to conduct training need assessment	25	13.45
		b) Lack of budget	35	18.82
		c) Lack of awareness about the importance of training needs assessment	52	27.96
		d) The issue is not accustomed by the colleges	29	15.59
		e) Lack of top management of due attention	40	21.51
		f) Others if	5	2.69
		Total	184*	100

* Multiple Responses

Source: - survey data

4.2.2 The Practice of Training Needs Assessment

It has been discussed in chapter two that conducting training and development needs assessment is the first step in designing training and development programs. According to Milkovich and Boudrease (2004), the first issue in the process of training and development is to identify training needs relevant to the college objectives. Since other decision of the training and development process depend on the training and development process depend on this activity it needs careful analysis.

With this regard to this, table 3 of item 1, shows that the habit of conducting training and development needs assessment. To this end, 37(34.91%) of respondents said the college conduct training and development needs assessment, where as majority 59(55.66%) of respondents claimed "No". those who said "yes" were asked that who conducts training needs assessment. According item 2, 15(27.27%) of respondents said each employee in the department/office 10(18.18%) of respondents assured that top-level managers, 12(21.82%) of respondents said that immediate supervisor 8(14.55%) of respondents replied that the human resources training and development officers and 10(18.18%) of respondents said others. On the same table item 3, refers the reasons for not conducting human resource training and development needs assessment. To this effect 25(13.45%) of respondents claimed that the absence of training expert, 35(18.82%) of respondents asserted that lack of budget. 52(27.96%) of the respondents replied that lack of awareness about the importance of it. 29(15.59%) of respondents were responded that the issues is not accustomed to the college, 40(21.51%) of

respondents were responded lack of top management of due attention,5(2.69%) of respondents were said other cases, in addition to this.

The interview gathered from deans, vice deans and human resource training officers confirmed that training were given with conducting training need assessment. According to the majority interviews response, the main reason for not conducting training needs assessment were not only lack (absence) of human resource training experts, lack of budget or lack of awareness about it but also lack of time and initiative from concerned bodies. Furthermore, the student researcher tried to observe document relevant to training and development need assessment.

4.2.3 Criteria for Prioritizing Training and Development Needs

After training needs were identified it should be prioritized to identify which needs come first and which can be very sensitive. Training may be prioritized based on different criteria. Then, the following table summarizes how to training needs are prioritized.

Table 4: Opinion on Criteria Prioritizing Training and Development Needs Assessment

No	Items	SA	A	SA+A		UD		DA	SDA	DA+SDA		MEAN	
		N	N	N	%	N	%	N	N	N	%		
1	Training needs identified is prioritized based on?	12	15	27	25.47	17	16.04	23	39	62	58.49	256	2.42
2	Training needs identified is prioritizing based on the most importance of that training needs?	9	14	23	21.70	18	16.98	40	25	65	61.32	260	2.45
3	Training need identified is prioritizing based on trainees interest?	7	16	23	21.70	23	21.70	38	23	61	57.55	267	2.52
4	Training need identified is prioritizing based on availability of training material?	4	10	14	13.21	31	29.25	42	19	62	58.49	256	2.42

Source: - survey data

Note: - SA = Strongly Agree, A = Agree, UD = undecided, DA = Disagree and SDA = Strongly Disagree

Key: - X = Mean under 3.00 is indicated Disagree and strongly disagree

Table 4, item indicates that the criteria used to identify training needs assessment was based on availability of budget as depicted by the percentage of 62(58.49%). This shows that the respondents were strongly disagreed. As indicated on the same table of item 2, question was raised whether or not training and development needs identification was prioritizing based on the most importance of training needs. To this end, the respondents were disagreed with the percentage of 65(61.32%). From this, it can be concluded that training and development needs in the college under study were not identified and prioritized properly. On other hand, the question was raised whether or not the training needs identified may be prioritizing based on trainees interest. To this effect the respondents were disagreed with the percentage of 61 (57.55). Regarding to item 4, of the same table is concerned respondents were asked to the training and development needs identified was prioritizing based on the availability of training material. To this point, respondents were disagreed with the percentage of 62(58.49%). In general training and development needs that may already identify using different techniques can be prioritizing using various criteria. But as the data shows most respondents said that the training development needs were not prioritizing based on the availability of budget the most important of training needs the trainee interest and the availability of training interest.

For successful outcomes, objective must be stated in behavioral terms that are measurable before the design/implementation of training and development programs. With this regard, Kelly (1990), stated that without well constructed training objectives trainers do not supposed to know what to learn trainees, do not know what they are supposed to learn and managers do not know why they are paying for the training.

Table 5: Designing Human Resource Training and Development Objective

No	Items	Alternatives	Respondents	
			No	%
1	Have your college design any human resource training and development program for its staff personnel and managers for the last three years?	a) Yes	30	28.30
		b) No	55	51.89
		c) I am not sure	21	19.81
		Total	106	100
2	Does the college set objective before designing and implementation of human resource training and developments program?	a) Yes	13	12.26
		b) No	61	57.55
		c) I am not sure	32	30.19
		Total	106	100
3	If your answer "yes" to question No 2, does the objective clearly and precisely indicate the expected outcome?	a) Yes	33	55
		b) No	27	45
		Total	60*	100

Source: - survey data

As indicated on table 5, item 1, the respondents were asked whether or not college designed any human resource training and development program for its staff personnel and managers for the last three years. Accordingly, 30(28.30%) of the respondent said "Yes" whereas 55(51.89%) of respondents answered "No). However, some of the information gathered by interview that there was training and development program for the college staff personnel and managers. On the contrary, the majority group discussion participants

disagreed with interviews response. According to the majority group discussion participants the staff personnel are much neglected in terms of training and development. Thus, it can be concluded that human resource training and development programs were not designed properly for government TVET college staff personnel and managers. 21(19.81%) of respondents claimed I am not sure. As far as table 5 item 2 is concerned 13 (12.26%) of the respondents said "yes" while 61(57.55%) of the respondents answered "No". and still 32(30.19%) of respondents claimed I am not sure. This depicts that majority 61(57.55%) of respondents said the college under study did not set objectives before designing and implementation of training and development programs. But the responses obtained by interview assured that the colleges under study had set objectives before designing and implementation of training and development programs. On the same table, item 3, shows that if the respondents for question No.2 was "Yes" whether or not objectives clearly and precisely indicate the expected outcomes. With this regard, 33(55%) of the respondents said "Yes" whereas 27(45%) of respondents said "No". From this one can understand that the majority 33(55%) of the respondents agreed that objectives clearly and precisely indicated expected outcome. This showed that the colleges under study design human resource training and development clearly and precisely as of the objectives set to gain the expected outcome and result.

Table 6: Training and development methods

No	Items	Alternatives	Respondents	
			No	%
1	Human resource training and developments methods chosen	a) Based on the purpose of training and development	69	25.09
		b) Based on the nature of the content offered	32	11.64
		c) Based on the level of trainees	43	15.64
		d) Based on the cost incurred	41	14.91
		e) Based on the material availability	34	12.36
		f) Others if any	22	8.00
		Total	275*	100
2	Methods applied to assess the training and development needs	a) Performance evaluation	45	42.45
		b) Observation	12	11.33
		c) Group discussion	10	9.43
		d) Annual performance review	30	28.30
		e) Others if any	9	8.49
		Total	106	100
3	Most often applicable on-the-job training and development techniques	a) Mentoring	48	20.87
		b) Coaching	56	24.35
		c) Job rotation	36	15.65
		d) Case study	19	8.26
		e) Group discussion	52	22.61
		f) Role play	9	3.91
		g) Others if any	10	4.35
		Total	230*	100
4	Frequently used off the-job-training and development techniques	a) Workshop, seminars, conference etc	65	38.69
		b) Through distance education	42	25
		c) Learning higher education	55	32.74
		d) Others if any	6	3.57
		Total	168*	100

*Multiple Responses

Source: - survey data

4.2.5 Training and Development Methods

One of the secrete to good training delivery lies with the choice and appropriate use of training and development methods. In line with this, on table 6, item 1, the respondents were asked how the training and development methods were chosen in the college department. To this effect 69 (25.09%) of respondents replied that the methods were chosen based on the purpose of training and development, while 32(11.64%) of the respondents answered that the training and development chosen based on the nature of content offered. Still others 43(15.64%) of the respondents asserted that the training and development methods were chosen based on the level of trainees. In line with this, Foot and Hook (2002) asserted that the training method used must be chosen to be appropriate for the particular training needs that have been identified. 41(14.91%) of the respondents were assured that the training and development methods were chosen based on the cost incurred. The others 34(12.36%) of the respondents confirmed that the training and development methods were chosen based on the material availability. The others 22(8%) of the respondents said that the training and developments methods were chosen based on the other reasons. Items 2 on the same table, asked the respondents which applied to assess training and development needs. To this effects 45(42.45%) of the respondents said performance evaluation, 12(11.33%) of the respondents relied group discussion 30(28.30%) of respondents assured that annual performance review, 9(8.49%) of the respondents asserted others. From this one could conclude that the performance evaluation that is the most applicable methods in the colleges under study. As far as table 6, item, 3 is concerned 48(20.87%) of the respondents confirmed that mentoring was the most applicable method on-the-job training and development method whereas

56(24.35%) of the respondents agreed that coaching is the most applicable method, the others, 36(15.65%), 19(8.26%) 52(22.61%), 9(3.91%) and 10(4.35%) of the respondents assured that the most common methods of on-the-job training and development methods were job rotating, case study, group discussion, role play and others respectively. On the other hand respects from interview revealed that mentoring and coaching are current techniques. Both of them are used to provide guidance for instructors about over view of the general environment, the nature of worker, organizational culture etc. However, according Gomez Mejia, Bakin and Candy (1995) and Schermerhorn (1996), the most common on-the-job training and development method is group discussion. Thus, as indicated by the respondents above coaching group discussion and mentoring are the most common applicable methods on-the-job training and development programs the most applicable methods of off-the-job training and development methods with this regard, 65(38.69%) of respondents assured that various workshops, seminars, conference, etc, while 42(25%) of the respondents said that learning through distance education, still 55(32.74%) of respondents answered that learning through higher education institutions. Still others 6(3.57%) of respondents claimed other methods. In line with this, deans, vice deans and human resource officers were interviewed "which method did their college used to conduct training". To this end almost all the interviews said on-the –job and off-the-job training methods. Particularly, coaching, mentoring, group discussion, seminars, conference and workshop, thus, different learning methods are used college understudy.

Heneman et al (1996) and Saiyadain (1995), agreed that the types of methods chosen is the function of the purpose of training, the nature of content offered, the level of trainees and the cost factors,

4.2.6 Selection Criteria

The importance of having selection criteria at an organizational level, attempt was made to assess the opinion of the respondents in the college regarding in the practices on how training and development opportunities had been offered to the academic staff in the colleges.

Table 7: Availability and Transparency of Selection Criteria

No	Items	SA	A	SA+A		UD		DA	SDA	DA+SDA		MEAN	
		N	N	N	%	N	%	N	N	N	%		
1	The college has a clearly and transparent criteria in selecting individuals for training and education	7	19	26	24.53	18	16.98	20	42	62	58.49	247	2.33
2	The selection criteria are well communicated to all members of the college department	5	19	28	26.42	15	14.15	45	22	67	63.21	258	2.43
3	Training opportunities are usually offered to individuals as incentives	9	14	23	21.70	23	21.70	43	17	60	56.61	273	2.58
4	Training and development opportunities are usually offered to the line personnel than the staff personnel	15	16	31	29.25	24	22.64	38	13	51	48.11	300	2.83

Source: - survey data

Note: - SA = Strongly Agree, A = Agree, UD = undecided, DA = Disagree and SDA = Strongly Disagree

Key: - X = Mean under 3.00 is indicated Disagree and strongly disagree

Regarding table 7 of item 1, 62 (58.49%) of the respondents strongly disagree that the college has a clearly and transparent criteria in selecting individuals for training and education. Regarding item 2 of table 7, respondents disagreed about the selection criteria are well communicated to all members of the college department as shown by the percentage of 67(63.21%). Item 3, of the same table is concerned the respondents were asked to indicate whether or not training opportunities were often offered to individuals as incentives. To this effect, the respondents disagreed with the percentage of 60 (56.61%). On the other hand, item 4, of the same table states that training and development opportunity were usually offered to the line personnel than the staff ones. This idea was disagreed by the respondents as indicated by the percentage of 51(48.11%).In general, in any training and development program before deciding to conduct training, the training need has to be identified and analyzed. Also in the mean time the selection criteria for identifying individual has to be set without any personal bias.

4.2.7 Evaluating Training and Development Program

Evaluation is the final phase of training and development program. It is concerned with determinants of the accomplishment of program objectives identifying the strength and weakness of the program and the value or worth of those changes that takes place through the process of training and development. Thus, organization needs to have a system by which their training and development program can be evaluated.

Table 8: Evaluating Training and Development Program

No	Items	Alternative	Respondents	
			No	%
1	Have you participated in any training and development program for the last five years	a) Yes	71	66.98
		b) No	35	33.02
		Total	106	100
2	If your answer to question No 1 is "yes" how many times	a) Once	28	26.42
		b) Twice	33	31.13
		c) More than twice	45	42.45
		Total	106	100
3	Is there an opportunity to employees and manager to attend further formal education?	a) Yes	62	58.49
		b) No	44	41.51
		Total	106	100
4	If your answer to question No 3 is "yes "what support is provided from your college?	a) Only tuition fee	10	11.49
		b) Only time sponsorship	21	24.14
		c) Both tuition fee and time sponsorship	55	63.22
		d) No any support at all	1	1.15
		Total	87*	100
5	Do employees involved in planning designing and developing human resource training and development programs?	a) Yes	25	23.58
		b) No	60	56.61
		c) I am not sure	21	19.81
		Total	106	100
6	What level of attention is given from top-level management to human resource development programs?	a) Very high	3	3.03
		b) High	5	5.06
		c) Moderate	22	22.28
		d) Low	44	44.44
		e) No attention is given	25	25.22
		Total	99*	100

*Multiple responses

Source: - survey data

Item 1, table 8, presents the general perceptions of the respondents about training and development. According to the result, respondents were asked whether they go training for the last five years or not; regarding in this 71(66.98%) of the respondents said "yes" whereas 35(33.02%) of the respondents claimed "No". those respondents who said "yes" to question No 1, were asked how many times did they participated in training and development programs. Item 2, on the same table 8, 28 (26.42%) of the respondents replied twice and 45 (42.45%) of the respondents have participated more than twice. Thus, the capacity building program is given to employees in the college understudy. Table 8 item 3, present whether or not employee's, managers attended further formal education. To this effect 62(58.49%) of the respondents answered "yes" whereas 44(41.51%) of the respondents said "No" those who said "yes" to question No 3, were again asked what support was provided to the trainees from their college. To this end, 10(11.49%) of the respondents confirmed only time sponsorship. Still 55 (63.22%) of respondents claimed that both tuition fees and time sponsorship. This indicates that the college understudy have the capacity building program to enhance capability and competency of employees and managers. Table 8, item 5, shows that whether or not employee involve in planning designing and developing human resource training and development program. To this effect, 25(23.58%) of respondents said "yes" while 60(56.61%) of respondents answered "No" still others 21(19.81%) of the respondents replied that they were not sure also question rose. This describe that the college understudy did not contain participatory approach in planning, designing and developing human resource training and development program. According to table 8 item 6, is concerned the respondents were asked what level of attention was given from top level

Management to human resource development program. With this regard, 3(3.03%) of respondents said very high attention was given while 5 (5.06%) of respondents answered that high attention was given. Also others 22(.22.28%) of respondents agreed that moderate attention was given. Still other 44(44.44%) of respondents assured that low attention was given others, 25(25.22%) of respondents forwarded no attention was given. From this description above, we can conclude that the attention given to human resource development program from top-level management is low. Therefore organizations need to have a system by which their training and development can be evaluat

Table 9꞉ Post-Training and Development Discussion

No	Items	Alternatives	Respondents	
			No	%
1	Presences of post-training discussion with trainees	a) Yes	20	18.87
		b) No	75	70.75
		c) Not sure	11	10.38
		Total	106	100
2	The reason for not having post training discussion with trainees	a) Trainees are not willing to discussion	15	7.73
		b) These is no way for discussion	26	13.40
		c) The absence of responsibility to do that	45	23.20
		d) There is no enough time for discussion	38	19.59
		e) Lack of awareness about the importance of such discussion	68	35.05
		Others/if any	2	1.03
		Total	194*	100

*Multiple responses

Source: - Survey Data

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Table 9, presents respondents perceptions about post-training and development discussion. Item 1, of table 9, shows that the practices of post training discussion with trainees. To this effect, as indicated on the data 20(18.87%) of the respondents answered "yes" there was practices of post-training discussion with trainees, while 75(70.75%) of the respondents claimed "No", there was no practice of post-training discussion with trainees still 11 (10.38%) of respondents said that they were not sure. As item 2 on the same table those who said "No" to question Number 1, were asked the reasons. To this effect 15(7.73%) of the respondents said no chance for discussion. 26 (13.40%) of the respondents responded that there is no way for discussion. And 45 (23.20%) of respondents said that the absence of the responsibility to do the post-training discussion, still others 38(19.59%) of the respondents said no enough time for discussion. Also others 68 (33.05%) of the respondents was confirmed that there was lack of awareness about the importance of such discussion. Still 2(1.03%) of the respondents said other reasons.

According to Saiyadain (1995) evaluation is the most crucial phase which enables to assess the quality of training importance and also predict the future. He also stated that training evaluation consist of an evaluation of various aspects of training immediately after the training is over and judge its utilities.

Table 10: Training and Development Evaluation

No.	Items	SA	A	SA+A		UD		DA	SDA	DA+SDA		MEAN	
		N	N	N	%	N	%	N	N	N	%		
1	There is continuous evaluation of human response training and evaluation program	7	10	17	16.04	20	18.87	41	28	69	65.09	248	2.34
2	Human resource training and development evaluation is participatory	8	10	18	16.98	19	17.93	43	25	68	64.15	248	2.34
3	The result of human resource training evaluation are well organized	6	13	19	17.92	18	16.98	40	29	69	65.09	245	2.31
4	Evaluation of human resource training is made throughout the training development process	7	10	17	16.04	17	16.04	30	42	72	67.92	268	2.53
5	Problems are timely solved based on the evaluation	11	12	23	21.70	15	14.16	41	27	68	64.15	257	2.42
6	Evaluation results or feedback is sent to each department/office	12	13	25	23.58	16	15.10	44	21	65	61.32	569	2.54

Source: - survey data

Note: - SA =Strongly Agree, A =Agree, UD =undecided, DA = Disagree and SDA =Strongly Disagree

Key: - X =Mean under 3.00 is indicated Disagree and strongly disagree

Table 10 item 1, present whether or not the colleges understudy have continuous evaluation. To this effect the respondents were disagree with the percentage of 69 (65.09%). On the other hand, table 10 item 2, respondents were asked to indicate whether or not human resource training and development evaluation was participatory. To this result the respondents were disagreed as indicate with the percentage of 68 (64.15%). Item 3 of table 10, the respondents were asked to describe whether the result of human resource training evaluation is well organized or not. To this end, the respondents were disagreed with percentage of 69 (65.09%). Item 4 table 10, respondents strongly disagree with the percentage of 72 (67.92%) that training evaluation was not made throughout the training and development process. As far as item 5 of the same table is concerned, the respondents were asked whether or not problems are solved based on the evaluation. Here the respondents were disagreed with the percentage of 68 (64.15%). Item 6, of the same table describe that whether the results of evaluation were sent to each department/office as feedback or not. To this effect, the respondents were strongly disagreed with the percentage of 65 (61.32%).

Saiyadain (1995) explained that immediate evaluation would conduct after each training session where participants expected to fill form. However, the literature said above the practices is not fit with what is expected. Results obtained from interview and document observation ensure that immediate evaluation of training was commonly held. But no action was taken after evaluation due to various reasons such as time, cost and responsibility etc.

Table 11: Benefits of Training and Development program

No	Items	SA	A	SA+A		UD		DA	SDA	DA+SDA		MEAN	
		N	N	N	%	N	%	N	%	N	%		
1	Improve the capability and competency of employees	32	52	84	79.25	10	9.43	7	5	12	11.32	409	3.86
2	Improve job performance of employees	49	28	77	72.64	16	15.09	9	4	13	12.26	422	3.98
3	Enables to cope up with new technology	30	50	80	75.47	12	11.32	8	6	14	13.21	358	3.38
4	Brought high job satisfaction and motivation to employees	31	48	79	74.53	11	10.32	7	7	14	13.21	401	3.78
5	Improve decision making	47	33	80	75.47	13	12.26	8	5	13	12.26	427	4.03
6	Brought quality service	27	51	78	73.58	12	11.32	9	7	16	15.09	400	3.77
7	Team spirit of employees	25	53	78	73.58	16	15.09	8	4	12	11.32	405	3.82
8	Create healthy supervisor environment and employees relationship	31	49	80	75.47	20	18.87	4	2	6	05.66	421	3.97
9	Employees loyalty and commitment to organization	26	48	74	69.81	15	14.15	11	6	15	14.15	395	3.73

Source: - survey data

Note: - SA = Strongly Agree, A = Agree, UD = undecided, DA = Disagree and SDA = Strongly Disagree

Key: - X = Mean over 3.00 is indicated Agree and Strongly Agree

Table 11 item 1, shows that whether or not the respondents participation on training and development program improve the employees capability and competency. With this regard, the respondents agreed with the percentage of 84 (79.25%). Item 2 on the same table, indicates that the participation of training and development program improved the employees job performance. To this end, the respondents strongly agreed with the percentage of 77 (72.64%). On item 3, of the same table, the respondents were asked whether they received training to cope-up with new technology or not. To this effect the respondents were also agreed with the percentage of 80 (75.47%). On the other hand, item 4, of the same table presents whether the received training and development program brought higher job satisfaction and motivation or not. With this regard, also the respondents agreed with the percentage of 79 (74.53%). Item 5 of the same table describes that whether or not received training improves decision making process, with this view point, the respondents strongly agreed with the percentage of 80(75.47%).

Item 6 of the same table, present whether the respondents received training and development brought quality services or not. As the result, the respondents, agreed with the percentage of 78 (73.58%). Item 7, of the same table the respondents were questioned that the participation of training and development program developed team spirit of employees. This idea was agreed by the respondents with the percentage of 78 (73.58%). Item 8, of the same table concerned, the received training and development program created healthy, supervisors and employees relationship. This point was agreed by the respondents with the percentage of 80 (75.47%). Item 9, of the same table, the benefit of training and development were developed loyalty and commitment to college/organization. This was agreed by the respondents with the

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percentage of 74 (69.81%). From this indicated above, one can understand that training and development program has various uses for both individual and organization. Such as improve job performance of employees, improve the employees capability and competency, enable employees to cope-up with new technology, bring higher job satisfaction and motivation, improve decision making process, bring quality services, develop team spirit of employees, create healthy supervisor and employees relationship and develop employees loyalty and commitment to organization.

4.2.8 Problem Related to Human Resources Training and Development Program

Human resource training and development is hampered by various problems. The attitude of management, especially top management and the availability of resources that include money, time, materials and facilities and personnel are the major problems for the success of training and development efforts in the organization. In light of this fact, attempt was made by the researcher to assess major problems encountered in the academic staff and development activities of the college. According to Milkovich and Boudreau (1991), the most commonly cited reasons for human resources training and development failure include lack of management support and reward for new behaviors, and lack of employees' motivation. Thus, main problems related to human resource development program are summarized in the table below.

Table 12: Problems Training and development program

No	Items	SA	A	SA+A		UD		DA	SDA	DA+SDA		MEAN	
		N	N	N	%	N	%	N	N	N	%		
1	Inadequate budget for human resource and development program	42	22	64	60.38	23	21.70	8	9	17	16.04	392	3.70
2	Frequent change of technology/ technological advancement	27	48	75	70.75	16	15.09	11	4	15	14.15	401	3.78
3	Inadequate knowledge about the need of human resource develop	21	50	71	66.98	19	17.93	10	6	16	15.09	388	3.66
4	Inadequate planning and lack of coordination	51	24	75	70.75	18	16.98	10	3	13	12.26	428	4.04
5	Lack of management support and reward for the new behaviors	23	49	72	67.92	17	16.04	12	5	17	16.04	391	3.69
6	Lack of employee motivation	20	47	67	63.21	25	23.58	8	6	14	13.21	385	3.63
7	Insufficient time to execute training program	22	51	63	59.43	18	16.98	8	7	15	14.15	391	3.69
8	Inaccurate training need analysis	49	23	72	67.92	17	16.04	13	4	17	16.04	418	3.94
9	Lack of appropriate trainers	22	50	72	67.92	19	17.92	11	6	17	16.04	395	3.73
10	Lack of training facilities	25	46	71	66.98	18	16.98	9	8	17	16.04	389	3.67
11	Lack of technical and managerial capability in conducting training program	19	55	74	69.81	17	16.04	12	3	15	14.15	393	3.71
12	Lack of guide line for training and development program	21	52	73	68.89	22	20.75	7	4	11	10.38	397	3.75
13	Lack of participatory approach in planning, designing and evaluating the raining and development program	22	49	71	66.98	19	17.92	13	3	16	15.09	392	3.70
14	Lack of information on employees managers personnel data	20	52	72	67.92	23	21.70	8	3	11	10.38	386	3.74
15	lack of appropriate and qualified personnel on training position	21	53	74	69.81	18	16.98	10	4	14	13.21	395	3.73

Source: - survey data

Note: - SA=Strongly Agree, A=Agree, UD=undecided, DA= Disagree and SDA=Strongly Disagree

Key: - X = Mean over 3.00 is indicated Agree and Strongly Agree

Table 12 items 1, present major problems related to human resource development program were inadequate budget. This was strongly agreed by the respondents with the percentage of 64(60.38%) on item 2 of the same table, the respondents were asked whether or not frequent change of technology (technology advancement) was one of the major problems. To this end, they agreed with the percentage of 75(70.75%). Item 3 of the same table, inadequate knowledge about the need of human resource development program. This was agreed with the percentage 71(66.98%). Item 4, of the same table is concerned the respondent were asked whether or not inadequate planning and lack of coordination was the problem related to human resources development program. To this effect, the respondents strongly agree with the percentage of 75 (70.75%). On the other hand, regarding to item 5-15, on the same table the respondents were asked whether or not lack of management support and reward for the new behaviors, lack of employees motivation; insufficient time to execute training program; inaccurate training need analysis; lack of appropriate trainers; lack of technical and managerial capability in conducting training program; lack of guideline for training and development program; lack of participatory approach in planning, designing and evaluating the training and development program; lack of information on employees managers; personnel data and lack of appropriate and qualified personnel on training position occur the major problems related to human resource development programs. To this end, the respondents agreed with the percentage of 72 (67.92%), 67 (63.21%), 63 59.43(%), 72 (67.92%), 72 (67.92%), 71 (66.98), 74 (69.81%), 73 (68.89%), 71 (66.98%), 72 (67.92%), 74 (69.81%), respectively.

In support of these mentioned above Milkovich and Boudreau (1991) stated that the most commonly cited reason for training failures include lack of management support and reward for the new behavior, lack of employees motivation so on. The job reward for behaviors and skills learned in training insufficient time to execute training program work environment does not support new behavior learned in training inaccurate training needs analysis, training needs changes after program has been implemented insufficient funding for training program, inadequate planning and lack of coordination of efforts.

Furthermore, the responses obtained from interview also support the above data, the interview were given more emphasis for financial constraints and shortage of training facilities as major factors affecting human resources development programs on the other hand focus group discussion participants raised that the problems of human resource development program are not only mentioned above but also appropriate induction programs were not sufficiently exercised in the college under study.

Respondents were also asked to forward some of the mechanism to overcome problems related o human resource development programs, regarding to this, the most responses obtained from questionnaire interview and focus group discussion were the training needs must be identified and analyzed carefully by participating stakeholders/teaching and non-teaching staff, enough budget have to be allocated, awareness creation should be carried out to top-level managers and employees on the significance of human resource development the right person /professional/has to be assigned on the positions, training and development objectives must be set properly.

Training and development programs must be planned designed organized, and evaluated accordance, trainees should possess necessary knowledge, skills and technique about training and development, post training discussion has to be accustomed, employees performance appraisal has to be done without any bias and sufficient time has to be given frequently to cope-up with changing technology and environment has to be attractive for both teaching and non-teaching staff information on employees managers personal data has to be kept properly educational managers and other non-teaching staff must have to get adequate training etc.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter deals with summary, the major findings of the study: and forwarded recommendations based on the findings and conclusions.

5.1 Summary

Human resource development helps organizations to improve the capability and potential of their human resources to meet current as well as future demands. Cognizant of its advantages in withstanding the impact of the changing environment, most organizations invest a lot of money in designing and implementing training and development programs.

Among other factors that contribute significant role in bringing about organizational success, properly designed training and development programs play considerable role. Training and developing human resources of TVET colleges, especially their employees, plays a key role in raising the quality of education rendered in the college. The purpose of this study was, therefore, to assess the practice and challenges of human resource development TVET colleges. Therefore, on the basis of the analysis made from the data secured through the instruments, and the study was particularly focused on addressing the following basic questions:

i. What types of training and development program are undertaken in the three selected TVET colleges?

ii. What are the extent to which human resource training and development needs are assessed in selected government TVET Colleges of Addis Ababa?

iii. How human resource development is carried out?

iv. How is an organization benefited from human resource development?

5.2 Major Findings

Based on the basic questions stated above, the following major findings were forwarded:

1. Majority of the respondents of the college understudy were first degree holders with the percentage of (65.09%) thus, the government TVET college have shortage of qualified trainee instructors .

2. The majority of respondents have low experience with the percentage of (26.41%).

3. The college under study did not give due attention to HRD. But the role of human resources development is crucial to arrange training and other development programs.

4. Majority of the respondents answered that their colleges department did not conduct training and development need assessment with the percentage of (55.66%), and this was confirmed by the interview made with authorities and non-teaching staff. The major reasons for not conducting training and development need assessment were lack of

awareness about the importance of training and development, lack of due attention from the top-level management and absence of qualified personnel on the position.

5. As indicated on the table 4, the training needs were not prioritized based on the availability of material. But prioritized training and development needs were significance of the training and availability of budget. The above findings were drawn from the respondent percentage of (58.49%), (61.32%), (57.55%) and (58.49%) respectively.

6. As indicated by the majority of the respondents of the colleges understudy, they did not set human resource training and development programs with the percentage of (57.55%). Accordingly setting human resource training and development objective are very important to attain the desired goals. However, the responses obtained from interview replied that the colleges under study had set objectives before designing and implementation of training and development program.

7. Majority (51.89%) of the respondents assured that the college understudy did not design training and development program for their staff personnel and managers.

8. Mostly, the human resource training and development method were chosen based on the purpose of training and development. The most often applicable on-the-job training technique was coaching, while workshop, seminars and conferences were the most frequent off-the-job training and development techniques.

9. Both tuition fee and time sponsorship were provided for those who attended for most education as mentioned by the respondents with the percentage of (63.22%). In line with this, majority of the respondents confirmed that there were opportunities to employees and managers to attend further formal education with the percentage of (35.85%).

10. As indicated by the majority (56.61%) of respondents employees did not, involve in planning, designing and developing human resource training and development program.

11. Human resource development program was given low attention from top-level management with the percentage of (44.44%).

12. As indicated by the respondents disagree with the percentage of (65.09%), (64.15%), (65.09%), (67.92), (64.15%) and (61.32%) respectively that human resource training and development evaluation was not continuous participatory; not well organized throughout the training and development process; problems are not timely solved; and results /feedback/was not sent to each department/office.

13. Majority of the respondents were agreed with the percentage of (70.75%). Thus, post training discussion with trainees was not conducted. The main reasons for not conducting the discussion were lack of awareness about importance of it; absence of responsible bodies; and shortage of time .These were the respondents agreed with the percentage of (35.05%), (23.20%), (19.59%), and (13.40%) respectively.

14. The importance and improvement of capability and competency; job performance; decision making process of employees; to enable the

employees to cope-up with new technology; to bring higher job satisfaction and motivation to employees; to bring quality service to develop team spirit of employees; to create healthy supervisor and employees relationship; and to develop employees loyalty and commitment to organizations are the benefits of training and development. This finding was drawn from the percentage of (79.25), (72.64), (75.47), (74.53), (75.47), (73.58), (73.58) (75.47%) and (69.81%) respondents respectively.

15. Problems such as inadequate budget allocation; frequent change of technology/technological advancement/; inadequate knowledge about the need of human resource development; inadequate planning; and lack of coordination; lack of management support; and rewards for new behaviors; lack of employees motivation; insufficient time to execute training and development ;inaccurate training needs analysis; lack of training facilities; lack of technical and managerial capability; lack of guidance for conducting training program ;lack of qualified trainers for training development program; lack of participation for approach in planning, designing and evaluating training and development program; lack of information on employees/managers personnel data ;and lack of qualified personnel on the position. As indicated on the table 12, by the majority of respondents agree with the percentage of (60.38%), (70.75%), (66.98%), (70.75%), (67.92%), (63.21%), (59.43%), (67.92%), (67.92%), (66.98%), (69.81%), (68.89%), (66.98%) (67.92%), and (69.81%), respondents respectively.

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5.3 Conclusion

Based on the major findings the following conclusions were drawn:

➢ Based on the human resource development definition it can be defined as "a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.HRD activities should begin when an employee join an organization and continue throughout his/her career, regardless of whether that employees is an execution or a semi skilled line worker. HRD program must respond job change and integrated to long term plans and strategies of organization in order to ensure the efficient and effective use of resource.

➢ HRD is more career related and concerns itself within a frame work that goes beyond the current jobs, in addition to this, HRD refer broadly to the nature and direction of change induced in the employee as a result of educational and training programs .HRD is defined a planned, continuous, effort by management to improve competence level and organizational performance through training development and education programs, however HRD has been defined in different ways by various authorities the central idea more or less the same. That is HRD activities mainly focused on training employees' competence and organizational performance through training development and education. Hence, HRM is seen as an important activity in any organization and its impact on performance is organization is well supported by integrating the interest of organization and its work forces. In HRM training and development is intended to enhance the performance of employees through a learning process that involves the

acquirement of knowledge, improvement in skill, concepts result or changing attitudes.

➤ The implementation of Human Resource Development Program depends on the participations of stakeholders in HRD Programs and availability of human, materials and financial resources. In addition, teachers' participation in setting objective, planning, designing and evaluating program were the major factors in implementation of Human Resource Development Program. According to the findings of the study, teachers were not participating in the setting objective, planning, designing and evaluating of the HRD program, incentives/rewards were not given to the new training behavior, top-level management not give attention for the employees, managers and employees were not get training.

Therefore, Human resource development program have to be well planned and designed, training and development needs must be identified and assessed together with employees, the qualified personnel should be assigned on the position, top-level managers must give due attention enough budget to be allocated, performance appraisal has to be done without subjective bias, incentives/reward/ have to be provided for the new behaviors, training has to be given to employees and managers. Guideline for training and development program has to be prepared .In addition government and universities should have to be collaborated   to design demand driven curriculum for TVET program.

➤ To improve the capacity and the competency of employees; to improve job performance of employees; to enable employees to cope-up with new technology; to bring higher job satisfaction ;to improve decision making   process; to bring quality service; to develop team spirit; to

create healthy supervisor and employee relationship; and to develop employees loyalty and commitment to organization; we should have to enable employees and managers to use their maximum potential to change their organization.

➢ Majority of respondents stated the problems related to human resource development program as follows: inadequate budget allocation; frequent change of technology; inadequate knowledge about the need of human resource development practices; inadequate planning and lack of coordination; lack of management support and lack of reward for the new behaviors; lack of employees motivation; insufficient time to execute training and development program analysis; lack of training and development need analysis; and lack of training facilities.

5.4 Recommendations

Based on the findings and conclusion of the study the following recommendations are forwarded. In order to address the current and future needs of individual employee and the organization:

❖ Human resource training and development program should have to be properly handled and planned. To this effect, the college under study did not have appropriate plan for conducting HRDP. Thus, it is strongly suggested that each office/department has to give due attention for human resource development plan. Since most of the decision in the human resource training and development process depends on the result of needs assessment, it should be done systematically. Thus, human resource training and development needs assessment of the

TVET colleges under study in collaboration with all stakeholders of the organizations.

❖ Training and development methods are the means that enable to change the designed training program into practice. Wide varieties of training methods can be employed among these, coaching workshops, seminars. But the other techniques of on-the-job and off-the-job training, used rarely. So, it should be recommended that other important techniques have to be employed in order to change the designed training program into practice.

❖ Decision comes from setting clear and precise objectives at the start would help to decide whether the objectives set are related to the accomplishment of their task, these help managers to decide whether the trainings are good enough for the attainment of organizational goals or not, and also it directs trainers to know what to train. Thus, it is recommended that the preparation of training and development objectives should be done with meaning full participation of trainees, trainers and managers of each respective department/office.

❖ The benefit of designing and implementing training; and development program has a clear and transparent selection criterion for selecting individuals for training and development programs. The colleges under study did not have clear and transparent selecting criteria programs. As a result, training and development opportunities were mostly given to line personnel than the staff ones. Such practices affect the moral and initiatives of other employees as well as affect the department/offices in achieving their goals and objectives. Therefore, the selection criteria must be clear and transparent, and well communicated to govern

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everyone in the TVET colleges equally and avoid problems related to the selection process.

❖ Employees and other stakeholder did not participate in planning, designing and developing in human resource training and development programs. Thus, the colleges understudy have to involve representatives of all stakeholder in activities mentioned above in order to achieve desired goal without any resistance or challenges.

❖ Evaluating a training and development program helps to determine the accomplishment of program objectives, identify the strength and weakness of the program and the value of work of those changes that take place through the process of training and development. Therefore, it is possible to suggest that training and development program have to be evaluated by setting clear criteria. Moreover, it has to be continuous, participatory, well organized, and the result feedback of it should be sent to each department/office and the problems have to be solved on time based on the result of the evaluation.

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Appendix A

Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teacher Professional Development Studies

Questionnaire to be filled by college teachers/instructors

The objective of this questionnaire is to identify the practices of human resource Development in Government Technical and vocational education and training (TVET) colleges of AA. In this study, factors that are affecting practices of human resource development will be identified and possible solutions for the investigation will be forwarded. Your honest and accurate response is very important for the success of this study. So, you are kindly requested to respond the questionnaire by taking your golden time.

Thank you!

Notice

1) No need of writing your name

2) Indicate your response by placing (√) mark in corresponding box of your choice. Open ended questions should be filled by writing possible answer/options/

Section I. Personal data

1. Name of college _____

2. Sex :   a) Male ☐   b) Female ☐

3. Age : a) 20-29 years ☐   b) 30-39 years ☐   c) 40-49years ☐

    d) 50 and above ☐

4. Qualification a)Diploma☐   b) BA/BSC ☐ c) MA/MSC☐   d) other ☐

5. Area of your study   _____

6. The name of your training department/section_____

7. Subject (s) you are teaching _____

8. Indicate level you are teaching a) level-3 b) level-4 c) level-5 d) all levels

9. Experience in TVET_____

Section II. Organizational plan

1) Indicate you reaction concerning organizational strategic plan by inserting (√) mark under the corresponding numbers in the table given below 1= strongly disagree, 2= Disagree, 3=Undecided, 4=Agree and 5=strongly agree in each box corresponding to each item.

No	Questionnaire item	Rating scale				
		1	2	3	4	5
1	The college has a clearly defined strategic plan					
2	The objective and the guiding principles of the strategic plan are well communicated to all members of the college					
3	The college has clearly defined human resource development plan					
4	The college human resource development plan is incorporated in the college's strategic plan					
5	Each department/office has clearly defined implementing strategies in achieving the overall objectives of the college					
6	Each department/office training and development plan is incorporated into the overall college's strategic plan					

1) Does your college/department conduct training and development needs assessment?

   a) Yes   b) No   c) I am not sure

2) If you answer to question now is "yes" who conduct the training and development needs assessment?

   a) Each employees   b) To level managers c) Immediate supervisors
   d) Human resource training office e) others/if any

3) If human resource training and development need assessment was not conducted in your college/department, what do you think the reason are most probably/

   a) Absences of experts to conduct need assessment

   b) Lack of budgets

   c) Lack of awareness about the importance of conducting human resource training and development need assessment.

   d) The issue is not accustomed by the college

   e) Lack of top level management due to others/if any

Indicate your level of agreement/disagreement about prioritizing about human resource training and development needs by inserting (√) mark under the corresponding numbers in table given below/1=Strongly disagree, 2 =Disagree, 3=Undecided, 4=Agree and 5=Strongly agree/in each box corresponding to each item.

Section III. Human Resource Training and Development Needs Assessment

No	Question item	Rating scale				
		1	2	3	4	5
1	Training need identified is based of availability of budget					
2	Training need identified is prioritized based on the most importance of the training need					
3	Training need identified is prioritized based on trainees interest					
4	Training need identified is prioritized based on availability of training material					

Section IV. Human Resource training and development objectives

1) Have you college designed any human resource training and development program for its staff personnel and mangers for the last three/four years?

   a) Yes   b) No   c) I am not sure

2) Does the college set objectives before designing and implementation of human resource training and development program?

   a) Yes   b) No   c) I am not sure

3) If your answer to question number 2 is "yes" do the objectives clearly and precisely indicate the expected outcome?

   a) Yes   b) No

Section V. Human Resource Training and Development Methods

1. How human resource training and development method is choosing in your college/department? /you can choose more than one/

    a) Based on the purpose of training and development

    b) Based on the nature of the content offered.

    c) Based on the level of trainees

    d) Based on the interest of the trainees

    e) Based on the cost incurred

    f) Base on the material availability

    g) Others/if any_____

2. Which method are applied to as the training and development needs in your college/department?

    a) Performance evaluation

    b) Observation

    c) Group discussion

    d) Annual performance review   e) others /if any_____

3) Of the following techniques on the –job training and development which one is most often applicable in your college/department (you can choose more than one)

a) Mentoring   b) job rotation   c) group discussion

d) Coaching   e) role play   f) case study

g) Others/if any_____

4) Which of the following off-the-job training and development techniques are used in your college department frequently (you can choose more than one).

a) Various workshops, seminars, conference, etc

b) Learning higher education

c) Through distance education

d) Others/if any

Section VI. Selection criteria for training and development

Indicate your reaction for the criteria of training and development by inserting (√) mark under the corresponding numbers in the table given below (1= Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree and 5 =Strongly agree/in each box corresponding to each item.

No	Question items	Rating scale				
		1	2	3	4	5
1	The college has clearly and transparent criteria in selecting individuals for training and education					
2	The selection criteria are well communicate to all members of organization					
3	Training opportunity usually offered to individuals as incentive					
4	Training and development opportunities are usually offered to the line personal than the staff personnel					

Section VII. Evaluating Human Resource Training and Development Programs

1. Does your college/department have post training discussion with trainees?

   a) Yes   b) No   c) I am not sure

2. If your answers to question number 1 is "No" why? (you can choose more than one)

   a) The absence of responsibility to do that

   b) Trainees are not willing to discuss

   c) There is no chance for discussion

   d) Lack of awareness about the importance of such discussion

   e) There is no enough time for discussion

   f) Other /if any

3. Indicate your level of agreement/disagreement concerning training and development evaluating practices in your college/department by inserting (√) mark under the corresponding number in the table below /1= Strongly disagree, 2= Disagree, 3=Undecided, 4=Agree and 5 = Strongly agree/in each box corresponding to each item.

No.	Questions items	Rating scale				
		1	2	3	4	5
1	College evaluates human resource training and development program continuously.					
2	Human resource training evaluation is participatory in the college/department.					
3	Human resource training evaluation results are well organized.					
4	Human resource training evaluation is made throughout the training and development process.					
5	Problems are timely solved based on evaluation.					
6	Evaluation results are sent to each department/ office as feedback					

4. Have you participated in any training and development program for the last five years?

    a) Yes   b) No

5. If you answer is to question NO. 4 "yes" how many times?

    a) Once   b) Twice   c) More than twice

6) If your answer to question No. 4 is "yes", indicate your level of agreement or disagreement concerning the relevance of training and development by inserting (✓) mark under the corresponding numbers (1= strongly disagree, 2=Disagree, 3=Undecided, 4.Agree and strongly agree) in each box corresponding to each item.

No.	Questions items	Rating scale				
		1	2	3	4	5
1	Improve the capability and competency of employees					
2	Improve job performance of employees					
3	Enable the office to cope up with new technology					
4	Brought higher job satisfaction and motivation					
5	Improve decision making process					
6	Brought quality service					
7	Develop team sprit					
8	Create healthy supervisor and employees relationship					
9	Develop employees loyalty and commitment					

7) Is there an opportunity to employees and managers to attend further formal education?

   a) Yes   b) No   c) I am not sure

8) If your answer to question No. 7 is "yes" what support is provided from your college?

   a) Only time sponsorship   c) Both tuition fee and time sponsorship

   b) Only tuition fee   d) No any support at all

9) Do employees involve in the planning, designing and developing human resource training and development?

a) Yes   b) No   c) I am not sure

10) What level of attention is given from top management to human resource development?

a) High   b) Very high   c) Low   d) Moderate

e) No attention is given at all

VIII. Major problems and solutions related to human resource development practices

Indicate your level of agreement/disagreement concerning problems related to human resource development practices by inserting (✓) mark under the corresponding numbers (1= Strongly disagree, 2=Disagree, 3=Undecided 4.Agree and 5= Strongly agree) in each box corresponding to each item.

No.	Questions items	Rating scale				
		1	2	3	4	5
1	Inadequate budget for human resource training and development program					
2	Frequent change of technology/technological advancement					
3	Inadequate knowledge about the need of human resource development					
4	Inadequate planning and lack of coordination					

5	Lack of management support and reward for the new behaviors					
6	Lack of employee motivation					
7	In sufficient time to execute training program					
8	In accurate training need analysis					
9	Lack of appropriate trainer					
10	Lack of training facilities					
11	Lack of technical and managerial capability in conducting training program					
12	Lack of guideline for training and development program					
13	Lack of participatory approach in planning, designing and evaluating the training and development program					
14	Lack of training office and qualified human resource training officer					
15	Lack of information on employees or managers personnel data					

What measures has to be taken to overcome the problems related to human resource development _____

_____

_____

_____

_____

Appendix B

Focus Group Discussion with colleges Non-teaching staffs

1. How HRD programs have been taken place in your college?

2. Is there HRD program for manager and supportive staff?

3. What are problem that college face on HRD?

4. What to be done to solve the problems mentioned on question number 3?

Observation checklist

The following check list is used for direct observation of materials and documents that are relevant for HRD programs.

1) Is there HRD plan?   Yes------- No_____

2) Is there hr training officer with required materials/facilities?

    Yes _____ No _____

3) Do the college under study allocated operational budget for HRD program?

    Yes _____   No_____

4) Is there any documents that confirm conducting training and development needs assessment?

    Yes _____ No _____

5) Do college under study have employees performance appraisal format?

    Yes _____ No_____

6) Is there checklist for post-training and development evaluation?

    Yes _____ No _____

Appendix C

Interview questions designed to Deans, Vice Dean and Human Resource training offices

I would you like thank for your cooperation, patience and spending your golden time by providing me with relevant information which helps for the success of my research work.

Notice: this interview has no motive secret behind, it is only for educational research data analysis on the practices of Human Resource Development in government TVET college of Addis Ababa. If you have the right to ask for clarification or not to answer them

Age -----------------sex---------------

Qualification -------------------------

Position-----------------------------

1. Does your college/department conduct human resource training and development program based on need assessment? If your answer "No" why?
2. How often does you college conducting training and development?
3. Which method do your colleges use for conducting training and development?
4. Does your college set objectives for training and development?
5. What are the factors affecting HRD practices?
6. What measure does your college takes to alleviate the problems of HRD?
7. What do you suggest in TVET college HRD problems?