

MEKELLE UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT



**HUMAN RESOURCE DEVELOPMENT PRACTICES AND CHALLENGES IN PUBLIC
SECTOR : EVIDENCE FROM SELECTED REGIONAL PUBLIC BUREAUS IN TIGRAY
REGIONAL STATE, ETHIOPIA**

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**Human Resource Development Practices and Challenges in Public Sector:
Evidence from Selected Regional Public Sector Bureaus in Tigray Regional
State, Ethiopia**

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Declaration

I, Simachew Amare hereby declare that the thesis entitled “Human Resource Development Practices and Challenges in Public Sector: Evidence from Selected Regional Public Bureaus in Tigray Regional State, Ethiopia” submitted by me for the award in Master of Arts in Development Studies at Mekelle University is my original work and it has not been presented for the award of any degree, diploma, fellowship or other similar titles of any other university or institution and that all sources of materials used for this thesis have been dully acknowledged.

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Certification

This is to certify that this thesis entitled “Human Resource Development Practices and Challenges in Public Sector: Evidence from Selected Regional Public Bureaus in Tigray Regional State, Ethiopia” submitted in partial fulfillment of the requirement for the award of the degree of MA, in Development Studies to the College of Business and Economics, Mekelle University, through the Department of Management, done by Simachew Amare ID No CBE/PR: 079/05 is conducted by him under our supervision.

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List of Acronyms and Abbreviations

ARDB	Agriculture and Rural Development Bureau
ASTDC	American Society for Training and Development Conference
BRICS	Brazil, Russia, India, China and South Africa
BSC	Balanced Scorecard
CD	Career Development
CIPD	Chartered Institute of Personnel for Development
CSB	Civil Service Bureau
EDB	Education Bureau
FEDB	Finance and Economic Development Bureau
FMCB	Federal Ministry of Capacity Building
HB	Health Bureau
HR	Human Resource
HRD	Human Resource Development
HRD- SA	Human Resource Development-South Africa
ILO	International Labor Organization
LDCs	Least Developed Countries
OD	Organizational Development
PA	Performance Appraisal
PSCBP	Public Sector Capacity Building Program
ROPA	Result Oriented Performance Appraisal
SNNP	South Nation Nationalities and Peoples
SPSS	Statistical Package for Social Science
TCSB	Tigray Civil Service Bureau
TCSA	Tigray Central Statistical Agency

Abstract

Now days, organizations operate in a complex and changing environment that greatly influences their growth and expansion. To cope up with this changing environment they need to develop their human resources. This is because the survival and growth of any organization depends on the quality of human resources. Having this in mind this study was conducted to assess HRD practices and challenges in the selected Regional Public sector Bureaus in Tigray Regional State, Ethiopia. The study used both primary and secondary data sources. Cross sectional survey was employed taking a sample of 171 respondents selected through simple random sampling technique to collect data through questionnaire. Besides, focus group discussion and interview were used to consolidate and verify the information. Data were analyzed and interpreted using descriptive statistics based on SPSS 16.0 and qualitative technique. The finding of the study showed that the employees have good awareness towards HRD concepts and they were able to relate those concepts with HRD. However, as the results proved the sector bureaus were not in a good track in practicing training and development, career development, organizational development and performance appraisal. The finding also indicated that the sector bureaus were not in a position to doing personal analysis and confronted with the variety of challenges in the practice of HRD. Generally, based on the findings the sector bureaus did not have good HRD system. To minimize problems in the practice of HRD first and foremost, in the sector bureaus, HR should get due attention since it is an engine for other resources. In Meeting HR need, the HRD practices should also focus on career development and post training evaluation should be exercised in order to increase the effectiveness of the program. Moreover, to overcome the challenges of HRD practice there is a need for skilled human and financial resources, to differentiate high and low performers by using performance criteria and providing the necessary technical and interpersonal support to make HRD process more sustainable.

Key words: *challenges, human resources, human resource development, practices*

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CHAPTER ONE

INTRODUCTION

This chapter presents an overview of empirical justifications about HRD. It starts from different empirical frameworks which serve as the background of the study followed by the statement of the problem, research questions, objectives, significances, scope, limitations, rationale and organization of the study.

1.1. Background of the Study

According to Haslinda (2009a), human resource is organizations' greatest assets because without it, everyday activities such as managing public service, communication and dealing with customers could not be completed. This shows that the employees and the potential they possess are key drivers of the organizations' success. Moreover, Kebede and Sambasivam (2013), in their findings indicated that organizational change impacts not only the organization's activities but also employees' knowledge and competencies. Similarly, as noted by Haslinda (2009b), in order to maximize organizational effectiveness and to ensure the employees' potential, capabilities and talents must be developed and updated.

According to Jacobs and Jones (1995), human resource development (HRD) is a continuous process which matches human knowledge and skill with organizational objectives. Charles (2006), argued HRD as the integrated use of training and career development efforts to improve individual and organizational effectiveness. HRD also develops key competencies that enable individuals to perform current jobs and that will allow them to adapt quickly to new challenges and opportunities (Anyim et al., 2011). A study by Kebede and Sambasivam (2013) stated that, the strategic value of HR stems from the fact that resources used in a course of production is endowed with discretionary decision-making of other resources. According to Werner and Desimone (2006), HRD practices such as training and development, career development, organizational development and performance appraisal are vital to every organization. Moreover, Isaac (2013), asserted HR criticality for combination of other resources in a right mix and to formulate appropriate strategies to achieve organizational

objectives. Hence, the strategic use of HRD is one of the most important factors for organizational performance.

For Stephen (2009), the main purpose of HRD is to develop employees' skills and competences in line with organizational objectives and there need to be a feasible transfer of development programs in to workplace. A study by Andersen (2007) stated that learning organizations have become kind of collective term for development strategies that attempt to create consistence between employees' competence and development of institutions. Bertucci (2006) outlined that governments should aim at building learning organizations to fasten service delivery and they need to identify salient human talents and skills in the strategic manner. Moreover, Swanson and Holton (2009) examined HRD as the combination of training and development, organizational and career development efforts that help to improve organizational effectiveness. Thus, the complexity nature of the entire globalization process, gave rise to lead dependence on HR which is creative factor of new value to the public.

According to Durkovic (2009), the world's well developed and LDCs are redesigning their developmental goals and strategies toward the domination of HR to exploit natural and financial resources and provide the required services to the public. Study by Saad et al. (2013) revealed that developed countries have good HRD performance through training and development and career development and have clear awareness how HRD facilitates the organizational activities compared with the developing ones. Moreover, studies have been conducted in relation to HRD for example, (Ashkezari & Aneen, 2012; Habib, 2012; Saraswathi, 2010 & Sundarajam, 2009) in LDCs. Their findings showed that HRD has been encountered by problems like: lack of training and career development, limited organizational development, lack of effective performance appraisal, lack of employees' motivation and awareness, lack of clear strategies and limited managerial capacity in the public sector.

As CIPD (2006), the public sector in Africa has been impeded by different challenges to modernize services to diversified needs of the public. Wachira (2012) identified critical challenges hindering HRD in the continent like: paying attention for professional development, allocating sufficient budget, aligning HRD to strategic priorities, promoting

learning culture. Besides, Habib (2012) outlined challenges of HRD in Africa as developing comprehensive HR strategy, promoting a positive working environment, accepting modern technological changes and promoting positive work force attitudes.

Having these facts, when we come to Sub-Saharan African countries' context there are challenges like lack of training and in the development of skills and the ability to make use of the available human resources (Anyim et al., 2012). It can be argued that in the Sub-Saharan African region public sector needs to increase the skilled labor pool and to develop communities. This involves the fusion of human resource development strategies and policies that will be suitable for developing socio-economies in the region and fasten service delivery.

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

In Tigray region, HR strategies and programs are designed in such a way that they are aligned with organizational objectives. In the region HRD is considered crucial to make considerable contribution to the creation of knowledgeable and skillful employees so as to widen service delivery to the public. Though creating favorable condition for HRD is important to institutional' development studies are not conducted in the study areas whether the regional public intuitions lack HRD or not. Therefore, the purpose of this study is to assess HRD practices and challenges in the selected regional public bureaus with reference to CSB, ARDB, EDB, HB and FEDB.

1.2. Statement of the Problem

In today's competitive world, HRD is the fundamental factor for achieving organizational objectives and becoming international discourse (Ashkezari & Aneen, 2012). Based on HRD-South Africa (2013), discussion countries should practice a systematic strategy for HRD in support of development. This is because the growing complexity of the workforce accelerated through the dynamic impact of globalization on national economy has just the quest of HRD at the center of public policies and development strategies. Similarly, Livingstone and Raykov (2005) supported that learning and development of employees is the key factor for the expansion of the global economy and innovation in the public sector. According to Kebede and Sambasivam (2013), human knowledge increasingly becomes a crucial factor for competitive success understanding factors that contribute knowledge to workplace environment are essential to every organization.

Since, every organization is made up of people developing their skills, motivating them to high level of performance and ensuring that they continue to maintain their commitment is essential to achieving organizational objectives (Abdullah, 2009). Once employees have been recruited and selected the next important step is to help them on converting their abilities into skills that contribute to the organization's goals (Kebede & Sambasivam, 2013). To undertake this, the important issues should be taken in to account whether or not the need is assessed, an objective is established, and the program is well implemented and close supervision and follow up in the proper functioning of HRD (Getahun, 2007).

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

According to Federal Civil Service Proclamation No. 515/2007, in Ethiopia, HRD is the critical issue to deliver the required service to the public. Therefore, there is the need of strong advocacy work on HRD in the civil service. This is, because the implementation of government policies and strategies is highly dependent on competent, qualified and skillful employees. When the capacity of the civil service to discharge its responsibility is low in HRD, the implementation of government policies and strategies will fall in a trap. Hence, effective practice of HRD is the cornerstone for institutional building at all levels of public sector to enhance performance.

According to Markos (2013), the public sector reform program in Ethiopia has shown some improvements particularly, in the areas of civil service both at federal and regional level. However, the reform program is entangled with different challenges such as lack of accountability, transparency, and low level of HRD. From these challenges HRD is the one that cripples the capacity of the implementation process and participation from the side of different stakeholders in public sector. Abebe (2008), also in his study on human management function decentralization at SNNP revealed that little attention is put on HRD function because of lack of proper training and development in public sectors. Likewise, Adebabay (2010) and Gebrekidan (2011), in their respective systematic review in some federal public sectors indicated that HRD for effective implementation in public sector in the country is not as required and forwarded studies need to be conducted in other areas.

Moreover, other empirical study also conducted by Aliyou (2005), in Amhara, Dessie in public sectors in relation to decentralization of human resource management. However, in this study issues like performance appraisal, how HRD is practiced and critical challenges were not clearly addressed. Coming to the study areas, no published works are available in relation to the practices and challenges of HRD. Thus, the existence of such limited researches throughout the country and absence of studies in the study areas initiated the researcher to raise the issue under consideration. Therefore, this study tried to fill the existing gaps by assessing the practices and challenges of HRD.

1.3. Research Questions

The rationale behind this study revolves around the following questions:

1. What is the current status of the employees' awareness towards the concepts of human resource development in the selected sector bureaus?
2. What are the current human resource development practices in bureaus?
3. How human resource development is administered in bureaus?
4. What are the challenges that impede human resource development practices in the selected sector bureaus that need to be overcome?

1.4. Objective of the Study

1.4.1. General Objective

The overall objective of the study was to assess the existing human resource development practices and challenges prevailing in the selected public sector bureaus in Tigray Region.

1.4.2. Specific Objectives

The specific objectives of the study include:

1. To portray the status of the employees' awareness towards the concepts of human resource development practices in the selected sector bureaus.
2. To assess the current human resource development practices in the study areas.
3. To explore how human resource development is administered in the selected sector bureaus.
4. To identify the challenges encountering the practice of human resource development in the selected sector bureaus.

1.5. Significance of the Study

A study on human resource development practices and challenges is one important aspect of development research. Thus, the importance of this research can be pointed out from different beneficiaries view:

- The primary importance of the study will assist the policy formulating bodies and decision makers to give due emphasis to HRD and devise different mechanisms in order to scale up and continuously upgrade the employees' expertise to improve organizations' performance.
- The study areas will use it as a guideline to address problems and improve their understanding in the practices of HRD and other organizations which have similar problems can also extrapolate its findings.
- Finally, it will be served as a reference for further researchers for those who have an interest in relation to this area and it helps the researcher to acquire knowledge and skills.

1.6. Scope of the Study

This study tried to assess human resource development practices and challenges. It was limited to five Regional Public sector Bureaus in Tigray namely, Civil Service Bureau, Agriculture and Rural Development Bureau, Finance and Economic Development Bureau, Health Bureau and Education Bureau selected purposively. The rationale to give emphasis on such public sector bureaus is in terms of man power and financial aspects that they have a wider scope than others do (TCSB, 2013). Particularly, the most important roles of CSB are to provide the necessary support on personnel matters for other sectors, consistent with its proclamation. Since this bureau plays supporting role by conducting training, guidance and counseling concerning HR manual, issuing human resource management manual, handling complaints, updating and supervising the other sector bureaus in performing the HRM functions it was selected as the study area. Methodologically, this study used cross-sectional survey hence data were collected from the sample respondents selected through simple random technique at the same time at one point in time.

1.7. Limitation of the study

The study was specifically focused on assessing the practices and challenges of HRD in five regional public sector bureaus. Regardless of the fact that the researcher tried to do all the best to maximize its fruitfulness the study is subjected to some limitations because of its

scope. As it was focused on five regional public bureaus it is difficult to conclude about the practices and challenges of HRD in other regional public sector bureaus. Thus, the findings of the study were limited to those areas and conclusions and recommendations are limited to the challenges and practices of HRD. Since this study employed cross sectional survey design, it did not check the situation through longitudinal survey. It may also have methodological limitations since it used simple random sampling technique to get sample respondents in each sector bureau.

1.8. Rationale for the Study

Human resource is an engine for every organization's development generally in Ethiopia and specifically in the region; very limited researches have been conducted in relation to this topic. This study looks at the practice of Human resource development and challenges faced by the regional public sector bureaus. Therefore, studying the human resource development practices and challenges has various advantages, in this particular case; the research will also add on the existing literature on the execution of human resource development issues and propose ways of enhancing performance in service delivery for civil servants at regional level.

1.9. Definitions of Key Terms

The following definitions of terms used in this study are adapted from related literatures and modified to suit the study.

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

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

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

Challenges: For this study challenges are obstacles or impediments that hinder effectiveness of human resource development practices in the selected sector bureaus.

Bureaus: are executive organs established at regional government level with specific powers, duties and responsibilities

1.10. Organization of the Study

The study is organized in to five sections. The first chapter introduces background of the study. In the second chapter, different related literatures are presented to create depth understanding towards the subject under study. Chapter three is concerned with the methodological part of the study. The analysis and discussions of major findings are indicated in the fourth chapter. In the fifth chapter conclusions, recommendations and implications of the study are made. Lastly, the references and appendices sections are attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Doing a review of literature is a critical issue in order to create depth understanding of the research under study and it is used to build a foundation for important ideas. It also as part of research, used to describe the results of closely related studies and to establish the importance of the current study in relation to previous studies. This chapter, presents about different concepts so as to give comprehensive understanding about HRD. Accordingly, an overview, historical perspective, components, processes, principles, a strategic perspective, benefits, challenges, theories, empirical evidences and best experiences of some countries and the case in Ethiopia in relation to the subject under study are discussed.

2.1. An Overview of Human Resource Development

According to Singh (2012), HRD implies that the talents and energies of employees in an organization as potential contributors in turn this has a critical role for the creation and realization of the organization's visions and goals. It is also the process of increasing knowledge and capacities of the people in a given organization. According to McLean (2001), HRD is conceptualized as any process or activity either short or over the long term that helps to develop employees' work based knowledge, expertise, productivity, and satisfaction for personal, organizational, community and country at large. Based on Singh (2012), in the national context, HRD is considered as a process by which the people in various groups are helped to get new knowledge continuously and make them self-reliant.

HRD is continuous process with a set of systematic and planned tasks in which organizations design to provide its members with opportunity to learn necessary skills to meet short and long term organizational goals (Harris et al., 2006). Bhupendra (2009) also indicated that, HRD as a systematic and planned activity includes training and development, career planning, and performance appraisals for organizational development. Similarly, Harris (2008) described HRD as well organized learning activity to improve organizational performance and personal growth organized by an organization. As Matthews et al. (2000), though the

existence of automated activities in the organizations worldwide human resource development is a prominent issue to adapt the real experiences what are going on. Thus, HRD is a subject playing paramount significance at a national level and it is much more of sensitive issue that due attention should be given by both developed and developing countries to attain organizational development through modernizing its employees' skills (Michael, 1995).

Furthermore, Deb (2010) stated that it is not sufficient to address people as strategic asset of the organization but to believe that they are the real and the most important asset of any organization and employees with their potential bringing oversize value. Hence, to be survivor in the present scenario of competition, the organizations have to design some appropriate HRD strategies to build their workforce in the organized manner. Finally, Rao (2005) highlighted that HRD as an activity and as a process plays a crucial and noteworthy role in identifying the hidden potential of the workforce employed in the organization is vital.

2.2. Historical Perspective of Human Resource Development

As indicated by Rao (2005), the early part of the century witnessed a concern for improved efficiency through careful design of work. Emphasis of improved efficiency had been shifted to the availability of the managerial focused on the demands. These encompass technical personnel, responses to the new legislation and regulatory framework of the government increased concern for the quality of work. HRD has been growing at a very fast pace in the recent past. Formally it was introduced by Len Nadler in 1969 in American Society for Training and Development Conference (ASTDC). In public sector HRD as a concept it was introduced in 1980s (Rao, 2005). HRD focuses on the developmental aspect of HR with the pragmatic and a flexible approach. Therefore, the intended purposes of HRD efforts are to gain competitive advantage through a superior workforce (Pattanayak, 2005).

As stated by Rao (2005), HRD concept has passed the following seven chronological sequences. The first one is the commodity concept in which HR was seen as a commodity that could be bought and sold and wages were decided on the basis of demand and supply forces. Secondly, the factor of production concept that labor is treated as any other factors of production the third one is the good will concept it states welfare measures like safety, first

aid, rest room to boost up the morale of workers, and enhancing their performance in the organization. The fourth concept is the paternalist in which management assumes a fatherly and protective attitude towards employees and signifies to satisfy various needs of employees. Fifthly, the humanistic concept which deals about how to improve the productivity, physical, social and psychological needs of workers. The sixth concept is about human resource concept which considers employees as the most valuable assets of an organization and continuous effort to realize organizational goals and aspiration of employees. The last concept is the emerging concept HRD it states about how employees should be accepted as partners in the progress of an organization to have a feeling that the organization is their own.

2.3. Components of Human Resource Development Practice

To attain a total all-rounded development HRD is important for matching the individual skill with organizational needs (Jacobs & Jones, 1995). HRD promotes dignity of employment in an organization and provides opportunities for teamwork and personal development need for a career development. Hence, Singh (2012) found that a well-planned system is a central part of HRD in every organization. HRD components which are important for better functioning of a given organization are the following:

Training and development: According to Khan (2012), training involves providing the employees the knowledge and skills needed to a particular current job or task while development is preparing employees for future work responsibilities, increasing capacities and help them to perform their current job. Hence, a competitive success of an organization is achieved through the skills and potentials of the people that they possess (Leimbach et al., 1998). Training will improve the employees' performance and productivity. Apart from recruiting, selecting, orienting and placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demands that could be filled through training programs (Abdullah, 2009). Training can be given internally and externally. Internally, could be on-the-job at the work station and off-the job through lecture and demonstration, while externally, by universities and colleges to develop depth expertise (Gomez-Mejia, 2007).

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

Organizational development (OD): It focuses on the performance of the organization as a whole (Singh, 2012). According to French and Bell (1999) it is a long-term effort supervised and assisted by top managers, to improve an organization's vision, learning, and problem-solving processes. As outlined by Singh (2012), this can be done through an ongoing, collaborative management of organization culture to enhance the effectiveness of an organization and the well being of the employees. Moreover, OD involves tasks that should be attended to both organizational variables (such as: structure and systems) and employees variables (such as: competence, skills and attitudes) (Vijay, 2007).

Performance appraisal (PA): is an important part of HRD, which enables organizations to understand where their employee stand, what is expected from them, what they actually do, where they lack capacity and how they can be updated (Boswell, 2002). PA is a review and an assessment of an employees' performance of assigned duties and responsibilities. PD serves several purposes in the organizations for instance; it provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko & Baffoe, 2012). Therefore, PA is more than simple checklist actions whether activities are performed or not that organizations sought to review their effectiveness and make further management decisions.

2.4. Strategic Perspective of Human Resource Development

HRD is seen as the human capital that organizations should protect core competencies through investment in training and development because the value of employees to the organization is pertained to the uniqueness and value of their capabilities and skills (Sambasivam & Kebede, 2013). HRD is well achieved through a strategic approach, a position consistent with resource-based and human capital strategies to meet organizational goals (Lepak & Snell, 1999). This enables organizations to mix different knowledge components, connect previous and current knowledge and combine internal and external knowledge to ensure sustained and continuous competitive advantage (Davenport, 2003).

HRD as a development policy process which includes formulation, adoption and implementation of policies, the monitoring of their effects and their adjustment followed by organizations (Dussault, 1999). Policymakers need to define explicit policy objectives based on a rigorous analysis of the initial situation and of the feasibility of change in the short, medium and long term. As stated by the same author in any organization, explicit objectives, supported by the public are crucial. These put policy-makers in a stronger position to negotiate with the stakeholders to shape HR policies. At the macro level, HRD requires a mix of strategies to achieve its objectives (Anyim et al., 2012). If it is really need-oriented, stakeholders must be involved at all stages of the policy-making, from problem identification and needs assessment, to the definition of objectives and priorities as well as of strategies (Swanson & Holton, 2009). Therefore, planning, coordination of policy-making, regulation, monitoring and information are also strategically important to the well functioning of HRD.

2.5. Processes of Human Resource Development practice

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

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

Identify and design objectives: Once HRD needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the employee capacity building program is intended to be achieved (Scarpello & Ledvinka, 1988).

Instructional method and media: The instructional method and media depend on the program content and in turn developed by human resource development need identification and established objectives (Werther & Davis, 1996). The objective is to teach specific skill, provide needed knowledge, or try to influence attitudes the content, method, and media must match with the job requirement of the organization and the learning style of the participant.

Implementation of the HRD Program: As Harris et al. (2006), HRD program is aimed at enabling organizations to achieve objectives and the program is set up after having clear-cut objectives in mind. Moreover, providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs (Chatterjee ,1995).

Evaluation and follow-up: Is the final phase of HRD program to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been equipped (Bhupendra, 2009). It is most commonly interpreted in determining the efficiency and effectiveness of a program in relation to the desired goals and objectives. HRD is doing an investment in people to update their competence (Ahuja, 1988). As indicated by Milkovich and Boudreau (1991), the major reason for management investment in HRD program is that to capacitate employees to perform better to meet organizational objectives.

Therefore, evaluation is a crucial mechanism to assess the effectiveness and efficiency the organization.

2.6. Principles of Human Resource Development

The principles stated below must be kept in mind while framing a HRD system so as to have a proper and regular development of the human resource in every organization.

Development of organizational capability: according to Deb (2010), the whole the development of employees and the organization are the basis of ideal human resource development system. The competencies include overall development of the work force in all aspects, such as: technical, psychological, physical or moral development should be in an organized manner.

Potential maximization: HRD system plays an important role to identify the employees' hidden potential that enables them to be competent enough to utilize their ultimate knowledge that can help to achieve organizational objectives (Habib, 2012).

Autonomy maximization: this is the degree of independence offered to employees at work so that they could be able to handle their responsibility to some extent. A proper HRD system must provide certain level of autonomy to its employees enabling them of handling duties on their own (Singh, 2012).

Maximum delegation: this principle implies that in an organization responsibility delegation i.e. sharing responsibilities of authorities with subordinates should be prevail to develop a cohesive and a congenial environment (Deb, 2010).

Participative decision-making: according to (Habib, 2012) this shows that top managers should encourage the participation of their subordinates in the system of human resource development to create favorable working environment where the employees are free to discuss their issues and their suggestion should be welcome.

Change management: as to this principle though usually people resist change, it is the inevitable thing in this universe. To be tough in the competition an organization and its human resource need to be as much flexible in getting itself adapt to the changing scenario. The balance between the organizational culture and the changing culture is maintained through good HRD system (Deb, 2010).

Periodic Review: according to Swartz (2010), this indicates that training and development, career planning and development, performance and potential appraisal, counseling as HRD functions that should be reviewed and renewed regularly at certain periodic intervals to capacitate the employees in an organization.

2.7. Benefits of Human Resource Development

Henry Ford the pioneer in the field of management states, *“Take out my building, take out my machines and all capital but leave my men with me I will become Henry Ford again”* This statement of Henry Ford highlights that human resource plays a crucial role in an organization (quoted in Wachira, 2012). In this competitive globalization HRD has immense function in meeting the challenging requirements of highly competent and skilled human resources. In this regard, component of human resource which transforms other resources to be productive can benefit the growth of the country (Gupta, 2008). Therefore, HRD fosters individual capability through practices strengthening organizational capacity to achieve a competitive advantage (Padaki, 2007). Haslinda (2009a) revealed that the purposes of HRD are said to capacitate the nature and extent of HRD activities being practiced in a give organization. Its purposes are centered on learning and performance perspective both benefiting the individual and the interests of stakeholders. In a wider sense, the purposes HRD centered on economic, social and the ethical benefits. HRD centrally focuses on training, development and learning with organizations for individual development to achieve organizational strategies and competence.

Yussuf and kasim (2003) stated that, the role HRD is crucial in promoting and sustaining growth and contributes significantly to economic development in terms of increased employees’ productivity and plays a dominant role to make the economy more innovative,

productive and competitive through the existence of more skilled human capability. Swanson and Holton (2009) further asserted that the organizations have been created by human beings and can soar and crumble, and HRD is intricately connected to the fate of any organization. Human expertise is developed and upgraded through HRD processes and should be applied for mutual long term and short term benefits. With appropriate HRD program, people become more committed towards their job; people are assessed on the basis of their performance (Deb, 2010). Therefore, HRD is considered as the key to better relations and greater profitability and higher productivity for any organization.

2.8. Challenges for Human Resource Development

An emerging knowledge economy creates major challenges for HRD in the organisations. The major challenges that confront the HRD function in organizations in meeting their objectives are the following.

Aligning HRD to Strategic priorities: If HRD practitioners want to make an impact and help to drive the success, then they need to focus more on strategy-perhaps avoid addiction to delivery of training programs. They should seek to understand the need of the organization more in order to deliver a learning agenda that enables achievement of goals (Charles, 2006). A Strategic HRD as that development arising from a clear vision about people's ability and potential to provide competitive advantage to an organization (Ozcelik & Ferman 2006). It is employee development that arises out of the need to actualize the often heard statement by organizations that people are our greatest assets. Strategic HRD is driven by the organization's goals and operates within these goals to develop human capital and is thus a purposeful way of matching people to the organization. The central focus should be to expand the learning capability that can help generate the knowledge base of the organization and enhance both competitive and collaborative capability (Harrison & Kessels, 2004).

Building knowledge-productive learning culture: According to Harrison and Kessel (2004), the effectiveness of HRD in contributing to culture change rests on its practitioners' alertness and responsiveness. To new needs in the workplace, on their ability to raise awareness of the importance of a culture of learning. That means, in practice for managers and other

employees, and on their production of relevant interventions that can form part of culture's new context. To do this, they require a deep knowledge of culture, of its historical roots, and of its typical impact on workplace behaviors and performance.

Developing managerial and leadership capability: This is another basic challenge that the organizations face in meeting their desired goals. In knowledge economy managers and team leaders increasingly have to master strategizing, organizing and HRD processes relevant to innovative organizational forms (Harrison &Kassel, 2004). Hence, HRD professionals should design and help to implement management development strategies to build interacting types of core competences like: strategic capability, flexibility and learning orientation.

Upholding Cultural Values and Norms: If a developing country is to succeed in developing skills of its HR, in a way that serves its real and correct development needs most effectively, its plan must respect the cultural values and norms which people are strongly attached to (Habib, 2012). This will secure a stronger commitment on the part of those targeted by the development efforts than it would be the case otherwise. It is therefore essential that government administrations be careful when reviewing its development options, not to ignore the fact that the attitude and reaction of people toward its HRD plan (Wachira et al., 2012).

Understanding of different needs and interests: According to (Wachira, 2012) the best national HRD plan is one that is designed to best serve the special needs and interests of the country and its sectors. Hence, national HRD planning should be objective, providing means to eventually set the stage for achievement of priorities, goals, and interests that truly make a difference as far as the fate of the country and the well being of its people are concerned (Habib, 2012). Therefore, planning is not a chance for planners only to show professional and skilful they are but also how ethical, realistic and precise their judgment and choices can be.

Allocating sufficient financial resources and using it wisely: Financial resources can only be available by a limited amount. But the amount must be adequate to achieve the goals of HRD. Also it is essential not to misuse the financial resources. In short, the failure to continue the HRD course of action after starting it must not be allowed. It is very important to be able

to continue financing HRD at all times and regardless of volatile swings in financial budget levels (Habib, 2012).

Developing comprehensive HR strategy: As indicated by Wachira (2012), the best national HRD is one that is part of a comprehensive national HR strategy. Good national HR strategies begin with identifying national work needs and work requirements. Strategic planning is the best means through which selection can be made. Also effective HR strategy provides for HRD programs that invest in learning through training. According to Harrison and Kessel (2004), the identification of training needs and policy; and the details relating to training content, scope, and overall thrust should be entirely in the hands of those who will supervise its beneficiaries. Moreover, career broadening should be a prime focus in HRD programs in order to secure flexibility to quickly adapt to changes in the work environment. Therefore, effective HR strategy provides for effective HRD through competition among workers for career progression, effective performance review process for knowledge transfer and effective leadership.

Utilizing HR assessment technology to plan HRD: HR assessment technologies have developed to a very advanced stage now days. It can be beneficial, therefore, to initiate a particular HRD program that serves the national HRD strategy through application of suitable HR assessment technology systems. Such systems are designed to assess the selection, appraisal and development and coaching of workers (Habib, 2012). These systems are best used in conjunction with a process whereby workers' experience, education, qualifications, competence and trainability can be assessed.

Promoting positive work force attitudes toward HRD: An attitude is a psychological stand of a person in relation to an issue. National HRD programs need to be designed with recognition that members of work force attitudes toward HRD constitute an essential factor for HRD success. As Wachira (2012), positive attitudes among members of the work force constitute a condition for absorbing the programs requirements; and that is important for smooth program execution. It is central that work force members realize their personal needs

for change and improvement, and be conceived of the direct and clear link between these needs and the designed HRD programs (Habib, 2012).

Accepting modern technological changes and developments: As Wachira et al. (2012), technological advances are changing the way people doing things. Current requirements are for more professional and technical tasks and fewer activities. Therefore, national HRD programs need to be built on realization that flexibility, skills, and professionalism are essential requirements to face up to modern work challenges. Since the nature of most aspects of nowadays work requires a high level of skill and versatility HRD programs in developing countries should be committed to invest heavily in training and career development (Wachira, et al., 2012). To do this utilizing knowledge and experience accumulated locally, intensifying training of the work force in up-to-date skills necessary for planned assignments, developing long-term career potential and creating a positive work environment which motivates and promotes productivity are crucial.

Creating positive working environment: According to Habib (2012) the creation of a positive work environment is an essential requirement in every organization to upgrade HRD. This ensures that workers have a strong sense of their value and contribution. It should encourage commitment on workers' part, increase retention, and facilitate mobility and versatility. Government organizations should promote national HRD practices indicative of their emphasis on creating positive work environment. As Swartz (2010), a positive work environment encourages, with caution, risk taking; allows for flexible work schedules and offers different options to employees.

Sustaining the effort: Human resource development is not one going effort. It is an ongoing process. Government organizations concerned with HRD should on an ongoing basis, review, discuss, and monitor the identification of changes in work force development and training needs (Habib, 2012).

2.9. Theories of human resource development

HRD in the organizational context has been borrowed from other disciplines such as psychological theory, economic theory, and systems theory (Deb, 2010). A theory is a general statement or set of related statements about cause and effect, actions and reactions. The main purpose of discussing these various foundations is to acknowledge the fact that HRD should continue to develop as a discipline and the integration of economic, psychological and System theories serve as a unique theoretical foundation of HRD (Baradous, 1997).

2.9.1. Economic Theory of Human Resource Development

Business traced its roots in the early stages of human civilization in one form or the other every business activity is necessarily an economic activity. To give and to take has been the two aspects over which the base of business lies. In the earlier period of time, it was carried out on individual basis, but with the passage of time it turns out in the shape of a formal and an organized structure (Randall, 1987 & Torraco, 1999). An organization is an organic entity through which business is carried out primarily for achieving economic objectives of the organization. Moreover, the economic theory holds the critical position in the evolution of the concept of HRD in context of an organization. Economics is the study of how scarce resources are optimally utilized and how these scarce resources are allocated. It consists of certain concepts of efficiency which could help in designing a framework for ensuring maximum societal well-being. Thus, economics is considered to be one of the theories of human behavior (Deb, 2010).

2.9.2. Psychological Theory of Human Resource Development

From the organizational point of view psychology is concerned about the individual behavior at work. This theory asserts that the behavior and mental process of employees and their effect organizational system performance. For an organization to be effective and well-organized in the competitive edge and global scenario, it must take great care of maintaining a cohesive working environment. This is undertaken where the working conditions are integrated with the talents and skills of the HR. The application of psychological tools to solve problems of

the employees working in the organizations facilitates their integration with the organizational climate and results in enriched and enhanced performance (Deb, 2010).

According to (Deb, 2010), this theory operates at the individual level as well as at a group and at organizational level. It explains the way how the perceptions, attitudes, behavior of an individual can affect upon the technologies, internal sub-systems, processes, goals and objectives of the organization (Passmore, 1997). Therefore, understanding the psychological perspective is critical to the organizational performance. Because it brings key skills and perspectives that effectively facilitate change in culture and shifts in strategy to address the complex challenges and risks facing organizations. Moreover, to nurture the organizational effectiveness, there is a need to strike a balance between the individual needs and goals with that of the organization. Human considerations such as adapting with the dynamic changes of time, organizational decisions based on the performance of the employees, perceived equity has immense impact on individual performance and ultimately over organizational performance (Passmore, 1997).

2.9.3. Systems Theory of Human Resource Development

It sees the world in terms of 'systems' where each system is a 'whole' that is more than the sum of its parts, but also itself a part of larger system (Deb, 2010). System theory is the trans-disciplinary study of the abstract organization of phenomena, interdependent of their substance type or spatial or temporal scale of existence. This theory is an interdisciplinary field which studies the systems as a whole and explanation of how the interrelationships among inputs, processes, outputs, and feedback affect internal subsystems with set goals derived from and that contribute to the mission of the overall system (Randall, 1987 & Torraco, 1999).

According to (Lynham et al., 2004), organizations interact with the external environment and maintain a synergy between the internal affairs of the organization and the external environment; it is termed as an open system based on the assumption that an organization or an individual cannot develop in vacuum. Therefore, organizations have to expose themselves to the external world for growth and development. In the organizational context, HRD is a

sub-system and a system of its own because human resources are the prime movers of all other physical resources and transform those input resources into valuable output in the form of product and/or services. This transformational process involves a host of HRD processes, because of the reason that human efforts are required to augment the performance by familiarizing changes in human behavior (Deb, 2010).

2.10. Empirical Studies

A study by Swarajya (2005), entitled with human resource development in selected public enterprise in India has dedicated the knowledge in and often neglected area human resource development in public sector enterprises. The researcher has assessed the efficiency of human resource development processes undertaken in the selected study areas. The study identified the key problems occurred in the course of implementation of HRD programs and ascertained the attitudes of employees towards these programs. The study found that no much worthwhile work was done in the study areas for developing and upgrading the competencies, skills, knowledge, abilities, experience, welfare, motivation, career development of employees.

Sundararajam (2009) has observed the emerging trends of human resource development practices on the basis of survey of employees working in few cooperative organizations the overall HRD climate as neither good nor bad. The study identified that the employees shown unfavorable attitude towards human resource development policies and practices. The researcher said that HRD climate should be improved in the competitive environment. As the overall conclusion indicated by the study human resource has not been properly implemented.

The study carried by Ganesh Anjali (2007), concerned with training needs identification in public sector has identified that evaluation of training activity is very important namely in resource deployed and inputs provided. So as to make training conducive, goal oriented, need based, cost effective and duly modified from time to time on the basis of evaluation procedures require critical need identification. The researcher more indicated that the quality of training depends on the expertise of trainers, training methodology, training needs analysis, training evaluation procedures, supportive policies and strategic objectives. Moreover, the study found out the employees' lack of attitude towards training and training endeavors did

not yield the best results. Finally, the research concluded that the employees' attitude, trainers' competence level, teaching methodology and top management support in conducting need base training play a vital role in organizational success.

Study survey conducted by Shefali and Thakr (2007), towards performance appraisal as tool of human resource development in few organizations. The researchers have found certain weaknesses and strengths of the system. They suggested that some measures for achieving the objectives of performance appraisal system. They stated that many of public organizations have tailored their appraisal systems efficiently manage the performance of human resource development in the era of intense competition; however, many changes have not been made in the system. The only changes that have been made by the organizations were the introduction of self-appraisal system according to the observations taken by the researchers.

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

Kumar (2007) has carried out a comprehensive research in the changing pattern of human resource development practices under globalization in one of Indian organizations. The researcher conducted the study with the objectives of knowing and highlighting the practices of human resource management adopted by the organization to deal with the competitive situation. On the basis of data collected and situation observed the study has found the following human resource management practices in the study area these include training, orientation, compensation, working environment, performance appraisal and promotion. The HRD practices adopted are properly matched according to needs of present time. To scale up human resource development the researcher suggested human resource manager should have term approach and be proactive rather than reactive and give due emphasis for HR activates.

According to the suggestions given by the researcher, improvement in rules and policies, competency of HR managers, business knowledge and HR expertise are vital to meet organizational goals.

Pooja (2008) has also done an empirical study on the dimensions of human resource development climate enhancing organizational commitment in public organizations to measure human resource development climate in terms of various dimensions like participation, succession planning, training, performance appraisal in relation to organizational commitment. The study found out that the positive perception of employees increases the performance of organizations.

Saraswathi (2010) has undertaken a comprehensive comparative study on human resource development climate in few public organizations. The researcher evaluated the human resource development in terms of performance appraisal, motivation, training, potential appraisal, career planning, rewards and employees welfare in the study areas. After comprehensive study the researcher found that the good human resource development climate was prevalent in the organization, however, the extent of HRD climate prevailing in the organizations seem to be different.

Kayani (2008) has identified the challenges of human resource development to pace with globalization based on the following points: performance appraisal, induction in -service education, organizational difference, service stature difference. As the study stated, limited performance appraisal, unclear human resource development strategies, organizations difference capability in induction in -service education and learning are major challenges. Major findings of the study revealed, that experience difference, organizational difference, working in unisex or co-education, service stature difference have a significant impact on human resource development climate.

Study has also been conducted by Kebede and Sambasivam (2013), with the objective of investigating the strategic orientation, practices and managers' awareness towards the concepts of HRD in Ethiopia. In doing so, the researchers tried to analyze the data that have

been collected in the study areas. The findings of the study revealed that the managers of organization as aware of career development as the component of human resource development. The study also signify that managers were equipped the concept of performance appraisal as one part of human resource development. The findings also stated that HRD plays a support strategic role and shaping the overall strategy of the organization.

The study made by Antwi, Analoui and Cusworth (2007), on HRD challenges facing decentralized local governments in Africa empirical study from Ghana. Decentralization and human development have become important dimensions on Ghana's socio-economic development particularly on its public sector reforms. Study sought to investigate and identified the HRD challenges facing the local governments in the context of public sector reform. The study revealed that HRD is the critical issue in improving good local governance and provision of high quality public services. The researchers found that the country's public sector reforms have significantly influenced the strategic direction of human resource policies of the decentralized local government service. And the research highlighted that the main human resource capacity challenges manifest three dimensions such as policy skill and performance motivation induced. Finally the study forwarded that addressing HR capacity challenges have enormous financial and strategic implications in developing and transition economies.

2.11. Best Experiences from Other Countries

Brazil

HR policies are usually cooperative globally in Brazil. The government is recognizing modifications in an increase the competences of workers lead to the production processes (Dias et al, 2011). Brazil is one of an emerging country in which the supply of HRD was small, and some fluxes exist to balance the market before a decade. But now it enjoys good HRD standing in South America (Tome, 2008). Its internal coordination with BRICS is very positive as it seeks to attract different experiences. Brazilian training is rigorous, especially that on behalf of modernization. Organizations are working hard toward HRD with little prior HR experience and a long dependence on US models; they have initiated several attractive

nation-building projects (Kolachi & Shah, 2013). The government is building its HRD through open access, interaction, and flexible manner. They have a built-in strategic approach that they are implementing while taking full advantage. Training and development is one area in which they are working hard to keep pace with other BRICS coordinators (Tome, 2011). They are also working on quality management which is a relatively new concept to them. Generally, Brazil has started to focus on specific HRD initiatives in coordination with its government.

Russia

Russia's HR is considered still among the best in the world and has become an important issue for HRD professionals (Wuellner, 2013). The Russians are working at a much higher HR level and their personnel administration has been very strong. Russia's HRD began when twenty Moscow firms offered training in HRD-related strategies and management models (kolachi & Shah, 2013). Knowledge-based training was provided in Russian, which helped them to understand the issues facing their culture and launched the process in the right direction. Russia enhanced its HRD initiatives on an international scale and decided to implement them on a massive national scale. The day is not far off when it will dominate the planet. It is technologically, economically, and globally integrated. Its leaders are driving their people to build their HR skills. They have evaluated the best training trends, best educational activities and have covered most development domains in the process of revealing to the world the effectiveness of their HRD activities. As kolachi and Shah (2013), today's Russia's competency is very high in many areas, especially in invention, design, and manufacturing. The government has also been very active in building education and HRD with large investments that foster intellectual capital development.

India

HRD is the main engine of growth and development in India. Due to this reason the country has strong HRD strategy that leads organizational development (Dutt, 2010). India is one of HRD builders and in expertise attraction among the BRICS countries. Since its independence,

and particularly during the 1950s and '60s, India sent students to top universities. Through this process, they learned the best training methods and management techniques. This has led to India acquiring positions in the middle hierarchies. Its internal coordination with the BRICS is very healthy and has attracted Brazilian investment and Chinese expertise. It possesses both competency and competitiveness, which are attracting world attention. The nation's educated people are branding the country globally. While HRD is not the only development vehicle, India is working on it to equip Indians with skills in various fields (Kolachi & Shah, 2013).

China

China maintains an effective coordination with other BRICS. China is learning very quickly and adopting what is good in the HRD models, and its education has greatly improved over the years (kolachi & shah, 2013). As a result, the country has highly skilled and qualified engineers and policymakers who are needed by many countries. Chinese culture is very different from that of many other countries and their education is based on Confucianism. The Chinese use HRD in many different ways; for example, they follow the concept that personal connections are important for business dealings. Most important of all is social status. They freely offer respect and expect the same from other people. China has sent people to developed nations to learn IT and business techniques and then return to develop huge HRD domains.

South Africa

As kolachi and shah (2013), South Africa is the world's biggest emerging market, with many resources and initiatives through fostering a competitive youth in all sectors. Its internal coordination is good, especially with BRICS. According to HRD Strategy for South Africa (2010–2030) (HRD-SA) it is through collective ownership and mobilizing effort the government has been working a lot to achieve the goals by optimizing the efficacy and outcomes of HRD with respect to the country's development agendas. Its education is getting quality (HDI, 2011). South Africa's HRD initiatives have occurred through technical

developments. They have innovated in business and the IT sector. The government is designing the Strategic Framework for the Development of Human Resources (SFDHR) in the public service which addresses the focused demand for HRD (Clark, 2011).

2.12. Human Resource Development in Ethiopian Context

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

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

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research design and methodology is very crucial that helps the researchers how to address the research problems and provides the overall structure for the procedures that researchers should follow. It is also very important to get meaningful data to achieve objectives of the study. Thus, this chapter presents the study areas description, research philosophy, design and strategies, data sources, data collection instruments, sampling design and sample size, data processing procedures, data analysis tools and ethical considerations of the study.

3.1. Description of the Study Area

Tigray region is located in the north part of Ethiopia and it is one of the nine regional states of the country. The total area of the region is 54,569.25 km². It is bordered in the north by Eritrea, in the south by Amhara, in the east by Afar and in the west by Sudan. The region is administratively divided in to 7 zones (one special zone, Mekelle), 46 woredas and 763 kebeles (TCSA, 2011).

The region has recently shown improvements in social and economic development. It is also becoming an educational center with rapid expansion of both public and private higher learning institutions (Ayenew et al., 2011). To implement the GTP and to upgrade progress towards achieving the MDGs main strategic directions in the human capacity building is at the center of all strategies in the regional government. Hence, in establishing regional government structures with strong implementing capacity, ensuring transparency and implement cross cutting issues in the civil service are achieved through continuous HRD. In the region there are different regional public bureaus with different mandates including HRD in providing services to the public and following up the performances of the lower levels of government. The researcher selected five regional public bureaus such as: Civil Service Bureau, Agriculture and Rural Development Bureau, Education Bureau, Health Bureau and Finance and Economic Development Bureau with a total population 1051 as the study areas by considering large man power engagement and financial aspects invested that they have a

wider scope than others do (TCSB, 2013). Taking all these facts about the study areas in to consideration the researcher is interested to contribute his share by conducting this research.

3.2. Research Philosophy Selection

To be familiar with research philosophies is very crucial to identify the most appropriate methodologies. In turn, most appropriate research methodologies have paramount importance to gather the relevant data to address the study objectives. According to Creswell (2008), there are three major research philosophies which include positivism, constructionist and pragmatic that the researchers should consider in selecting appropriate methodologies for their studies. For this study the researcher selected the pragmatic one. This is because for the mixed methods researchers, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis. As a philosophical underpinning for mixed methods studies Patton (1990); Tashakkori and Teddlie (1998); and Morgan (2007), conveyed its importance for focusing attention on the research problem in social science research and then using pluralistic approaches. That is why pragmatists do not see the world as an absolute unity (Creswell, 2003). Similarly, mixed method enables researchers look at many approaches for collecting and analyzing data rather than subscribing to only one way quantitative or qualitative (Creswell, 2008). Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.

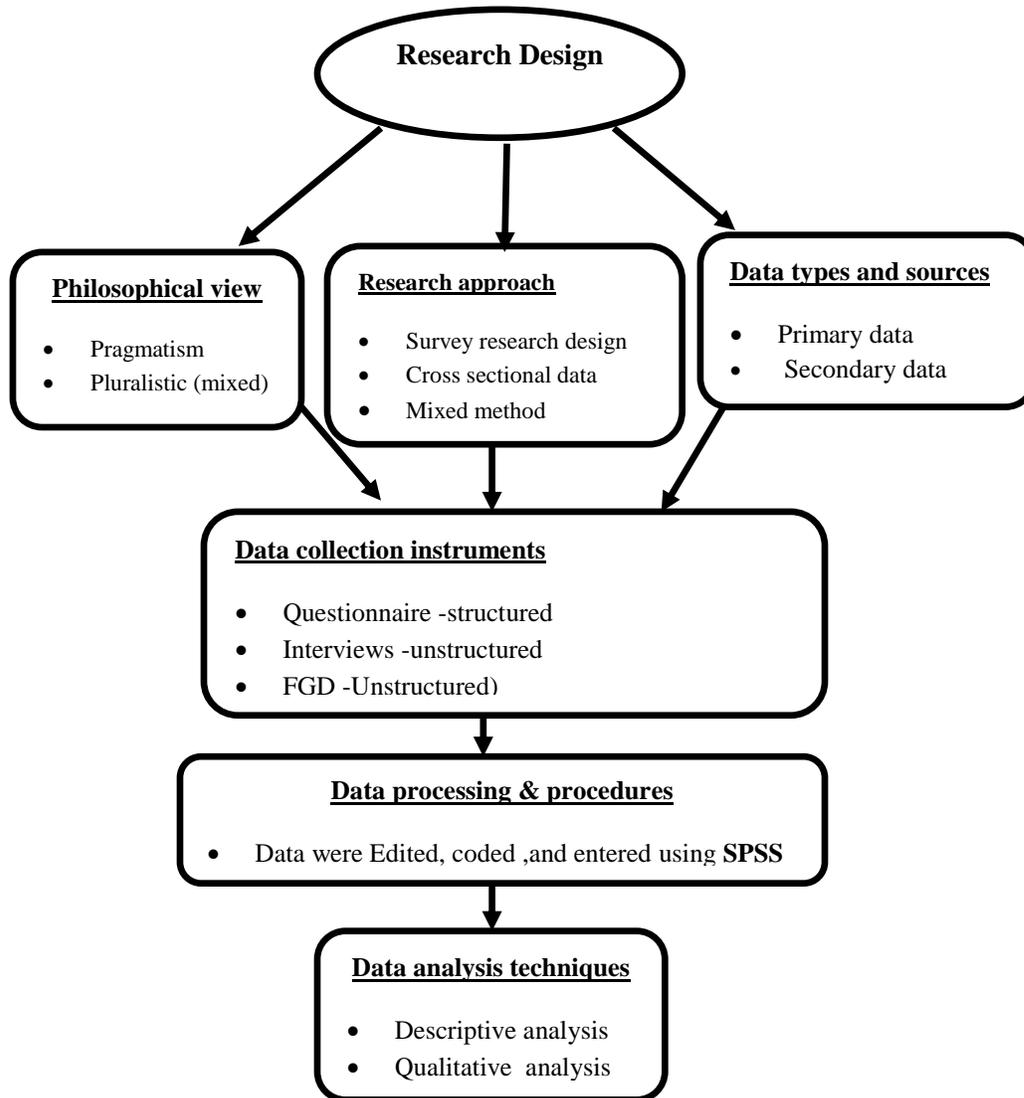
3.3. Research Design and Strategy

Research design is a blue print for selecting the sources and types of data relevant to the research questions. It basically, provides answers for such questions like: what techniques to be used to gather data? and what kind of sampling to be applied? (Zikgmund et al., 2003). To collect data the researcher used survey research design. This is because the survey design is preferable to conduct research employing large number of people questioning about their attitudes and opinions towards the specific issue, events or phenomena (Marczyk & Dematteo, 2005). It also enables the researchers to effectively administer and manage the tasks when the

data collection takes place. The study applied cross-sectional survey since the data were collected at one point in time from the sample respondents to describe the total population.

With regard to research strategies, the study employed both qualitative and quantitative ones. Now a day's mixed method is considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010). A quantitative method was selected because it is viewed as an effective to gather large data and comprehensive issues at a specified period of time (Ngwenya, 2010). While the qualitative method was selected based on the assumption that it enables the researcher generate meanings and phenomena within the real context of the research participants and to fill the gap left by the quantitative one (Kothari, 2004). Therefore, mixed method was adopted in order to make the study more reliable through triangulation.

Figure 3.2: Summary of the overall research design and methodology



Source: Adapted from Creswell (2008) with own modifications

3.4. Data Types and Sources

As indicated in the previous section, the study employed both qualitative and quantitative data. Since, using both types of data is vital to offset the limitations inherent with one method with the strength of other method (Creswell, 2003). The study used both primary and secondary data sources to get consolidated data so as to reach on concrete findings. The primary sources of data were collected from the respondents currently working in their respective sector bureaus. As part of primary sources data were also obtained from key

informants and discussants. To supplement the primary data, secondary sources were collected through extensive review of published and unpublished documents. Apart from this, human resource management guidelines, personnel training manuals and workshop proceedings about the subject under study were used. Other key documents such as national policies, development strategies and academic journals related to the study objectives were reviewed to enrich the findings of the study.

3.5. Data Collection Instruments

To increase the breadth of information obtained from the respondents in relation to human resource development practices and challenges in the selected sector bureaus this study used three types of data collection instruments.

Questionnaires: in this study structured questionnaire prepared in the form of Likert scale was used to collect the required data in relation to the practices, administration, and awareness of employees and challenges of HRD from the sample respondents. Such data collection instrument was developed in order to gather large data and avoid pressure on the respondents (Creswell, 2003).

Interview: is an adaptable way of finding things out. The human language is very useful in opening of what lies behind people's action (Zikgmund, 1994). Interview allows person-to-person discussion that can lead to increase insights in to respondents' thoughts, feelings and behavior on important issues of HRD. Another advantage that can be derived from the interview is its flexibility in expressing different viewpoints on the subject under study. Thus, key informants (Human resource and Training and Development Heads) were interviewed in depth using unstructured questions during the working hours. The participants were selected through judgmental method because of their closeness to execute the issues.

Focus group discussion (FGD): This was conducted in such a way that after having the necessary data from the key informants through interview, unclear ideas and information related to the subject under study were further reviewed. The researcher conducted one focus group discussion in each five separate sector bureaus with participants to gather relevant and

updated data towards the subject under study. Therefore, totally 5 focus group discussions were held to this study. In each study sector bureau 10 participants were selected for focus group discussion because of the nearness to the issue under study. Because according to Krueger and Richard (1994), participants for focus group discussion are ranged from 8-12. The participants who were not included in questionnaire and interview were selected.

3.6. Sampling Design Procedures and Sample Size Determination

The study used five regional public sector bureaus as the study areas with a total number of 1051 employees i.e. Civil Service, Agriculture and Rural Development Education, Health and Finance and Economic Development bureaus (TCSB, 2013). In the determination of sample size the three criteria were very important to gather the required data from sample respondents. These included the level of precision, the level of confidence or risk and the degree of variability in the attributes being measured that enable the researchers to determine appropriate sample size (Miauou & Michener, 1976). Therefore, by considering these issues sample size to collect data through questionnaire for this research was determined by using Yamane's (1967) formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = the sample size

N=the study population

e = the level of precision

1 = designates the probability of the event occurring

Therefore:

$$n = \frac{N}{1 + N(e)^2} = n = \frac{1051}{1 + 1051(0.07)^2} = 171$$

Therefore, 171 respondents were used as sample for this study to gather data through questionnaire.

The researcher deemed necessary to take independent sample for each regional public sector bureau to ensure equal representation because bureaus have different number of employees. Therefore, the sample size for each regional public bureau was calculated using proportion. The study used proportionate sample allocation formula so as to make each stratum sampled identical with proportion of the population. Therefore, proportional sample size from each stratum was calculated by using the following formula.

$$n_i = \frac{n * N_i}{N}$$

Where:

n_i = sample size for individual regional public bureau

N_i = the total number of public employees in each regional public bureau

N =the total number of public employees in the selected bureaus

n = the total sample size for selected bureaus

Source: (<http://ocw.jhsph.edu/courses/statmethodsforasamplesurvey>)

Table 3.1: Proportionate sample for each regional public bureau

No	List of regional public bureaus	Total no of employees in each bureau	No of sample size in each bureau
1.	ARDB	454	74
2.	CSB	115	19
3.	EB	177	29
4.	HB	174	28
5.	FEDB	131	21
Total		1051	171

Source: Own computation; based on Tigray Civil Service Bureau (2013)

By taking the above Table, in to consideration, the researcher selected 171 sample respondents from the total member of these bureaus using proportional methods. Having selected such number of sample respondents, the questionnaire was distributed by using simple random sampling (lottery method) to get each respondent from each regional public sector bureau based on sample frame (list of employees). This sampling technique was chosen as it gives each member of population equal chance of being selected and homogeneity of population characteristics. Therefore, the application of simple random sampling is appropriate whenever the target population has such characteristics (Creswell, 2003).

3.7. Data Collection Procedures

To gather the required data in relation to the practices, awareness of the employees towards HRD, how HRD is administered and challenges preliminary visits were made in study sector bureaus. During this time, secondary data sources pertaining to the subject under study were reviewed and discussions were also held with the respective staff on how and when to make discussions with the respondents. In order to administer data collection through questionnaire the researcher selected five enumerators and gave them one day training with regard to the entire purpose of the study. Then, the questionnaire was administered in the selected regional public bureaus during working hours (Monday to Friday) through the researcher's close supervision. This is because the respondents were available only during working days in morning and afternoon. After data were gathered using questionnaire the interviews and focus group discussions were conducted by the researcher with key informants and discussants. To this end, the researcher has successfully completed the fieldwork by creating smooth relationship with employees working in the sector bureaus.

3.8. Data Processing and Analyzing

Following the completion of data collection data processing was conducted through filtering inaccuracy, inconsistency; incompleteness and illegibility of the raw data to make analysis very easy. To solve such problems manual editing, coding, data entry, and consistency checking were done. To analyze data both quantitative and qualitative techniques were employed. The data collected from questionnaire were analyzed through quantitative

descriptive statistical tools such as percentages and frequencies, mean and standard deviations using SPSS version 16.0 computer software. While qualitative data obtained through interviews and focus group discussions were analyzed qualitatively in sentence form. Finally, the results were discussed and interpreted to draw important conclusions, recommendations and implications.

3.9. Ethical Considerations of the Study

In the first place, the department approved the thesis proposal. In addition, the researcher followed logical procedures in every stage of data collection processes. Accordingly, the respondents were introduced about the purpose of the study then informed consent from the respondents and responsible officials of the sector bureaus covered by the study was obtained to discuss with and interview them about the subject under study. Therefore, on the basis of these ethical principles, efforts were made and confidentiality would be assured and kept throughout the process of this research work.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the discussions and analysis of the feedbacks gathered from the respondents through questionnaire, interview and focus group discussion.

The study tried to assess HRD practices and challenges in selected regional public bureaus in Tigray Regional State. In this chapter the major findings of the study were analyzed and discussed in line with the stated specific objectives that lead to draw conclusions and recommendations.

4.1. Response Rate on Questionnaire

For this study, a total of 171 questionnaires were distributed to the employees currently working in five selected sector bureaus to assess human resource development practices and challenges. All distributed questionnaires were filled up and returned with response rate of 100%. To supplement data collected through questionnaire interview and focus group discussions were administered by the researcher with key informants and focus group participants in each selected bureau concerning the subject under study.

Table 4.1: Response rate

Bureaus	Questionnaire distributed	Questionnaire returned	Response rate
CSB	19	19	100 percent
ARDB	74	74	100 percent
EDB	29	29	100 percent
HB	28	28	100 percent
FEDB	21	21	100 percent
Total	171	171	100 percent

Source: Own computation (2014)

4.2. Reliability Test Result

The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. As stated by Mahon and Yarcheski (2002), the less variation of the instruments produces in repeated measurements of an attribute the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

Table 4.2: Cronbach's Alpha for each field of the questionnaire

Field	Number of Items	Cronbach's Alpha test
Awareness of HRD concepts	4	0.771
Training and development	7	0.797
Career development	5	0.780
Organizational development	9	0.839
Performance appraisal	8	0.825
Processes of HRD practice	10	0.847
Challenges of HRD	13	0.834
	56 (entire)	0.849

Source: Own computation (2014)

The Cronbach's coefficient alpha was calculated for each field of the questionnaire. The table 4.2 above, depicts that the values of Cronach's Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the Table, for each field value of Cronbach's

Alpha is in the range between 0.771-0.849. This range is considered as high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.849 for the entire questionnaire which indicates very good reliability. so, based on the test the results are reliable.

4.3. Demographic Characteristics of the Respondents

This part commences with the analysis of the demographic data gathered from the respondents using frequencies and percentages. Accordingly, the general respondents' characteristics including: sex, age, marital status, educational level and work experience are presented in Table 4.3 below.

Table 4.3: Demographic Characteristics of the Respondents

Respondents' characteristics	Categories	Frequency	Percent
Sex	Male	110	64.3
	Female	61	35.7
	Total	171	100
Age	18-29	10	5.8
	30-45	99	57.9
	46 & above	62	36.3
	Total	171	100
Marital status	Single	16	9.4
	Married	155	90.6
	Divorced	-	-
	Total	171	100
Educational level	Diploma	20	11.7
	Degree	110	64.3
	Masters & above	41	24.0
	Total	171	100
Work experience	1 year & below	5	2.9
	2-5	23	13
	6-10	37	21.6
	11 & above	106	62.0
	Total	171	100

Source: Field survey (2014)

From the Table 4.3 above, it is possible to deduce the following facts. The overwhelming majority of the respondents were 110 (64.3%) males and the rest 61(35.7%) were females. This implies that the sector bureaus were dominated by male employees and females' participation was low relative to male.

Another description pointed out in the Table 4.3 above, is that the age interval of the respondents. In this regard, the majority 99 (57.9 %) of the respondents in the selected sector bureaus were found in the age interval of 30-45 years which signifies that the bureaus have mature and well experienced staffs who have productive and potential prospects. Following 62(36.3%) of the respondents were found in the age of 46 and above and the rest 10(5.8%) of the respondents were fall under the age category ranging between 18-29 years. Generally, the majority of the respondents of the sector bureaus were middle aged by taking ILO (2013) as a reference implying that they could have good productive prospects. With regard to marital status, as it is indicated in the Table above, the majority of the respondents 155 (90.6%) were married and the rest 16(9.4%) were single. This has an implication that if the employees are married turnover could be slightly reduced as result of settled life.

Educational background of the employees is an important factor in undertaking their respective responsibilities and to make critical decisions in their working sector bureaus. Considering the respondents' level of education, 10 (11.7%) of the total respondents were diploma holders. Whereas, the majority 110(64.3%) and 41(24%) were first and second degree holders respectively. This signifies that the majority of respondents were first degree holders in terms of their educational level and the bureaus should plan for the development of its workers to masters' level so as to increase of their job performance.

Table 4.3, also depicts that the work experience of the respondents. The majority of 62% of the respondents have relatively longer service times above 11 years. Following 21.6 % of them have 6-10 years work experiences and the rest 13% ranged from 2-6 years. The rest 2.9 of the respondents were new for the institutions with one year and less than work experience. From this we can conclude that most of sector bureaus' staffs have good work experiences

which can help them to do their responsibilities effectively and efficiently. In other words, the sector bureaus were in a good track in capturing well experienced staffs.

In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

4.4. Descriptive Statistics of Scale Type Questionnaire

In this part descriptive statistics in the form of mean and standard deviation were presented to illustrate the feedback of the respondents. The feedback of the respondents for the variables indicated below were measured on five point Likert scale with measurement value 1= Strongly disagree; i.e. very much dissatisfied with the case described; 2= Disagree, i.e. not satisfied with the case described; 3= Neutral, i.e., uncertain with the case described; 4= Agree, i.e., feeling all right with the case described and considered as satisfy; and 5 =strongly agree, i.e. very much supporting the case described and considered as highly satisfy. To make easy interpretation, the following ranges of values were reassigned to each scale: 1-1.8= strongly disagree; 1.81-2.6 = Disagree; 2.61-3.4= Neutral; 3.4-4.20= Agree; and 4.21-5 = Strongly Agree Best, 1977 (cited in Yonas, 2013). To analyze the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS version 16.0 software. While the results of the interview questions and focus group discussions were integrated to the responses obtained through questionnaire.

4.5. Measuring Employees' Awareness towards HRD Concepts

Awareness of the respondents towards human resource development concepts was measured based on questionnaire provided to them which comprise: training and development, career development, organizational development and performance appraisal which are crucial for better performance of every organization. It is possible to say that employees have awareness of human resource development concepts if they recognize all sub-constructs indicated below as part of human resource development. Having this lead, the statistical tools such as: mean

and standard deviation were used to analyze the results for all sub-constructs stated in the following Table.

Table 4.4: Respondents’ Awareness of HRD Concepts

Items	N	Mean	Std. Deviation
Training & development	171	4.31	0.698
Career development	171	4.19	0.757
Organizational development	171	4.15	0.745
Performance appraisal	171	3.98	0.739

Source: Field survey (2014)

The Table 4.4 above, shows that the awareness of the respondents towards HRD concepts. The scored mean value of the employees’ awareness of human resource development from training and development standpoint as indicted in the table above was 4.31 with a standard deviation 0.698. This indicates that the respondents strongly agreed with a relative homogeneity in their responses. We can conclude that the employees of the sector bureaus were aware of training and development as a component of human resource development and they have excellent understanding of human resource development from training and development point of view. Kebede and Smbasivama (2013), in their study in public sectors found that consistent findings concerning the awareness of the organizations’ staff towards training and development as a critical HRD aspect. The implication is whenever the employees have good understanding about training and development they may update themselves to enhance organizational performance.

As it is also evidenced in the Table 4.4 above, the scored mean value of the second sub-construct, i.e. employees’ awareness of human resource development from career development viewpoint was 4.19, indicating that the respondents’ agreed on and feel all right with the case described and the sub-construct’s standard deviation was 0.757. The results of this analysis proved that respondents of the bureaus were aware of career development as a component of human resource development. From this it is possible to deduce that the respondents have very good understanding and knowledge about career development from

human resource development point of view that could result both individual and organizational improvement. This has also an implication to sector bureaus to link their plans with career development. Kilam and Neeraj (2012) found that good awareness and understanding of employees pertaining career planning and development and it was perceived to be the most important HRD sub-system as it has a very strong bearing on the individual and organizational growth and development in India which supports this study finding. It is this very sub system of HRD, which greatly contributes towards individual and organizational goal integration.

The scored mean value for the third sub-construct i.e. employees' awareness of human resource development from organizational development standpoint was 4.15 indicating that the respondents like the above sub-constructs agreed on this sub-construct. The sub-construct's standard deviation was 0.745, which is low conveying that the relative similarity of the respondents' responses. This implies that staffs of the sector bureaus have recognized organizational development as a component of human resource development. From this description one can clearly conclude that the respondents were familiar with and have good understanding about human resource development concept from organizational development point of view. Saxena and Monika (2010), in their comprehensive research found that low level of employees understanding and awareness of organizational development as part and parcel of HRD in five business companies which contradicts with this study finding due to organizations' reluctance in empowering the employees' skill and knowledge. The awareness of organizational development may have an implication on the sector bureaus to enhance their effectiveness and coping with changes and innovations.

Table 4.4 above, displays that the scored mean value for the fourth sub-construct i.e. measuring employees' awareness of human resource development concept from performance appraisal perspective was 3.98 with a standard deviation of 0.739, which signifies that the respondents agreed on rating with a relatively high homogeneity in their responses. The scored mean value of this sub-construct points out that the respondents were well equipped with the concept of performance appraisal as part of man power development. Most employees of the sector bureaus understood that periodic evaluation of employees'

performance as part of human resources development; however, some haven't still understood it well. Thus, high proportions of employees of the regional sector bureaus were able to relate the performance appraisal system with the outcomes and objectives of human resource development. The research finding by Akuoko and Baffoe (2012) supports this study finding as to them effective building of employees' competencies helped them to be familiar with performance appraisal in relation to HRD in the public sectors. With this lead, one can conclude that employees of the sector bureaus were aware of performance appraisal as a component of human resource development in this study. The implication of employees' understanding performance appraisal is that it may have practical significance for appraisers, appraisees, HRD planners and the sector bureaus as a whole.

Table 4.5: Summary of Respondents' Awareness of HRD

Item	N	Mean	Std. Deviation
Employees' awareness HRD concept	171	4.16	0.735

Source: Field survey (2014)

As it is shown in the Table 4.5 above, the scored mean value of the major construct i.e. employees' awareness of HRD concepts in the sector bureaus was 4.16 which is the average scored mean value of each sub-construct means. The scored mean value shows that the respondents of the sector bureaus were well equipped with the concepts of HRD i.e. training and development, organizational development, career development and performance appraisal and the standard deviation was 0.735. The standard deviation was relatively low indicating that the relative homogeneity of the respondents in their responses. Based on this finding one can deduce that employees have good awareness of human resource development from its components perspective. Sheikh (2009) found that the employees' awareness of training and development, career development, organizational development and performance appraisal in public banks Pakistan supports this research finding. This could make HRD conducive for both enhancement of the capacity of employees and achievement of organizational goals.

The information gathered through interviews and focus group discussions with key informants and focus group participants concerning their understanding about human resource

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

4.6. The Practice of Human Resource Development

Human resource development practice as a continuous process, which matches organizational needs for human resources and the individuals need for a career development. It enables the individuals to gain their best human potential by attaining a total all-rounded development. It also promotes dignity of employment in an organization and provides opportunities for teamwork and personal development. Hence, a well-planned HRD system must be a central part of human resource management in every organization. This section, presents the practice of human resource development from training and development, career development, organizational development and performance appraisal aspects.

4.6.1. Employees' Perception in the Practice of Training and Development

It is undeniable fact that the organizations' productivity is determined by the motivation level and effectiveness of its workforce. Training and development implies to the systematic process of developing the competencies relating to the job of employees for the present and future roles and responsibilities. Today we believe that an organizations' competitive success is achieved through people. It follows that the skills and performance of people are critical. Many organizations spend much money on training, believing that training will improve their employees' performance and productivity. Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be the gap between employees knowledge and skill and what the job demands. The gap must be filled through training and development programs. Hence, personnel training and development is one of the major ways that work organizations attempt to maintain the competency levels of their HRD and increase their adaptability to changing organizational demands. With regard to the

respondents' reaction with the practice of TD the following statements were given to indicate their degree of agreement in Table 4.6 below.

Table 4.6: Statistical review of training and development practice

Items	N	Mean	Std. Deviation
Clear training and development programs	171	3.53	0.753
Assessing employees training needs	171	2.57	0.629
Setting performance goals and objectives	171	3.09	0.656
Planning developmental strategies	171	3.03	0.715
Assessing aids for internal and external TD	171	2.17	0.801
Developing strategies for training, schedules & modules	171	2.37	0.768
Evaluating training efforts	171	1.82	0.702

Source: Field survey (2014)

As it can be seen from the Table 4.6 above, the scored mean value of the first sub-construct i.e. the organizations have clear training and development program was 3.53, indicating that the respondents' agreed in their agreement response showing that they feel all right with the case described. The standard deviation of this sub-construct was 0.753 this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the sector bureaus have clear training and development programs that may help to upgrade employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

The Table 4.6 above also reveals that, the scored mean value of the respondents to the second sub-construct i.e. the assessment of the employees training needs was 2.57 signifying that "disagree." This shows that the respondents were dissatisfied with the case described and the standard deviation of the sub-construct was 0.629 which is relatively low being evidence for the relative homogeneity of the responses. Within the training context, needs assessment provides a picture of skills and knowledge of the people in an organization. Here, training needs assessment can determine level of optimal performance and standards for excellence,

evidence of individuals' actual performance level, attitudes affecting performance and root causes of performance problems. By systematically, analyzing needs organizations can identify solutions to performance problems that will provide the best return on training and development investment (Nancy, 2012). However, in the sector bureaus as the finding implies that the existence of problems with respect to training needs assessment which is a determining factor for human resource development. This shows that much was not done from this perspective in order to realize organizational goals.

When we come to the third sub-construct i.e. setting performance goals and objectives the average scored mean value of respondents' response was 3.09 with the standard deviation 0.656. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent with the case described i.e. setting training performance goals and objectives which is the crucial factor in facilitating human resource development. Abdullah (2009), stated in his study once training and development needs are clearly identified, the next process is to establish or setting performance objectives. Objectives are specific outcomes that the training and development program is intended to achieve. These objectives define the performance that the trainee should be able to display after training. However, in the sector bureaus with regard to setting performance goals and objectives due attention was not given as the determinant factor for human resource development. This may reduce organizational effectiveness and efficiency.

In the Table 4.6 above, the forth sub-construct i.e. planning development strategies accordingly most of the respondents were "neutral" response rate with the scored mean value 3.36 and the standard deviation 0.715. This implies that large number of the respondents were neither agree nor disagree towards the sector bureaus' action in relation to planning developmental strategies which play a paramount role to capacitate the employees' potential. Sanararajam (2009), found that planning development strategies for HRD as the key factors for employees and continuous organizational development. From this perspective the sector bureaus are not courageous in planning good development strategies. The implication is that unless the sector bureaus are designing smart development strategies that it would be impossible to make the organizations successful.

As it is indicated in the Table 4.6 above, the scored mean value rating of the sub-construct i.e. the assessment of the aids for internal and external training and development was 2.17 signifying that “disagree” agreement rating scale which indicates that the dissatisfaction of the respondents with the case described and the standard deviation was 0.801. Moreover, as the information obtained from interviewees and focus group participants the sector bureaus have limitation in searching external aids and very low external linkage with to build HRD through training. This finding is inconsistent with Getahun (2007), in his empirical study conducted in some public banks in Addis Ababa0. From this it is possible to deduce that the sector bureaus were lagging behind in assessing aid opportunities for both internal and external training which is the most critical issue to develop the capacity of the employees’ potential and better performance of organizational tasks.

As it can be shown from the Table 4.6 above, considering the development of training schedules and modules in the organizations the respondents’ scored mean value was 2.37. This shows that the majority of the respondents were disagree and the standard deviation was 0.768. From this one can deduce that the sector bureaus have to do a lot of tasks in arranging training schedules and preparing module guides to facilitate HRD activities. Deb (2010), came up with consistent findings the study done in public sectors in India due to lack of commitment of the managers in preparing training schedules and guiding materials to facilitate HRD practice that would have an implication on organizational and individual performance.

When we come to the last sub-construct which is indicated in the Table above, is about evaluation of training efforts. Evaluation is the final phase 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 jobs for which they have been trained. The scored mean value response of the respondents was 1.82 implying that the overwhelming majority of the respondents were “disagree” with the case described and the standard deviation was 0.702. The scored mean value displays that the respondents were dissatisfied with the issue. Based on this finding one can deduce that the sector bureaus were very reluctant in evaluating the worth, effectiveness

and the efficiency of training given to the trainees helping them to get feedback for their improvement. As Ahuja (1998), noted that the concept of evaluation as the determining factor to assess the effectiveness and efficiency of a program in relation to its objectives. Gupta and Singh (2006) also pointed out that in their study on the basis of correlation analysis there is a positive correlation between HRD and evaluation of training and development efforts. From this perspective it is possible to put an implication that, if the sector bureaus are ineffective in taking training evaluation they could not identify whether they have good performance or not and what to be taken if the problems occur in their overall tasks.

As per the information obtained from key informants and training and development documents in each selected sector bureaus showed that they have good training and development programs. Moreover, the informants replied that the sector bureaus were in a good position in identifying training needs, planning development strategies, setting performance goals and objectives, assessing aids for internal and external training and evaluating training efforts. But the information gained from focus group participants displayed that negatively which contradicts with key informants' responses. As per focus group participants in the sector bureaus, especially, post training evaluation was not well conducted and ineffective to help trainees to get feedback for their improvement and efficiency and to find out to what extent the objective is achieved. Moreover, according to focus group participants training and development access in the sector bureaus is very limited and focused on only some work units.

Table 4.7: Statistical Summary of Training and Development Practice

Item	N	Mean	Std. Deviation
Training & development practices	171	2.22	0.718

Source: Field Survey (2014)

As Table 4.7 above depicts that, the scored mean value of the major construct i.e. the practice of training and development in the organizations was relatively low 2.22 with the average standard deviation 0.718 which represents that the mean of each sub-construct means. This indicates that, training and development as an important factor for building continuous human

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

4.6.2. Career planning and development

No HRD function can be acceptable to the people of any organization, if it fails to provide opportunities for individual employees to have bright career prospects. It is for the purpose of HRD integrating career planning and development with it. Proper career planning also leads to career development. It develops the career of every individual executive which results in adequate growth of the career of every employee. Hence, successful planning is closely linked with career planning and development. In this section the study presents HRD practice from career development aspect based on the information obtained from the respondents.

Table 4.7: Statistical review of career development

Items	N	Mean	Std. Deviation
Well in working to improve career development	171	2.53	0.725
The institution has good career planning and development programs	171	2.60	0.719
The organization integrates HRD with organizational objectives	171	2.34	0.727
Good counseling center that benefits all employees	171	1.89	0.758
Average	171	2.34	0.732

Source: Field survey (2014)

The Table 4.7 above clearly shows that, the majority of the respondents were “disagree” with sub-construct i.e. to improve career development of employees with the scored mean value 2.53. The scored mean value points out that the dissatisfaction of the respondents with the case described and the standard deviation was 0.725. From this fact one can deduce that the sector bureaus were not in a position to consider continuous employees professional development to fill the existing gaps. This implies that the sector bureaus have limitations in critically assess their effort to promote career development by any means to increase the satisfaction level of their employees.

As it is also illustrated in the Table 4.7 above, in the second sub-construct i.e. career planning and development the respondents’ response scored mean value was 2.60. This signifies that the respondents’ agreement response rating scale was “disagree” response rating scale implying that the dissatisfaction of the respondents with the issues described and the standard deviation was 0.719. From this sub-construct one can clearly infer that the bureaus were not in a position to consider career planning and development as utmost importance for the growth of employees in accordance with the education, training, job search and work experience. Employees should trace their career in light of their individual needs and

capabilities. From this perspective the implication is unless the sector bureaus are aware of their potentiality and capabilities in career planning and development that could help them to exploit the available opportunities they could not achieve their desired objectives.

Human resource development can transform the organization into a human system by developing their commitment and integrating the individual employees with the organization. With regard to the third sub-construct i.e. the integration HRD with organizational objectives the scored mean value response of the respondents was 2.34 with a standard deviation 0.727. From this analysis it can be deduced that the respondents were “disagree” with integration of HRD with organizational objectives indicating that they are dissatisfied with the case raised out. This result signifies that bureaus are lagging behind in linking the two things for the betterment of their performance.

As it is vividly indicated in Table 4.7 above, the respondents were asked to scale the measurement i.e. the existence of good counseling center that benefits all employees. They responded having a scored mean value of 1.89 this shows that the respondents were “disagree” about the career counseling with standard deviation 0.758. This depicts that the respondents were dissatisfied with the case described. Kola chi (2012), in his comprehensive investigation found that employees counseling as the determinant factor to build good HRD. As it is a process of dealing with the emotional problems and issues of the employees to make them feel light and relaxed at work. It can be expressed in terms of appraisal counseling, career counseling and disciplinary counseling. It is also being done to enable the employees to have positive attitude towards work and to improve their performance. However, the sector bureaus were reluctant in handling the psychology of the employees and making them happy at work so that they could feel gratified while working which ultimately leads to improved and enriched performance through counseling. Kilam and Neeraj (2012), in their depth assessment in public sector also found that career planning and development as the most important component of overall HRD system which helps in individual-organizational goal integration. But in this study the sector bureaus from this ground displays that there are tasks still remain to be done.

According to the information gathered from interviewees and focus group participants in each selected sector bureau they replied that as do have career development in principle in order to create motivated workforce, to enhance the capacity of both present and future knowledge and skills, to increase the ability and productivity of employees, increase optimum man task relationship, to prepare employees to take higher assignments, and to upgrade skills and prevent obsolescence. In addition, as discussants replied that the educational opportunities are very limited in the sector bureaus for career growth and development. However, in practice explicit tasks were not done in relation to the issue described to upgrade HRD in each sector bureau. This could limit the sector bureaus to cope up global challenges and modern technological changes and innovations.

4.6.3. Organizational Development

Since organizations are open systems, therefore, it must develop itself by adopting various changes that come across in the persistently changing environment it emphasizes on the adoption of appropriate interventions that could cope up with the ongoing activities of the sector bureaus. It provides a framework in which changes in climate and culture of the organizations takes place. It also enables organizations to harness human potential for attaining organizational objectives. With regard to organizational development the respondents were given the following statements to convey their degree of agreement as stated in Table 4.8 below.

Table 4.8: Statistical Review of Organizational Development

Items	N	Mean	Std. Deviation
Top management with required profession	171	3.48	0.679
Culture of openness	171	2.43	0.682
Credibility & fairness of top management	171	3.30	0.728
Encouraging problem solving culture	171	2.23	0.832
Team spirit	171	2.36	0.661
Defining personnel policies	171	3.50	0.733
Sound recruitment systems	171	2.32	0.743
Compensation and job security	171	2.48	0.722
Using good personnel data	171	3.43	0.714
Average	171	2.39	0.737

Source: Field survey (2014)

From the Table 4.8 above, it is possible to draw the following facts. As it is clearly illustrated in the Table, the scored mean value of the sub-constructs i.e. management with required profession, credibility and fairness of top management, defining personnel policies and using personal data fall between ranges of 3.30-3.50. This shows that the majority of the respondents agreed with the statements given to them. However, the above results imply that the sector bureaus were lagging behind to do much on these variables to improve the effectiveness and efficiency.

In addition, the Table above reveals that, the scored mean value of the respondents' response on the sub-constructs i.e. encouraging problem solving culture, good team spirit, sound recruitment system, better compensation and job security which fall between ranges of 2.22-2.48. This depicts that the overwhelming majority of the respondents disagree and they were dissatisfied with the cases described. In short, based on the information given the sector bureaus were not well in widening organizational development from these issues perspective. The implication is that unless the sector bureaus develop problem solving culture, good team

spirit, sound recruitment compensation and security it is difficult to them to build the required human resource and to attain organizational goals in the desired manner.

Based on the information obtained through interviews, focus group discussions and as per HRD report about organizational development in the sector bureaus pertaining their long-term effort to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture-with special emphasis on the culture of intact work teams and other team configurations using the consultant facilitator role as the majority of the respondents replied was insufficient. Furthermore, organizations were slow in tackling problems like communication, inadequate integration, openness, fairness in treating employees, compensation and job security, and in problem solving culture especially, as reported by focus group participants. This shows that the information obtained by the questionnaire was somewhat similar with that of the responses of interviewees and focus group participants.

4.6.4. The Practice of Performance Appraisal

It is an indispensable aspect of HRD to analyze the performance of employees which enables the organizations to understand where their people stand, what is expected from them and what they are actually contributing. The purpose of designing the mechanisms of performance appraisal is to portray the actual position of the past and future employees' performance. To meet this, the targets of performance are set which are being desired to be attained by the organizations. The targets are based on job-related criteria that best determine the success of job. To measure the practice of performance appraisal the following measurements were provided to the respondents to indicate their level of consent as indicated in Table 4.9 below.

Table 4.9: Descriptive Statistical Review of Performance Appraisal Practices

Items	N	Mean	Std. Deviation
Good performance appraisal systems	171	2.06	0.738
Assessment where the employees are assigned	171	2.56	0.724
Evaluation what expected from each employee	171	2.28	0.642
Immediate action when employees lack capacity	171	2.53	0.681
Problems not happen during performance appraisal	171	2.36	0.716
Short and long term evaluation	171	2.77	0.677
Acknowledgement for good performances	171	2.49	0.640
Identifying areas in need of improvement	171	2.23	0.725
Average	171	2.41	0.693

Source: Field survey (2014)

As it can be clearly understood in the above Table 4.9, the average scored mean value of the major construct i.e. employees' perception towards performance appraisal in their respective working sector bureaus was 2.41 which was the scored mean value of each sub-construct means and the standard deviation was 0.693. This scored mean value displays that respondents were not satisfied with the appraisal systems which include the measurements: the existence of good performance appraisal, the assessment of where employees are assigned, what expects from each employee in his/ her work area, immediate action when employees lack capacity, short and long term evaluation, acknowledgement for good performance and identifying areas in need of improvement. This is because as it is depicted in the Table above, the respondents were disagreeing with the cases described. Based on the finding one can conclude that the study areas were not in a way taking good performance appraisal in relation to HRD. Sorab (2006) found that performance appraisal in the public sector and has a positive relationship with human resource development. Accordingly, performance appraisal is useful for self-development and individual counseling, remuneration, quality feedback, communication and motivation. However, from this perspective the respondents were not satisfied with the appraisal system conducted by the sector bureaus.

As the information gathered through interview and as per review of relevant reports pertaining performance appraisal in the sector bureaus they have used methods like: BSC (Balanced Scorecard) and ROPA (Result Oriented Performance Appraisal) and attempts have been made to assess the scientific nature of the process and its implications on the performance and behavior of the employees. In effect, it was expected to improve the performance; however, the working environment is not conducive as the findings revealed from the respondents. The reasons for this were lack of incentives and training, lack of human capacity to set targets, lack of objective performance criteria and lack of commitment. The response also illustrated that some employees and department heads were not happy of the result of their performance. Performance appraisal equally gives room for open dialogue but, transparency and continuous follow up is so weak and loose attachment between performance and reward. This was due to lack of participation, inconsistent implementation and lack of resources as per the interviewees and focus group participants suggested.

4.7. Respondents' Perception How HRD Is Administered?

The primary purpose of HRD is to help the organizations to increase its enabling capabilities. These include development of human resources, development of organizational health, improvement of problem solving capabilities, development of diagnostic ability so that problems can be located quickly and effectively and increased employee participation and commitment. Regarding the respondents' reaction the following statements were given to them to indicate their degree of agreement stated in Table below.

Table 4.10: Statistical Review of How HRD Practice Is Administered

Items	N	Mean	Std. Deviation
Personal analysis	171	2.43	0.679
Job analysis	171	3.55	0.721
Organizational analysis	171	3.67	0.732
Prioritizing needs in practicing HRD	171	1.82	0.757
Identifying and designing HRD objectives	171	3.52	0.701
Clearly defining objectives of HRD	171	3.65	0.774
Implementation based on stated objectives	171	2.35	0.668
Evaluation and follow up	171	2.21	0.820
Institution selects good evaluation criteria	171	2.42	0.761
Interpret evaluation results	171	2.33	0.713

Source: Field survey (2014)

As it can be described in the Table 4.10 above, the respondents “agreed” on the sub-constructs including: job analysis and organizational analysis with the scored mean value of 3.55 and 3.67 respectively, implying that the respondents were satisfied with the cases described. From this fact it is possible to conclude that the organizations were well in doing job analysis which implies to the determination of skill and knowledge and the job requires. Moreover, the sector bureaus were better off in organizational analysis which implies that the process of identifying job-related knowledge and skills that are needed to support the organizations' short-range and long-range goals. It is quite clear that, unless human resource planning is carefully examined in line with the sector bureaus strategic goals and job plans the required target could not be achieved.

As it is shown in the Table above, though the sector bureaus were good in doing job and organizational analysis the respondents disagree with personal analysis which is another very important human resource development need analysis approach. This implies that the sector bureaus lacked concentration on the personal analysis which is used to know the substantive knowledge and skill possessed by the employee which has an implication on better

performance of organizations. Concerning need prioritization in practicing human resource development in the study sector bureaus as it is presented in the Table above, the respondents were disagree with scored mean value 1.82 and the standard deviation was 0.757. The scored mean value of the respondents' response shows that they were dissatisfied with the case pointed out. From this one can deduce that the sector bureaus were not in a position in doing personal analysis and prioritizing in the practice of human resource development as per the majority of respondents suggested. This implies that if the priorities are not set in practicing HRD the organizations would be lagging behind in meeting their goals.

As we can see in the Table above, also the respondents agreed on in relation to identifying and designing human resource development objectives and having clearly defining objectives of HRD with the scored mean values 3.52 and 3.65 respectively. This shows that the sector bureaus are good in identifying and defining HRD objectives that could result good employees competencies and to achieve organizational objectives.

As it can be presented in the Table 4.10 above, the respondents were dissatisfied with the implementation or practice of human resource development in line with the stated objectives with scored mean value of 2.35 indicating that they disagree with the case described and the standard deviation was 0.668. Based on the findings it is possible to infer that the organizations were not doing in a way that to link the implementation of HRD with the stated objectives. Like this sub-construct the respondents disagreed concerning the evaluation and follow-up, in selecting evaluation criteria and in interpreting evaluation results with scored mean values 2.21, 2.42, and 2.53 respectively as it is pointed out in the Table above. From this it is possible to deduce that there were a lot of things that organizations have to do in meeting the issues described. This shows that unless the sector bureaus should clearly assess the issues that could limit them in doing these tasks which have paramount role in building HRD they may not improve their performance in the desired way.

As the information gathered from the key informants through interview the sector bureaus were doing better in job, organization analysis, identifying and defining objectives, but as per focus group participants the sector bureaus were not in a position or ineffective in taking

personal analysis and prioritizing HRD needs, evaluation and follow up, selecting good evaluation criteria and interpreting evaluation results to facilitate organizational performance. This is consistent finding with the response obtained through questionnaire. This implies that the sector bureaus need to assess their actions extensively unless the employees may develop negative attitudes that could limit their performance in attaining development objectives.

4.8. Challenges of Human Resource Development

This section assesses and examines the major challenges or constraints that hindered human resource development practices in the sector bureaus. As it was revealed from the questionnaire, interview and focus group discussions and other secondary sources there were some challenges that encountered regional sector bureaus in the practice of human resource development indicated in Table 4.11 below.

Table 4.11: Challenges of HRD Practices

Items	N	Mean	Std. Deviation
Developing comprehensive HRD strategies	171	3.99	0.732
Aligning HRD to strategic priorities	171	4.12	0.667
Developing a positive work environment	171	4.24	0.751
Creating managerial and leadership capacity	171	3.96	0.745
Utilizing HR assessment technology to plan HRD	171	4.14	0.689
Promoting positive work force attitudes	171	4.27	0.736
Allocating sufficient financial resources	171	4.51	0.804
Accepting modern technological changes	171	4.39	0.727
Paying attention to professional development	171	3.99	0.695
Inadequate training and development	171	4.57	0.726
Inadequate enforcement and accountability	171	3.92	0.646
Attracting and retaining qualified personnel	171	4.75	0.717
Lack of proper merit system	171	4.18	0.675
Average	171	3.93	0.716

Source: Field Survey (2014)

As it can be clearly evidenced in the Table 4.11 above, different human resource development challenges are illustrated which include: developing comprehensive HRD strategies, aligning HRD strategic priorities, creating positive work environment, developing managerial leadership and capacity, utilizing HR assessment technology to plan HRD, promoting workforce attitude, accepting challenges of modern technological changes, paying attention to professional development, in adequate training and development, lack of enforcement and accountability, attracting and retaining qualified personnel and lack of proper merit system with the total average scored mean value of 3.93 showing that the respondents answered the statements given with agreement rating scale “agree” and the standard deviation was 0.716. From this one can understand that the sub-constructs indicated in the Table are key human resource development challenges of the sector bureaus that need to be overcome. From this fact it is possible to conclude that in the sector bureaus there were challenges that hindered and constrained the efficiency and effectiveness of human resource development practices.

Habib (2012), found that similar findings with this study designing comprehensive HRD strategies, linking with strategic priorities, lack of technology, creating positive HRD climate, promoting positive workforce attitude, lack of sufficient budget and accepting modern technological changes as the key challenges in public sector in developing countries. Wachira (2012), also pointed out in his study giving due emphasis for personal and professional development is considered as the basic challenge that need to be addressed in the practice of human resource development in Africa which supports the findings of this study. Moreover, this study came with consistent findings assessed by Gebrekidan (2011), as he outlined that inadequate training, lack of accountability and enforcement and lack of good merit system as bottleneck problems that organization should tackle in achieving HRD in his systematic review conducted in some Africa countries.

In addition, the information gathered through interview, focus group discussion and as per HR annual report documents confirmed that the similar findings with the information obtained through questionnaire. In this regard, informants and discussants suggested that the challenges that encountered HRD in their respective working sector bureaus. Both informants and focus

group participants have suggested some challenges or constraints that impede their respective bureaus in the process of implementing human resource development. Some of these major challenges suggested were lack of sufficient budget for training and education, lack of accountability and transparency, lack of emphasis for professional development, accepting modern technological changes, creating an environment for attracting and retaining qualified personnel, insufficient managerial capacity building and lack of employees motivation were becoming great challenges for the effective practice of HRD in the sector bureaus.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In this chapter conclusions of the research findings that have been analyzed and discussed in the previous chapter are briefly presented. Furthermore, based on the findings of the study possible recommendations and implications are made.

5.1. Conclusion

The findings showed that the employees in the sector bureaus have had good awareness about HRD concepts since they have good understanding of the components of HRD. Accordingly, they were familiar with training and development, career development, organizational development and performance appraisal which are HRD functions and they were able to relate them with HRD. However, few employees still did not understand these HRD concepts.

The sector bureaus have training and development programs; however, they were ineffective in assessing training needs, setting performance objective, in searching aids for internal and external training and development, planning training strategies and preparing training schedules and modules as well as assessing training and development efforts. Especially, post training evaluation was not well conducted to get feedback for their improvement.

The bureaus have career development in principle, in order to create motivated workforce, to enhance the capacity of both present and future knowledge and skills, to increase the ability and productivity of employees, increase optimum man task relationship, to prepare employees to take higher assignments and to upgrade skills and prevent obsolescence. However, in practice explicit tasks were not done in relation to the issues described to promote HRD and to attain development goals.

The findings of the study proved that the sector bureaus have long-term efforts to improve an organizational development. However, they are lagging behind in solving problems like

communication, openness, fairness in treating employees, compensation and job security and problem solving culture.

With regard to performance appraisal, attempts have been made to assess the performance and behavior of the employees. However, the working environment was not conducive as the findings revealed. The reasons for this were lack of incentives and training, lack of human capacity to set targets, lack of objective performance criteria and lack of commitment. Moreover, some employees were not happy about the results of their performance. Performance appraisal gives equal room for open dialogue but, transparency and continuous follow up was so weak and there is loose attachment between performance and reward due to lack of participation, inconsistent implementation and lack of resources.

As the findings indicated that the sector bureaus were good in doing job and organizational analysis. This was through the determination of skill, knowledge and the job requires and identifying job-related knowledge and skills that are needed to support the organizations' short-range and long-range goals. However, personal analysis was not conducted effectively as a crucial HRD need analysis approach.

To the end, as the findings revealed that designing comprehensive strategies, aligning HR with strategic priorities, lack of sufficient budget, lack of technology, accepting modern technological changes, limited emphasis to personal and professional development, promoting positive work environment, lack of positive workforce attitude, inadequate training, attracting and retaining qualified personnel and lack of good merit system were key challenges that hindered the practice of HRD in study areas.

5.2. Recommendations

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

- First and foremost, HR of the bureaus should get greatest emphasis since they are engines for other resources such as physical resources, information resources, and financial resources. Now days, we are living in a continuously changing and dynamic environment that directly or indirectly affects us. Particularly, public sectors are affected by the rapidly changing information technology. Thus, bureaus need to update its employees' skills and knowledge through training and education to cope with technological advancement and competitive environment and to achieve its pre stated short and long term goals.
- Beyond meeting the bureaus' HR need, the HRD should also focus on individuals and satisfying their needs for career development. At the first place, HRD is not all about providing training rather than it should aimed at matching the organizational need for HR with the individual needs for career development. Secondly, HRD must necessarily focus on individuals since all the strength of teams and the bureaus must first embed into individual employee. For this purpose:
 - Personal analysis during training need assessment is necessary, in view of the fact that it is very important tool for incorporating individual needs into HRD practices.
 - Education support especially for higher studies should not be limited to create high level professionals with the required knowledge and skills. This is in turn important to satisfy and retain talented employees in the sector bureaus.
 - Counseling is also very essential to support employees in improving their job performance. Besides, it helps to identify individual employees training needs and HRD should be based on career development which helps employees achieve maximum self development.
- HRD need assessment and selection criteria practice of the bureaus are among the most serious issues. Since training and development is a need oriented effort,

determining the level, type and duration of the training and development will have a paramount importance.

- Bureaus were not effective in doing personal analysis. Thus, an extensive personal need assessment should be exercised through analyzing the substantive knowledge and skills possessed by the employee in order to reduce wasting time, resource, demotivation and negative attitudes towards future programs.
- Post training evaluation should also be exercised in order to increase the effectiveness of HRD program to be held in the next session, to help participants to get feedback for their improvement and to find out to what degree the HRD objectives are achieved.
- To overcome the challenges of HRD there is a need for skilled man power, financial resources; differentiate high and low performers by using performance criteria like quantity, quality, timeliness and budget spend on doing a job.
- Moreover, effective and efficient service delivery can be ensured in bureaus if employees get the required training and development. Thus, conducting on the job and off the job HRD using selection criteria, creating strong link between performance and reward, practice of non-monetary incentive such as recommendation letter is essential. Besides, making the performance assessment system more open and carrying out continuous follow up, strengthening the monitoring and evaluation role and providing the necessary technical and interpersonal support to make the HRD process more sustainable.
- The issue of HRD requires further research. After conducting a research then, it would be possible to design both short and long term strategy. The relationship between sector bureaus at regional level and some others which are not part of governmental agencies should be studied to improve HRD. It is also important to link with ongoing and planned research activities of various sector bureaus to look in to HRD dimensions of the research areas.

5.3. Implications of the Study

Based on the overall findings and specific conclusions made this study on Human Resource Development in selected sector bureaus may have several implications:

Implication for development: In the current global thinking, development should be integrated, holistic process that meets people's economic, social, political and cultural needs and improves the quality of life. As it has been evident from the previous discussions, one of the objectives of human resource development practice is to bring development. So that human capital can be a means for development human resource and development are the two sides of the same coin.

Implications for organizations: HRD increases competency level of employees by updating their knowledge and skills. Comprehensive abilities of the employees increase and enhance their horizons of vision and performance. Employees become more committed towards the organization and a sense of belongingness is developed among them and team-spirit in the organizations goes up. Proper implementation of HRD in an organization trust and openness is created among the employees and they begun to respect each other which helps in developing a cohesive working environment. Moreover, HRD involves HR aspects like skills, knowledge, creative abilities and talents which help in shaping aspects like values, beliefs and attitude according to the changing needs and aspirations of individuals along with that of the organization. In general, HRD improves the problem understanding and solving capability of employees and dedication is developed in the employees towards the organization.

Implication for further research: since HRD research is one of a developmental research but studies are very limited in this area in both private and public sectors in Ethiopia at large and in Tigray region in particular. Therefore, this study may pave the way for further researches to be conducted especially, in the role of human resource development on employees' performance, HRD practice in private sector organizations and comparative research in both private and public sectors to investigate to what extent they are practicing HRD and what lessons could be learned from one organization to the other.

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APPENDICES

Appendix A

Mekelle University

College of Business and Economics

Department of Management

Post Graduate Program in Development Studies

Survey Questionnaire to Be Filled By Employees

Dear Respondents,

I would like to express my deepest appreciation for your generous time, honest and prompt responses.

Objective

This questionnaire is designed to gather data about human resource development practices and challenges in public institutions. The information will be used as primary data in my case study I am conducting as a partial fulfillment of Masters Degree in Development Studies at Mekelle University. The data you provide are believed to have a great value for the success of this research. I confirm you that all data will be used for academic purpose and analyzed anonymously through the authorization of the university. As a result, you are not exposed to any harm because of the information you provide. Finally, this research is to be evaluated in terms of its contribution to our insight about human resource development practices and challenges in the study areas in particular and the country at large.

General Instructions

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

Thank you in advance for your honest cooperation!!

Part I: Demographic Information

1. Sex : Male 1 Female 2
2. Age : _____
3. Marital status : Single 1 Married 2 Divorced 3
4. Education level :
Certificate 1 Diploma 2 Degree 3 MA/SC and above 4
5. Work experience (in years):
1 and below 1 2-6 2 6-10 3 11 and above 4

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

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

II	Training and Development	Agreement scales				
1.	Institution has good training and development programs	1	2	3	4	5
2.	Bureau assesses employee training needs	1	2	3	4	5
3.	Setting performance goals and objectives	1	2	3	4	5
4.	Bureau plans developmental strategies accordingly	1	2	3	4	5

5.	Assessing the available aids for internal and external training and development	1	2	3	4	5
6.	Developing strategies for training, Programs and modules	1	2	3	4	5
7.	Evaluating training efforts	1	2	3	4	5

III	Career development	Agreement scales				
1.	Well in working to improve career development	1	2	3	4	5
2.	Working for upgrade employees potential	1	2	3	4	5
3.	The institution has good career planning and development	1	2	3	4	5
4.	The organization integrates HRD with organizational objectives	1	2	3	4	5
5.	Good counseling center that benefits all employees	1	2	3	4	5

IV	Organizational development	Agreement scales				
1.	Good management with required profession	1	2	3	4	5
2.	Good culture of openness	1	2	3	4	5
3.	Following cost minimization system	1	2	3	4	5
4.	Good credibility and fairness of top management	1	2	3	4	5
5.	Encouraging problem solving culture	1	2	3	4	5
6.	Good team spirit	1	2	3	4	5
7.	Sound recruitment systems	1	2	3	4	5
8.	Better compensation and job security	1	2	3	4	5
9.	Using good personnel data	1	2	3	4	5

V	Performance appraisal	Agreement scales				
1.	Good performance appraisal systems	1	2	3	4	5
2.	Assessment where the employees are assigned	1	2	3	4	5
3.	Evaluation what expected from each employee	1	2	3	4	5
4.	Immediate action when employees lack capacity	1	2	3	4	5
5.	Problems not happen during performance appraisal	1	2	3	4	5
6.	Short and long term evaluation	1	2	3	4	5
7.	Acknowledgement for good performances	1	2	3	4	5
8.	Identifying areas in need of improvement	1	2	3	4	5

VI	Scale your institution how HRD is administered?	Agreement scales				
1.	Good personal analysis	1	2	3	4	5
2.	Appropriate job analysis	1	2	3	4	5
3.	Considering organizational analysis	1	2	3	4	5
4.	Prioritizing needs in practicing HRD	1	2	3	4	5
5.	Institution identifies and designs HRD objectives	1	2	3	4	5
6.	The institution has clearly defined objectives of HRD	1	2	3	4	5
7.	Implementation based on stated objectives	1	2	3	4	5
8.	Evaluation and follow up	1	2	3	4	5
9.	Institution selects good evaluation criteria	1	2	3	4	5
10.	Interpret evaluation results and feedbacks	1	2	3	4	5

VII	Challenges of human resource development	Agreement scales				
1.	Developing comprehensive HRD strategies	1	2	3	4	5
2.	Aligning HRD to strategic priorities	1	2	3	4	5
3.	Developing a positive work environment	1	2	3	4	5
4.	Creating managerial and leadership capacity	1	2	3	4	5
5.	Utilizing HR assessment technology to plan HRD	1	2	3	4	5
6.	Promoting positive workforce attitudes towards HRD	1	2	3	4	5
7.	Allocating sufficient financial resources	1	2	3	4	5
8.	Accepting the challenges of modern technological changes	1	2	3	4	5
9.	Paying attention to professional development	1	2	3	4	5
10.	In adequate training and development	1	2	3	4	5
11.	Lack enforcement and accountability	1	2	3	4	5
12.	Attracting and retaining qualified personnel	1	2	3	4	5
13.	Lack of proper merit system	1	2	3	4	5

Appendix B

Questions for Focus Group Discussion

1. What is your understanding about the concepts of HRD?
2. How do you see the practice of HRD in terms of training and development, career development, organizational development and Performance appraisal?
3. How do you think that HRD integrates both employees and organizational needs?
4. How HRD is administered in your institution? Does the bureau considers personal, job and organizational analyses?
5. What are the challenges that you observe in the practice of HRD in your institution?

6. What strategies can be used to overcome the challenges of HRD?
7. Would you please suggest if there is anything to be changed with regard to the current human resource development practices of the bureau?
8. Is there anything related to HRD practices and challenges which have not covered that you consider as very important?

Appendix C

Questions for Interview

1. What is your understanding about the concepts of HRD?
2. How do you think the practice of HRD in terms of training and development, career development, organizational development and performance appraisal?
3. How HRD programs integrate both institutional and employees' needs?
4. How all employees are benefited from HRD programs?
5. Do you think the institution is a good place for growth and development of all employees? If no, why?
6. To what extent do managers at all levels in the institution have appropriate skills in general managerial principles, communications, group dynamics, and team building?
7. Do you think that the institution allots sufficient funds to carry out HRD programs effectively?
8. How do you evaluate HRD administration in terms of need assessment, design and identify objectives, implementation and evaluation?
9. What are challenges in practicing HRD in your institution?
10. What strategies can be used to overcome the challenges of HRD?
11. Would you please suggest if there is anything to be changed with regard to the current human resource development practices of the institution?
12. Is there anything related to HRD practices and challenges we have not covered that you consider as very important?