



**EFFECT OF HUMAN RESOURCE DEVELOPMENT PRACTICE ON
ORGANIZATIONAL PERFORMANCE: THE CASE OF DIRE DAWA
EDUCATION BUREAU**

**THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTERS IN
BUSINESS ADMINISTRATION (MBA)**

BY: ELSHADAY DEMEKE

ADVISOR:

BEKELE SHIBRU (PhD)

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT**

Adama, Ethiopia

January, 2016

LETTER OF CERTIFICATION

This is to certify that Elshaday Demeke has carried out her project work on the topic of “Effect of Human Resource Development Practice on organizational performance: The case of Dire Dawa Education Bureau” under my supervision .This work is original in its nature and it is suitable for submission in partial fulfilment of the requirement for the award of Masters Degree in Business Administration (MBA).

Bekele Shibru (PhD)
(Advisor)

Signature

Date

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF BUSINESS AND ECONOMICS

MBA Program

Title: Effect of Human Resource Development Practice on organizational performance: The case of Dire Dawa Education Bureau.

BY: Elshaday Demeke

Approved By Board of Examiner

Advisor

Signature

Internal Examiner

Signature

External Examiner

Signature

DECLARATION

I, Elshaday Demeke, declare that this project work entitled “Effect of Human Resource Development Practices on organizational performance in the case of Dire Dawa Education Bureau” is my original work .I have carried out it independently with the guidance and suggestions of the research advisor and it has not been presented in any university.

Elshaday Demeke
(Researcher)

Signature

Date

ACKNOWLEDGMENTS

First and for most, I would like to give my glory and praise to the Almighty God for his invaluable cares and supports throughout the course of my life and helped me since the inception of my education to its completion and enabled me to achieve my career.

Next, I'm grateful to appreciate my advisor Dr.Bekele Shibru who has taken all the trouble with me while I was preparing the thesis. Especially, his valuable and prompt advice, his tolerance guidance and useful criticisms throughout the course in preparing the paper constructive corrections and insightful comments, suggestions and encouragement are highly appreciated.

My sincere and heartfelt gratitude goes to the human resource manager and employees of DDEB for their frank response to my interview questions and questionnaires.

Finally, I'm greatly indebted to my families for their encouragement, moral support and suggestions.

ACRONYMS

HR	Human Resource
HRM	Human Resource Management
HRD	Human Resource Development
TD	Training and Development
OD	Organizational Development
CD	Career Development
PA	Performance Appraisal
DDEB	Dire Dawa Education Bureau
DD	Dire Dawa

Abstract

The purpose of the study was to show the practice of HRD related to organizational performance in Dire Dawa Education Bureau. This study adopted a co-relational descriptive survey research design. The target population of the study was none teaching and teaching staff of the organization. From the target population the researcher used 110 respondents using census method. The study used both primary and secondary data sources. The research tool was a questionnaire and structured interview. A questionnaire constituted both closed ended and open ended items and for closed ended items the researcher used likert items. A pilot study was conducted to establish the reliability and validity of the research tool. Data were analyzed and interpreted using descriptive statistics and inferential statistics based on SPSS version20. As far as quantitative data is concerned Pearson Correlation analysis were calculated to assess the relationship between variables of the study. This helped to measure the size, direction of the relationship between the independent and dependent variables. The finding of the study showed that the employees have good awareness towards HRD concepts and they were able to identify the components of HRD. Correlation analysis shows a strong linkage between HRD practices and organizational performance. Generally, based on the findings DDEB does not have good HRD practice system. Even if HRD practice were positively correlated with organizational performance Bureau doesn't implement it, so in order to enhance organizational performance bureau must give due attention to HRD practices.

Key Words: HRD practices, Organizational Performance, DDEB

Table of Contents

CHAPTER ONE	1
INTRODUCTION.....	1
1.1. Background of the study	1
1.2. Statement of the problem.....	3
1.3. Objectives of the study	5
1.3.1. General objective.....	5
1.3.2. Specific Objectives.....	5
1.4. Significance of the study.....	5
1.5. Scope of the Study	5
1.6. Limitation of the Study	6
1.7 Rationale for the Study	6
1.8. Operational Definitions.....	6
1.9. Organization of the Study	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1. Human Resource Management.....	9
2.2. Main Domains of HRM.....	9
2.3 Human Resource Development	10
2.4 Theoretical Foundations of Human Resource Development	10
2.5. Components of HRD	11
2.5.1. Training and Development.....	11
2.5.2. Organization Development	12
2.5.3. Career Development.....	12
2.5.4. Performance Appraisal	13
2.6. Processes of Human Resource Development practice.....	14
2.7. Organizational Performance	15
2.8. Empirical Studies	17
2.8.1. HRD Practices and Organizational Performance	17

2.8.2. Human Resource Development in Ethiopian Context	19
2.9. Conceptual framework	20
CHAPTER THREE.....	21
RESEARCH METHDOLOGY	21
3.1. Research Design	21
3.2. Population and Sample	21
3.3. Data Collection Tools	22
3.4. Data Analysis.....	22
3.5 validity	23
3.6. Pilot study	23
3.7. Reliability Test Result	23
3.8 Variables of the Study.....	25
3.8.1 Dependent Variable.....	25
3.8.2 Independent Variable.....	25
3.9. Ethical considerations	25
CHAPTER FOUR	26
RESULTS AND DISCUSSIONS	26
4.1. Response Rate on Questionnaire	26
4.2 Descriptive analysis	26
4.2. 1. Demographic Characteristics of the Respondents	27
4.2.2. Descriptive Statistics for basic research questions.....	28
4.2.2.1. Employees' Awareness towards HRD	29
4.2.2.2. The Practice of Performance Appraisal	30
4.2.2.3. Employees' Perception on the Practice of Training and Development	32
4.2.2.4 Career planning and development.....	34
4.2.2.5. Organizational Development.....	35
4.2.2.6. Organizational Performance	36
4.3. Correlation analysis	37
4.3.1. Correlation analysis between performance appraisal and organizational performance.	39

4.3.2. Correlation analysis between training and development with organizational performance	40
4.3.3. Correlation analysis between Career development and organizational performance.	40
4.3.4. Correlation analysis between organizational development and organizational performance.	40
4.3.5. Correlation analysis between human resource development and organizational performance.	41
CHAPTER FIVE	42
SUMMARY, CONCLUSION AND RECOMMENDATIONS	42
5.1. Summary	42
5.2. Conclusion	42
5.3. Recommendations	45
REFERENCES	47

List of Figure

Figure 1. Main Domains of Human Resource Management	9
--	----------

List of Tables

Table 1: Cronbach's Alpha for DDEB staff each filed of the questionnaire	24
Table 2: Total Number of questionnaires distributed, returned and unreturned.....	26
Table 3: Demographic Characteristics of the Respondents.....	27
Table 4: Respondents' Awareness of HRD Concepts.....	29
Table 5: Descriptive Statistical Review of Performance Appraisal Practice	30
Table 6: Statistical review of training and development practice.....	32
Table 7: Statistical review of career development.....	34
Table 8: Statistical Review of Organizational Development	35
Table 9: Statistical Review of Organizational Performance	36
Table 10 Interpreting the R-value for Inter Correlations	38
Table 11: Correlation between human resource development practice and organizational performance	39

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Human Resource Development (HRD) is the frameworks for helping employees develop their personal and organizational skills, knowledge and abilities. According to Werner and DeSimone (2006) HRD can be defined as a set of systematic and planned activities designed by an organization or HR department to provide its members with the necessary skills to meet current and future job demands.

Every organization is made up of people, acquiring their service, developing their skills, motivating them to high level of performance, and ensuring that they continue to maintain their commitment to the organization which is essential to achieving organizational objectives (Abdullah, 2009).

Once the individuals have been recruited and selected for the organization the next important step is to help them on converting their abilities into skills that contribute to the organization's goals (Kebede and Sambasivam, 2013). In the present time, there is rapid change in technology, which directly affects the job behaviour. The old skills and knowledge will be unproductive, less efficient, time consuming, irrelevant and out of fashion. To achieve the organizational goals in the changing environment, a suitable HRD strategy must be in place as a part of the organization's strategic plan.

HRD activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. HRD programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resource. In short, while training and development activities, constitutes a major part of human resource development, activities such as career development, organization development and performance appraisal also are aspects of human resource development (Hooi Lai Wan, 2007).

Effective HRD practices results in higher organizational performance. Effectiveness of HRD practices is likely to result in an increase in the organization's productivity and also in the reduction of employees' turnover. Thus it could be conclude that various HRD practices if applied in its true sense it do impact directly the performance of the organization concerned (Garavan, 2007)

However, ineffective practice of HRD can result different problems such as reduced employees aspiration to learn and apply new skills, decrease employees productivity, low morale, higher employee turnover and low performance of organizations. Problems in HRD systems appear when the capacity building practices are failed to accommodate the organizational and employee's needs. Therefore, improving organizations and employees satisfaction is vital through upgrading the skills, knowledge and attitudinal behaviour of employees in the organizational setting is vital (Edgar and Geare, 2005).

Employees are among the most important determinants and leading factors that determine the success of an organization in a competitive environment. Besides that, if managed properly employee commitment can lead to beneficial consequences such as increased effectiveness, performance, and productivity, and decreased turnover and absenteeism at both the individual and organizational levels (Fiorita et al 2007). An employee who is satisfied with his job would perform his duties well and be committed to his job, and subsequently to his organization. Thus, it is utmost importance for employers to know the factors that can affect their employees job satisfaction level since it would affect the performance of the organization as well (Awang et al.2010).

Human resources and the potential they possess are key drivers for an organization's success. With globalization and technological advances, today's organizations are continuously changing. Thus, organizational change impacts not only the business but also its employees. In order to maximize organizational effectiveness, human potentials, individuals' capabilities, and talents must be managed and developed. Hence, the practice of human resource development works to ensure that employees are able to meet the organization's goals (Swart et al. 2005).

In Ethiopia, the government recognizes that good sector policies depend on building HR capacity if it is to be implemented successfully at proposed time. In 2001, the country launched a broad National Capacity Building Program which is an extremely wide ranging and encouraging program which needs commitment from all public sectors to upgrade employees potential (Adebabay and Perkins, 2010). The government identified inter-dependent programs which led to the creation of a Federal Ministry of Capacity Building to coordinate and provide strategic guidance to the overall programs especially, HRD. However, as an empirical study conducted by Gebrekidan (2011), the Ethiopian civil service faces inefficiency and poor service delivery resulting from limited focus on HRD. Therefore, different investigations are needed why this so.

In Ethiopia, HR strategies and programs are designed in such a way that they are aligned with organizational objectives. In the region HRD is considered crucial to make considerable contribution to the creation of knowledgeable and skilful employees so as to widen service delivery to the public. Though creating favourable condition for HRD is important to institutional development only few studies are conducted related to this topic. So, this study looks at the practice of Human resource development related to organizational performance in DDEB. Therefore, this study will add on the existing literature on the execution of human resource development issues and propose ways of enhancing performance in service delivery for civil servants at regional level.

1.2. Statement of the problem

The success of an organization depends on the available human resource because each and every task of the organization requires the knowledge, expertise, talent, commitment and skill of the workforce. Due to this reason the organization is expected to identify the required employee during the employment time. Once employees have been recruited and selected the next important step is to help them on converting their abilities into skills that contribute to the organization's goals (Kebede and Sambasivam, 2013). But, in most cases, there may be gap between employees knowledge, skills and attitude and what the job demand. The gap must be filled through effective human resource development practices. Because employees face the need to constantly upgrade their skills and develop an attitude that permits them to adopt change.

However, in developing countries most organizations tend to give less emphasis for employees needs in HRD programs. Inadequate need assessment, outdated training and development methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge that will improve employees chance of promotion, inadequate opportunities for career growth and poor supervisors guidance for employees' development are some of the areas which results dissatisfaction with HRD practices. These problems later on lead the organizations to lack of optimal man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, decrease in employee morale and commitment and increase in employee turnover (Hooi Lai Wan, 2007).

As a result, training and development, organizational development , career development and performance appraisal are the major ways that firms attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demand.

Study carried out by Singh. (2012) showed that the HR practices have a positive relationship with organizational performance; In addition to this study conducted by Katou and Budhwar, (2006);

show that HRD practices have significant effect on Organizational Performance. Their findings were also supported by Armstrong (2006) who observes that people are the organization's key resource and organizational performance largely depends on them, Mondy (2008) who sums up the influence of HRM on organizational performance by arguing that human capital through appropriate management increases the productive output from each employee either through improvement in skill level or through improvement in morale and job satisfaction.

In Ethiopia few studies were conducted like by Adebabay and prinks (2010) and Gebrekidan (2011), in their respective systematic review in some federal public sectors indicated that HRD for effective implementation in public sector in the country is not as required and forwarded studies need to be conducted in other areas. Moreover, recent study was conducted by Simachew (2014), in Tigray regional state in public sectors in relation to human resource development practices and challenges. However, in this studies issue like organizational performance and how HRD practice related with organizational performance were not clearly addressed.

Coming to the study area, it is difficult to get published researches that addressed the effect of human resource development practices on organizational performance in public organizations. Thus, the existence of such limited researches throughout the country and absence of studies in the study areas initiated the researcher to raise the issue under consideration. Therefore, this study tried to fill the existing gaps by investigating the HRD Practices of Dire Dawa Education Bureau and to show the relationships of HRD practice with organizational performance. This thesis aims to give answer for the following research question.

Research Question

1. What are the practices of Human Resource Development in DDEB?
2. What is the relationship between the factors of HRD (Training and development, Career development, Performance appraisal, Organizational development) with organizational performance?

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was to investigate the practice of Human Resource Development in relation to organizational performance of DDEB.

1.3.2. Specific Objectives

This study has the following specific objectives:

- To identify the practice of capacity building offered to employees of DDEB.
- To determine the link between employee development practice and organizational performance

1.4. Significance of the study

The result of this study has significant in various aspects. First, on the basis of the findings of the study, the paper has drawn some conclusions and identifies the problems of the organization about the practice of HRD and has given signal to policy makers and decision makers to give due emphasis to HRD practice in order to scale up and continuously upgrade the employees expertise to improve organizations performance.

Second, the study would enable management of DDEB to better appreciate the relationship between HRD practice and the challenges associated with organizational performance. The study area will also use it as a guideline to address problems and improve their understanding in the practices of HRD. Thirdly, this study makes it is own contribution to the existing literature about the practice of HRD related to organizational performance because in Ethiopia few studies were conducted related to HRD practice in service sector bureau. Finally, it gives the researcher the opportunity to gain deep knowledge in the practice of HRD.

1.5. Scope of the Study

The study encompasses HRD practices (training and development, career development, organizational development and performance appraisal) related to organizational performance. The intention of the study was to assess the link between HRD and OP in the study area. The research was conducted only on one service sector bureau which is DDEB. The reason to select Education bureau is by assuming the importance of education sector in ensuring Ethiopia's poverty reduction program, based on this fact education bureau is primarily responsible to assure quality of education than that of other sector which means education bureau can create problem solving citizen by implementing effective HRD practice by doing this the organization make its

own contribution to poverty reduction process. Due to the above reason DDEB was selected as the study area.

1.6. Limitation of the Study

Because of the scope of the study the paper didn't cover explicitly all areas of HRD. Other limitation is that the validity of the data collected from the respondents might not be such completely perfect. Even though, the result represents that DDEB has poor HRD practice it cannot be confidently extrapolated to the rest of service sector bureau in Dire Dawa. So it is difficult to conclude about the practices of HRD and its relationship with organizational performance in other public sector bureaus. Thus, the findings, conclusions and recommendations of the study were limited to DDEB in the practices of HRD related to organizational performance. Generally, the study was not able to give the full picture of HRD practice in DD public sectors bureau.

1.7 Rationale for the Study

Human resource development plays a very vital role in the success of any organization, especially in education sector because education can reduce poverty and social injustice by providing the underprivileged resources and opportunities for upward social mobility and social inclusion. But limited numbers of researches have been conducted in relation to this topic. The growing importance of this sector has attracted the attention of the Researchers to make descriptive study of education sector regarding the HRD practices. This study looks at the practice of Human resource development and its relationship with organization performance in DDEB. Therefore, this study will add on the existing literature on the execution of human resource development issues and propose ways of enhancing performance in public service organization.

1.8. Operational Definitions

Human Resource: refers to the talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission and vision.

Human resource development: it is a framework for helping employees developing their personal and organizational skills, knowledge and abilities to meet current and future job demands.

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

Development: means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals

Performance appraisal: The process of an organization that is used to identify, observe, measure, and develop human Performance in organizations.

Organization development: is a body of knowledge and practice that enhances organizational performance. It views organizations as complex systems made of subsystems, each of which has its own attributes and degrees of alignment.

Career development: develops the career of every individual executive, which results inadequate growth of the career of every employee.

Organizational performance: referring to the actual output or results of an organization as measured against its intended outputs, goals and objective.

1.9. Organization of the Study

The study is organized in to five sections. The first chapter describes the background of the study, statement of the problem, objectives of the study, significance of the study, Scope of the study, Rational for the study and limitation of the study. In the second chapter, different related literatures are presented to create depth understanding towards the subject under study. Chapter three is concerned with the methodological part of the study. The analysis and discussions of major findings are indicated in the fourth chapter. In the fifth chapter conclusions, recommendations and implications of the study are made.

CHAPTER TWO

LITERATURE REVIEW

2.1. Human Resource Management

Human Resource Management (HRM) is the utilization of an organization's human resources to achieve organizational objectives. HRM is a set of philosophies, processes, and procedures that a company uses to manage: entry and exit processes in the firm, the growth and development of employees, the reward and recognition systems, and the total organizational climate for how people are treated.

2.2. Main Domains of HRM

An effective human resource management is an integrated system which consists of five main domain areas; staffing, human resource development, compensation and benefits, safety and health, and employee and labor relations (Mondy and Noe 2005).

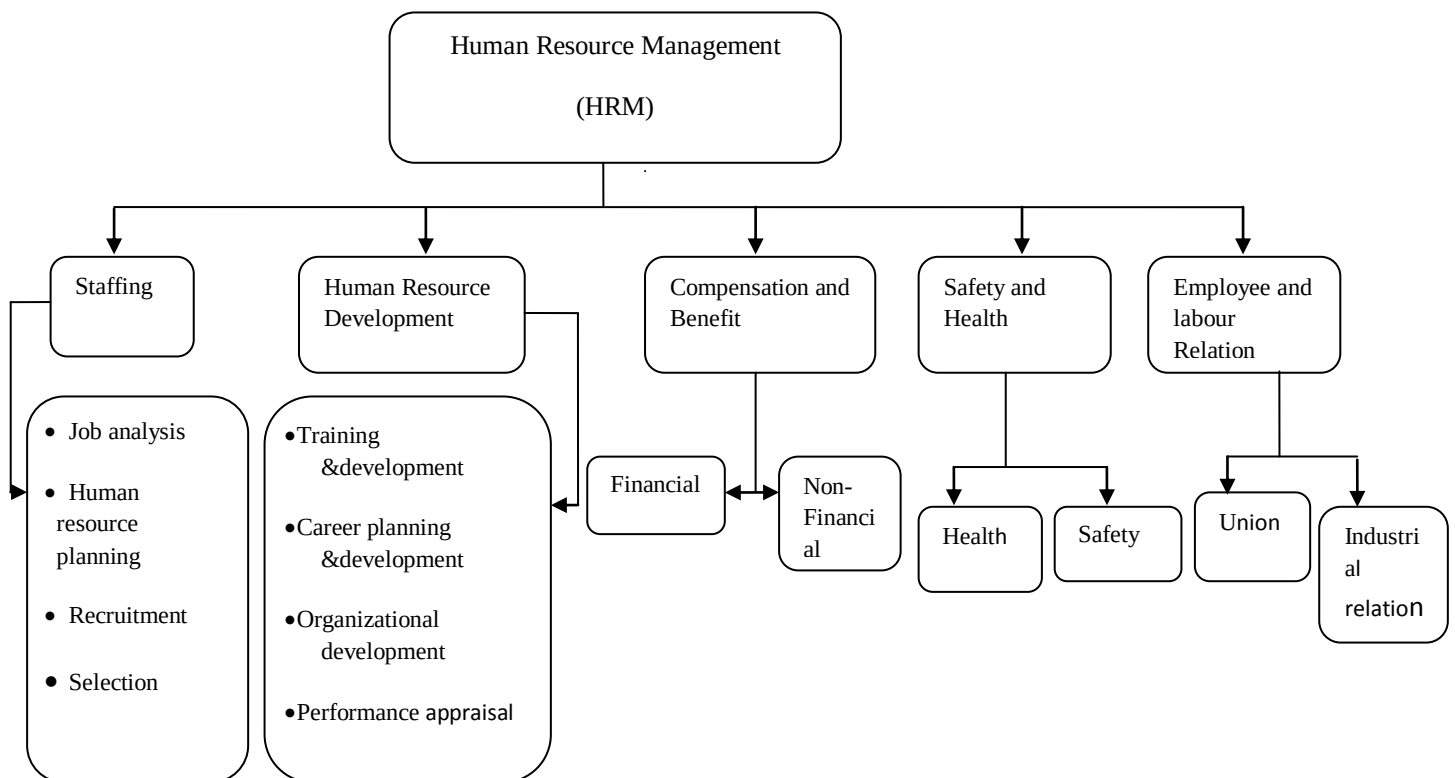


Figure 1. Main Domains of Human Resource Management

Due time and cost constraint the researcher tries to give emphasis on HRD and its component among other functions of HRM.

2.3 Human Resource Development

HRD is a major HRM function that focuses on three main areas; individual development such as skill development, interpersonal skills, career development, etc; occupational and group development in which training and development needs occur for group of workers; and organization development (Wilson, 2005). Human Resources Development (HRD) is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance.

Human resource development is a people-oriented concept rather than technology-oriented” (Solkhe and Chaudhary, 2011) that brings about greater commitment, efficiency, and growth to individuals. Therefore; managing and developing human resource is managing all other resources.

The effectiveness of HRD depends on the prevailing developmental climate. Hence, public service organisations have to ensure the existence of an optimal level of HRD climate to enable their employees to discover the hidden potentials; to improve their current skills and acquire new, relevant ones; and to utilize them according to the interest of their organisations. As Akinyemi (2011) mentioned, conducive HRD climate plays a major role in enhancing the knowledge, skills, abilities and other attributes needed by employees to carry out current job and be prepared for future challenges.

2.4 Theoretical Foundations of Human Resource Development

This research is intended to expand the theoretical contributions on previous knowledge and literature of HRD activity effectiveness (Training and Development, Performance Appraisal, Career Development, Organizational Development) on organizational performance. Moreover, two theories, namely, knowledge-based view of firm and human capital theory are integrated explaining the overall association of variables in the model. As such, this research has assessed the importance of successful HRD activity implementation relative to organizational performance in DDEB.

Human capital theory and knowledge-based view of firm (KBV) is a theoretical framework that explains how HRD activity effectiveness affects organizational performance. Initially, human capital argues that individuals with more or higher human capital (i.e. skills, knowledge, attitude and expertise) can achieve higher performance (Swanson, 2001). In this research, human capital theory is applied to explain the activities of Human Resource Development as a key success factor to enhance the competitive advantage of the organization and, ultimately, tend to increase business

performance (Storberg-Walker and Julia, 2004). Consequently, KBV argues that HRD in the context of knowledge transfer is often treated as building the capability to absorb and utilize knowledge for gaining competitive advantage (Prieto and Revilla, 2006). Likewise, Tseng and McLean (2008) claims that strategic HRD is contribute to organizational design and innovation. Therefore, HRD activity effectiveness does contribute to the organizational advantage and performance.

Prior research indicate that in spite of the importance of allocating adequate resources for HRD purposes, many countries, in recent years, have decreased their investment in HRD. Training is often the forgotten budget item. Under short-term budget pressure, HRD is often the first thing to be cut. However, Berman et al. (2012) argued that personnel have to be treated as an asset and investment, rather than as a cost to be minimized. Some studies also reveal that enough attention is not being given to the need for follow-up (monitoring and evaluation) after HRD/training. In connection to HRD, an important question is not how many employees are trained, but how they are trained/developed, utilized, and retained that matters (Tessema et al.2005).

2.5. Components of HRD

In order to improve or to update the current and future effectiveness of both the individual and the organization it's mandatory to apply the following components of HRD namely training and development, Performance appraisal, career development and organisational development.

2.5.1. Training and Development

John (2005) defined training as: A planned process to modify attitude, knowledge, skill or behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Development involves learning that goes beyond today's job and has a more long-term focus, it prepares employees to keep pace with the organization as it changes and grows. Training and development methods include classroom programs, mentoring and coaching, simulation, distance learning and videoconferencing, E-Learning, on the job training and corporate universities, etc (Mondy and Noe 2005). Employee development activities can take many forms, including assessment and feedback, training programs or courses, and other work experiences. Training needs assessment is one of the factors that determine success of training to bring the said change (Iqbal, 2007).

Training will improve the employees' performance and productivity. Apart from recruiting, selecting, orienting and placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demands that could be filled through training programs (Abdullah, 2009). Training can be given internally and externally. Internally, could be on-the-job at the work station and off-the job through lecture and demonstration, while externally, by universities and colleges to develop depth expertise (Gomez-Mejia, 2007).

According to Khan (2012), training involves providing the employees the knowledge and skills needed to a particular current job or task while development is preparing employees for future work responsibilities, increasing capacities and help them to perform their current job.

2.5.2. Organization Development

OD is the planned process of improving an organization by developing its structure, systems, and processes to improve effectiveness and achieve desired goals, it is a major means of achieving change in the corporate culture, this development is important as both work and the work force diversify and change. The tools and techniques used for OD are survey feedback, sensitivity training, team building, and quality circles (Mondy and Noe 2005). OD is a collection of planned change interventions, built on humanistic-democratic values that seek to improve organizational effectiveness and employee well-being, OD encompasses the whole organization and may involve the introduction of a new culture or ways of operating (Wilson, 2005).

As outlined by Singh (2012), this can be done through an ongoing, collaborative management of organization culture to enhance the effectiveness of an organization and the well-being of the employees. Moreover, OD involves tasks that should be attended to both organizational variables (such as: structure and systems) and employees variables (such as: competence, skills and attitudes) (Vijay, 2007).

2.5.3. Career Development

Career development is defined as "an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees' and the organization's needs" (Byars and Rue, 2004). Career development cannot be handled in a single day or with a one-shot workshop; rather, it represents a formalized effort to recognize employees as vital organizational resources and to develop the human capital to enriched and more capable workers. Organizations are interested in career development realizing that improved efficiency, profitability, corporate growth, and maybe even survival, increasingly depend on better use and

development of talent, by deploying its human resource management to serve as a solid base for connecting all the efforts to bring out the best match between individual and organizational development requirements and opportunities (Jackson and Sirianni, 2009).

Kebede and Smbavasima (2013) argued that no HRD function can be acceptable to the people of any organization, if it fails to provide opportunities for individual employees to have bright career prospects. It is for the purpose of HRD integrating career planning and development with it. Proper career planning also leads to career development. It develops the career of every individual executive, which results in adequate growth of the career of every employee (Abdulahi, 2009). Hence, successful planning is closely linked with career planning and development (Van Dijk, 2004). Upton & Egan (2003), noted that career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles.

2.5.4. Performance Appraisal

The performance appraisal is a formal, structured system that evaluates job related behaviours of employees and their contributions to the organisation that is designed to manage the organisation's human resources. It is also a motivation technique for communicating performance expectation assessments of the potential of employees and identifies the need for improvement (Kusluvan, 2003).

Moreover, according to Sudin (2011), the performance appraisal is a managerial process that relates the organisational objectives, performance standard, and evaluation to the performance review that is applied. One important aspect of the performance appraisal is that it is used to make a variety of decisions such as promotions, transfers, layoffs and compensations which can enhance organisational effectiveness (Kusluvan, 2003).

The primary objective of a formal performance appraisal is to provide feedback to the employees based on their performance which is important to both the employees and the organisation (Jawahar, 2006). Singh (2004) stated that the appraisal mechanism can be used to evaluate the development of the employee's attitude and behaviour. The performance appraisal can be the most influential and powerful control system if it is used adequately and is unbiased.

The performance appraisal system can contribute to organisational performance and morale because it is a tool for the poor performer to seek improvement and a good performer to continue improving

and be recognized and rewarded (Bayo-Moriones et al., 2011). From the review of Jawahar (2006), the performance appraisal is an important attribute that has a positive relationship to job satisfaction and organisational commitment and thus reduces the intention of employees to leave the organisation.

Is an important part of HRD, which enables organizations to understand where their employee stand, what is expected from them, what they actually do, where they lack capacity and how they can be updated (Boswell, 2002).

PA is a review and an assessment of an employee's" performance of assigned duties and responsibilities. PA serves several purposes in the organizations for instance; it provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko and Baffoe, 2012). Therefore, PA is more than simple checklist actions whether activities are performed or not that organizations sought to review their effectiveness and make further management decisions.

2.6. Processes of Human Resource Development practice

As revealed by Harris et al. (2006), in today's changing environment, employees at all levels need additional capacity building and opportunity to managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous employees" management development programs. Harris et al. (2006) identified five HRD processes which encompass needs assessment, identify and design objectives, implementing actual programs and conducting evaluation and follow up.

Needs assessment: this is the first task that organizations to identify human resource development needs (Charles, 2006). Since human resource development is a need-oriented effort, determining the level, type and duration of the training and development is of prime importance at this stage of the process (Bhupendra, 2009). Therefore, the dominant framework for identifying organization's HRD is needs assessment focusing on organizational analysis, task analysis and person analysis.

Identify and design objectives: Once HRD needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the employee capacity building program is intended to be achieved.

Instructional method and media: The instructional method and media depend on the program content and in turn developed by human resource development need identification and established objectives. The objective is to teach specific skill, provide needed knowledge, or try to influence

attitudes the content, method, and media must match with the job requirement of the organization and the learning style of the participant.

Implementation of the HRD Program: As Harris et al. (2006), HRD program is aimed at enabling organizations to achieve objectives and the program is set up after having clear-cut objectives in mind. Moreover, providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs.

Evaluation and follow-up: Is the final phase of HRD program to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been equipped (Bhupendra, 2009). It is most commonly interpreted in determining the efficiency and effectiveness of a program in relation to the desired goals and objectives. HRD is doing an investment in people to update their competence. The major reason for management investment in HRD program is that to capacitate employees to perform better to meet organizational objectives. Therefore, evaluation is a crucial mechanism to assess the effectiveness and efficiency the organization.

2.7. Organizational Performance

According to Katou, (2011). organizational performance can be observed in terms of the ability of employees to meet set objectives, teamwork, low turnover rate, increased profitability, employee satisfaction, improved employee wellbeing, productivity, complete integration and synergy between individual career goals and alignment to the firms objectives, growth, sense of identity, social responsibility and flexibility.

Organizational performance is a multidimensional construct Paauwe (2005) and one of the dimensions is service quality. Service quality is an important dimension of organizational performance in the public sector as its main output is services.

Each organization has its own goal, and workers have to utilize different control activities and effective operation to achieve their organizational goal. Performance indices are an instrument to evaluate goal achievement.

Organizations performance is process to enhance both the effectiveness of an organization and The well-being of its member through planned interventions. Traditionally performance in many organizations has been conceptualized in terms of financial output or organization's profitability and the non-financial measures such as corporate image, market share, organizational culture and

values, and quality of output. Organizational performance basically can be defined as the outcome that indicate or reflect the organization efficiencies or inefficiencies in term of corporate image, competencies and financial performance. Hussain and Rehman,(2013).

Peter (2005) Company performance is traditionally related to increasing shareholder value. Performance can, however, also be measured in terms of reduction environmental footprint, improved occupational health and safety performance, increase customer satisfaction.

According to John (2005) Company performance should be judged against a specific objective to see whether the objective is achieved. Without an objective, the company has no criterion for choosing among alternative investment strategies and projects. For instance, if the objective of the company is to maximize its return on investment, the company would try to achieve by adopting investments with return on investment ratios rather than the company's current average return on investment ratio. However, if the objective of the company were to maximize its accounting profits, the company would adopt any investment, which would provide a positive accounting profit, even though the company might lower its current average return on investment ratio. Performance measurement is importance for keeping a company on track in achieving its objectives.

In the for-profit organizations, performance is to measure revenue, production, and profit making. In the non-profit organizations, they do not evaluate performance by profits. They do not have to make an imminent improvement whether the decision is right or not, whether the resource is used properly, and whether the mission is being achieved.

Drucker (2004) indicated that the performance of the non-profit organizations must use missions as guideline. Otherwise, they cannot operate properly since missions determinate what performances and results they want to accomplish. Thus, the mission accomplishment is the performance indices of the non-profit organization. Decision makers have to continuously examine whether their missions are meaningful to the society and whether the resources are effectively used, and they need seek timing for an improvement. Therefore, management performance is the key for the long term survival of the non-profit organizations and the evaluation indices to the society.

Moreover, Chou (2005) categorized the management performance into business performance and overall satisfaction. Business performance refers that the organizational missions not only meet the expectation of the society but also receive the overall confirmation from the society. In the meantime, manpower and resource have been utilized properly and effectively. The overall

satisfaction refers to the degree of members or group overall satisfaction with the recognition, the cohesiveness and organizational performance in an organization.

2.8. Empirical Studies

2.8.1. HRD Practices and Organizational Performance

A study carried out by Okotoni and Erero (2005), on the topic titled “Manpower Training and Development in the Nigerian Public Service” aimed at identifying the experience of Nigerian public services on manpower training and development with view to understanding the problems being faced. The researchers found out that training and development helps to ensure that organizational members possess the knowledge and skills they needed to perform their job effectively, taken on new responsibilities, and adapt to conditions. They also found that the experience of manpower training and development in the Nigerian public service has been more of ruse and waste. They recommended that the government should avoid the use of quack consultants in training the public servants.

Ruwan (2007) empirically evaluated six HR practices (realistic job, information, job analysis, work family balance, career development, compensation and supervisor support) and their likely impact on the Executive Turnover. Zaini et al (2009) found four HRD practices i.e. training and development, team work, HR planning and performance appraisal have positive and significant influence on business performance. Along the same line, Abang, Maychiun and Maw (2009) found that two components of human resource practices namely training and information technology have direct impact on organizational performance.

As supported by Lee and Lee (2007) HR practices on business performance namely training and development, teamwork, compensation/incentive, HR planning, performance appraisal and employee security help improve firms’ business performance including employees’ productivity, product quality and firms’ flexibility

Ballot, Fakhfakh and Taymaz (2006) researchers have found evidence on the impact of training on productivity. Mudor, Tooksoon (2011) examined the relationship of HR practices with job satisfaction and turnover and found they are positively associated. Altarawmneh and al-Kilani (2010) examine the impact of HRD practices on employees’ turnover intentions. The results showed that HRD practices had a significant effect on employees’ turnover intentions.

Luna-Arocas and Camps (2008) found HRM practices such as training, empowerment, rewards, job enrichment, and job stability to affect turnover intention through job satisfaction and organizational commitment. Similarly, Saks, and Rotman (2006) found that while job characteristics such as autonomy and feedback foster work engagement, a higher level of work engagement subsequently lowers employees' intention to quit.

Previous studies have also shown that implementing HRM practices is an important means through which favourable outcomes can be fostered. For example, the presence of strong recruitment and selection practices, promotional opportunities, grievance resolution mechanisms, flexible benefit plans, employee responsibility, autonomy, and team work were found to relate positively to organizational commitment while compensation cuts were negatively associated with organizational commitment (Fiorito, Bozeman, Young and Meurs, 2007; Gould-Williams & Davies, 2005). In addition, satisfaction with and perceived adequacy of career development, training opportunities, and performance appraisal were established as predictors of organizational commitment (Kuvaas, 2008).

Khan (2010) study on the effects of human resource management practices on organizational performance in oil and gas industry in Pakistan. Factor analysis and regression analysis results shows that human resource management is positively and statistically significant association with organizational performance.

Schmidt (2007) study of the relationship between satisfaction with workplace training and overall job satisfaction found a significant relationship. Hussain-Ali and Opatha (2008) study in Sri Lanka found that a significant and positive relationship exists between performance appraisal and perceived degree of business performance. Lopez et al. (2005) research in Spain show that high performance human resource practices have a positive effect on organizational learning, which in turn has a positive influence on business performance.

Batool and Batool (2012) study reveals a positive relation between training and development and competitive advantage. Shields and Wheatly (2002) in their study of Nurses in UK found the lack of job training opportunities has impact on employee job satisfaction. In another study in UK Jones et al. (2008) and Gazioglu and Tansel (2006) signify the positive role of job training on employee job satisfaction. Blum and Kaplan (2000) have also identified the positive link between opportunities to learn new skills and employee job satisfaction. Katou and Budhwar (2006) in their study of Greek manufacturing firms found support with the universalistic model and reported that

human resource management policies of recruitment, training, promotion, incentives, benefits, involvement and health and safety are positively related to organizational performance.

Tessema and Soeters (2006) study of human resource and performance in Eritrea reported that successful implementation of human resource practices could enhance individual and the civil service organizational in Eritrea. Tsai (2006) study of Taiwan reported that effective use of employee empowerment practices is positively related to organizational performance. Zheng et al. (2006) study of human resource practices and performance in Chinese and within performance base pay, participating decision making, free market selection and performance evaluation, only high-level employee commitment was identified as the key item outcome for enhancing performance.

2.8.2. Human Resource Development in Ethiopian Context

As indicated in Federal Civil Service Proclamation No. 515/2007 in Ethiopia under capacity building HRD needs consorted and integrated efforts which are taken as critical to enhance the capacity of the civil service to implement government policies and strategies effectively and efficiently. HRD is the major task for scaling of best practices and to promote activities in the public service delivery system. To establish government structures with strong implementing capacity needs continuous HRD for implementation of the Civil Service Reform Program (CSRP) at all levels of the government structure is important issue (Adebaby and prinks, 2010). So as to strengthen the reform agenda; awareness creation is one that civil servants develop attitude towards serving the public. To understand government's policies and strategies and capable to implement government by ensuring efficiency, effectiveness, accountability and transparency HRD plays a dominant role in the public sector.

The government is giving due attention to HRD. To this end various measures including legislative frameworks and establishing modern HRD systems will be taken to upgrade the implementation capability of the civil service on top of the leadership development programs. Hence, HRD program enables civil servants responsive to public demand to implement government policies in effective manner (MoFED, 2011). According to MoFED (2012) survey some of government institutions have shown gains in efficiency and effectiveness. However, most institutions are at earlier stage and need more interventions due to low level of HRD.

The study conducted by Simachew (2014), in Tigray regional state in public sectors relation to human resource development practices and challenges. The finding of this study indicated that the sector bureaus were not in a position to doing personal analysis and confronted with the variety of challenges in the practice of HRD.

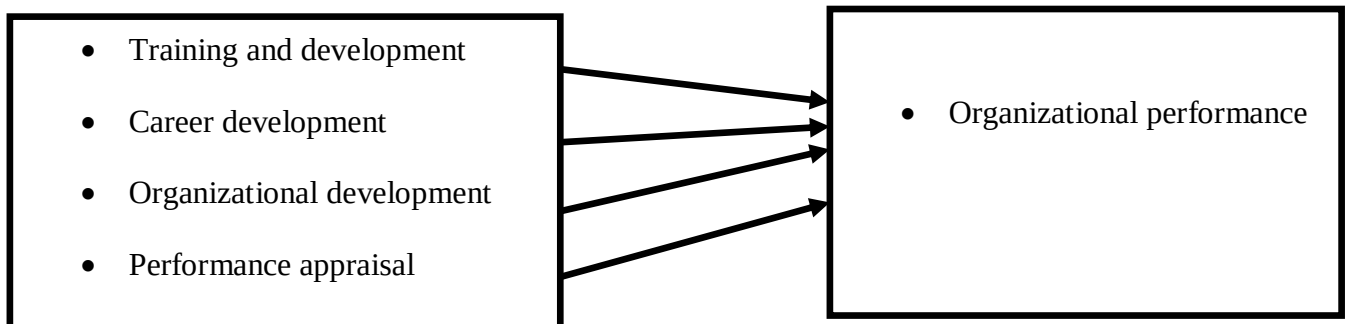
Generally, to minimize problems in the practice of HRD first and foremost, in the sector bureaus, HR should get due attention since it is an engine for other resources. Moreover, this study came with consistent findings assessed by Gebrekidan (2011), as he outlined that inadequate training, lack of accountability and enforcement and lack of good merit system as bottleneck problems that organization should tackle in achieving HRD in his systematic review conducted in some Africa countries.

2.9. Conceptual framework

This conceptual framework shows the independent and the dependent variables and was developed from the analysis of literature review. The independent variable in the study is HRD practice (training and development, career development, organizational development and performance appraisal) while the dependent variable is organizational performance. The study aims to determine the relationship between HRD practice and organizational performance.

Independent Variable

Dependent Variable



Source. Shepard, Jon et al.(2005).

CHAPTER THREE

RESEARCH METHDOLOGY

3.1. Research Design

This study used a co-relational descriptive survey research design. Descriptive designs explain phenomena as they exist and are often used to obtain information on the characteristics of a particular problem or issue while co-relational studies establish relationships between independent variables (training and development, organizational development, career development and performance appraisal) and dependent variable (organizational performance) in DDEB.

3.2. Population and Sample

The target population of the study was employee of DDEB. DDEB has two kinds of employees; the first one is non-teaching staff members who existed inside the organization compound. The other kinds of DDEB employees were teachers who work in urban and rural schools of Dire Dawa city. The preliminary survey undertaken by the researcher indicates that there are about 63 non-teaching employees of DDEB and 3 governmental secondary and preparatory school. Which are Sabiyan Secondary and Preparatory School, Addisu Secondary and Preparatory School and Dire Dawa comprehensive Secondary and Preparatory School.

Due to the convenient size of the population, all members of the non-teaching staff which is counted 63 were included in the study using census method. This means all members from different departments were participated in the research.

Among three governmental schools the researcher was selected one secondary and preparatory school conveniently as a sample which is Sabiyan Secondary and Preparatory School .Because the school has better accomplishment of work than that of the remaining two schools regarding achievements of student results. In the selected school there were 47 teachers who engaged in grade 11 and 12. Here also due to the convenient size of the population the researcher took all members of preparatory teaching staff which is 47 because preparatory program teachers are considered as they have better skill in terms of their position. Totally 110 employees of DDEB were included in the study using census method. A census method was carried out due to the small size of the

population. According Cooper and Schindler (2003) a census is feasible when the population is small and necessary when the elements are quite different from each other.

3.3. Data Collection Tools

The study were used both primary and secondary data in its construction. Primary data were collected mainly through questionnaires of both types (closed-ended and open-ended). For close ended question a five point Likert scale that range from 1 (strongly disagree) to 5 (strongly agree) were employed. Open ended questions also included in the questionnaire because it allow respondents to give their explanation in detail without any limitation.

The questionnaire was prepared in English language because it was not be a problem for respondents to understand the questionnaire, taking in to account the respondents level of qualification. In addition to questionnaire the researcher collected data through structured interview from HR manager to get data about current human resource development practice of the organization. In DDEB there were only one HR manager so the researcher collect data through interview from that particular person. Secondary data were gathered from published theoretical literatures and empirical studies, published books etc.

To assure the reliability and validity of the instruments used; the researcher adopted some questions from previous studies such as Kebede and Sambasivam (2013) to measure the respondents awareness about HRD concepts. The remaining parts of questionnaire was developed keeping in view the study questions and the objectives of this study.

3.4. Data Analysis

Based on the nature of the data collected through questionnaires and interview the following procedures and statistical tools were employed. Data were checked for consistency and completeness then it enters in to computer. All calculations were done by means of the Statistical Package for the Social Sciences (SPSS) version 20. To analyse the data in this research descriptive and inferential statistical tool were employed.

Descriptive statistical tool were employed because of its simplicity and clarity to draw inferences. The descriptive statistical results are presented by frequency distribution tables to give a condensed picture of the data. These were achieved through summary statistics, which includes the means, standard deviations values which were computed for each variable in this study.

On the other hand inferential statistics which is Pearson Correlation analysis tool were used to determine the relationship between HRD practices and organizational performance because it is a

widely used statistical method for obtaining an index of the relationships between two variables when the relationships between the variables is linear.

The data collected through structured interviews and open ended questionnaire were also analyzed qualitatively by descriptive statements. The results that were obtained from the interviews and open ended questionnaire were triangulated to the quantitative findings.

3.5 validity

The instrument used in this study was evaluated for content validity. A panel formed by five experts rated the items according to Lawshe (1975) specifications. These groups comprised of five individuals with considerable experience with study content and instrumentation. It consists of three lecturer of the department of management in Dire Dawa University and two faculty member. The members of the group were asked to individually critique the instrument's content, clarity, format, wording and overall appearance. After analyzing the data, some of the questions were simplified to make it more clear and understandable. Then, the updated draft of questionnaire was prepared for pilot study.

3.6. Pilot study

Cooper and Schindler (2005) assert that a researcher should do a pilot study of data gathering tools before proceeding with the research. A pilot test helps in identifying problems in research methodology and data gathering techniques.

To confirm whether the adapted and self prepared instrument is understood or not by the respondent a pilot reliability test were conducted in the employees of Dire Dawa Civil Service Bureau and from one preparatory school because the study population of the actual research was all employee of non teaching and preparatory teaching staff of DDEB, so the researcher was unable to make pilot test in that organization rather the research expected to make pilot test in other similar public sector bureau and preparatory school by considering their similarity in providing services for the public.

Twenty five volunteers were asked to evaluate the survey questionnaire for factors such as flow of questions, language, clarity readability, and accuracy of its content to complete the questionnaire. Then the returned 25 pilot instrument were coded and a Cronbach's Alpha test was employed by SPSS version 20.

3.7. Reliability Test Result

Reliability is the degree of consistency or dependability with which an instrument measures an attribute (Polit & Beck, 2008). Reliability of the instrument

was measured by conducting a pilot study. The results from the pilot study were used as baseline data to test reliability. Corrections to the instrument were made and helped in eliminating biases and minimized errors during data collection.

Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

Table 1: Cronbach's Alpha for DDEB staff each filed of the questionnaire

Field	Number of Items	Pilot data test	Actual data test
Awareness of HRD concepts	4	0.802	.865
Performance appraisal	7	0.830	.899
Career development	4	0.832	.846
Organizational development	5	0.837	.901
Training and development	8	0.886	.889
Organizational performance	10	0.892	.917
	38(entire)	0.912	.963

The above table depicts that the pilot and the actual values of Cronach's Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the Table, for each field value of Cronbach's Alpha for pilot data is in the range between 0.802 -0.912. This range is considered as high; the result ensures the reliability of each field of the questionnaire. The reliability test showed that the questionnaire had 0.912 for 38 items; hence, the instruments were reliable for data collection. In addition to the pilot data the researcher checked the actual data, then as the above table shows the reliability test of the actual data had .963 for the overall questionnaire.

3.8 Variables of the Study

3.8.1 Dependent Variable

The dependent variable of the study is organizational performance, in this study organizational performance was assessed using subjective measures such as employee motivation, employee commitment and intention to stay in the organization which can be achieved through the practice of HRD in the organization.

3.8.2 Independent Variable

The independent variable of this study is the practice of HRD that can influence organizational performance (i.e. Training and development, career development, performance appraisal, organizational Development).

3.9. Ethical considerations

In the first place, the department approved the thesis proposal. In addition, the researcher followed logical procedures in every stage of data collection processes. Which means consent from the respondents and responsible officials of the bureau was obtained to discuss with and interview them about the subject under study. Then, to maintain the confidentiality of the information provided by the respondents, the respondents were instructed not to write their names on the questionnaire and assured of that the responses would be used only for academic purpose and kept confidential. Brief description of the central objectives or purpose of the study and the potential benefit of the research outcome to respondents were clearly given in the introductory part of the questionnaire. Finally, respondents were included in the study based on their free will.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the discussions and analysis of the data gathered from the respondents through questionnaire and interview. The study tried to assess HRD practices relation to organizational performance in Dire Dawa Education Bureau. In this chapter the major findings of the study were analyzed and discussed in line with the stated specific objectives that lead to draw conclusions and recommendations.

4.1. Response Rate on Questionnaire

As Table 2 Shows, the questionnaires were distributed to the employees of DDEB. Among these employees 63 questionnaire were distributed to none teaching staff of DDEB, the remaining 47 questionnaire were distributed to teaching staff members in order to assess human resource development practices related to performance of the organization. Among none teaching staff 60 (95%) were kind enough to fill the questionnaires properly and return them on time. The rest 3 (5%) were failed to complete and return the questionnaires. Regarding to teaching staff members all 47 respondents were kind enough to fill and return the questionnaire properly.

Table 2: Total Number of questionnaires distributed, returned and unreturned

Employees	Questionnaires distributed	Questionnaires returned	Questionnaires Un returned	Response Rate
None Teaching Staff	63	60	3	95%
Teaching Staff	47	47	0	100%
Total	110	107	3	-

4.2 Descriptive analysis

This descriptive analysis is used to look at the data collected and to describe that information. It is used to describe the demographic factors for more clarification. It is mainly important to make some general observations about the data gathered for general or demographics questions. The demographics factors used in this research are sex, age, education qualification, work experience and marital status. For the scale typed questionnaires for all variables mean or average response of respondents was used. Here the variable under study was awareness of Human Resource

Development, Training and development, career development, performance appraisal and organization development.

4.2. 1. Demographic Characteristics of the Respondents

This part starts with the analysis of the demographic data gathered from the respondents using frequencies and percentages. Accordingly, the general respondent's characteristics including: sex, age, educational level, marital status and work experience are presented in Table 3below.

Table 3: Demographic Characteristics of the Respondents

Employees of DDEB			
Respondents' characteristics	Categories	Frequency	Percent
Sex	Male	68	63.6
	Female	39	36.4
	Total	107	100
Age	Below 25	-	-
	25-34	29	27.1
	35-44	57	53.3
	45-54	15	14.0
	55 and above	6	5.6
	Total	107	100
Work Experience	0-4	4	3.7
	5-9	18	16.8
	10-19	50	46.7
	20-30	22	20.6
	30year and more	13	12.1
	Total	107	100
Marital Status	Single	24	22.4
	Married	73	68.2
	Divorced	10	9.3
	Other	-	-
	Total	107	100
Educational Level	Certificate	-	-
	Diploma	4	3.7
	Degree	81	75.7
	Masters	22	20.6
	Above	-	-
	Total	107	100

From the above table about 63.6% employees were male and the remaining amount 36.4% staffs were females. This implies that the DDEB were dominated by male employees and female's participation was low relative to male.

The age of majority employees were between 35 and 44 years old that accounts 53.3%. Employees who were between 25 to 34 years were 27.1%, employees who were between 45-54 years were 14%, and employees above 55 were 5.6%. This signifies that DDEB have mature and well experienced staffs that have productive and potential prospects.

Considering the respondent level of education 75.7% of the respondents were Degree holders, 20.6% were master's degree holder and 3.7 % were diploma holders. This signifies that the majority of respondents were first degree holders in terms of their educational level and the bureau should plan for the development of its workers to master's level so as to increase of their job performance.

Work experience of the majority of the employees were between 10 and 19 years that accounts 46.7%. the remaining employees work experience were between 20 and 30, 5 and 9, above 30 and up to 4 years that accounts 20.6%, 16.8%, 12.1% and 3.7% respectively. From this we can conclude that most of the bureau staffs have good work experiences which can help them to do their job effectively and efficiently. In other words, DDEB bureau were in a good track in capturing well experienced staffs.

With regard to the marital status of the employees, 68.2% were married, 22.4% were single, and the remaining 9.3 % was divorced. In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

4.2.2. Descriptive Statistics for basic research questions

The objective of this study was to assess the practice of human resource development system and to identify the relationship between HRD practice and organizational performance in Dire Dawa Education Bureau. Hence the following basic research questions were raised.

1. What are the practices of Human Resource Development in DDEB?
2. What is the relationship between the factors of HRD (Training and development, Career development, Performance appraisal, Organizational development) with organizational performance?

In this section, employees' level of satisfaction regarding to the practice of HRD (Training and development, career development, performance appraisal) in DDEB and the relationship between HRD factors and organizational performance was reviewed. Because if employees are satisfied by the organization commitment in providing HRD practice, it enhance the organization performance by initiating them to exert their maximum effort to provide quality oriented service.

Responses were measured on five point Likert scale with 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; and 5 = Strongly Agree. To make easy interpretation, the following ranges of values are assigned to each scale: 1.50 or less = Strongly Disagree; 1.51- 2.50 = Disagree; 2.51- 3.49 = Neutral; 3.50 – 4.49 = Agree; and 4.50 and greater = Strongly Agree.

To analyze the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS version 20 software. While the results of the interview questions were integrated to the responses obtained through questionnaire.

4.2.2.1. Employees' Awareness towards HRD

Table 4: Respondents' Awareness of HRD Concepts

SD =Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

No	Variables	Mean	Std. Deviation
1.	I am aware of training and development from HRD point of view	3.70	.913
2.	I know career planning and development as crucial part of HRD	3.92	1.056
3.	I acquainted with organizational development from HRD standpoint	3.66	1.141
4.	I familiar with performance appraisal from HRD point of view	3.76	1.156
	Average mean and SD value	3.76	1.066

Note: N=107

As for respondents' level of understanding about HRD concepts majority of the respondents were able to identify the concepts of HRD on the contrary some of respondents reply negatively with the statement. What is more explaining the respondents' level of understanding; average mean value of 3.76 with average standard deviation of 1.066 this implies that employees of the organization show their agreement with the described statement concerning about awareness of HRD concepts. Based on this finding one can deduce that employees have good awareness of human resource development from its components perspective. Sheikh (2009) found that the employee's awareness of training and development, career development, organizational development and performance appraisal practices are conducive for both enhancement of the capacity of employees and achievement of organizational goals in public banks Pakistan supports this research finding.

The information gathered through interview with HR manager concerning about the understanding of human resource development concepts confirmed that as they have good awareness and understanding. This implies that they were clear with training and development, career development; organizational development and performance appraisal concepts from HRD point of view. Generally, based on the findings one can infer that the respondents were acquainted with and have better understanding of human resource development concepts that could enable them better functioning of their respective work responsibilities.

4.2.2.2. The Practice of Performance Appraisal

As table 5 below show that the respondents' level of understanding about performance appraisal variable majority of the respondents show their disagreement with the described statement concerning about performance appraisal. What is more explaining the respondents' level of understanding; average mean value of 2.24 with average standard deviation of 1.11 this implies that employees of the organization show their disagreement with the described statement concerning about performance appraisal of HRD concepts.

Table 5: Descriptive Statistical Review of Performance Appraisal Practice

No	Variables	Mean	Std. Deviation
1.	In my opinion, the performance evaluation system in DDEB Is serving its purpose.	2.21	1.141
2.	The performance criteria/instrument used to measure my performance is clearly defined.	2.17	1.086

3.	The performance evaluation in DDEB helped me to improve my job performance	2.15	1.071
4.	In our organization good performers get promoted first	2.31	1.128
5.	Employees are provided performance based feedback and counseling	2.40	1.164
6.	A positive performance appraisal leads to rewards	2.24	1.026
7.	Immediate action when employees lack capacity	2.22	1.184
	Average mean and SD value	2.24	1.11

Note: N=107

Based on the finding one can conclude that DDEB were not implement good performance appraisal system to improve the employee job performance, promotion in DDEB was not related with performance of the employee, no feedback and counselling in DDEB related with performance of the employee, no reward system that were linked with good performance of the employee, no immediate action whenever the employee lacks capacity to perform their tasks effectively.

This means the study areas were not in a good position to apply good performance appraisal in relation to HRD. Sorab (2006) found that performance appraisal in the public sector has a positive relationship with human resource development. Accordingly, performance appraisal is useful for self-development and individual counselling, remuneration, quality feedback, communication and motivation. However, from this perspective the respondents were unable to identify the purpose of performance appraisal system conducted by DDEB.

As the information gathered through interview DDEB attempts to assess the performance of the employee by expecting improvement of employees performance; however, the working environment is not conducive as the findings revealed from the respondents. The reasons for this were lack of training, lack of objective performance criteria and lack of commitment. Performance appraisal equally gives room for open dialogue but, transparency and continuous follow up is so weak and loose attachment between performance and reward. This was due to lack of participation, inconsistent implementation and lack of resources as per the interviewee's response.

4.2.2.3. Employees' Perception on the Practice of Training and Development

Table 6: Statistical review of training and development practice

No	Variables	Mean	Std. Deviation
1.	DDEB is successful in implementing training and development programs	2.24	.899
2.	Bureau assesses employee training needs through a formal performance appraisal mechanism.	2.34	1.266
3.	DDEB is committed to build the capacity of its employees	2.21	1.062
4.	Employees in this organization participate in determining the training they need.	2.17	1.041
5.	Employees returning from training are given adequate free time to reflect and plan improvements in the	2.24	1.212
6.	Training presented by this organization is in line with the professional field you are working in?	2.22	1.168
7.	Employees in each job will normally go through training programs every year.	2.09	1.129
8.	There are formal training programs to teach new employees the skills they need to perform their jobs	2.27	1.314
	Average mean and SD value	2.22	1.136

Note: N=107

As for respondents' level of understanding about training and development variable majority of the respondents show their disagreement with the described statement. What is more explaining the respondents' level of understanding; average mean value of 2.22 with average standard deviation of 1.136. This indicates that the majority of respondents were dissatisfied with the case described. Within the training context, needs assessment provides a picture of skills and knowledge of the people in an organization. Here, training needs assessment can determine level of optimal performance and standards for excellence, evidence of individuals' actual performance level, attitudes affecting performance and root causes of performance problems.

Based on the finding one can conclude that there was no good training and development Program in DDEB to upgrade employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

Moreover, as the information obtained from interviewees and open ended questionnaire shows that DDEB has limitation to build HRD through training. That means the training conducted by DDEB was not sufficient and satisfactory.

From this fact it is possible to infer that DDEB were not in a good track in practicing training and development. This finding is similar with that of Abebe's (2008), finding as he confirmed that training and development is very low in the public sector bureaus while he has conducted the study concerning human resource management decentralization because of lack of commitment, lack of managerial capacity, inappropriate selection criteria and insufficient budget at SNNP. Srimannarayana (2006) also found that consistent results that the organizations in public sector have not been doing better with respect to training due to ineffective training need assessment.

Kebede and Smbasivama (2013), in their study in public sectors found that consistent findings concerning the awareness of the organizations staff towards training and development as a critical HRD aspect. The implication is whenever the employees have good understanding about training and development they may update themselves to enhance organizational performance.

Gupta and Singh (2006) also pointed out that in their study on the basis of correlation analysis there is a positive correlation between HRD and evaluation of training and development efforts. From this perspective it is possible to put an implication that, if DDEB are ineffective in taking training evaluation they could not identify whether they have good performance or not and what to be taken if the problems occur in their overall tasks.

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

4.2.2.4 Career planning and development

Table 7: Statistical review of career development

No	Variables	Mean	Std. Deviation
1.	DDEB has good career Development program.	2.21	1.155
2.	The organization integrates HRD with its objectives.	2.20	1.177
3.	My organization encourages me to extend my abilities.	2.13	1.125
4.	DDEB Support of individual career development.	2.25	1.158
	Average mean and SD value	2.19	1.153

Note: N=107

As for respondents' level of understanding about career development variable majority of the respondents show their disagreement with the described variable. What is more explaining the respondents' level of understanding; average mean value of 2.19 with average standard deviation of 1.153. This implies that employees of the organization show their disagreement with the described statement concerning about career development concepts. From the above table one can clearly infer that the bureau were not in a position to practice career development for the growth of employees in accordance with education and training. Employees should trace their career in light of their individual needs and capabilities. From this perspective the implication is eventhough DDEB is aware about the objective of career development for the success of the organization, they were not good in implementation of its potentiality and capabilities to achieve the desired objectives. Human resource development can transform the organization into a human system by developing their commitment and integrating the individual employees with the organization.

Kilam and Neeraj (2012), in their depth assessment in public sector found that career planning and development as the most important component of overall HRD system which helps in individual-organizational goal integration. But in this study DDEB from this ground displays ineffective application of CD from HRD point of view.

According to the information gathered from interviewee question, HR manager and head of TPS replied that as do have career development in principle in order to create motivated workforce, to enhance the capacity of both present and future knowledge of employees, and to upgrade skills and

prevent obsolescence. However, DDEB has a problem in practicing HRD effectively to enhance the performance of organization.

4.2.2.5. Organizational Development

Table 8: Statistical Review of Organizational Development

No	Variables	Mean	Std. Deviation
1.	Good management with required profession.	2.06	.878
2.	Good culture of openness.	2.09	1.069
3.	Good credibility and fairness of top management.	2.23	1.051
4.	Encouraging problem solving culture.	2.15	1.044
5.	Employee of DDEB has good team spirit.	2.13	1.038
Average mean and SD value		2.13	1.016

Note: N=107

As for respondents' level of understanding about organizational development variable majority of the respondents show their disagreement with the described variable. What is more explaining the respondents' level of understanding; average mean value of 2.13 with average standard deviation of 1.016. This implies that employees of the organization show their disagreement with the described statement concerning about organizational development concepts.

From this fact one can infer that the DDEB were not in a position to attract and retain professional employee in management position, DDEB have limitations in critically experiencing good culture of openness to perform their task openly without any hesitation, DDEB were not practicing encouraging problem solving culture, DDEB has limitations in critically implementing problem solving culture, DDEB had no good team spirit. This implies that DDEB has limitations in implementing organizational development from HRD component to achieve the overall objectives of the organization.

As the information obtained from open ended question the major challenges in the practice of HRD; no fairness and transparency regarding promotion, training and development, absence of skilled manpower to give training, lack of budget, no equal access to training for employee. Based on the information obtained through interviews, organization were not good enough in identifying

problems like lack of transparency in employee promotion, lack of managerial skill to identify the employee problem and give the necessary solution, lack of openness and fairness in treating employees. This shows that the information obtained by the questionnaire was somewhat similar with that of the responses of interviewees.

4.2.2.6. Organizational Performance

Table 9: Statistical Review of Organizational Performance

No	Variables	Mean	Std. Deviation
1.	I am proud to be a member of this organization	2.44	1.109
2.	Ability to retain employees is a major strength of our organization	2.29	1.251
3.	The organization is committed to satisfy its employees need by implementing HRD practice	2.38	1.138
4.	Employees feel special commitment to the organization achievement	2.15	1.106
5.	Employees are ready to go an extra mile for the organization success	2.37	1.171
6.	There is no absenteeism in our organization	2.21	1.062
7.	Employees are not ready to leave the organization due to the availability of good promotion	2.25	1.166
8.	My organization is the best place to develop myself.	2.32	1.146
9.	In my organization employees are active in making suggestions about work improvement.	2.06	1.23
10.	Employee performance are achieved through HRD practice	2.37	1.209
Average mean and standard deviation value		2.28	1.148

Note: N=107

As for respondents' level of understanding about organizational performance variable majority of the respondents show their disagreement with the described variable. What is more explaining the respondents' level of understanding; average mean value of 2.28 with average standard deviation of 1.148. This implies that employees of the organization show their disagreement with the described statement concerning about organizational performance variable.

From this fact one can infer that employee of DDEB were not in a good position to feel proud about their organization, DDEB were not in a good position to retain employees, DDEB employees were not committed to the organization, DDEB employees were not ready to go an extra mile for the organization success, DDEB were not in a position to avoid absenteeism from the organization, DDEB employees were ready to leave the organization due to lack of good promotion, DDEB were not best place to develop employee skill ,DDEB were not in a position to participate the employees in making suggestions about work improvement, DDEB were not in a position to encourage and enhance employee performance.

This implies that DDEB has limitations in enhancing organizational performance by creating employees motivation, commitment and intention to stay in the organization in order to achieve the overall objectives of the organization.

Moreover, as the information obtained from interviewee question shows that DDEB has limitation to enhance organizational performance by implementing HRD practice in order to motivate employees towards the success of the organization.

4.3. Correlation analysis

In this section, correlation analysis conducted in the light of research questions. The relationship between HRD practice and organizational performance was investigated using two-tailed Pearson correlation analysis. This provided correlation coefficients which indicated the strength and direction of relationship. The p-value also indicated the probability of this relationship's significance. These findings are presented below.

On this study Pearson Correlation Coefficient were used to analyze the relationship between HRD practices (training and development, organizational development, career development and performance appraisal) and organizational performance. Many authors believe that this statistical method is very robust in assessing the strength of relationship between variables (Mugenda and Mugenda, 2003; Cooper and Schindler, 2006; Saunders *et al.*, 2009). Besides that ,Cohen and Swerdlik (2002) posit that the Pearson Product Moment Correlation Coefficient is a widely used statistical method for obtaining an index of the relationships between two variables when the relationships between the variables is linear and when the two variables correlated are continuous. Hinkle, et.al (1998) Cite from Herman proposed the rules of thumb that need to be used in interpreting the R-value obtained from inter correlation analysis in Table 10 as below.

Table 10 Interpreting the R-value for Inter Correlations

R-value	Relationship
Above 0.70	Very Strong Relationship
0.50 -0.69	Strong Relationship
0.30 -0.49	Moderate Relationship
0.10 -0.29	Low Relationship
0.01 -0.09	Very Low Relationship

Source; Hinkle (1998).

The correlation matrix between dependent variable and independent variables as exhibited in Table11 below.

- The relationship between factors of HRD practice (training and development, organizational development, career development and performance appraisal) and organizational performance

Table 11: Correlation between human resource development practice and organizational performance

		Correlations				
		PA	TD	CD	OD	OP
PA	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	107				
TD	Pearson Correlation	.849**	1			
	Sig. (2-tailed)	.000				
	N	107	107			
CD	Pearson Correlation	.837**	.860**	1		
	Sig. (2-tailed)	.000	.000			
	N	107	107	107		
OD	Pearson Correlation	.848**	.828**	.799**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	107	107	107	107	
OP	Pearson Correlation	.812**	.784**	.824**	.807**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	107	107	107	107	107

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

4.3.1. Correlation analysis between performance appraisal and organizational performance.

Pearson Correlation test was conducted to know whether there is significant correlation or not between performance appraisal and organizational performance. As it is clearly indicated on the above table, there is positive correlation between performance appraisal and organizational performance. The result of correlation analysis prove that performance appraisal and organizational performance are correlated with a strong relationship ($r(107) = 0.812$, $p < 0.01$). Findings of this study are similar to the findings of Katou, (2008); Shahzad, et al. (2008); and Tseng, et al. (2009)

Hussain-Ali and Opatha (2008) study in Sri Lanka found that a significant and positive relationship exists between performance appraisal and perceived degree of business performance. Lopez et al. (2005) research in Spain show that high performance human resource practices have a positive effect on organizational learning, which in turn has a positive influence on business performance.

Zaini et al (2009) found four HRD practices i.e. training and development, team work, HR planning and performance appraisal have positive and significant influence on business performance.

4.3.2. Correlation analysis between training and development with organizational performance

Pearson correlation test was conducted to know whether there is significant correlation or not between training and development with organizational performance. As it is clearly indicated on the above table, there is positive correlation between training and development with organizational performance. The result of correlation analysis prove that training and development with organizational performance are correlated with strong relationship ($r(107) = 0.784, p < 0.01$).

The results are consistent with the findings of Tharenou, Joe, & celia (2007), Batool and Bariha (2012), Thang & Drik (2008), Olaniyan & Lucas (2008), Bowra et al., (2011) that Training & development programs in organizations based on training need assessment, performance appraisal and practically applicable with skills imparting capability is indicating positive correlation with Organizational Performance

4.3.3. Correlation analysis between Career development and organizational performance.

Pearson correlation test was conducted to know whether there is significant correlation or not between career development and organizational performance. As it is clearly indicated on the above table, there is positive correlation between career development and organizational performance. The result of correlation analysis prove that career development and organizational performance are correlated with strong relationship ($r(107) = 0.824, p < 0.01$).

Cho, Johanson & Guchait (2009), believes that an organization that wants to strengthen its relationship with its employees must invest in the development of its employee's career. The results of present study are consistent with the finding of Katou and Budhwar, (2010). Tsai (2006) the study of Taiwan reported that effective use of employee empowerment practices is positively related to organizational performance.

4.3.4. Correlation analysis between organizational development and organizational performance.

Pearson correlation test was conducted to know whether there is significant correlation or not between organizational development and organizational performance. As it is clearly indicated on the above table, there is positive correlation between organizational development and organizational performance. The result of correlation analysis prove that organizational development and organizational performance are correlated with a strong relationship ($r(107) = 0.807, p < 0.01$).

4.3.5. Correlation analysis between human resource development and organizational performance.

As displayed in the above table, Pearson Correlation was computed so as to determine whether there are significant relationships between HRD practice and organizational performance. Thus, the result of the table illustrates there is positive relationship between HRD practice and organizational performance and strong correlation coefficients are existed between the independent and dependent variable. As the findings show that there is strong and positive relationship between TD and OP ($r(107) = 0.784, p < 0.01$), CD and OP ($r(107) = 0.824, p < 0.01$) PA and OP ($r(107) = 0.812, p < 0.01$), OD and OP ($r(107) = 0.807, p < 0.01$).

▪ Correlation Coefficient for all Variables

Correlation analysis aimed to establish the relationship among the independent variables (training and development, organizational development, career development and performance appraisal) and the dependent variable (organizational performance). Pearson correlation coefficient analysis for all variables was performed. From the above table, the highest correlation ($r(107) = 0.824, p < 0.01$), was between career development and organizational performance, followed by the association ($r(107) = 0.812, p < 0.01$) between performance appraisal and organizational performance, organizational development and organizational performance ($r(107) = 0.807, p < 0.01$); and training and development with organizational performance ($r(107) = 0.784, p < 0.01$).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Based on the results of the study obtained through the questionnaire distributed to the employees of DDEB and the interview conducted with human resource department head the following summary, conclusions and recommendations were made

5.1. Summary

The main objective of this research is to show the human resource development practices of DDEB; training and development, performance appraisal, career development and organizational development and In addition to this it is aimed to examine the relationship between HRD practice and organizational performance.

In conducting this study, the required data is obtained through structured and unstructured questionnaires and structured interview. The instruments (questionnaires) used in this study were modified by the researcher based on prior study in order to measure all variables of the study. To check the validity and reliability of the instruments validity and reliability test was also carried out. A total of 63 questionnaires were distributed to none teaching staffs of DDEB, among these 60 were returned, of which, 3 responses were uncompleted. From 47 teaching staff the researcher took all of them. Thus, 107 returned questionnaires were analyzed using statistical package for social science (SPSS version 20). In the analysis descriptive statistics and inferential which is Pearson correlation test was performed.

5.2. Conclusion

The findings show that majority of the respondents were able to identify the components of human resource development practice but come to the implementation part of HRD practice DDEB were not in a good position to implement it. Which means majority of the respondents express their disagreements with the described statements about HRD practice of the organization. The information gathered through interview with HR manager concerning about human resource development concepts it was confirmed that as a manager have good awareness and understanding. This implies that they were clear with training and development, career development; organizational development and performance appraisal concepts from HRD point of view.

The finding proved that the performance appraisal system of DDEB were not serving its purpose i.e., it is not effective. The reasons for this were lack of performance criteria, lack of capacity to improve the employee job performance, promotion in DDEB was not related with performance of

the employee, no feedback and counselling in DDEB related with performance of the employee, reward system were not linked with good performance of the employee, no immediate action whenever the employee lacks capacity to perform their tasks effectively.

The finding showed that DDEB were not successful in implementing Training and Development program, bureau were not good enough to assess the employees training needs based on their performance, less commitment to build the capacity of its employees, employees of the organization were not given adequate time to reflect and plan improvements in the organization, employees were not allowed to participate in determining the training they need, the training presented by the organization were not related to their professions, finally there was no formal training provided by the organization for new employees.

The findings of the study proved that DDEB were not good enough to implement career Development program, to integrates HRD program with its objectives, to encourages and support of individual career development, in creating motivated workforce, to enhance the capacity of both present and future knowledge and skills of employee, to prepare employees to take higher assignments and to upgrade skills and prevent obsolescence.

The findings of the study showed that DDEB were not good in organizational development practice in solving problems like openness, fairness in treating employees, to encourage team spirit and problem solving culture.

The information obtained through interview indicated that the practice of human resource development system in this organization is performing with lack of responsibilities. In most cases, the management bodies lack experiences of decision making and leading roles, DDEB has problems with regards to allocate sufficient funds for implementing HRD program. That means, the organization allocate insufficient funds at the beginning of the new fiscal year to carry out HRD programs.

Regarding organizational performance the interviewee replay, if the organization appropriately apply HRD program the employees can improve their capacity and it also enhance employee's commitment towards the organization.

Concerning about employee development, the interviewee believes that this organization is not a good place for growth and development, since the bureau has no clear strategies for all equitably growth and development, therefore in this bureau there is no clear and fair competition among

employees for promotion. This problem happens due to lack of managerial skill in applying effective HDR program for all employees.

The findings of the study proved that DDEB had training and development, performance appraisal, career development and organizational development in principle, in order to create motivated workforce, to enhance the capacity of both present and future knowledge and skills, to increase the ability and productivity of employees, to prepare employees to take higher assignments and to upgrade skills and prevent obsolescence. However, in practice explicit tasks were not done in relation to the issues described to promote HRD and to enhance organizational performance.

With regard to Pearson correlation analysis it can be clearly seen that the four HRD practice namely training and development, performance appraisal, career development, organizational development had positive and significant relationship with organizational performance in DDEB.

Since all four human resource practices (training and development, performance appraisal, career development and organizational development) were found to have a relationship with organizational performance. This implies that human resource development practices are able to influence the performance of DDEB. Hence, the more satisfied the employees are with the practices implemented, the higher they motivated, committed and decide to stay in the organization.

Generally, the study examined the correlation between HRD practice and organizational performance in DDEB. The results indicated a positive significant correlation between the independent and dependent variables. The more HRD practice applied the higher improvement in organizational performance. Highly trained employees were ready to go an extra mile for the success of the organization by exerting their maximum efforts. Lack of implementing HRD practice, on the hand, resulted in lack of commitment, motivation and it may increase intention to leave the organization.

5.3. Recommendations

Based on the findings of the study the following recommendations are forwarded:

First and foremost, HR of the bureau should get greatest emphasis since they are engines for other resources such as physical resources, information resources, and financial resources. Now days, we are living in a continuously changing and dynamic environment that directly or indirectly affects us. Particularly, public sectors are affected by the rapidly changing information technology. Thus, bureau need to update its employee's skills and knowledge through training and education to cope with technological advancement and competitive environment and to achieve its pre stated short and long term goals.

Beyond meeting the bureaus HR need, the HRD should also focus on individuals and satisfying their needs for career development. At the first place, HRD is not all about providing training rather than it should aimed at matching the organizational need for HR with the individual needs for career development. Secondly, HRD must necessarily focus on individuals since all the strength of teams and the bureaus must first embed into individual employee.

Bureau was not effective in doing personal analysis. Thus, an extensive personal need assessment should be exercised through analyzing the substantive knowledge and skills possessed by the employee in order to reduce wasting time, resource, and negative attitudes towards future programs.

Moreover, effective and efficient service delivery can be ensured in bureau if employees get the required training and development. Thus, conducting HRD using selection criteria, creating strong link between performance and reward, practice of non-monetary incentive such as recommendation letter is essential. Besides, making the performance assessment system more open and carrying out continuous follow up, strengthening the monitoring and evaluation role and providing the necessary technical and interpersonal support to make the HRD process more sustainable.

The issue of HRD requires further research. After conducting a research then, it would be possible to design both short and long term strategy. The relationship between sector bureaus at regional level and some others which are not part of governmental agencies should be studied to improve HRD. It is also important to link with ongoing and planned research activities of various sector bureaus to look in to HRD dimensions of the research areas.

Since HRD practice are positively and significantly correlated with organizational performance, and it also had positive and significance impact on organizational performance, DDEB is recommended to exert its maximum effort to make good implementation of HRD practice. The

organization can become dynamic and grow only when employees' capabilities are continuously acquired, sharpened and retained. Through comprehensive HRD practices the organization can achieve its goals and satisfy and retain employees. Therefore, DDEB is recommended to focus on building their employees capacity through creating effective HRD practice that encourage them to develop their ability, in return that will enhance the organization performance. HRD practice can help employees to recognize their problem and help them to deal with them.

Direction for Future Research

Future studies should be directed to expand the scope to cover other public sector in Dire Dawa city. It is also recommended that future research studies be conducted on a larger scale in order to allow for more generalization of the findings by using time serious or longitudinal research.

REFERENCES

- Abdullah, H. (2009). Major challenges to the Effective Management of Human Resource Training and development Activities. The Journal of International Social Research.
- Abeysekera Ruwan (2007). The Impact of Human Resource Management Practices on Marketing Executives Turnover of Leasing Companies in Sri Lanka Contemporary Management Research.
- Abhang, A. M; May-Chiun and Maw, K. (2009). Human Resource Practices and Organizational Performance.
- Adebabay .A and Perkins, S. J. (2010). Employee Capacity Building and Performance in Ethiopian Public Services.
- Akuoko, K. and Baffoe, J. (2012). Performance Appraisal and Human Resource Development. International Journal of Social Science & Interdisciplinary Research.
- Altarawmneh, I. and al-Kilani, M. H. (2010). Human Resource Management and Turnover Intentions in the Jordanian Hotel Sector, Research and Practice in Human Resource Management.
- Armstrong, Michael. (2006). A Handbook of Human Resource Management Practice (10th ed.) [Online] Available: http://en.wikipedia.org/wiki/Human_resource_management
- Awang, Z., Ahmad, J. H. and Zin, N. M. (2010). Modelling Job Satisfaction And Work Commitment Among Lecturers: A Case of UiTM Kelantan. Journal of Statistical Modeling and Analytics, 1(2), 45-59.
- Berman. E., Bowman, J., West, J., and Van Wart, M. (2012). Human Resource Management in Public Service: Paradoxes, Processes, and Problems (4th ed.). London: Sage Publications, Inc.
- Boswell, W. R., and Boudreau, J.W. (2002). Separating the developmental and evaluative Performance Appraisal Uses. Journal of Business & Psychology, 16(3), pp. 391-412.
- Bowra, Z. A., Sharif, B. and Niazi, M. K. (2011). Impact of human resource practices on employee perceived performance in banking sector of Pakistan. African Journal of Business Management.
- Byars and Rue (2004). Human Resource Management, McGraw-Hill/Irwin.

- Chand, M., and Katou, A. (2007). 'The impact of HRM practices on organizational performance in the Indian hotel industry', *Employee Relations*.
- Chang, C. P. and Chang, W. C. (2008). Internal marketing practices and employees' turnover intentions in tourism and leisure hotels. *The Journal of Human Resource and Adult Learning*, 4(2), 161-172.
- Deb, T. (2010). *Human Resource Development Theory and Practices*, Ane Books Pvt. Ltd, New-Delhi.
- Edgar and Geare, A. (2005). HRM Practices and Employees' Attitudes: different measures different results, *Personnel Review*.
- Fiorita, J. A., Bozeman, D. P., Young, A., Meurs, J. A. (2007). Organization Commitment, Human Resource Practices, and Organization Characteristic. *Journal Of Managerial Issue*.
- Fook, C et al. (2011). Analyzing Factors Associated with Students' Oral Test Performance. *The International Journal of Educational and Psychological Assessment*.
- Garavan, T.N. (2007). A Strategic Perspective on Human Resource Development. *Advances in Developing Human Resources*.
- Gebrekidan, A. (2011). Capacity Building workshop on "promoting professionalism in the public service: Strengthening the role of Human Resource Managers in the public sector for the effective implementation of the charter for public Service in Africa , Addis Ababa, Ethiopia.
- Gill, A., Flaschner, A., Shah, C., & Bhutani, I. (2010). The relations of transformational leadership and empowerment with employee job satisfaction: A study among Indian restaurant employees. *Business and Economics Journal*.
- Gomez-Meija, L.R., Balkin, D.B., and Cardy, R.L. (2007). *Managing Human Resources* (5th ed). London: Pearson international edition.
- Gupta K. Shashi and Joshi Rosy (2008). *Human Resource Management*, Pg (20.9 to 20.17)
- Hardik Shah and Hiral Shah (2008). Job Satisfaction and Fatigue Study. *scms-cochin Journal* [Online] Available: http://managementhelp.org/person_wll/job_satisfaction

- Harris, M.M, Werner J. M., and DeSimone R. L. (2006). Human Resource Development 4e
Published by Thomson South-western, Indian Edition Akash Press Delhi India
- Hooi Lai Wan (2007). Human Capital Development Policies: enhancing employees satisfaction,
journal of European industrial training, Vol. 31, pp. 297-322.
- Hussain, T., and Rehman, S. S., (2013): Do Human Resource Management Practices Inspire
Employee's Retention? Research Journal of Applied Sciences, Engineering and
Technology.
- Hussain-Ali, M.A.M. and H.H.D.N.P. Opatha, (2008). Performance appraisal and business
performance: An empirical study in Sri Lankan apparel industry.
- Iqbal, M.Z. (2007). Training Needs Assessment: Its impact on improvement of Human productivity
in Pharmaceutical Organizations of Pakistan.
- Jackson Jr., D and Sirianni, N (2009). 'Building the bottom line by developing the frontline: career
development for service employees', Business Horizons.
- Jawahar, I. (2006). Correlates of satisfaction with performance appraisal feedback. Journal of
Labor Research.
- John, K. (2008). Understanding HRM practices: Firm Performance Linkages: The role the Strength
of the HRM practices System. Academy of Management.
- John, P. W. (2005). Human Resource Development. 2nd Edition. Learning and Training for
Individuals and Organizations. New Delhi, India.
- Johnson, A. (2011). Organization Change in Higher Education: Transforming Institutions of
Learning into Learning Organizations.
- Katou Anastasia (2011). Test of a causal Human Resource Management-Performance Linkage
Model: Evidence from the Greek manufacturing sector. International Journal of
Business Science and Applied Management.
- Katou, A., and Budhwar, P. (2006). The Effect of Human Resource Management Systems on
Organizational Performance: Test of A Mediating Model, International Journal of
Human Resource Management.
- Katou, A.A., and Budhwar, P.S. (2010). Causal Relationship between HRM policies and
Organizational Performance: Evidence from the Greek Manufacturing Sector. European
Management Journal.

- Khan, A. A., Mahmood, B., Ayoub, M., and Hussain, S. (2011). An empirical study of retention issues in hotel industry: A case study of Serena hotel, Faisalabad, Pakistan. *European Journal of Economics, Finance and Administrative Sciences*.
- Khan, T. M., Khan, A.N. and Mahmood, K. (2012). An Organizational Concept of Human Resource Development , *Universal Journal of Management and Social Sciences*.
- Korsvold, T., Hansson, L., & Lauvsnes, A. (2010). Job satisfaction and extensive participation processes in organizational development.
- Kusluvan, S. (2003). Managing employee attitudes and behaviours in the tourism and hospitality industry, New York: Nova Publishers.
- Kuvaas, B. (2008). An exploration of how the employee-organization relationship affects the linkage between perception of developmental human resource practices and employee outcomes. *Journal of Management Studies*.
- Lall Madhurima (2007) The Impact Of Human Resource Management Practices on Organizational Performance.
- Lawshe, C. H. (1975). A Quantitative Approach to Content Validity. *Personnel Psychology*.
- Lee, Feng-Hui, and Lee, Fzai-Zang. (2007). The relationships between HRM practices, Leadership style, competitive strategy and business performance in Taiwanese steel industry.
- Lopez, S.P., J.M. Montes-Peon and C.J. Vazquez-Ordas, (2005). Human resource practices, organisational learning and business performance
- Masood, T. (2010), Impact of Human Resource Management (HRM) Practices on Organizational Performance: A mediating role of employee performance.
- Mathis, Robert L., Jackson, John H. and Valentine, S. (2014). *Human Resource Management (14th ed.)*. New York: Cengage.
- Michael, M. Harris (2008). *Handbook of Research in International Human Resource Management*, Lawrence Erlbaum Association, New York.
- Ministry of Finance and Economic Development. (2011). Growth and Transformation Plan 2010/11-2014/15): Annual Progress Report for F.Y. 2010/11, Addis Ababa, Ethiopia

- Ministry of Finance and Economic Development. (2012). Growth and Transformation Plan (2010/11-2014/15): Annual Progress Report for F.Y. 2010/11, Addis Ababa, Ethiopia
- Mondy, R. and Noe, R. (2005). Human resource management, 9th edn, Person Education International, New Jersey, USA.
- Mudor, H. and Tooksoon, P. (2011). Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover. *Journal of Economics and Behavioral Studies*.
- Mugenda, O. M. and Abel G. Mugenda, A. G. (2008). *Research Methods: Quantitative and Qualitative Approaches*: Nairobi, African Centre for Technology Studies
- Mugenda, O.M. and Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approach*. African Centre for Technology Studies. Nairobi-Kenya.
- Olaniyan, D. A. and Ojo, L. B. (2008). *Staff Training and Development: A Vital Tool for Organizational Effectiveness*. *European Journal of Scientific Research*.
- Ongori, H. (2009), *Managing behind the scenes: A review point on employee empowerment*. *African Journal of Business Management*.
- Paauwe, J. (2004). *HRM and Performance: Achieving Long-term Value*. Oxford: Oxford University Press.
- Prieto, I. and Revilla, E. (2004). An Empirical Investigation of Knowledge Management Styles and their Effects on Learning Capacity. *Management Research*, 2. pp. 135-148.
- Ruwan, A., (2007). *The Impact of Human Resource Practices on Marketing Executive Turnover of Leasing Companies in Sri Lanka*.
- Saks, A. M. and Rotman, J. L. (2006). *Antecedents and Consequences of Employee Engagement* *Journal of Managerial Psychology*.
- Sambasivam, Y. and Kebede, M. (2013). *Analysis of the Strategic Orientation of HRD Practices and Manager's Awareness towards the Concepts of HRD in Ethiopia*.
- Sang, C. (2005). *Relationship between HRM practices and the perception of organizational performance*.

- Saunders, M., Lewis, P. and Thornhill, A. (2009). *Research Methods for Business Students*. 5th Edition. Pitman Publication.
- Shipton, H., West, M., Dawson, J., Birdi, K. And Patterson, M. (2006). HRM as a predictor of Innovation. *Human Resource Management Journal*.
- Simachew, A. (2014). *Human Resource Development Practices and Challenges in Public Sector*.
- Singh, S. (2012). Key Components of Human Resource Development: *Research Journal of Social Science and Management*.
- Solkhe, A. and N. Chaudhary, (2011). HRD climate and job satisfaction: An empirical investigation.
- Srimannarayana, M. (2008). HRD Climate in India an assessment on the extent of HRD climate prevailing in Indian organizations.
- Suhaimi Sudin, (2011). Fairness of and satisfaction with performance appraisal process.
- Sundararajam, S., (2007). Employee's Attitude towards Training and Development in private sector industries.
- Swanson, R. A. (2001). *Assessing the Financial Benefits of Human Resource Development*. 3rd edition, Published by Thomson South-western, Indian Edition Akash Press Delhi India.
- Swanson, R. A., and Holton, E. F. (2009). *Foundations of Human Resource Development*, 2nd edition, Published by Berrett-Koehler Publishers
- Swart, J., Mann, C., Brown, S. and Price, A. (2005). *Human Resource Development: Strategy and Tactics*. Oxford. Elsevier Butterworth-Heinemann Publications.
- Tessema, M. and Soeters, J. (2005). Challenges and prospects of HRM in developing countries: testing the HRM-performance link in Eritrean civil service. *International Journal of Human Resource Management*.
- Thang, N. N. and Buyens D. (2008). Working paper training, organizational strategy, and firm performance. *Economics and International Business Research Conference*.
- Tharenou, P., Saks, A. M., Moore, C. (2007). A review and critique of research on training and organizational level outcomes, *Human Resource Management Review*.

- Tsai, C.J., (2006). High performance work systems and organizational performance empirical study of Taiwan's semi-conductor designing. *International Journal of Human Resource Management*.
- Tseng, C., and McLean, G. N. (2008). The relationship between organizational learning practices and the learning organization.
- Upton, M., Egan, T. M., and Lynham, S. A. (2003). Career development: Definitions, Theories and Dependent Variables. *Proceedings of the Academy of Human Resource Development*, pp. 728-735.
- Van Dijk, M. S. (2004). Career Development within HRD: Foundation or Fad. *University of Minnesota*, pp. 771 -778.
- Werner J. M. and DeSimone R. L. (2006) *Human Resource Development* 4 edition Published by Thomson South-western, Indian Edition Akash Press Delhi India.
- Werner J. M. and DeSimone R. L. (2011). *Human Resource Development* 6th edition. Published by Thomson South-western, Indian Edition Akash Press Delhi India.
- Wilson, J. (2005). *Human resource development: learning and training for individuals and organizations*.
- Zaini, A. Nilufar, A. Syed, S.A. (2009). The Effect of Human Resource Management Practices on Business Performance among Private Companies in Malaysia, *International Journal of Business and Management*.

APPENDICES

APPENDIX A

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM

QUESTIONNAIRE TO BE FILLED BY EMPLOYEES of DDEB

This questionnaire is designed on the thesis title of **The Relation Between of the Human Resource Development Practices and organizational performance in Dire Dawa Education Bureau** for the partial fulfilment of Masters of Business Administration. Therefore, your cooperation in fulfilling the questions is vital for the successful accomplishment of this study. Your response will be kept confidential and it is only for academic purpose.

General Instructions

- No need of writing your name
- In all cases where answer options are available please tick (✓) in the box provided
- For scale typed questions please circle your preferred level of agreement

Thank you in advance for your honest cooperation!!

Part I: Demographic Information

1. Sex: Male ☐ Female ☐

2. Which of the following age categories describes you?

Under 25 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ and above ☐

3. Educational Qualification:

Certificate ☐ Diploma ☐ Degree ☐ MA/SC ☐ Above ☐

4. Work experience (in years):

0-4 ☐ 5-9 ☐ 10-19 ☐ 20-30 ☐ 30 years or more ☐

Part II: Questions related to HRD practices

Please state your level of opinion for each given statement using the following scales: 1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

I	Awareness towards the concepts of HRD	Agreement scales				
1	I am aware of training and development from HRD point of view	1	2	3	4	5
2	I know career planning and development as crucial part of HRD	1	2	3	4	5
3	I acquainted with organizational development from HRD standpoint	1	2	3	4	5
4	I familiar with performance appraisal from HRD point of view	1	2	3	4	5

II	Employee perception about Performance Appraisal	Agreement scales				
1	In my opinion, the performance evaluation system in DDEB Is serving its purpose.	1	2	3	4	5
2	The performance criteria/instrument used to measure my performance is clearly defined.	1	2	3	4	5
3	The performance evaluation in DDEB helped me to improve my job performance	1	2	3	4	5
4	In our organization good performers get promoted first	1	2	3	4	5
5	Employees are provided performance based feedback and counseling	1	2	3	4	5
6	A positive performance appraisal leads to rewards	1	2	3	4	5
7	Immediate action when employees lack capacity					

III	Employee perception about Training and Development	Agreement scales				
1	DDEB is successful in implementing training and development programs	1	2	3	4	5
2	Bureau assesses employee training needs through a formal performance appraisal mechanism.	1	2	3	4	5
3	DDEB is committed to build the capacity of its employees	1	2	3	4	5
4	Employees in this organization participate in determining the training they need.	1	2	3	4	5
5	Employees returning from training are given adequate free time to reflect and plan improvements in the organization.	1	2	3	4	5
6	Training presented by this organization is in line with the professional field you are working in?	1	2	3	4	5
7	Employees in each job will normally go through training programs every year.	1	2	3	4	5
8	There are formal training programs to teach new employees the skills they need to perform their jobs	1	2	3	4	5

IV	Employee perception about Career development	Agreement scales				
1	DDEB has done good work to implement career Development program	1	2	3	4	5
2	The organization integrates HRD with its objectives	1	2	3	4	5
3	My organization encourages me to extend my abilities	1	2	3	4	5
4	DDEB Support of individual career development	1	2	3	4	5

V	Employee perception about Organizational development	Agreement scales				
1	Good management with required profession	1	2	3	4	5
2	Good culture of openness	1	2	3	4	5
3	Good credibility and fairness of top management	1	2	3	4	5
4	The org has encouraging problem solving culture	1	2	3	4	5
5	Employee of DDEB has good team spirit	1	2	3	4	5

VII	Employee perception about Organizational performance	Agreement scales				
1	I am proud to be a member of this organization	1	2	3	4	5
2	Ability to retain employees is a major strength of our organization.	1	2	3	4	5
3	The organization is committed to satisfy its employees need by implementing HRD practice.	1	2	3	4	5
4	Employees feel special commitment to the organization achievement.	1	2	3	4	5
5	Employees are ready to go an extra mile for the organization success.	1	2	3	4	5
6	Employees of the organization are always in their work place because they are satisfied.	1	2	3	4	5
7	Employees are not ready to leave the organization due to the availability of good promotion.	1	2	3	4	5
8	My organization is the best place to develop myself.	1	2	3	4	5
9	In my organization employees are active in making suggestions about work improvement.	1	2	3	4	5
10	Employee performances are achieved through HRD practice.					

Additional Questions

1. What are the major challenges or problems in the practice of i.e. the training and development, organizational development, career development, performance appraisal and organizational effectiveness of the DDEB?

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

3. In your opinion, do you think that employees are being benefited from human resource development practices of the organization?

Yes ☐

No ☐

4. What is your reason for question No. 3 above?

5. In your opinion, what are the real problems that you observe regarding human resource development practices of the organization?

6. Would you please suggest if there is anything to be changed with regard to the current human resource development practices of the organization?

Appendix B
Questions for Interview

1. What is your understanding about practice of HRD in terms of training and development, career development, organizational development and performance appraisal and its practice in DDEB?
2. How all employees are benefited from HRD programs?
3. How HRD practice of the organization enhance the organization performance
4. Do you think the organization is a good place for growth and development of all employees?
5. Do you think that the organization allots sufficient funds to carry out HRD programs effectively?
6. To what extent do managers at all levels in the organization have appropriate skills in general managerial principles, communications, and team building?

