



**THE PRACTICES AND CHALLENGES OF HUMAN RESOURCE  
TRAINING AND DEVELOPMENT: THE CASE OF GURAGE ZONE  
TVET INSTITUTES IN SOUTH NATION NATIONALITIES AND  
PEOPLE REGIONAL STATE**

BY

**AJMEL MOHAMMED**

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATIONAL SCIENCE &  
TECHNOLOGY TEACHERS EDUCATION OF ADAMA SCIENCE AND TECHNOLOGY  
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER  
OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP

**JUNE, 2016**

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## Letter of Approval

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF EDUCATIONAL SCIENCE AND TECHNOLOGY TEACHERS EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The thesis on the title “**The Practices and Challenges of Human Resource Training and Development: The Case of Gurage Zone TVET Institutes**” is approved as the original work of Ajmel Mohammed Helil.

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## **Declaration**

The researcher hereby declares that the thesis in the title, “**The Practices and Challenges of Human Resource Training and Development: The Case of Gurage Zone TVET Institutes In South Nation Nationalities And People Regional State**”, is his original work and that all sources that have been referred to and quoted have been duly indicated and acknowledged with complete references.

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This thesis has been submitted for examination with my approval as the university advisor.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

- AU - African Union
- COC - Center of Occupational Competency
- EPRDF - Ethiopian People's Republic Democratic Front
- ESDP - Educational Sector Development Plan
- ETP - Education and Training Policy
- FCSA - Federal Civil Service Agency
- HR - Human Resources
- HRD - Human Resource Development
- HRM - Human Resource Management
- MOE - Ministry of Education
- SNNPR - South Nation Nationality Peoples Regional State
- TGE - Transitional Government of Ethiopia
- TVET - Technical Vocational Education and Training

## **Abstract**

*The study was assessed the practices and challenges of human resource training and development in TVET institutes of Guraghe zone in South Nation Nationalities and People Regional State. Basic questions of the study are: To what extent do the TVET institutes communicate its human resource training and development policy and strategic planning to employees, How does the TVET institutes conduct human resource training and development need, evaluation and impact assessment, &What are the major challenges the TVET institutes face in the implementation of human resource training and development. The basic objective is to investigate the major practices and challenges human resource training and development and to recommend possible solutions. In order to address the objective of the study descriptive survey type of research used; and both quantitative and qualitative research approach. The study used both primary and secondary source of data. The primary sources of data Collected using a survey questionnaire, and interviews and the secondary sources of data are different documents analysis. The sample size consists of 103 trainers and 49 administrative staff, 4 deans and 4 human resource development core process coordinators of the college. Simple random, purposive and availability sampling techniques were used. The data was analyzed via descriptive statistics frequency and percentage and presented in the form of graph and tables. The major finding reveals that the TVET institutes has its own human resource training and development policy, but not communicated to employees; it didn't conduct human resource training and development needs assessment; selection of trainees was conducted by a human resource department in a fair manner; employed both on-the-job and off-the-job training methods; it didn't undertake post training evaluation; it has no sufficient training facilities and qualified instructors; didn't give practical training relevant to the actual job and training contents are not designed based on needs of trainees. On the base of the finding the TVET institutes not working to up to the expected to provide practical training to its employees that enable to cope up with changing situation and this affects the achievement of the goals and objectives of the organization. Hence, to overcome these challenges the college should communicate the policy to employees, conduct periodic training needs assessment, should furnish the necessary training facilities, conduct post training evaluation, improve the capacity of employees in all the training and development process.*

# **Chapter One**

## **Introduction**

This introductory chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study, operational definitions of key terms and organization of the study.

### **1.1. Background of the Study**

In any organization, whether it is public or private, product or service provider, big or small, there are at least four major resources; without these any organization cannot achieve its objectives. These resources are human, material, financial and information resources. Out of the four human resources the most important asset of an organization is human capital. This resource really makes a difference through controlling and managing other resources. In order to accomplish political, social, economic or any other short or long term objectives and goals, the human resources of any organization should be competent, skilled and motivated; who has understanding the day to day responsibilities of an organization. Therefore, the development of people and the creation of organizational conditions for full utilization of their developed talents should be given the highest priority and concern of the management in the organization. (i.e. Nothing can be done without the participation of human resource). The utilization of this resource effectively and efficiently the necessary training and development practice should be fulfilled to make the organization continue in a profitable existence in the ever-changing dynamic and competitive world.

The success or failure of an organization is highly dependent upon the quality of skilled manpower. In most cases, there is a gap between employee knowledge and skill with the job demands of the organization. The gap must be filled through training programs. Hence, personal training and retraining is one of the major ways that the organization attempts to maintain the competence levels of their human resources and increase their adaptability to the changing organizational improvement (Scaplo and Leduina, 1988).

To acquire manpower that is qualified, skilled and competent there is a package of interrelated activities that should be accomplished by any organization. The process begins with human resource planning and proceeds with the recruitment, selection, hiring, orientation, performance

appraisal, human resource training and development and compensations. Then the process repeats itself in a cyclical manner (Brain tower, 1998).

However, in this study emphases would be given to the training and development programs which are the backbone of the organization. Training and development is by definition "the heart of continues effort to designed to improve employee competency and organization performance." (Monday and et al 1999:254). Training is a learning process whereby people acquire the necessary skills and knowledge to enhance the achievement of organizational goals. Since learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job.

Development, unlike of training, it focuses on preparing managerial employees enable to discharge managerial service to keep pace with the organization as the company changes and grows. Training and development is related to creating, maintaining, and restoring and upgrading the human resource efficiency and effectiveness; and it is the determining factors for achieving and sustaining organizational objectives. It is the turning point where the gap between performance and predetermined standard is reached, policy reviewed, standards readjusted or corrective action taken. In general, human resource training and development refers to the organizations' intention to provide opportunities for the development of its employees irrespective of their position on the organization (Tyson, 1995).

By realizing the aforementioned facts, in Ethiopia the importance of training and development of civil servants was clearly indicated in the regulation ratified in 1962 to establish the Central Personnel Agency (CPA) - a government body in collaboration with other ministers and agencies was responsible to provide training. The regulation stated the benefits of training and development of civil servants aimed at providing efficient and effective public services to the society. Nevertheless, the effort made improve the capacity of the civil servants faced various challenges. Among these, shortages of budget, weak coordination, absence of clear training and development policy, guidelines and failure to conduct training and development needs assessment were some of the expected problems.

In addition, these days, in Ethiopia, the TVET sector gets higher attention by the government for its contribution to alleviate poverty and contribute to social and economic development, through building the capacity of middle level human power for different sector of the economy. Being concerned this issue, the country set a TVET strategy in August 2006 to create a competent, motivated, adaptable and innovative workforce in the country through facilitating demand driven high quality TVET, relevant to all sectors at all levels and to all people (MoE, 2008).

However, since the formulation the current education and training policy of the government of Ethiopia has committed itself to overhauling and reforming the basic framework conditions of the TVET system. This measure recognized the fact that, while the country was in dire need of crafts persons and technician; but the training programs lacked relevance to the workplace reality. So in order to address this gap, the government bodies have been given due emphasis in the expansion public TVETs'; and the human resource training and development programs to the employees of the TVET institutes in order to produce skilled, competent TVET trainers so as to meet the demand of middle level technical workers to the country. Nonetheless, due to various challenges the TVET program didn't address actual competence needs of the country. Among other things, the programs are theory driven owing to lack of skilled teachers and lack of systematic integration the training with the world of work. To this end, the main intention of the study is to assess the major practices and challenges of human resource training and development in Guraghe zones TVET institutes.

## **1.2. Statement of the Problem**

Training and development is one the main functions of human resource management. It is a strategic investment undertaken to tackle and cope up with the dynamics of the environment, both in pro-actively and retroactively; because the fate of the organization is laid in the hands of its human resource. So, any organization should give more attention to the human resource management; since it significantly affects the organizational performance. Many organizations face the problem of having qualified staff, the problem of providing appropriate training and development programs for their employees, of course a number of organizations believe that training and development is very important for the enhancement of organizational performance. Having this, they invest their financial, material and time resources in training and developments of their employees to maximize the potential of the employees in achieving their mission.

Now day, human resource training and development programs are regarded as the most important functions of human resource management. Unless employees are given appropriate and continuous training and development they will fail to cope up with the changes takes place in the organization. Training and development upgrades and updates the knowledge, skill of employees and bring behavioral change of employees toward improving performance.

To be successful and competitive enough, organizations should have skilled and committed employees. Trained workers contribute more for the companies' success or the desired productivity level of the work. Starting from the conception of scientific management by F.W Tyler organizations should have given training to their employees to reach their desired goals and objectives effectively. Also training and development can boost the productivity of the organization and reduce its inefficiencies to make it in this competitive dynamic and global world (Yaschilal, 2006).

As a result, it is imperative for organizations to formulate human resource training and development policies and plans in line with the overall strategy for enhancing and improving the productivity and performance of their employees; and thereby ensure their success and survival. In-line with worth mentioning here the suggestion forwarded by Kreintner (2009), that the mere process of recruiting, selecting, orienting and then placing employees in the jobs alone do not guarantee success of the organization rather it needs a continuous training and development programs in order to cope up with the ever-changing world.

When we come to see the reality in Ethiopia, human resource training and development programs has been given to the employees of the TVET institutes. The government given due attention as a means of developing and strengthening the capacity of the work force so as to effectively and efficiently realize the policies and strategies of the government. Accordingly, the government in all reforms made up the currently implementing growth and transformation plan has placed capacity building as an integral element of its overall strategic direction; as a result public organizations in general and TVET institutes in particular are engaged in training their staff at all levels.

The most critical thing for the achievement of the desired results; and to enhance the productivity of employees training should be in an effective and efficient manner. According to Faramand, A.

(2004), human resource training and development programs must be based on well-established training and development policies, adequate budget, comprehensive need assessment, setting appropriate training and development objectives based on the results of need assessment, selecting appropriate trainers, selection of sound method and media, close supervision and follow up both in during and after implementation and finally evaluating the results.

Moreover, according to the new TVET strategy MoE (2008), stated that, TVET institutes are established to create a competent, motivated, adaptable and innovative workforce in Ethiopia; who is contributing to poverty reduction, social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and for all people. In line with this, the TVET institutes of Guraghe zone among the other TVET institutes in the country was established to create skill workforce who are capable of responding the demand of labor market to alleviate the prevalence of poverty. Hence, the TVET institutes have been providing demand driven short and long term training and development programs.

However, some improvements observed, the TVET institutes have been facing a lot of challenges that can affect its training and development programs. Among these, ineffective linkage between the TVET institutes and local industries, more technical and vocational graduates have not been able to enter into employment in their respective fields of training, i.e. There is a poor transition from school to work due to shortage of well qualified trainers; who are capable enough to equip trainers with practical skill; that enable them to create a job, low awareness of the society towards the TVET institutes, employees turnover, and customer dissatisfaction on training. Therefore, the study intends to investigate the major practices and challenges of training and development activities of the TVET institutes; and based on the findings forward the possible suggestions and recommendations; which help to take corrective action that enable to provide effective and efficient training and development programs; and thereby to achieve the organization's mission.

And hence, the study attempted to answers to the following basic research questions.

1. What are the practices of human resource training and development programs implementation in TVET institutes of Guraghe zone?

2. What are the challenges of human resource training and development programs implementation in TVET institutes of Guraghe zone?
3. What are the main resource /facility/ constraints of the TVET institutes of Guraghe zone face in the implementation of human resource training and development programs?
4. How do the TVET institutes of Guraghe zone conduct human resource training and development programs need, evaluation and impact assessments?
5. What are the financial capacities of the TVET institutes of Guraghe zone to provide training and development programs to their employees?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of the study was to assess the practices and challenge of human resource training and development programs implementation in the TVET institutes of Guraghe zone; and to forward possible suggestions and recommendations that help the institutes to improve the capacity of its employees.

#### **1.3.2. Specific Objectives**

Specifically, the study had the following objectives:-

- To identify the practices of the TVET institutes of Guraghe zone in providing human resource training and development programs.
- To identify the challenges of the TVET institutes of Guraghe zone in providing human resource training and development programs.
- To describe the procedures followed by the TVET institutes of Guraghe zone in conducting the human resource training and development programs need of its employees.
- To describe the mechanism used by the TVET institutes of Guraghe zone to evaluate the implementation human resource training and development program carried out in the organization.
- To investigate the financial capacity of the TVET institutes to provide training and development programs; and
- Finally, to assess the main resource constraints in the implementation of human resource training and development program of the TVET institutes of Guraghe zone.

#### **1.4. Significance of the Study**

It is expected to identify the people or institutions that may benefit from the research results (Best & Kahn, 2003). Due to this reason, the study explained the reasons why the study is conducted and the values of the research findings. Accordingly, this study is thought to be significant in the following arenas. Firstly, the result of the study may help the organization understand the significance of training and development programs are improving the performance of the individual employees in particular and the productivity of the organization as in general. In addition, it may help the organization to identify and take appropriate measures on the challenges that affect the process of training and development programs. It may also serve as a base for prospective researchers who are interested in studying on the same issue or related issues in detail. It also helps employees of the organization to understand the role of training and development programs for increasing their skills, knowledge and motivation towards their respective job. On the top of this, it gives the researcher the opportunity to gain deep knowledge in contemporary practice of human resource training and development programs.

#### **1.5. Delimitations of the study**

Even though, the South Nation Nationalities and People regional state has 14 different zones; but the study focused in Guraghe Zone, because, firstly, it has relatively high number of TVET institutes related to other zones in region. Secondly, the researcher had proved that no related research has been conducted before regarding this area. Thirdly, it is an appropriate to manage the study in one particular area (i.e. in TVET institutes). Finally, the researcher has a nine years work experience in TVET institution and recently worked in human resource development core process coordinator. Besides, human resource management has wide elements and functions; but the study focused on the practices and challenges of human resource training and development programs of Guraghe zone TVET institutes; because it would be manageable for researcher in term of time, finance and capacity. In considering the time and resource capacity of the researcher, the study was bounded to four TVET institutes of the zone namely Wolkite, Butajera, Areqte and Agena; these institutes are selected based on the similarity of goals and objectives of the institutes. The methodology used deep analysis of all the cases in order to reach at a concrete conclusions and recommendations. Finally, the theme of the study was also delimited all academic, administrative and management staffs who provide services in the organizations.

## 1.6. Limitations of the Study

This study was limited to a number of factors that affect its accomplishment; the major limitations are: the shortage of reference materials and access of adequate and up-to-date information because lack of adequate time that can provide readings on issues similar to this research. Also, some respondents were unwilling to complete the questionnaires. But in order to keep the effects of these factors most effort was exerted to collect relevant contents from the internet and libraries; and initial orientation was given and close supervision were conducted by the researcher and convenience the respondents. Finally, the most serious limitation was shortage of empirical data from those TVET institutes, but the researcher tried to analyze the on hand data collected from the sample respondents.

## 1.7. Operational Definitions of Key Terms and Phrases

- ✚ **Competence:** does a broad concept comprise the possession and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labor market.
- ✚ **Development** - is a training program designed to improve the knowledge, skill and attitude of managers so as to have the required managerial capacity to manage their organization.
- ✚ **Human Resource Development (HRD):** the broader range of activities to develop personnel inside of organizations, including, e.g., career development, training, organization development, etc.
- ✚ **Human Resource Management (HRM):** is a management function that helps an organization select, recruit, train and develops the human resources.
- ✚ **Technical and Vocational Education and Training (TVET):** is educational process involving in addition to general education, the study of technology and related science and the acquisition of practical skills and knowledge relating to occupation in various sectors of economic and social life.
- ✚ **Training:** is the process of developing existing personnel to their full potential for attaining established performance standards.

## **1.8. Organization of the Study**

The study was organized into five chapters. Chapter one provided a brief background to the study, discusses the research problem, scope and significance of the study. Chapter two reviewed the details related to literature of the study and overview of the footwear sector in Ethiopia. Chapter three presented methodology adopted in the study. The fourth chapter focused on the results and discussions of the study; and finally in chapter five presented summary, conclusion and recommendations based on the results of the study.

## **Chapter Two**

### **Review of the Related Literature**

The main purpose of this chapter reviewed literature on Technical and vocational Education, and human resource training and development. This has been organized under six major themes, namely; the concept of TVET, the historical development of TVET, the purpose and objectives of TVET, human resource training and development, approaches to employee training and human resource development, and the challenges of Training and Development programs of TVET.

#### **2.1 The Concept of TVET**

The current vocational education system called TVET system defined as combination of theory, practice, elements of education such as specific calculation of knowledge about certain materials, working methods and so on combined with practical training through instruction in the work shop of a training institution or practical work in an enterprise. While the T(technical ), in TVET appeals to be different and higher level (above higher education ).The V(vocational ) is linked with specific practical occupations which include training and upgrading in all occupation fields of agriculture, industry, crafts and the service sector (ECBP, 2006). And also TVET is concerned with the acquisition of knowledge and skills for the world of work. In the past various terms have been used to describe elements of the field that are now conceived as comprising TVET. The second international congress on Technical & Vocational Education held in Seoul in 1999 decided that the most comprehensive term to use is technical & Vocational Education & training (TVET) (MoE, 2008).

Furthermore, according to UNESCO (2005), the definition of TVET: “..... refers to all forms & levels of education process involving in addition to general knowledge the study of technology & related sciences & the acquisition of practical skills, know how, attitudes & understanding relating to occupations in the various sectors of economic & social life”. And also “..... in educational institutions or through Co-operative programs organized jointly by educational institutions, on the one hand and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other. This is any education, training & learning activity leading to the acquisition of Knowledge, understanding & skills which are relevant for employment or self employment. TVET serves here as an overarching term to describe all kinds of formal, non-formal and informal training & learning provided by or in all different institutions,

providers & learning locations. To comprehend the concept deeper it is necessary to conceptualize terms constituted in the concept of TVET.

## **2.2 The Historical Development of Technical and Vocational Education**

The history of vocational education is as old as the history of human being. It started where people learned essential skills through a trial and error method and advanced when they started to acquire education in its informal way. Generally, it started when man began to live together and started to produce for his basic needs (food, clothing, and shelter). Historically, work was the true site of vocational training. In this regard, the primitive society used the digging sticks, stones, bones, and fire to clear the vegetation and hunting and gathering their food. During this period the process of learning was a simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971).

In addition, Maris (1994), Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories. In the mid-19th century, mass production was developed and individual craftsmen became obsolete and the production of goods shifted from the small shops into huge factories. In the twentieth century, technical schools were expanded and post-school training was arranged to have a strong link with industries. This period was the period when there was a great pressure to expand TVET to satisfy the needs of the labor market; and industrialized countries understood that the qualified manpower had move decisive importance than any other production factors. Nowadays, the dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries; in order to produce well- trained and qualified manpower in the shortest possible period of time to cope with the changing situation and to compete in the world market (Wanna in Aleka, 2008).

## **2.3 The Historical Development of Technical and Vocational Education in Ethiopia**

The introduction of TVET in Ethiopian educational system dated back to more than 60 years. However, the development of the sub-sector in the past was slow and not up to the desired level and

quality owing to failure to give proper place and emphasis was no policy support. After the expulsion of the Italians, the Ethiopian government paid some attention to the establishment of vocational and technical schools in Ethiopia as a part of its education system (Wanna in Aleka, 2008).

During the (1940's-1960's) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join the tertiary level of education lacked skilled to be employed among secondary school graduates. From 1962 the government converted the existing high school into compressive high schools. During the (1960's-1980's) was mainly characterized by the attempts made to vocational high school education. The mission was of reducing unemployment among young high school completer. However, because of lack of materials and human resource, shortage of qualified teachers and limited budget, the quality of graduate was not as expected and the problem of unemployment among high school completers did not improve much. It was during the third era (1980's-1994) that the government decided to strengthen a number of selected compressive as well as other vocational technical schools in order to give effective skill training (Simon, 2002).

The new education and training policy give special attention to TVET by providing broad and multi-level foundations. The new organization of technical and vocational training based itself on analyses of the training needs of the country's economic and social development (MOE, 2003). Hence, due attention is given to the organization and management of the sub sector, curriculum and educational materials development, teacher training, the expansion and building the capacity of institutions, provide quality assurance and accreditation provision and supply of education facilities, technology, vehicles and materials as well as involving the private sector.

Generally, the Ethiopian TVET system is more described in NTQF, (2010): The TVET system is to be waged and self-employment-oriented, demand-driven and outcome-based; and thus appropriate to address the development needs of the Ethiopian economy. It reflects an important paradigm change during recent years that puts quality and relevance of TVET as its first priority, an outcome-based. The TVET system creates ways for the fair recognition of the wide range of formal, non-formal and informal training and learning exists in Ethiopia, hence opening access to qualifications

for previously neglected target groups. This will increase their chances of an occupational career and create options for further education and training.

## **2.4 The Purpose of Technical and Vocational Education and Training (TVET)**

The primary purpose of any TVET system is to develop sufficient people with the right skills to meet labor market demands; and to produce competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of the countries' population. According to King and Palmer, (2010) that, TVET system helps to promote and support development a country, facilitate transition from school to work for millions of school leavers, and foster equality of opportunity and social cohesion. It has also a key role to play in addressing current problems such as the fight against poverty, the food crisis, and deterioration of the environment.

Furthermore, TVET is to deliberate interventions to bring about learning which would make people more productive in designated areas of economic activity. However, TVET will also have other purposes which are not unique to TVET, and which also apply to other forms of education: to prepare people for independent economic activity; to empower people to play a full part as citizens in a democratic society which means this purpose is to do with access, choice, and equity of opportunity; and to enable every person to develop their natural talents and capabilities to the fullest extent (Mansfield and Mitchell, 1996).

Developing countries, including Ethiopia also need to improve productivity through their economies in order to be competitive in the era of rapid economic and technological change. Improved productivity requires not only capital investment, but also a skilled labor force. Besides the level of the country's skilled workers and technician competency is a key determinant factor in labor force productivity. TVET has undeniably been successful in terms of worker productivity (Middleton in Haimanot, 2011).

In addition to this, the primary objective of all TVET programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. Skill acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. TVET is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy. TVET can

contribute not only to the expansion of job opportunities but also to the reduction of poverty through income generation for vulnerable individuals and families.

And also, the other primary objective of the TVET program in Ethiopia are to provide various skill training for the present and future labor force in order to adapt to the requirements of the labor market. Apparently, the 1994 education and training policy outlined the following major objectives of the middle level TVET program: to create middle level technical work force in various occupations, to provide adequate skills and knowledge that builds problem solving capacity, enable trainees to utilize resources wisely and economically for the benefit of individuals and the society, enable to take business risks by establishing their own business relevant to their skill trade (MOE, 2008).

Nowadays, the major objective of TVET system is not simply to bring about economic development, but also to enhance the overall social development. Then, TVET helps to fight against poverty and integrate young and productive people into the world of work.

## **2.5 Human Resource Training and Development**

Traditionally, some writers suggested that human resource development is a component of human resource management; which supports the function HRM in employees' training and development and the notion of training and development fitting in or integrated with HRM as in the 'HRM's wheel'. According to Guest, (1987) shown that all the four components of HRD, namely; training and development, performance appraisals and management, career planning and development as well as change management components was advocated as positioned under the 'umbrella' or function of HRM along with other components such as recruitment and selection, compensation and benefits, employee and industrial relations as well as safety & health. So in this section we will try to see the general notion of training and development programs.

Human resource development (HRD) is defined by Desimone et al (2002), as a set of systematic and planned activities designed by an organization to provide its members with opportunities to learn necessary skills to meet current and future job demands. And Ivancevich (2007) also explained that employee training and development as the process that attempt to provide employees with information, skills, and understanding of the organization and its goals. In addition to this, He

had also defined training as a process of whereby employees acquire capabilities to perform jobs; and it provides them with specific, identifiable knowledge and skills for use in their present jobs.

The training program is a systematic process of altering employees' behavior in a direction that will enable them to achieve organizational goals; and it is mostly related to present job skills and abilities. And it has to describe a broader range of activities related more to the needs of the individuals and their future careers. It is also concerned with improving managers' performance in their present roles and preparing them for greater responsibilities in the future. According to, Munford and Gold, (2004) explained as an attempt to improve managerial effectiveness through a learning process.

In other explanation, Armstrong, (2006), stated that, human resource development is more general than training, and refers to learning opportunities designed to help employees grow and provides them with less detailed; but broader learning may be used in a variety of settings and for future jobs. It is a macro, which results in comprehension of the process, and via this understanding, the results in better job performance. In addition, according to McNamara, (2009) employee training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve their current jobs; whereas development is broad, ongoing multi-faceted set of activities which includes training activities as one of its components so as to bring someone or an organization up to another threshold of performance; and often to perform some job or new role in the future. In other words, the main objective of employee training is to enable employees to perform better on the jobs they are currently doing; whereas, employee development on the other hand, is a career oriented rather than job oriented and aims at preparing employees for higher career responsibilities in the future.

Pattanayak, (2009) viewed employee training generally as planned effort by an organization to facilitate employee learning for the job related competencies; these competencies include knowledge, skill, or behaviors that are critical for successful job performance. Employee training typically involves providing employees knowledge and skills needed to do a particular job or task, though attitude changes may also be attempted. He also added that development activities, in contrast, besides increasing the capacities of employees for performing their current jobs, have a long term focus on preparing for future responsibilities.

### **2.5.1. The Role of Training and Development**

In order to be productive and harvest the competitive advantage, organizations need to be understood the role of human resource training and development programs; and decide to offer continuously. According to Ahuja and Shukla (2005), training and development program is not "one step process" but it is continuous or never ending process. It increases the knowledge and skill of new employees in performing their jobs; and it serves as a refresher course for old or experienced employees. So, employees try to train themselves through trial and error or by observing others if no formal training programs considering the role of training and development in terms of their job security and opportunity of advancement provided.

Moreover, Berman et al (2006) forwarded six roles of training and development programs in the organization after asking questions; "why do organizations provide training and development programs?" According to them, training and development programs contributes to assessing new employees to get up to date on the unique procedures; equipment's and standards of the organization; helping the existing staff to adapt new tasks as a result of promotion, restructuring or other reassignments; confirming that employees are abreast new law, procedures, or knowledge pertinent to the organization, the environment or their job; ensuring that personnel in the jobs critical to the organizational performance using as a tool to ensure that desirable employees and managers stay in the organization and committed to the organization; and lastly, ensuring everyone has the knowledge, skills and abilities that are consistent with what is needed by the organization to move forward.

### **2.5.2. Human Resource Training and Development Process**

Employee training and development interventions can be used to address a wide range of issues and problems in an organization. It can be used to orient and socialize new employees in the organization, provides skills and knowledge and help individuals and groups become more effective in their jobs as well as preparing them for future responsibilities. Training can bring tangible benefits to both the employees and the organizations. In order to ensure these goals effectively, care must be taken when designing and delivering training and development programs. Desimone et al., (2002) suggested that designing effective training programs involves a process which includes a four major step sequence: need assessment, deigning the program based on the results of needs

assessment, proper implementation, and monitoring and evaluation. So, these processes are shown below.

### **A. Training Need Assessment**

According to scholars return on investments in training and development programs of an organization will be minimal or nil if training and development programs are not based effective needs identification. Employee and development plans should be based upon job skills requirements and strategic initiatives of the organization and the contents should be customized to the specific needs of the organization. The need for employee training and development programs can be due to existing current deficiency, such as poor employee performance, or new challenges which demands a change in the manner in which the organization operates. Identifying training and development programs need involve three main processes: task analysis, organizational analysis, and individual analysis; this means that the organization should know as to why and what inputs required and to whom the training should be given.

Furthermore, Scarpello and Ledvinka (1988) suggested the three category needs analysis approach as the dominant framework for identifying training needs. Since training and development programs are a need oriented effort, determining the level, type, and duration of the training & development programs are a prime importance at this stage of the process. If human resource development need analysis is incorrect at this stage; the later development activity will be incomplete, the organization could end up with in wasting time, resource and also de-motivating staff and the employee will develop a negative attitude towards future programs. In today's highly competitive business environment, undertaking programs simply because others are doing is taking for trouble. A systematic approach to addressing bona fide needs must be undertaken (Ahuja K.K, 1998).

### **B. Organizational Training Needs**

Organizational training needs assessment examines the entire process; identifying job related knowledge and skills needed to support the short and long range goals of the organizations. The firms' strategic goals and plans should be studied along with the result of human resource planning. Here, there are three requirements which need to be considered; are there adequate number of workers to accomplish organizational objectives?, identifying whether these people are equipped with the necessary skills and knowledge as well as whether their general level of performance is up

the standard or not; and assessing whether the prevailing organizational climate is conducive for the fulfillment of tasks and objectives.

Chatterjee (1995) further noted that this can be done via; observing employees, asking supervisors about employees, investigating employees' problems, conducting performance assessment and attitude survey, and assessing the rules, procedures and system. This is to ensure that training will improve performance of the organization as a whole and ensure organizational objectives met. So, the deviation between achieved results and targeted goals is the training gaps.

### **C. Task Analysis**

This approach refers to the determination of skill and knowledge that the job requires. In collecting job information as input into training decisions; however, the job analysis must include (Scarpello and Ledvinka, 1988). A detailed examination of each task component of the job, the performance standard of the job, the method and knowledge of the employee must use in performing the job task; and the way employee learns the method and acquires the needed knowledge. Whilst organization, analysis provides clues as to the type of training that individuals and groups must be given today or in the future. The job analysis on the other hand, involves a careful study of jobs within an organization in a further effort to define the specific content of training.

Observations (day to day), promotions, transfers, appraisals accidents and quality control records remains the main sources by which organization's identify training needs of individuals. Whilst new products/equipments, new standards, new policies and operations trends are used to identify group training needs. Training needs can be assessed by analyzing three major human resource areas; these are the organization as a whole, the job characteristics and the needs of the individuals (Yaw son, F, 2009).

In addition to this, the analysis will provide answers for the following questions: Where is training needed? What specifically must be employee learn in order to be more productive? Who needs to be trained? This can be carried out by assessing the current status of the organization: how it does? What it does best and the abilities of your employees to do the tasks? This analysis will provide some benchmarks aligned with the effectiveness of training program can be evaluated. So, your organization should know where it wants to be in five years from its long- range strategic plan. And what you need is training program to take your organization from here to there (Yaw son, 2009).

## **D. Personal Analysis**

The Personal analysis is concerned with determining the skills and knowledge possessed by the employees in general so as to identify what skills are available for current job; and which are needed later and what skills are needed for the future development. That means, identifying the needs of employees skills gap to be filled through training (Cartwright, 2003).

## **2.6 Designing the Program Based on the Resulted of Need Assessment**

This part clearly involves defining and identifying the objectives and scope of the programs, selection of proper methods as well as media to be used for imparting training.

### **2.6.1 Developing Training Objectives**

Clear and concise objectives must be formulated for human resource training and development programs; without them, it would not be possible to designing meaningful training and development programs. Worthwhile evaluation of the program effectiveness would also be difficult at best. And also, the objectives of employee training and development program should relate directly to the needs determined by the assessment processes. It also requires setting course objectives which clearly state what behavior or skill will be changed as a result of training and should relate to the mission and strategic plan of an organization. In addition, the goal should include milestones to help take the employee from where they are today to where the organization wants them in the future (Brown and Harvey, 2000).

Moreover, setting goals help to evaluate the training program and also to motivate employees. Training objectives are statements that specify the desired knowledge and skill that employees will possess at the end of training. It provides the standards for measuring what has been accomplished and determining the level of accomplishment. For training objectives to be useful, they should be stated as specifically as possible (Brown and Harvey, 2000). The development of training objectives should be a collaborative process incorporating input from management, supervisors, workers and trainers to ensure the objectives are reasonable and realistic.

### **2.6.2 Developing Instructional Methods and Media**

According to Pines, J. (2009) that, once the training needs are identified and the objectives determined; the next step is determining the methods and media used for delivering training. This should be based on the content of the program, the trainers' level of education, level of knowledge

and attitude, and relationships with one another. He also added that the methods media selected should provide the desired learning successfully and hence it can maximize imparting of the knowledge and skills. In attempt of developing instructional methods and media the following factor are occurred: cost effectiveness of the methods and media selected, desired program content, learning principles and participants preferences and capabilities needs to consider. A number of training methods and media can be used to impart training so as to develop managerial capabilities as well as to train non managerial employees.

## **2.7 Human Resource Training and Development Approaches**

Employees can deliver training and development programs with different approaches. According to, Pattanayak (2009) suggested that approaches for providing training can be divided into two: On-the-job training and Off-the-job training. Those methods are used in a given circumstance will be determined based on the circumstance itself; and who, what and why of the training program.

### **2.7.1 On-the-job Training**

On-the-job training is basically learning by doing. The most common types of training at all levels of an organization because it is flexible and relevant to what employees do (Mathis and Jackson, 2006). In this method, training is provided to employees while they are performing their regular works and employees do not lose time while they are learning. It involves coaching, job instruction, training, apprenticeship training, and internship and assistance ship and job rotation.

#### **A. Apprenticeship**

It is a one way of the training method; which combines on-the-job training and experience with classroom instruction in particular subjects. Its main advantage is the trainers receive wages while they are learning; and they acquire all available skills will help them to secure organizational jobs.

#### **B. Coaching**

It involves giving guidance, advice, criticism and suggestion in order to attempt to tie with the growth of the employees. The technique of engaging managers for coaching other managers has its own advantages; that goes with learning by doing, particularly the opportunities for higher interaction and rapid feedback on performance. It has two strong advantages: its tendencies to perpetuate the current managerial styles and practice in the organization and its heavy reliance on the trainers to become a good performer.

### **C. Internship and Assistance ship**

They are usually implemented with the combination of classroom and On-the-job training; and often used to train prospective managers and marketing personnel (Pattanayak, 2009).

### **D. Job Instruction training**

Many jobs consist of logical sequence of steps; and they are best taught step-by-step. The employees training begin with a list of all necessary steps in the job; each of them has their own proper sequences. Alongside each step also list a responding key point; these steps show what to be done, and the key points show how to it is to done. For instance, it provides training trainees about how to operate a large motorized paper cutter.

### **E. Job Rotation**

This method involves moving trainers among different job within the organization. And it is usually used for management level training and self managed work team programs. It also allows employees to learn several job skills and a wider range of operations in the organization. As a result, it provides organization flexibility by having a poll of experienced candidates from whom to choose when vacancies occur (Bowen and Harvey, 2000).

## **2.7.2 Off -the Job Training**

This type of training is delivered outside the work premise. It includes classroom activities like lectures, special studies, films, television, conference or discussions, case studies, role playing simulation and laboratory training. The most popular techniques of off-the-job training and development programs are: Lecture courses and simulation exercises.

### **A. Lecture (Classroom Training)**

It is a method in which the material to be taught is presented by subject matter expert to a group of participants. It can be used for both management development and for non managerial employees. The main advantage of this method is large number of participants can be trained by one instructor; and also If the instructor does not allow chances for participants to share their own experiences, they can be checked by a number of media such as slide, overhead projector, video-tape, closed circuit television, motion pictures, etc. However, its effectiveness at large will depend on the instructor; unless he/she uses a combined method, it will be limited to one -way communication.

## **B. Simulation exercise.**

It is a method in which the trainees are provided with an artificial representation of an organization, group, or personal situations on which the participants will react as the situations are real. It may include such methods as a case study, role playing, in-basket exercise, and management development.

## **2.8 Implementing Human Resource Training and Development Program**

The implementation of human resource training and development program should aim at enabling organizations to achieve their objectives. This is an action phase, which starts after identifying in advance clear-cut objectives for the programs. And trainers, where and when the program is to be conducted and the materials required and the media are identified and made ready.

## **2.9 Evaluation of Training and Development Programs**

Evaluation is the final phases of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the job for which they have been trained. As Ahuja, (1998) noted that, the concept of evaluation is most commonly interpreted in determining the effectiveness of the program in relation to its objectives. Human resource training and development programs should be evaluated by using predetermined criteria. Employees should be evaluated by comparing their newly acquired skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. And he was also added, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives.

Human resource development is an investment in people. As it was stated by Yaw son, (2009), the major reason why management invests in training and development program is that to help the employee to perform better in the achievement of organizational objectives, thus, the evaluation is a means to assess the cost/ benefit of the program to the organization. In addition to this, Kirkpatrick (2006), cited in Ferris and Buckley (1995) advanced four levels of training evaluation criteria:

- The first criteria deal with assessing the trainees' reactions to know as to how they perceive the relevance and quality of the training (i.e. investigating whether the trainees liked the training as well as the relevance of the materials to their jobs) which in turn helps to improve training program.

- The second criterion is learning which refers to assessing the extent to which principles, facts and techniques are understood by the participants (i.e. the progress made in terms of knowledge, skills and attitudes).
- The third criterion to be used in evaluating training programs is changing in individual performance (or change in job behavior) as a result of training.
- Finally, the fourth criterion of evaluation of a training program should be conducted to identify the advancement made at the organizational level like increase in productivity, fewer employee complaint, decreased costs and waste, and profitability.

Furthermore; according to Mullins, L. (2005) evaluation of training programs can be done: to increase effectiveness of the program while it is going on; to increase the effectiveness of the program to be held next time; to help participants to get feedback for their improvements; and efficiency and to find out to what extent the objectives are achieved.

## **2.10 Human Resource Training and Development Practices for TVET Staffs**

According to, MoE, (2008) the TVET strategy emphasizes on the supply of the required human resource so as to make the training delivery outcome-based. It underlines that highly competent, qualified, motivated, flexible and creative TVET instructors are the backbone of the TVET system. This is told to have attempted to supply the system with instructors capable of adjusting to changing technological environments and creating conducive learning environments for different target groups, formal, non-formal and other short-term training and development programs. To this end, the TVET sector is in the process of equipping the TVET institutions with capable instructors that capable of preparing employable graduates that can successfully pass occupational assessments. Accordingly, continuous training, education and further training of instructors with short and long-term programs that can update and upgrade their qualification level has been provided for instructors in the TVET system at all levels. To this effect, new TVET instructor training faculties or departments have been established in different universities such as Adama, Bahir and Addis Ababa University. Recently a new TVET teacher training institute is founded by the Federal TVET Agency in Addis Ababa took over the tasks that had been carried out by the above universities; it gives due especial attention for TVET trainers capacity development programs.

Corresponding to the above idea, TVET strategy also envisages that previous qualification structure of TVET leaders and teachers will be revised and a new qualification will be introduced. Accordingly, these days TVET trainers' qualification framework is already in place. Trainers are clustered into three categories of qualification levels (Level C, Level B and Level A) each of which has their own hierarchies or subdivisions. C-level trainers are subdivided into junior trainer, assistant trainer, trainer, and senior trainer; B-level trainers are subdivided into junior instructor, assistant instructor, instructor, senior instructor, lead instructor; and A-level trainers are subdivided into instructor, senior instructor, lead instructor, chief instructor all in ascending levels. Grossly speaking, A-level trainer gives training for trainees from levels 1 to 5; B-level trainer gives training to levels 1 to 4; and C-level trainer gives training to levels 1 and 2. The trainers' career ranks also serve for career advancement of TVET trainers when promotion takes place from one category to the next higher trainers' qualification category and/or for promotion to the next higher career ranks within a given qualification category. The career development depends on various criteria among which 50% is given for professional competence that is approved by occupational assessment. Appointment for the leadership of a TVET institution requires passing through this procedure because the implementation of the outcome-based TVET system necessitates the standardization of leaders and trainer's qualification levels (MoE, 2008).

In addition, the new qualification system is based on the professional standards that combined both the professional and methodological (pedagogical or didactical) competences of trainers. To this effect, the training process is backed by the modularization of curricula and frequent industry internships to strengthening the practical competences of instructors and to create conducive situation for flexibility at entry and exit respectively. Both the professional and methodological competence of instructors is not yet adequately achieved though it was six years that the new TVET strategy has been designed and implemented. Teacher assessment results mentioned earlier and the anxiety of MoE on ESDP-IV (MoE, 2010) that disclosed lack of capacity and competence among TVET trainers are evidences for such an argument. Apart from updating and upgrading instructors' competence and qualification the strategy describes that sufficient resources and efforts will be invested into awareness creation and HRD activities among TVET managers and supportive personnel. By now, regional and federal performance reports show that all forms of training have been provided for all the actors described above both locally and abroad. But we need to analyze how much the activities are effective and outcome based.

Generally, emphasis will be placed upon developing systematic further education and training schemes to continuously upgrade the competences of existing TVET trainers' and to facilitate life-long learning and qualification. Further training will address the entire range of necessary competences, including practical skills, occupational theory and technology, as well as pedagogical, didactical and methodological competences. Further short and long term training will generally be accessible to TVET trainers and supportive staffs. In order to improve the quality of TVET trainers and supportive staff initial and further training, capacity building programs for teaching and instructing staff at the TVET trainers and supportive staff training faculties and departments will be initiated immediately (MoE, 2008).

### **2.11. The Challenges of Human Resource Training and Development in TVET**

Quality and relevance of training programs; quantity and quality of TVET trainers; management of the TVET system and TVET institutions; and the need for rapid expansion of the TVET system are the existing challenges of TVET. In addition, a major challenge is to continue to flourish in a global economy in which individuals are expected to have well-developed technical skills, that allow high levels of flexibility and adaptability and an ability to work across a range of jobs (AU, 2007).

TVET programs in developing countries, like Ethiopia face lots of challenges. In Africa the quality of training is low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. Appropriate workshop equipment, adequate supply of training materials, and practice of learners are the requirements for high quality skills training (AU, 2007).

On the top of this, another major problem in all developing countries is the relevance of content of TVET. Updating and revising of curricula mostly takes place after a major crisis in the labor market or problems of graduates' unemployment. There are no systematic evaluation, graduate tracer systems, and effective two-way linkages between industry and TVET (Abdule, 2009).

In Ethiopia the major challenges facing the TVET program have been well documented in the TVET strategy. As stipulated in the TVET Strategy (MoE, 2008), with some little modifications,

the major ones are the following: Low quality and theory-driven due to resource constraints and lack of skilled TVET teachers, lack of cooperation of the employers as they were not consulted during the planning process, most urban public TVET programs are under-funded while rural public TVET programs suffered from poor facilities and shortages of training materials, the lack of adequate and appropriate quantitative and qualitative information on labor market needs and other areas has created a gap in the generation of information that could have been used for improving practice and policy and lack of adequate place of work and running costs are the major challenges (Haimanot, 2011).

## **Summary**

When we conclude that, human resource training and development play a tremendous role in capacitating the employees in particular and TVET institutes in general. This contribution of the trainers and MSEs could be enhanced by providing outcome based and sustainable training and the necessary resources and technology.

Developing countries like Ethiopia, where the major source of income and means of employment is dependent on agriculture, whereas the current generation transferring these in to industrialization; these needs to fertilize high number of competent human power'. Now a day's the TVET institutes training is not providing by more competent and well educated academic staffs. Thus, since the current human resource training and development programs provided to the academic staffs of the most TVET institutions in the country have some gaps.

Generally, the previous history of Technical and vocational education and training practices of Ethiopia was full of challenges. One of the major challenges was the shortage of competent and well trained academic staffs. The current government somehow tried to fill the gaps of those academic staffs. But, still the training is not provided in accordance with the need of the economy, and the goals and objectives of the TVET strategies.

## **Chapter Three**

### **Research Design and Methodology**

#### **3.1 Research Method**

Since the main objective of the study was to assess the practices and challenges of human resource training and development programs implementation in the TVET institutes, the type of research method applied was descriptive survey; this method was selected because according to Gay, (2006) the method is helpful to show situations as currently exist.

The collected information concerning the issue described the existing variables or conditions with respect to the situation. It also allowed the data collected using the selected tools and documentary analysis. The intended data collection tools described and interpreted what is and also it is concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, the effects that are evident, or trends that are developing. So, it was enabled the researcher to get adequate information about the current situation of human resource training and development activities of the TVET institutes.

In addition, the study was used mixed approaches; because according to Creswell, (2009) each of the paradigms, which is qualitative and quantitative approaches have their own limitations; thus, this approach is assumed that more economical; as well as, it enables to describe the prevailing situations both quantitatively and qualitatively; which eventually help to draw valid general conclusion.

#### **3.2 Sources of Data**

The necessary data of the study were collected from both primary and secondary sources. Primary data were collected from the selected sample TVET institutes trainers, Administrative staffs, institutes deans and human resource development core process coordinators. To supplement to the primary data, secondary data were collected from the TVET institutes plans, reports, Ministry of education TVET policy and other relevant related documents.

#### **3.3 Sample Size and Sampling Techniques**

After identifying the population the researcher employed both probability (simple random sampling) and non-probability (purposive and availability sampling) techniques to collect relevant

data from the classified population of the study. Thus, the researcher decided to use simple random sampling techniques for the trainers and administrative staffs; and Dean of the institutes and human resource development core process coordinator was purposefully selected based on their positions and high attachment with the human resource management activities of the institutes. And also, purposive sampling method is a form of non-probability sampling in which an experienced individual selects based on his or her judgments about some appropriate characteristics required and availability of the selected participants.

Regarding sample size, optimum sample size fulfilled the requirements of efficiency, representativeness, reliability and flexibility while considering the constraints of time and costs. According to Creswell, (2009), there is no fixed rule in determining sample size to be taken from a given population. He also suggested that the sample size varies inversely with the total size of the population, (i.e. a larger proportion is required for a small population whereas smaller proportion may do so far for bigger population.) For instance, for a population of five thousand, a sample of 10% may be appropriate, but for a population of five hundred, a proportion of 30% may be required.

Determining the sample size it is important to determine the size of the population, the study population from which actual sample to be taken. Based on this the total population of the study were 304 trainers and 142 administrative staffs. From these 103 trainers (33.9%) of them are included via simple random sampling techniques since this sampling technique; and 17(100%) of the administrative staffs were taken based on purposive sampling techniques since they are manageable in size. Moreover, they were thought to have rich experience and direct links with the implementation HR training and development programs in the institutions. On the other hand, 4 deans and 4 human resource development core process coordinator were included by using the availability sampling technique; the researcher intentionally selected the participants based on the current availability on the stand; as well as they have adequate information on the topic under research topic.

**Table1. Summary of population and sample size of the respondents**

Sample TVET institutes	Total Population				Selected Samples			
	Trainers	Admin. staff	Deans	HRD Core Process Coord.	Trainers	Admin. staff	Deans	HRD Core Process Coord.
Wolkite	151	61	01	01	45	21	01	01
Butajira	74	37	01	01	25	12	01	01
Agena	41	22	01	01	17	08	01	01
Areqit	38	22	01	01	16	08	01	01
Total	304	142	04	04	103	49	04	04
Data Collection Instrument					Questionnaire	Questionnaire	Interview	Interview
Data Sampling Methods					Simple Random Sampling	Purposive Sampling	Availability Sampling	

### 3.4 Response Rate

In order to assess the practices and challenges of training and development activities carried out by the TVET institutes 152 questionnaires were distributed to 103 trainers and 49 administrative staffs; and interviews were conducted with 4 Dean and 4 human resource development core process coordinator. According to this 92(89.3%) of trainers and 44(89.7%) of the administrative staffs questionnaires were filled and returned back to the researcher. Hence, the response rate of the questionnaire was 89.5%. Whereas, 3(75%) of Deans and 4(100%) of human resource development core process coordinator was gave their response by interview; so, the response rate of the interview was 87.5%

### 3.5. Instruments of Data Collection and Procedures

In order to get first hand data from the subjects of the study, different instruments were prepared and implemented based on the review literature. Thus, these were questionnaire, interview, and document analysis.

The Questionnaire was useful for collecting appropriate data from many respondents at a time; and it was the fastest data collecting tool and gives freedom to the respondents to express their opinion without fear and anxiety than other data collection tools. And it was constructed with close ended and open ended items; which were prepared in English. Whereas, the structured and semi-structured interviews was prepared and gathered additional information from dean and human resource development core process coordinator of the selected TVET institutes. And it was used to seek in-depth information about the issue under study and important to gather qualitative data. The final data collection instrument was observation. It was important to check the availability of equipment, machines and training facilities in the TVET institutes; and to collect sufficient and reliable data relevant to the study. In addition, secondary sources of data such as official policy and strategy documents, guidelines and other available documents were referred that helped to strengthen the study.

### **3.6. Validity and Reliability Check**

Validity and Reliability Check was conducted prior to the utilization of the prepared instruments for final data gathering activities especially for questionnaire. In order to check the face and content validity of the questionnaire submitted and commented by advisors and senior colleagues; based on the given comments different lengthy items were shortened and many unclear items were made clear. In addition, for reliability check; the test was tried out at St. Antonio's TVET College. Thus, 8 and 2 questionnaires were distributed to trainers and administrative staffs respectively by using purposive sampling method. Finally it was checked using Cronbach's Alpha model for the items in the Likert scale. As Clark and Watson (1995) note, the issue of internal consistency reliability assessment is complicated by the fact that "there are no longer any clear standards regarding what level. . . is considered acceptable" for Cronbach's alpha (p. 315); past criteria have ranged from .80 or .90 alpha coefficients, down to .60 or .70 alphas. Thus, the average reliability coefficient result of the prepared questionnaire was found 0.705; which indicated that the instrument was reliable.

### **3.7. Procedures of Data Collection**

The researcher was used a series of data gathering procedures. Accordingly, first of all, the questionnaires and interview was prepared and then evaluated and commented by the study advisors and other language experts and different senior colleagues before actually used. After having this, the researcher was collected official letter from Adama Science and Technology

University; and then communicated with authorized bodies of the selected TVET institutes. After reached an agreement, the researcher was gone to each group of respondents and introduced the objectives and purpose of the study. And the Questionnaire administered to sample trainers and administrative staffs under close supervision by the researcher. Finally, while the questionnaire data were gathering, the interview was undertaken with deans and human resource development core process coordinator of the selected TVET institutes.

### **3.8. Method of Data Analysis**

The researcher was used both quantitative and qualitative data analysis methods. Qualitative analysis method of research investigated aspects that were not amenable to quantitative measurement and focus on the meanings and interpretation of social phenomena and social processes in the particular contexts in which they occur. Whereas, quantitative analysis method of involved aspects of collection of data in the numerical form. In quantitative data analysis, statistical tools such as percentages, frequency and Microsoft Excel were used to analyze the data. Based on the final findings also, summary, conclusions and recommendations drawn to enable users to recommend some basic solutions to the major practices and challenges of training and development programs prevailing at the TVET institutes of Guraghe zone. And also the researcher used tables, bar graphs, frequency, percentages and descriptive phrases (words) widely.

### **3.9. Ethical Considerations**

Since the aim of the study was for the improvement of the issue under the study, the researcher was accomplished all process at the participants voluntarily consent without harming and threatening their personal and institutional wellbeing. Thus, all communication with institutions and participants were undertaken with open and honest way in considering the research ethical codes issues like anonymity (not to use of any names and address in the final report) and confidentiality (not disclose directly any information to the third party).

## Chapter Four

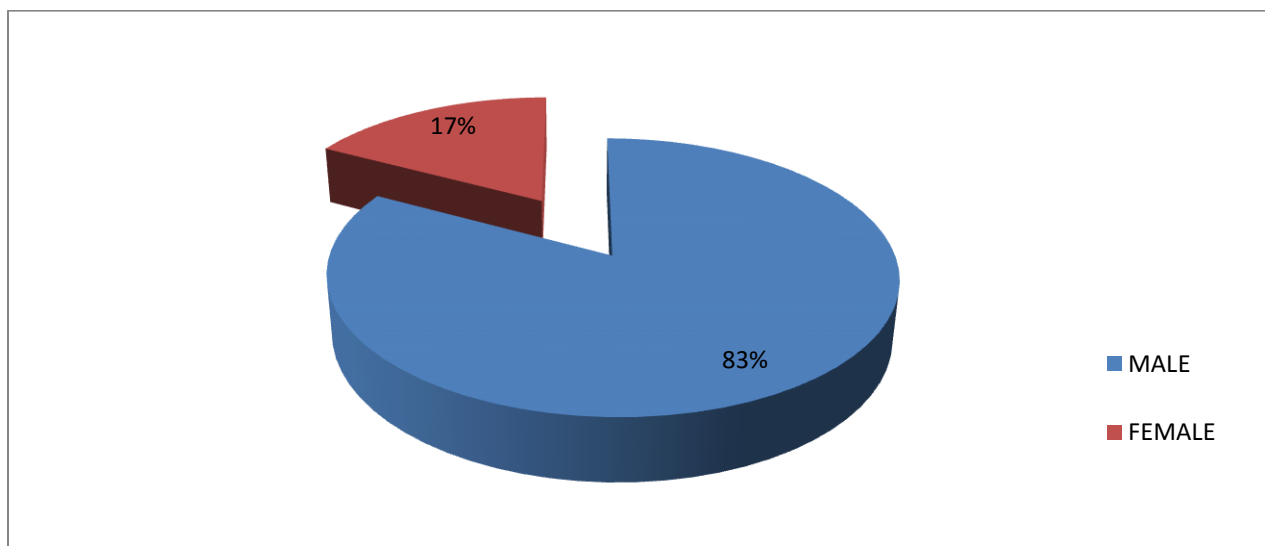
### Presentation, Analysis and Interpretation of Data

This chapter deals with the comprehensive analysis, discussion of the data gathered through questionnaires, interview and review of related documents analysis in line with research questions and research objectives.

#### 4.1 Presentation, Analysis and Interpretation Respondent profile

The respondents' profile consisted of their sex, age, educational background and service year in the selected TVET institutions of Guraghe zone. This helped to get relatively reliable information regarding the issue under the study; and also it's was contributed on understanding and transferability of the training contents into practice. And their service year also helps to know their experience in the TVET institutes regarding human resources training and development programs implementation practices and challenges. Hence, it enabled the researcher to understand the real problem and thereby to put practical solution to overcome the existed problem. Besides it helped to develop confidence on the collected data from the respondents; because, they can represent the total population of the TVET institutes.

**Figure 4.1: Sex composition of respondents'**



As indicated in the table above, majority 82.8% of the respondents' were males, whereas the remaining 17.2% were females. From this one can conclude that the sex composition of the TVET institutes was dominated by male. This indicated that there was less participation of females in academic, administrative and also leadership staffs; so it was totally contradict with the TVET strategy of equal participation of females in academic, administrative and leadership staffs.

**Table 4.1: Responses on Sex, Age, Educational Level and Service Years in the institutes**

No	Variables or items		Employees	
			Freq	%
1.	Age	18-25	22	15.4
		26-36	78	54.5
		36-40	39	27.3
		41-55	4	2.8
		Above 55	-	-
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	Educational level	Certificate	6	4.2
		Diploma	44	30.7
		First Degree	75	52.4
		Master	18	12.6
		<b>Total</b>	<b>143</b>	<b>100</b>
3.	Service years in The TVET institute	1-5	69	48.3
		6-10	39	27.3
		11-15	17	11.9
		16-20	9	6.3
		Above 20	9	6.3
		<b>Total</b>	<b>143</b>	<b>100</b>

Regarding the age of respondents, most 54.4% of the respondents are found in the age range of 26-36 and the next highest age category is 36-40 which contains 27.3% of the respondents, 15.4% of them are found in the age range of 18-25 years old; whereas, remaining 2.8% of them are fall in the age category of 41-55 years. This implies majority of the respondents are found in the productive

age. Hence, if they managed properly, they can highly contribute the achievement of the goals and objectives of the TVET institutes.

With regard to the educational level of respondents, 52.4% of the respondents are first degree holders; and 30.7% of them are diploma graduates. And the remaining 12.6% master’s degree and 4.2% of them are certificate holders. From this point, we can infer that employees of the TVET institutes have relatively good educational qualification; this enables them to handle their tasks and activities properly.

Concerning the service years of respondents, 48.3% of them have served for 1-5 years, 27.3% of them have 6-10 service years; and also 11.9% of have served for 11-15 years in the TVET institutes. This indicated that most of them have small service years in the TVET institutes; so they may not have adequate practical experience to run the general institutional activities.

**Table 4.2: Current Occupation of Respondents’**

Occupation	Managers & Employees		Remark
	Frequency	%	
Developmental plan officers	8	5.6	
Finance officer	12	8.4	
Human resource Manager	8	5.6	
Secretary	8	5.6	
Store keeper	8	5.6	
Trainer	92	64.3	
Dean	3	2.1	
Vice dean	4	2.8	
<b>Total</b>	<b>143</b>	<b>100.0</b>	

As indicated in the above table 4.2, most 64.3% of the respondents are trainers; while, the rests are administrative staff from different departments of the institutes. This implies the research incorporated representative respondents that can give sufficient information about the existing human resource training and development practice and challenges in the TVET institutes.

**Table 4.3: The Presence of Human Resource Training and Development Policy**

No	Variables or items	Alternatives	Employees	
			freq	%
1.	Does your organization have human resource training and development policy	Yes	134	93.7
		No	-	-
		I don't know	9	6.3
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	If your answer for the above is "YES", has the college has been communicated the policy to you	Yes	31	21.6
		No	112	78.4
		<b>Total</b>	<b>143</b>	<b>100</b>

As depicted in the above table, out of the total respondents 93.7% of them replied that the TVET institutes college has human resource training and development policy; whereas 6.3% of them responded that they don't have any idea about the issue. To substantiate the qualitative data the same question was forwarded to the interviews dean of the TVET institutes and human resource development core process coordinator; they confirmed that, the institutes has its own human resource training and development policy which was formulated in line with Federal technical and vocational training policy. From the respondents of questionnaire and interviews view as well as document analysis indicated that the TVET institutes has a policy statement used as guideline for implementing human resource training and development programs.

In relation to this, respondents' were asked whether they are communicated about the human resource training and development policy of their TVET institutes or not. Accordingly, most 78.4% of the respondents replied the TVET institutes didn't communicate the policy so far. On the contrary, 21.6% of them said that, they were informed about the human resource training and development policy of their institutes. This indicated that the TVET institutes was not informed the document of training and development policy to its employees and it may have negative consequences of the transferability of the training contents to the intended objectives since most of the respondents were not aware about the policy.

**Table 4.4: Responses on Training and Development Need Assessment issues**

No	Variables or items	Alternatives	Employees	
			freq	%
1.	Does your organization conduct training needs assessment of its employees?	Yes	33	23.1
		No	89	62.2
		I don't know	21	14.7
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	Are your views and thoughts incorporated on human resource training and development programs in the institute?	Yes	33	23.1
		No	110	76.9
		<b>Total</b>	<b>143</b>	<b>100</b>

As shown in the above table 4.5, the majority 62.2% of the respondents responded that the TVET institutes didn't undertake training and development needs assessment before it conducted to the employees. And 14.7% of them said they don't know whether the institutes carried out needs assessment or not. On the contrary, 23.1% of the respondents replied that, the institutes' conducted training and development needs assessment before it gives training to its employees. From this point we can conclude that the TVET institutes didn't conduct a training needs assessment to determine the training needs of employees rather they arbitrarily provide training to the employees.

In relation to this respondent were asked whether the TVET institutes incorporate their views and thoughts on the training and development designed by the institutes or not. As a result majority 76.9% of the respondents replied that, the TVET institutes didn't integrate the needs in the training; while, 23.1% of them said that the TVET institutes incorporates their thoughts and views when it designed training programs. From this data we can conclude that the TVET institutes didn't incorporate the thoughts and views of employees as per the response of most employees.

The result of the survey contradicts with theory suggested by Scarpello and Ledvinka (1998) who Suggested three category needs analysis approach as the dominant framework for identifying training needs. Since training and development is a need oriented effort, determining the level, type, and duration of the training and development is a prime importance at this stage of the process. If

human resource development need analysis is incorrect at this stage, the later development activity will be incomplete, the organizations could end up with in wasting time, resource and also demotivating staff will develop a negative attitude towards future programs. In today's highly competitive business environment, undertaking programs simply because others are doing is taking for trouble. A systematic approach to addressing bona fide needs must be undertaken (Ahuja K.K, 1998).

**Table 4.5: Responsible for Training Selection and Bases for Trainees Selection**

No	Variables or items	Alternatives	Employees	
			freq	%
1.	In your organization, who is responsible for selecting employees for training?	Immediate supervisor	28	19.6
		Management committee	17	11.8
		Human resource managers'	98	68.6
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	Do you think the selection of trainees is fair?	Yes	89	62.2
		No	50	34.9
		<b>Total</b>	<b>139</b>	<b>97.1</b>

As illustrated in the above table 4.5, the majority 68.6% of the respondents confirmed that the human resource department of the institutes are responsible for the selection of trainees for training; whereas, 19.6% of them responded that trainees are selected by immediate supervisors and 11.8% of them said that the management committee was the responsible body for the selection of trainees. Hence, based on this data we can conclude that the mandate of trainee selection is given to the human resource department.

In relation to this respondent were asked whether the trainees' selection is fair or not. As a result, 62.2% of them replied the trainee selection process is fair; whereas 34.9% of them said there is bias in selection of trainees. This indicated that, the trainee selection systems of the TVET institutes are free of bias even though a significant number of respondents said the process was unfair. This demands due consideration since it highly affects employees working morale. The same question was forwarded to the interviewee dean and human resource development core process coordinator

of the TVET institutes replied, human resource management department is the responsible body for trainee selection and the selection system is conducted in a fair manner. They added that trainees are selected for training based their competence and performance.

**Table 4.6: Responses on Methods and Techniques Used to Train Employees**

No	Variables or items	Alternatives	Employees	
			freq	%
1.	Which of the following types of training program have you taken so far?	On –the-job training	11	7.7
		Off –the –job training	34	23.8
		Both	98	68.5
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	What are the methods being used for facilitation at the training you have attended?	Apprenticeship	26	18.2
		Internship	61	42.6
		Programmed instruction	7	4.9
		Lecture	24	16.9
		Discussion	5	3.5
		Demonstration	4	2.8
		All the above methods	16	11.2
		<b>Total</b>	<b>143</b>	<b>100</b>

To provide training organizations need to match the methodology of training with the type of training to be given successfully. So selection of appropriate methods of training for a given training helps for communicate the planned objectives effectively. The selection of compatible method and techniques for a given training also increases the likely hood of transferability of training ideas into actual jobs. To harvest these advantages the organization need to be alert enough in identifying and selecting methods and techniques of training that increase the benefits of training.

With regard to the methods used to train employees, 68.5% of them replied that, the institutes employed both on-the-job and off-the-job training methods to train the employees. Whereas, 23.8% and 7.7% of them responded that the institutes used off- the- job training and on –the –job training

method respectively. Based on this point we can conclude the TVET institutes used both training methods in order to capacitate the employees.

In related to the above idea, the respondents were asked which training techniques and media's used to train employees. Accordingly, 42.6% of them said internship, 18.2% of them answered apprenticeship; and 16.9% of them responded the TVET institutes used lecture methods. In addition, the interviewee also replied they used both training method and different techniques depend on the nature of the training content. This indicated that the institutes used both training and various techniques and hence this has its own significant contribution on the transferability of the training ideas to the employees. This indicated that the employees are most likely to grasp what they are provided when there is linkage between training techniques with the training to be given.

**Table 4.7: Responses on the Relevance of Training with Employees Interest**

No	Variables or items	Alternatives	Employees	
			Freq	%
1.	Were the training contents relevant to the needs and skill gaps of the trainers?	Yes	106	74.1
		No	37	25.9
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	If your answer for the above question is "Yes" how do you rate the rate relevant to your job?	Very Relevant	3	2.1
		Relevant	11	7.7
		Moderate	72	50.5
		Less Relevant	57	39.8
		<b>Total</b>	<b>143</b>	<b>100</b>

With regard to the relevance of training with the trainers' needs and interest, the majority 74.1% of the respondents replied that the training contents relevant to their needs and skill gaps of the employees. On the contrary, 25.9% of the respondents said, the training is not relevant to the needs and skill gaps of the employees. In relation to this for those who replied "yes" asked to rate the degree of relevance. As a result, 50.5% of them rated the relevance of the trainings as moderate and 9.8% of the respondents rated as relevant to their actual jobs. Whereas, 39.8% of them said that the trainings are less relevant to their jobs. Moreover, the interview conducted to the TVET institutes' deans responded that, the human resource training and development programs are relevant to the

employees' institutional job. While, the human resource development core process coordinator also added, the training programs focused on training pedagogy, audit and finance and human resource related contents are relevant to the need and skill gaps of the employees; but others responded it was relevant in some extent to the job of the employees. From this point of view we can concluded that the training and development delivered by the TVET institutes related at a certain extent to the jobs of the employees; even though the interview also added the trainings are relevant since the trainers receive the training subject and understand well to implement in the organization.

In related to this, for those said less relevant were asked to point out the reason; and they replied lack of qualified trainers, and even they are not prepared well for the training, the training content was not directly relevant to job employees, trainings were not designed incorporating the needs and skill gaps of the trainees', most of the training contents are dominated by theoretical aspect; and not accompanied by practical and modern technologies.

The above result contradicted with the literature written by authors Ahuja & Shukla (2005) who stated that, in order to motivate employees and increase their performance and contribution in the organizational activities, the training and development programs needs to be related with the needs of the organization and the tasks of employees. If employees are not trained based on their respective jobs and their needs they may dissatisfy and exposed to training themselves through trial and errors; which are far from formal training programs and then create impact on the goal achievement on both at employee and organizational level.

**Table 4. 8: Responses on the Qualification of Trainers**

No	Variables or items	Alternatives	Employees	
			freq	%
1.	Are the trainers competent enough to transfer training to the trainees?	Yes	47	32.8
		No	96	67.2
		<b>Total</b>	<b>143</b>	<b>100</b>

As illustrated in the above table 4.8, respondents were asked to express their view whether the trainers are competent enough to transfer the training to the trainees or not. Accordingly, the majority 67.2% of the respondents said trainers didn't have the required qualification to transfer the

trainings to their respective trainees; whereas 32.8% of them express their agreement on the qualification of trainers. While, this indicated that trainer qualification is not up to the level of trainees expected to transfer the training into practice; and the transferability of the training will not be meaningful since trainers qualification is the major component for the effectiveness of the trainings. Furthermore, for the respondents who said NO were asked the reason for low competent; accordingly, they replied trainers are not as such qualified, they were not given sufficient training and due low salary scale low commitment makes them dissatisfied with their jobs.

Evaluating the human resource training and development program helps to identify the extent of the training and development transferred to actual work place; to ascertain whether the training objectives are achieved; to identify the strength and weakness of the training process; as well as to collect different information for management decisions.

**Table 4.9: Frequency and Distribution of Training and Development Programs Evaluation**

No	Variables or items	Alternatives	Managers	
			freq	%
1.	Does your organization evaluate the effectiveness of its training and development programs?	Yes	117	81.8
		No	26	18.2
		<b>Total</b>	<b>143</b>	<b>100</b>
2.	If your answer Above is “yes”, when did the evaluation take place?	While the training was going	41	28.7
		Immediately after the training program was over	78	54.5
		At both times while going on & after the program completion.	17	11.9
		Post training evaluation	7	4.9
		<b>Total</b>	<b>143</b>	<b>100</b>

Concerning the training evaluation, the majority 81.8% of the respondents responded, the TVET institutes carried out permanent human resource training and development program evaluation.

Whereas, 18.2% of the respondents responded that, TVET institutes didn't undertake training evaluation permanently. In relation to this, for those who said "yes" were asked to point out the reasons was the time of training when training evaluation conducted. As a result, the majority 54.5% of respondents replied that, the training and development program evaluation was carried out immediately after the training programs was finished; 28.7% of them responded the training and development program evaluation was conducted while the training program is going on. And also, 11.9% of the respondents answered the evaluation processes conducted on both times while going on & after the program completion; whereas, small number 4.9% of them replied the TVET institutes were carried out evaluation in post training and development program.

In addition to this, the same question also forwarded to the interviews'; and both of them said the institutes conducted training and development programs evaluation to assess the strength and weakness of the programs so as to take certain measures that can enhance the effectiveness of the program. From this point of view we can conclude the TVET institutes conducted training and development program evaluation while the program is help to evaluate the reaction of respondent about the training and development programs. However, the institutes didn't undertake post training and development programs evaluation, which very crucial since it helps to see the impact of the training and development in the actual workplace. In related to this, the respondents who said no post training evaluation asked their reason; As a result lack of commitment of top management, lack of awareness on the importance of post training evaluation; and also lack of standards to conduct a post training evaluation with the pre-sated objectives.

The result of the survey sharply contradicts with literature written by Ahuja, (2005) who stated evaluation is the final phases of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the job for which they have been trained. Evaluation is most commonly interpreted in determining the effectiveness of the program in relation to its objectives. Human resource training and development programs should be evaluated by using predetermined criteria. Employees should be evaluated by comparing their newly acquired skills defined by the goals of the training program to find out to what extent the objectives are achieved. Furthermore; according to Mullins, L. (2005) also stated that, evaluation of training programs can be done in order to increase effectiveness of the program while it is going on; to

increase the effectiveness of the program to be held next time; and to help participants to get feedback for their improvements and efficiency.

**Table 4.10: Responses on the capacity of the TVET institutes to provide training for the employees**

No	Items	Respondents	Alternatives											
			Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1.	The training center equipped with modern and adequate facilities and equipments for the employees	Employees	11	7.7	17	11.9	21	14.7	78	54.5	16	11.9	143	100
2.	The TVET institute has enough qualified trainers (instructors)	Employees	3	2.1	11	7.7	23	16.1	69	48.3	37	25.9	143	100
3.	The top management of the TVET institute allocates sufficient budget for employees, and trainers staffs for training and development programs	Employees	4	2.8	31	21.7	19	13.3	61	42.6	28	19.6	143	100
4.	The TVET institute provides practical training to their employee which is relevant to their actual work of the organization	Employees	6	4.2	32	22.4	79	55.2	18	12.6	8	5.6	143	100
5.	The TVET institute has adequate facilities like a workshop, library, furniture's and other supportive references	Employees	14	9.8	18	12.6	13	9.1	91	63.6	7	4.9	143	100
6.	The training you have taken can address your need and skill gaps	Employees	19	13.3	28	19.6	78	54.5	11	7.7	7	4.9	143	100
7.	The trainings are demand driven, relevant and you can easily apply in your work	Employees	13	9.1	21	14.7	43	30.1	54	37.8	12	8.4	143	100
8.	The training and development programs enabled trainers' to manipulate or utilizing the machines and materials available in the institute	Employees	7	4.9	28	19.6	60	41.9	33	23.1	15	10.5	143	100

As shown in the above table, 66.4% of the respondents replied that the TVET institutes have no modern and adequate training facilities; and 14.7% of them responded as neutral. On the other hand, 19.6% of them agreed with the statement the institutes have equipped with modern and adequate training materials. From this data we can understand that the institutes have no sufficient training materials that can satisfy trainers; hence this can affect the quality of the training given by the institutes.

With regard to qualified trainers, the majority 74.2% of the respondents disagreed on the qualification of trainers (instructors); and 16.1% of them said neutral. Whereas, 9.8% of the respondents replied that the institutes have sufficient qualified instructors to handle the training in a way that can satisfy the need of trainees. From this point of view, we can conclude that the TVET institutes have shortage of well qualified instructors. The reason behind this may be the institutes do not give sufficient training and development opportunities for employees to upgrade their knowledge, skill and attitude.

Concerning the top management's attention to the human resource training and development program in the institutes, most 62.2% of them disagreed with the top management bodies of institutes allocates sufficient budget for employees; and 13.3% of them said neutral. On the contrary, 24.5% of the respondents said that the top management of the institutes did give the required attention for employees training and development programs. This clearly indicated that, the top management of the institutes gives less attention to the human resource training and development program.

As depicted in the table above, 55.3% the respondents said neutral to the statement the institutes provides practical training to its employees that have relevance to their actual jobs; and 26.6% of them expressed their agreement on the issues. On the contrary, 18.2% of them agreed that the institutes provide practical and applicable training to its employees. This implies the training and development programs given by the institutes are not relevant and applicable on the actual job of employees. This data indicated that the delivered trainings and development programs are not practical rather focused on theoretical issues; thus it makes difficult to put into practice.

With regard to the TVET institutes' facility, most 68.5% of the respondents replied that the institutes have no sufficient workshop, library and related reference materials; and 9.1% of them neutral response on the issue. On the other hand, 22.4% of the respondents express their agreement with the institutes has adequate facilities; that can support the human resource training and development programs of the institutes. This indicates the institutes have not fully fledged with the necessary facilities that strengthen the training and development programs; so this has its own negative effect on the applicability and transferability of the contents.

As shown the same table item 6, 54.5% of the respondents replied neutral response on the statement of training and development programs can address their needs and skill gaps; and 32.9% of them express agreement for the training and development programs can fulfill their need and skill gaps; while, 12.6% of the respondents disagree on the issue. This implies that the training and development program delivered by the institutes couldn't address the employees' need and skill gaps. So this may happened because of lack of training needs assessment to determine the knowledge and skill gaps of the employees; and hence this lead to waste the time and other related resource of the organizations.

In the same table item 7 respondents were asked to express their view on whether the delivered training and development programs are demand driven or not. Accordingly, 46.2% of them disagreed with the statement that the trainings and development programs are demand driven, relevant and can easily apply in their workplace; and 30.1% of them rated as neutral. On the contrary, 23.8% of them replied that the delivered training and development programs are demand driven and easily applicable to their daily tasks of the institutes. From this point of view we can conclude that, the delivered training and development programs to the employees were not designed based on the need of the employees.

As depicted in above table 4.10, 41.9% of the respondents replied neutral response on the statement that, the delivered training and development programs enables them to manipulate or utilize available machines and any materials in the institutes; and 24.5% of the respondents expressed their agreement on the delivered programs could help them to operate the machines and other related equipments. However, 33.6% of them disagreed on the issue. So based on this point we can

conclude that any delivered training and development programs to employees help them in some extent to manipulate and utilize the machines and other resources in the institutes.

Finally, the respondents were asked to point out the major challenges of human resource training and development programs in their institutes. Accordingly, most of them mentioned that shortage of training material like machines, workshop, computers; shortage of budget; low commitment of top management bodies to create training and development programs opportunities to the employees; lack of training and development programs need assessment activities; lack of qualified trainers; lack of qualified professional management; and also low awareness on the importance of training and development programs are the main shortfalls of human resource training and development programs implementation at the TVET institutes of Guraghe zone. This result strongly concides with literature written by African Union (2007) which stated that, the challenges of training and development programs in TVET are lack of qualified and sufficient trainers and lack of relevance of training to actual employees job. In addition the Ministry of education (2008) also stated that, the main challenges of TVET implementation are poor training facilities, low quality and theory driven training content; and lack of qualified trainers.

## **Chapter Five**

### **Summary, Conclusion and Recommendation**

#### **5.1 Summary of the Major Findings**

The main purpose of the study was to assess the major practices and challenges of human resource training and development programs implementation in TVET institutes of Guraghe zone. In order to achieve the purpose of the study; basic questions were developed regarding the practices and challenges of training and development programs in TVET institutes. To this end, the following three research questions were formulated:

1. What are the practices of human resource training and development programs implementation in TVET institutes of Guraghe zone?
2. What are the challenges of human resource training and development programs implementation in TVET institutes of Guraghe zone?
3. What are the main resource /facility/ constraints of the TVET institutes of Guraghe zone face in the implementation of human resource training and development programs?
4. How do the TVET institutes of Guraghe zone conduct human resource training and development programs need, evaluation and impact assessments?
5. What are the financial capacities of the TVET institutes of Guraghe zone to provide training and development programs to their employees?

Descriptive survey method was used. The data gathering instruments were questionnaires, interviews and document analysis. 152 questionnaires were distributed to 103 trainers and 49 administrative staffs; and interviews were conducted with 4 Dean and 4 human resource development core process coordinator. According to this 92(89.3%) of trainers and 44(89.7%) of the administrative staffs questionnaires were filled and returned back to the researcher. Hence, the response rate of the questionnaire was 89.5%. Whereas, 3(75%) of Deans and 4(100%) of human resource development core process coordinator was gave their response by interview; so, the response rate of the interview was 87.5%. Finally the data were analyzed by using frequency count and percentage. Accordingly, based on the analysis of the data, the researcher came up with the following major findings:

- ✚ Almost all 93.7% of the respondents and the interviews were replied that the TVET institutes have its own human resource training and development policy. However, the policy was not communicated to employees to have a common understanding of it.
- ✚ The finding of the study revealed that 62.2% of the respondents responded that the TVET institutes didn't conduct human resource training and development needs assessment; as well as the thoughts and views of respondents were not incorporated in the designing of the training programs. In addition, it was found that 68.6% of the respondents affirmed that the human resource department of the TVET institutes are the responsible body for the selection of trainees; and the selection of trainers for training and development programs was carried out in a fairly manner.
- ✚ With regard to the method of training, 68.5% of the respondents said the TVET institutes employed both on-the-job and off- the job training method; as well as internship, apprenticeship and lecture was also the commonly employed techniques of training and development in the TVET institutes.
- ✚ Considering the relevance of human resources training and development programs 74.1% of the respondents was replied that, the programs have mostly related to the need, skill gaps and interest of the employees in the institutes.
- ✚ The majority 54.5% of the respondents confirmed that the TVET institutes carried out the training and development programs evaluation immediately after the programs were over. However, the TVET institutes didn't conduct enough post training and development programs evaluation to measure the effectiveness of the programs implementation.
- ✚ The study also revealed that the TVET institutes had no modern and adequate training facilities to accelerate the transferability of the trainings.
- ✚ With regard to the qualification of trainers, the majority of the respondents replied that the TVET institutes has no sufficient qualified instructors to manage the training well.
- ✚ With regard to the top management attention to employees training and development program, 62.7% of the respondents said the top management of the TVET institutes didn't give due consideration for employees training and development program.
- ✚ The majority of the respondents said, the TVET institutes didn't delivered practical training relevant to the actual job of employees; and also the TVET institutes have a shortage of the

workshop, up-to-date reference reading materials and modern library to support the training and development activities.

- ✚ The training and development programs offered to employees were not demand driven and not designed based on the needs and interest of the employees. As a result, the programs couldn't address their knowledge and skill gaps.
- ✚ The major challenges of human resource training and development programs of the TVET institutes are: shortage of training materials, lack of qualified professional managers, shortage of budget for employee trainings, lack of training and development training needs assessment, low commitment of the management bodies to employee training; and low awareness of the importance the human resource training and development programs.

## **5.2 Conclusion**

The national TVET strategy is designed to expand human resource training and development programs to TVET employees to improve their competence and enable them provide outcome based training, generate significant technologies and industry extension services to the MSEs. This TVET strategy brought significance change in many academic and administrative staffs developing their capacity and generating better knowledge and skill. So the whole TVET institutes are expected to provide continuous and skill gap based training and development programs. Based on the major findings of the study the following conclusions are drawn:

Even though, the TVET institutes have human resource training and development policy, it was not yet communicated to the employees. From this point the researcher concluded that unless training and development policy has not informed to all members of the TVET institutes; hence, the employees have not a common understanding its presence and contribute to the effectiveness of training and development programs. On the top of this, the TVET institutes didn't conduct training and development programs needs assessment in order to determine the knowledge, skill and attitude gaps of the employee. From this point the researcher concluded that training and development programs arbitrarily given to proper needs assessment not matched with the needs of trainees; and this result failed to transfer to actual workplace of employees.

The result of the study revealed that the TVET institutes carried training evaluation after the training and development programs accomplished. However, the institutes didn't conduct a post

training and development programs evaluation; and impact assessment to assess to what extent the training and development programs achieved the intended objectives. From this result, the researcher understands that it is difficult to know whether the delivered human resource trainings and programs are effective or not; and this causes wasting time and money to the TVET institutes since it didn't identify the weakness of the programs; and take corrective measure on time for its improvement.

To provide the required training and development the TVET institutes should be furnished with the necessary equipments and workshops. However, the result of the study revealed that the institutes still running with shortage of training facilities like a workshop, library, machines and other training materials that can facilitate the quality of the programs. Based on this the researcher concluded that the training and development programs which are not accompanied by practical training material can not address the skill gaps of the employees. In addition to this point, the availability of skilled trainers is a crucial element in the provision of quality training. However, the result of the study revealed that the TVET institutes had not well qualified trainers. Thus, the researcher understood the human resource training and development programs delivered by the TVET institutes were not transferred at the required level.

The top management bodies of the TVET institutes gave less emphasis to the employees training and development programs. From this the researcher understood that lack of support and commitment from top management makes the human resource training and development programs unsuccessful.

Finally, the shortage of training materials, lack of qualified professional managers, shortage of budget for employee trainings, lack of training and development training needs assessment are the major challenges of human resource training and development implementation of the TVET institutes. From this point of view the researcher was concluded that institutes were unable to give meaning full human resource training and development program that can transfer to the actual job; and that can bring change in the achievement of organizational goals.

### 5.3 Recommendations

Based on the findings given and conclusions drawn the researcher forward the following recommendations to alleviate or minimize the major challenges of training and development and to improve the provision of training and development programs in way that can bring change in the achievement of organizational goals.

- ✚ The TVET institutes should communicate its human resource training and development policy to the all trainers and administrative staff so as to have a common understanding and to exert their effort in line with the policy to achieve their organizational goals.
- ✚ The TVET institutes should conduct systematic periodic human resource training and development programs needs assessment; in order to identify the knowledge, skill and attitude gaps of the employees; and to design the whole training and development program based their needs, deficiencies and then to improve their performance of the employees.
- ✚ The TVET institutes in collaboration with the regional technical and vocational Bureau and regional government has to furnish the necessary training facilities like workshop, machines, library and other practical training materials so as to supplement the training and development programs. This makes the programs to make transfer to the actual work of employees.
- ✚ The TVET institutes should conduct post training and development programs evaluation to check the effectiveness of human resources training and development programs; thereby to take corrective measures that will help to improve the weakness of the program for the future.
- ✚ The top management bodies of the TVET institutes should work in collaboration with their subordinates to improve the quality of the training and development programs; thus, they should give due emphases to employees training and development program by allocating sufficient amount of the budget for the training and development program; since it is difficult to achieve organizational goals without having skilled manpower.
- ✚ The whole TVET institutes should provide continuous training and development programs opportunities to the trainers or instructors make them competent enough; and enable them to give effective training.
- ✚ The whole TVET institutes had better to participate trainers in all the training and development process from needs assessment up post training evaluation to make the training more participatory, meaningful and transferable into practice.

- ✚ All TVET institutions should create strong cooperation and friendly relation with different organization (i.e. Governmental, Non-Governmental and Private). Thus, it will bring different short and long term training and development programs for the whole employees.
- ✚ In addition, employees of the institutes themselves advised to make efforts to improve their own competencies through using available learning resources like internet, experience sharing, referring related book and the like.
- ✚ As World Bank (2001) states, one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of practical skills. This is to mean that, practical training is a predominant part of the TVET. Therefore, the TVET institutions need to give due attention for practical training itself by capacitating the skills of the employees.
- ✚ Finally, to address the issue well it is better if further study should be conducted in a wider scale in the study area with regard to the well implemented HR training and development programs to TVET institutions. Therefore, the researcher would like to invite other researchers to carry out a deeper and wider study on the research issue.

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# APPENDIXES

# APPENDIXES - I

## Adama Science and Technology University

### School of Educational Science & Technology Teachers Education

#### Department of Educational Leadership & Management

#### Questionnaire filled by employees and management staff

#### Dear Respondents

The purpose of this questionnaire is to collect information to conduct a study in the title of “The practice and challenges of human resource training and development management: The Case of TVET institutes of Guraghe zone” in partial fulfillment of the requirement of Masters Degree in Educational Leadership. The success of this study depends on your genuine response. So, you are kindly requested to be honest in responding to the items provided in this questionnaire. The information you supply will remain confidential.

I would like to express my sincere thanks to you for taking your time and completing the questionnaire.

#### General directions

- You don't need to write your name
- In all cases where your answer are available, please put “X” in the appropriate box or given place
- For questions that demand your opinion, please try honestly describing as per the questions in the space provided.

#### Part one: Respondents Demographic information.

1. Sex      Male       Female
2. Age      18-25       26- 35       36-40   
              41 -55       51- 60       above 60
3. Educational Background      Certificate       Diploma   
   Degree       Master
- If others specify-----



15. What are the methods being used for facilitation at the training you have attended? You can choose more than one:

Apprenticeship       Internship       Job instruction method   
Lecture       Discussion       Demonstration

If others specify-----

16. Is there the training and development contents are relevant to the needs of the trainers?

Yes       NO       I don't Know

17. If your answer for No 16 is "Yes" how do you rate, the rate relevant to your job?

Very relevant       Relevant   
Not sure       less relevant

18. If your answer for No 16 is "No", what do you think the problem?

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19. Are the trainers competent enough to transfer training to the trainees?

Yes       No

20. If your answer for No 19 is "No" what do think the problem?

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21. Does your organization evaluate the effectiveness of its training and development efforts?

Yes       No

22. If your answer to No 21 is "yes" when did the evaluation take place? (Answers could be more than one:

While the training was in progress   
Immediately after the training program was over   
At both times while going on and after completed   
Post training evaluation

23. If your answer for No 20 is "No" what do you think the reason?

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 -----  
 -----

24. Please read each statement carefully and put "√" below the number of your response for each statement. The numbers indicates 5= strongly agree 4= agree 3= neutral 2= disagree 1= strongly disagree.

No	Items	5	4	3	2	1
25.1	The training center equipped with modern and adequate facilities and equipment (such as machines, computers. Projector training manuals.					
25.2	The collage has enough qualified teacher trainers/ instructors.					
25.3	The top management of the collage allocates sufficient budget for employees, teachers and staff training.					
25.4	The college provides practical training to their employee which is relevant to their actual work.					
25.5	The college has adequate facilities like a workshop, library, furniture's and reference books.					
25.6	The training you have taken can address your skill					
25.7	The training given by the colleges are demand driven, relevant and you can easily apply in your work.					
25.8	The training enables teachers/ instructors to manipulate or utilizing the machines available in the college.					
25.9	The college has competent trainers who are able to transfer the training to practical application.					

26. What are the major challenges of human resource training and development in your college?

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27. What measures should be taken to address the challenges of human resource training and development in your college?

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***Thank you very much for your cooperation!***

## APPENDIX - II

**Adama Science and Technology University**  
**School of Educational Science & Technology Teachers Education**  
**Department of Educational Leadership & Management**

**Interview guide for Human Resource Development Core Process Coordinator and Dean of the TVET institutes**

**General Directions:**

The main purpose of this interview is to gather the basic information for the study on “Human resource training and development practices in some TVET institutions in Guraghe zone, Southern Nations, Nationalities and Peoples' Regional State”. Thus, your genuine cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

**Note:** - It is possible to conduct the interview by using any language you can.

- The information will be used for academic purpose only and responses will be kept confidential.

**Thank you in advance for your co-operation!**

**Part I: General information questions**

1.1. Your position -----

1.2. Service year -----

**Part two: Detail of the interview schedule.**

2.1 Does your College have human resource training and development policy?

2.2 If your answer is yes, have you communicated to all employees, i.e. to all teachers and support staffs and what the media was used?

2.3 How training and development needs determined? How does your college incorporate an employees' interest in the training and development programs?

2.4 What are the bases for selecting trainees' appropriate training from the college & who is the responsible body for selection?

2.5 What are the methods used for training employees/ teachers, instructors and staff members?

- 2.6 How do you evaluate the training and development programs in your college and when do you evaluate the program?
- 2.7 Does your college have adequate and modern training facilities?
- 2.8 Do the training and development programs relevant to the needs of trainees and are they relevant to the current TVET training policy?
- 2.9 Does your college have sufficient trainers both in quality and quantity in all fields?
- 2.10 Does your college have sufficient facilities like a computer center, modern machines and other equipment?
- 2.11 Does the training provided by your college practical?
- 2.12 What are the major challenges of your college in the training and development programs?
- 2.13 What measures should be taken to overcome the prevailing challenges of training and development in your college?

## APPENDIX – III

### Reliability test

#### Case Processing Summary

		N	%
Valid		14	100.0
Cases Excluded		0	.0
Total		14	100.0

a. List wise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.705	.714	10

#### Item Statistics

	Mean	Std. Deviation	N
item 1	3.64	.497	14
item 2	2.71	1.326	14
item 3	4.29	.469	14
item 4	3.00	1.109	14
item 5	3.57	1.016	14
item 6	2.50	.760	14
item 7	3.29	1.204	14
item 8	4.50	.519	14
item 9	2.79	1.424	14
item 10	3.43	.514	14

#### Inter-Item Correlation Matrix

	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10
item 1	1.000	.300	.141	.279	-.022	.509	.312	.745	.210	.043
item 2	.300	1.000	.018	.418	-.269	.764	.296	.224	.291	-.258
item 3	.141	.018	1.000	.148	.277	-.216	-.156	.000	-.016	.091
item 4	.279	.418	.148	1.000	.273	.365	.288	.535	.243	.135
item 5	-.022	-.269	.277	.273	1.000	-.399	.171	.438	.251	.526
item 6	.509	.764	-.216	.365	-.399	1.000	.000	.293	-.036	-.197
item 7	.312	.296	-.156	.288	.171	.000	1.000	.369	.891	.036
item 8	.745	.224	.000	.535	.438	.293	.369	1.000	.260	.289
item 9	.210	.291	-.016	.243	.251	-.036	.891	.260	1.000	.135
item 10	.043	-.258	.091	.135	.526	-.197	.036	.289	.135	1.000

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
item 1	30.07	22.379	.469	.968	.681
item 2	31.00	18.615	.390	.942	.683
item 3	29.43	24.418	.043	.908	.717
item 4	30.71	18.374	.550	.788	.645
item 5	30.14	22.132	.175	.830	.716
item 6	31.21	22.489	.246	.966	.700
item 7	30.43	17.495	.585	.929	.635
item 8	29.21	21.566	.623	.954	.666
item 9	30.93	16.379	.558	.849	.641
item 10	30.29	23.912	.131	.372	.710

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.71	24.835	4.983	10