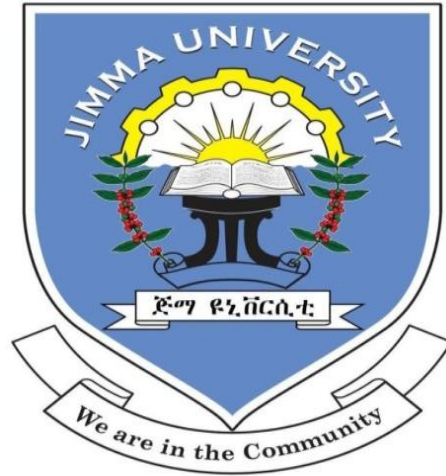


**HUMAN RESOURCE UTILIZATION PRACTICES IN GAMBELLA  
REGIONAL STATE: THE CASE OF GOVERNMENT TVET  
INSTITUTIONS**



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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
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**Jimma University  
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June, 2014**

**LETTER OF APPROVAL**

This is to certify that the thesis prepared by Tadele Jote Roro entitled “**Human Resource Utilization Practices in Gambella Regional State: The Case of Government TVET Institutions**” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Leadership) complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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## DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

Name \_\_\_\_\_

Sign. \_\_\_\_\_

Date \_\_\_\_\_

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

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## **BIOGRAPHICAL SKETCH**

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After completion of Ethiopian School Leaving Certificate Exam (ESLCE) he joined Jimma TTI in 1978. After his graduation, he taught at Gambella Regional State, as Physical Education teacher for about ten years. He joined Gambella TTC and graduated with English language diploma in July, 2002, after his graduation, he was transferred at Openo TVET College as a language teacher. With chance was given from government he joined Jimma University and graduated with BEd degree in English language on November 08, 2007.

In addition to training as instructor he was also served the college as vice director, registrar and Anti-HIV Mainstreaming Officer. Now he is also working at Gambella regional state, Openo TVET College as Human Resource Management teacher.



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**ABERVIATION**

<b>AAU</b>	Addis Ababa University
<b>BPR</b>	Business Process Reengineering
<b>CoC</b>	Certification of Competence
<b>ETP</b>	Education and Training Policy
<b>GNRS</b>	Gambella National Regional State
<b>HRM</b>	Human Resource Management
<b>HRP</b>	Human Resource Plan
<b>HRU</b>	Human Resource Utilization
<b>ILO</b>	International Labour Office
<b>MoE</b>	Ministry of Education
<b>NTQW</b>	National TVET Qualification Work
<b>PASDEP</b>	Plan for Accelerated and Sustained Development to End Poverty
<b>PRP</b>	Performance Related Pay
<b>QMS</b>	Quality Management System
<b>SPSS</b>	Standard Percentage Statically Significance
<b>TQM</b>	Total Quality Management
<b>TTLM</b>	Teaching, Training Learning Material
<b>TVET</b>	Technical Vocational Education Training

## **ABSTRACT**

*This thesis entitled " Human Resource Utilization Practices in Gambella Regional State government owned TVET colleges , Gambella Agricultural, Openo and Dimma were selected for the study. The main purpose of the study was to identify the problems attached to academic and supportive staff utilization and to give recommendations for the problems that may identified so as to improve the existing situations. The subject of the study was 27 dean and management member, 147 academic staff, and 143 supportive staff. To this effect, respondent sampling was carried out by using census and proportional sampling techniques. The required information was gathered through the use of questionnaires, interviews and document analysis. The percentage' frequency, mean score and te-test techniques were used to make analysis of the data obtained from the respondents under study. An extended review of literature was made to discuss the different principles and theory of human resource utilization practices available from different sources of books, journals, and unpublished materials. To answer the basic question, primary and secondary data have been analyzed in line with basic theoretical and conceptual arguments of the subject. The result revealed that selected TVET colleges faced problems and the human resource utilization practice in general was insufficient. Mismatch of the existing human power knowledge and skill with the actual job, administrators are less concern to human elements, shortage of qualified or skilled manpower, lack of instructional materials and lack of employees' motivation were the few major causes that identified in the study. Therefore, as human resource is crucial factor of all resources should be given due considerations that improves individuals or groups performance towards achieving institutional goals. Finally, certain recommendations were made based on the findings and conclusion.*

## CHAPTER ONE

### 1. THE PROBLEM AND ITS APPROACH

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

#### 1.1. Background of the Study

Proper use of human capital is the principal source of economic, social, political, cultural and technological development of a country. The contemporary global information age is characterized by the emergence of what we call the period of “globalization” that involves the flow of plenty of information to everybody with efficiency at a reduced cost. Since, the value of human skill still remains important for educational institutions achieving the desired results. (Aggrawal, 1995).

There are a number of factors that contribute towards the success of an organization. These factors include capital, equipment, and manpower. Even if these all factors are important, the human factor is the most significant one, since it is the people that use all other resources. Without the productive effort of workers, the material resources of an institution would be of no use. Furthermore, if the people who are in charge of these resources would not be optimal (Chandan, 2003:272)

For any organization, a provision of available resources is required to attain its desired goals particularly; this might include human resources, material, financial, and time resources. Among these resources, human resource is of great importance for the success of an organization.

Thus, human resources are assets with which any organization could realize its potential. It should be noted here that these resources require further development to enhance growth through education, which is regarded as a very important factor for human development, the contribution of education to the national capacity building of human resources.

Elements such as capital, equipment and technology are required ones to attain the goals of any institution but human resource are the most significant factor contributing to the success of an organization (Chandan ,2003 and Aggrawal,1995).

That is other resources such as spacious building, costly equipment and sound syllabus will serve useful purpose only when there are people who are fully alive to the mobility of the profession and its accompanying responsibilities (Aggrawal, 1995).

In Africa, after years of being neglected, due to a complex set of reasons that included budgetary constraints and criticisms of the World Bank in the early 1990's on its direction and focus, TVET is back on the human resource development agenda of many African governments. Nowadays more of African governments attach their various poverty reduction strategies to TVET in collaboration with the World Bank. In this way, Cameroon intends to develop vocational and professional training to facilitate integration into the labour market; Cote D'Ivoire stresses about strengthening vocational training; Ghana links vocational education and training with education of the youth and the development of technical and entrepreneurial skills; Lesotho and Rwanda focus on linking TVET to businesses whereas Malawi emphasizes the need to promote self-employment through skills development. Other countries that have prioritized TVET initiatives in their national development policy documents include Chad, Ethiopia, Guinea, Senegal, Sierra Leone, Uganda and Zambia (AU, 2007).

In Ethiopian, the Ministry of Education (MoE, 2005) states, TVET was the most neglected area in the history of the Ethiopian education System. But, in line with the adoption of a new Education and Training Policy (ETP) in 1994 which outlined the mission and goals of the Ethiopia education system, achieving the present and future national economic and social development goals focuses on increasing access to educational opportunities with enhanced equity, quality and relevance and consequently massive expansion of this sub-sector has taken place since 2002. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture which have become very essential to the overall development of the country. It is an instrument for producing technicians equipped with practical knowledge who could be job creators rather than seeking jobs from others.

Moreover, in thinking of its congruence with the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), the Industrial Development Strategy and other sector development strategies, the Ethiopian government has initiated a new push towards creating

frameworks conducive to economic and social development. Such endeavors called for a new TVET strategy which was adopted in 2008 and replaced an older version adopted in 2002. The new strategy reflects an important paradigm shift that TVET has to respond to the competence needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development (MoE, 2008).

For the realization of this new TVET strategy, ESDP IV clearly stated the objectives and the outcome of TVET. The overall objective of TVET is to create a competent, motivated, adaptable and innovative workforce and to transfer accumulated and demanded technologies in Ethiopia which highly contributes to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training relevant to all sectors of the economy at all levels and to all people. And some of the key outcome targets are also indicated (ESDP IV/2010).

In this system of education, schools and training centers play a crucial role. Regarding this, the World Bank (2001) states that schools everywhere are being asked to prepare young people for the jobs of tomorrow and TVET has an important role to play in this process. The multidisciplinary nature of TVET and its supposedly close links to the world of work make it one of the educational sector that contributes most to the training of skilled labour and gives both young people and adults the knowledge required to carry out a trade. For many, it is a passport to employment and the possibility of social advancement.

In supporting this, UNESCO (2004) cited in AU (2007:17) clearly states the high importance of TVET in education as follows:

*Since education is considered as the key to effective development strategies, technical and vocational education and training must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development*

One of the goals of the new education and training policy of Ethiopia has been to satisfy the country's need for skilled man power by providing training in various skills and at different level for the management and proper utilization of human resource (Ethiopian National TVET Strategy, 2008).



The TVET Colleges of Ethiopia are the central programs in the country. They are institutions to meet the current and future demand middle level trained personnel that could serve the public as well as the growing private sectors. Thus, the direction of the capacity building of human resources and further develops a comprehensive, integrated, outcome-based decentralized TVET system for Ethiopia.

According to MOE (2008), the National TVET strategy has been the following objectives:

TVET institutions in view of making them centers for Technology Capability, Accumulation and transfer coherent framework for all actors and stakeholders in the system and capacitate the necessary institutional set-up to manage and implement in ensuring quality management system(QMS). More over technical vocational education strengthen the culture of self-employment and support job creation in the economy, in particular in the emerging region and build the necessary human capacities to effectively manage and implement TVET on the basis of the policy, with the objectives of producing competent, active, and productive work force.

Besides, the human resource utilization is characterized by developing its human resources, improving working conditions institutional set-up which will be demand for proper management of the college (Gaynor, 1998). In line with this it is obvious that proper utilization of human resource is of high importance for the positive impact on employee's performance. Hence, the technical vocational education training is expected to operate in line with the policy and in the direction of in the region and of the country in general. Moreover, from policy perspective TVET institutions organized for effective and efficient utilization of its human resource.

Among the TVET activities recruitment, selection, assignment and proper utilization of the academic and supportive staff are expected as major duties. Furthermore, the need to achieve the goal of the institutes mostly depend on the proper assignment of academic and non-academic staff because they were considered valuable asset to enhance this organization Monday et. al. (1995:5); and Currey and Hein an, (1987:64). That is, the need for making intelligent decisions related to teachers and students and management staff members' utilization should be on the assignment of the professionals.

Moreover, as stated in the TVET strategy to make best use of scarce resources, all necessary efforts will be undertaken to increase efficiency in the proper utilization system. This applies the method of TVET delivery and the possibilities of recognizing previous learning achievements will be raised at

all levels through appropriate organizational development, human resource development policies and clear definitions of functions and responsibilities.

Since the purpose of technical and vocational education program is to prepare middle level skilled man power in various trades which contribute to the development program of the country, therefore, the major purpose of this study also, to examine the prevailing human resource utilization practices in Gambella Agricultural, Openo and Dimma TVET Colleges.

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

Institution would expect to have a defined objectives or set of goals and resource to attain its goals and objectives. In supporting this idea, Hiller, (1996), the success of organization depends on having an adequate number of people in the right job at the right time, all producing at their highest capacity. On the other hand, ones employees are placed on a new job they need fair treatment, fair compensation, favorable working conditions and working environment.

According to Bernardin (2004) the fair treatments of employees result in the higher job satisfaction, which in turn, facilitate higher performance, lower employee turnover, reduce costs and lower likelihood of successful union organizing. Additionally, the availability of smooth relationship is also the most important factor to the effective utilization of the human resource of an organization. From the various resource of an organization, no one is critical to the success of its undertaking as its human wealth. It is the human resources that supply the talent; skills to effective and efficient utilization of other resources would contribute organizational objectives.

In relation to this concern, Haileselassie, states:

To meet organizational objectives of all the resources required to attain the intended objectives, the most important is the human resource. Thus, creating an organization which facilitates conditions for effective and efficient performance of workers, and staffing the organization with appropriate people has become the most primary task of management of an organization (Haileselassie, 1999: 1)

As stated in Surafel (2004:3), it is only when a favorable environment is created for the management and sustainable professional improvement of the teaching staff, that can be nurtured and consequently the quality of education would be mentioned. This can be materialized through proper human resource planning, recruitment and selection, performance appraisal, and human resource training.

According to Gambella Regional TVET Agency, (2012) Annual abstract report the human resource utilization practices of Openo, Agricultural, and Dimma TVET colleges were faced problems like, technical vocational education & training institutions have low capacity in adopting and transferring technology, Shortage of skilled and qualified manpower as per the education policy and inefficient utilization of the existing ones. The problem is very acute in TVET colleges and trainers lack capacity and competence. Moreover, Dulla Gadissa (2012), revealed that the human resources practice in Holeta & Sebeta Technical and Vocational Education and Training Colleges have faced the absence of transparency in managing human resource i.e. promotion, transfer, placement, performance appraisal, the monitoring and evaluation systems is inadequate and lack of clear human resource development strategy. In addition from my experiences as instructor, registrar & vice dean of Openo TVET college for last 10 years possible to understand the several challenges particularly in human resource utilization; including the recruitment, training, appraisal, promotion, carrier development and managing the teaching staff as well the supportive staffs of TVET. Furthermore, there is no any research regarding to human resource utilization practices have been made in Gambella Agricultural, Openo and Dimma TVET colleges.

Therefore, the following are the leading question need to be answered at the end of the research:

1. To what extent human resource utilized in Gambella Agricultural, Openo and Dimma TVET colleges?
2. To what extent do the working environment and working condition is conducive in Gambella Agricultural, Openo and Dimma TVET colleges?
3. What are the major challenges affecting the practices of human resource utilization in Openo, Gambella Agricultural and Dimma TVET colleges?

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

The general objective of this study is to assess human resource utilization practices in Gambella Agricultural, Openo and Dimma TVET colleges.

The study has the following specific objectives:

1. To examine the status of human resource utilization in Gambella Agricultural, Openo and Dimma TVET colleges.

2. To examine how conducive or how challenging working environment and the working facilities in Gambella Agricultural, Openo and Dimma TVET colleges.
3. To identify major factors affecting or enhancing human resource utilization practices in Gambella Agricultural, Openo and Dimma TVET colleges.
4. To suggest feasible recommendations on ways through which the government TVET colleges of Gambella are enhanced.

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

There is a need for development of skills, knowledge, and capability of employee's job performance in an organization. This need becomes very crucial for the accomplishment of the desired objectives of the organization and improvement of the performance deficiency of employees in human resource utilization.

Based on these facts, the study will have the following significances:

- ☞ it will indicate the status of human resource utilization practices and create awareness among the academic and supportive staff at TVET level;
- ☞ it will help in identifying the major problems that hinder human resource training and development in the selected TVET colleges and provide information for education officials, decision makers and planners to give attention for this issue;
- ☞ it will suggest valuable solutions for the TVET officials and coordinators and decision makers how to tackle the constraints and maximize working environment and working condition practices in the selected TVET colleges.
- ☞ Finally, it will serve as a stepping stone and reference for interested individuals to conduct further research in the area.

#### **1.4. Delimitation of the Study**

Geographically the study has been conducted in Gambella Agricultural, Openo and Dimma TVET colleges of Gambella region. The primary reason for delimiting the study is; the studies were delimited to the above three institutes because they are the only governmental technical vocational and training education that operate under the direct supervision of the Gambella Regional TVET

Agency rightly at problem identification phase of this study. Secondly, the study was delimited to TVET because the researchers have close relation with the TVETs and working there and also acquired a lot of experiences in the human resource utilization practices. Thirdly, TVETS are expected to utilize specialized professional, training materials, curriculum, training staff, school facilities, etc. considered in order to make the study manageable both in its scope and depth for the purpose of developing and improving the quality management system of education in the region.

In addition to this the dimension of the study was confined to the practice of human resource utilization which was conducted in the selected study areas, which primary spotlight on major activities of every organization, such as employee relations, pre-employment induction, training and development, employ health and safety, Performance appraisal, career development, compensation and benefits programs were evaluated and the problems that encountered by the practice of HRU of TVET colleges academic and supportive staff and providing possible recommendation was given.

### **1.5. Limitation of the Study**

Even though the research has attained its objective, there were some inescapable limitations. First, due to the limit of time, finance and material resources; this research was not incorporating all components of human resource utilization (management). Furthermore, there was acute shortage of books or lack of updated related literature and similar research works on the topic, especially in Gambela regional context impede the researchers from consulting more findings in the literature as well as in the discussion part.

### **1.6. Definition of Key Terms**

The following technical terms are used in this paper as defined here under:

**Academic Staff:** - Referring to the school staff with teaching responsibilities,(Page and Thomas, 1978:68)

**College Managers:** - People in colleges' management positions that are responsible for coordinating academic staff actions and utilize them optimally "recognition of individual academic staff difference and implementation of leadership styles of all personnel." (Webb, et, al 1987: 168).

**Human Resource:** - can be defined as the” total knowledge, abilities, skills, talents and aptitudes of organization workforce” (Gupta, et. al., 2003:3).

**Performance appraisal:-** Systematic assessment of individual’s performance in order to assert training needs, potential for promotion, eligibility for merit and increment succession planning(Johannson,1983:255).

**Recruitment:-** Is the process of generating a pool of qualified candidates for a particular job; the first step in the hiring process (Gomez-Mejia, 2003:165).

**Selection:-** The process of making a “hire” or “no hire” decision regarding each applicant for a job; the second step in the hiring process (Gomez-Mejia,2003:165).

**Staff Development Program:-** all efforts of school officials to recruit, select, orient, assign, train or reassign staff member so as to provide the possible staff for operating of the schools, generally used to include both staffing and in-service education (Good,1973:448).

### **1.7. Organization of the Study**

This study was organized in five parts. The first part deals about problems and its approach. The second part treats the review of related literature. The third part deals with the research design and methodology which includes the method employed, sampling techniques and sample population, instrument and procedure of data collection and the method of data analysis. Chapter four also deals about analysis and interpretation of data. And at the end, summary, conclusion and recommendation are included in this research.

## CHAPTER TWO

### 2. REVIEW OF THE LITERATURE

This part of the thesis deals with the literature review related to the problem under the study. It provides historical development of TVET strategy, general theoretical background on Human Resource Utilization, the components, factors affecting human resource utilization in TVET institutions, and training and development are discussed. It also presents principles of human resource utilization so far developed from theories and practices.

#### 2.1. Historical Development of TVET in Relation to Human Resource

Historically, work was the true site of vocational training. The primitive society used the digging sticks, stones, bones, and fire to clear the vegetation and hunting and gathering their food. During this period the process of learning was a simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971). Such a condition reflects the historical beginning TVET.

Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories at that period, in which TVET was seen as an opportunity for the people leaving the peasantry life Delors in (Aleka, 2008). In the twentieth century, technical schools were expanded and post-school training was arranged to have a strong link with industries. This period was the period when there was a great pressure to expand TVET to satisfy the needs of the labour market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors (Maris, 1994).

Nowadays, the dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well- trained and qualified manpower in the shortest possible period to cope with the changing situation and to compete in the world market.

### **2.1.1. Technical Vocational and Education Training in Ethiopia**

Ethiopia needs skilled manpower for rapid development and growth. It is a clear fact that the presence of properly trained and skilled manpower is one of the most important assets and prerequisite of social and economic development. TVET are vital in the development of a sustainable manpower resource, to supply the skilled workforce for the production and service section of the economy as well as an expansion of opportunity for self employment.

However, the introduction of TVET in the Ethiopian education system dated back to more than 50 years. The development of the sub-sector in the past was slow and not up to the desired level and quality owing to failure to give proper place and emphasis where there was no policy support.

The current education and training policy gives special attention to TVET by providing broad and multi level foundations. Presently TVET is divided into training for agriculture, health and teacher training. Serious attention is given to industrial, commercial and skill trainings as well as training manpower for the development program that the country needs. Trainees are also encouraged through entrepreneur education to create jobs for themselves.

Hence, due attention is given to the organization and management of the sub-sector, curriculum and educational materials development, teacher training, the expansion/establishment and building the capacity of institutions, provide quality assurance and accreditation provision and supply of education facilities, technology, books, vehicles and materials as well as involving the private sector. (Report on the development of education in Ethiopia to the UNESCO, 2004 P,5)

### **2.1.2. TVET Strategy in Relation to Human Resource & Curriculum**

The most important prerequisite to achieve such an integrated, outcome-based and decentralized TVET system are highly competent and motivated staff. The International Labour Office (ILO) has considerable experience and expertise in the design and implementation of such large-scale training program reforms in TVET and may be approached for technical assistance in this regard. The new qualifications will be based on the professional standards of the engineering and other revised degree programs and combined with pedagogical, methodological and didactical modules. The intention is to make the TVET teachers capable of developing curricula, assessment tools and Teaching, Training



Learning Material (TTLM) and to make them able to manage the training activities in the workshop in accordance with the standards. In this way, TVET teachers who are willing to teach in the sector shall be able to comply with requirements, the occupational and methodological (MOE, 2010).

In this way access to the TVET teaching/training profession will be open to those from various educational and professional backgrounds. Generally, people with technical competences and work experience will become the preferred target group of TVET teachers'/instructors' training. Tailor-made preparatory and bridging courses will be offered by higher Education institutions to allow different target groups to meet the entry requirements for degree level.

Graduates from the TVET system, preferably after some years of practical work experience, and other skilled practitioners from the world of work will be encouraged to join the TVET teachers' and instructors' profession. Bridging courses for academic upgrading will be offered to ensure mobility with the higher education system. Possibilities of introducing a special academic standard allowing entrance into a range of technical higher education programs will be explored;

Thus the qualification of trainers for level one and two is level "B" trainers/ diploma holders those who competent in CoC exam. For level 3 and 4 the needed qualification level for trainers is level "A" trainers /degree holders. The knowledge, skill, and attitude competence are also the criteria to be TVET trainers programs and skilled practitioners from the world of work must sit and pass an occupational assessment as a precondition to entering TVET teachers.

As the strategy of new curriculum states in accordance with the decentralization policy of the Ethiopian government, the new TVET system will aim at progressive decentralization, i.e. the responsibility for all functions will be gradually devolved to lower levels in the system in order to increase efficiency of services and responsiveness to the needs of the actual target groups. This indicates that the main responsibility for implementation of the new TVET system rests with the state authorities which may, again, delegate functions to lower levels as appropriate.

MOE (2008) also states all training institutions to develop materials that reflect local needs and environments. At the beginning, all training materials were prepared centrally and used by all institutions with similar inputs and processes. That was changed shortly by occupational standards which were prepared for 10+1, 10+2 and 10+3 program. Lately the development of the occupational

standards has been re-categorized into five levels i.e. Level 1, Level 2, Level 3, Level 4 and Level 5 packages.. The Level 1 and Level 2 training packages are developed for students who drop out before completing grade 10 and for those not entitled to enrol in the 10+1, 10+2 and 10+3 program.

## **2.2 Human Resource Utilization Concept**

The achievement of organizational goals cannot be met without human resources. An organization is nothing without its employees. It is people, not building, equipment, or brand names alone that make the institution or organization, (Decenzo and Robbins, 1999). Thus, is why resources are as all the assets which may be used to attain organizational goals.

Thus, its delivery systems are therefore well placed to train the skilled and entrepreneurial workforce. This means, it is educations that can be delivered at different levels of sophistication and respond to the different training needs of learners from different socioeconomic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from TVET.

Human resources, according to Bernadine (2003), are all the people who perform the activities of an organization. Olaitan *et al.* (1999), describe human resources as those acquired functional knowledge and skills which individuals can supply and gainfully utilize for purposes of achieving optimum productivity. Stewart *et al.* (1978) went further to explain that human resources exist within people and consist of a person's potential ability as well as critical knowledge, skill and other personal characteristics which include personality factors (attitudes), aptitudes, physical and mental traits needed to perform the job.

Bernadine (2003) took up the explanation of the abilities and attributes put forward by Stewart *et al.* (1978): Knowledge as an organized body of information usually of a factual or procedural nature applied directly to the performance of a function. Ability as a demonstrated competence to perform behavior that results in an observable product. Skills as a competence to perform a learned psychomotor and may include a manual, verbal or, mental manipulation of data, people or things. Personal characteristics which include personality factor (attitudes) aptitudes or physical and mental traits needed to perform the job.

There is no organization or educational institution that can exist without workforce. Every organization is comprised of people. Acquiring their services, developing the skills motivating them to high level of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. This is true regardless of the type of organization-government, business, education, health, recreation, or social action. Getting and keeping good people is critical to the success of every organization, Decenzo and Robbins (1999).

Human resource utilization is one aspect of human resource management which is concerned with maximization of performance or productivity of the existing work force to attain organizational goals and objectives. The human resource management duties and responsibilities includes: pre-employment induction and training, career development, performance appraisal, compensation and benefits, training and development, employee/ human relations, employee health and safety. As stated by Singh (2004), all the organizations whether governmental or non - governmental, industrial or business organization depends up on people, i.e. human resource for their operations, for people are vital elements of any organization. Available human resource are deployed effectively for the maximum achievement of industrial, collective, organization of national goals and objectives that may involve human resource allocation, maintenance and further development .

Human resource obviously has both quantitative and qualitative dimensions. The members of people, the proportion who inter upon useful worked, hours worked are components as skill, knowledge and similar attributes that affect particular human capabilities to do productive work.”This view point is taken by Smith, Labor is distinguished in 1966, P.2487) Moreover scholars like Bush, Campbell, Graff and Street and others have deal with the peculiar features of educational administrations as cited in Ayalew Shibeshi, (1991), explain the human resource management activities by saying that;

Human resource utilization is more difficult in educational institutions, because educational institutions are working in shaping generations towards producing to satisfy the work force demand of the country and the inputs of educational institutions are human beings. Due to this fact the schools and other educational institutions differ sharply from industrial plants and other organizations.

In today's world education and training is considered as base for development of every nation. It is through education and training, that all aspects of development and the nation building can be achieved. TVET is a type of education which helps to satisfy intermediate level of society's needs of man power and creating employment opportunities to the citizens.

### **2.2.1 Purpose and Role of Human Resource Utilization**

In simple terms, human resource utilization strategy should maximize return on investment in the organization's human capital and minimize financial risk. Human resources seek to achieve this by aligning the supply of skilled and qualified individuals and the capabilities of the current workforce, with the organizations ongoing and future business plans and requirements to maximize return on investment and secure future survival and success. In ensuring such objectives are achieved, the human resource purpose in this context is to implement the organization's human resource requirements effectively but also pragmatically, taking account of legal, ethical and as far as is practical in a manner that retains the support and respect of the workforce (Noe, 2000).

The contributions of human resource makes to organizational reach its goals, employing the skills and abilities of the work force efficiently, providing the organization with well-trained and well motivated employee, increasing to the fullest the employee's job satisfaction and self actualization, developing and maintaining a quality of work life that makes employment in the organization desirable, communicating human resource utilization to employees, helping to maintain ethical policies and behavior and managing change to the mutual.

### **2.2.2 Staffing Management and Structures**

In respect of staffing structure, participatory style of management may be encouraged. It corresponds to much current thinking as to the value of promoting staff pride and commitment through involvement in decision making, cooperative working and encouragement of staff initiative .Highly competent, qualified, motivated, flexible and creative teachers and instructors are the backbone of any system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of TVET teacher/instructor trainings. The aim of this process is to create a corps of TVET teachers/instructors capable of preparing trainees to successfully pass occupational assessment.

Systematic training, education and further training will be provided for teachers and instructors in the TVET system at all levels in the formal programmers'. (MoE, 2008:37).

In the practices of managing employees the decision making and accountability framework permits the professional style of leadership required and is likely to lead to higher staff morale. Besides, when the individual employee is enabled to participate more fully in the activities of the group, feeling of pride in oneself and commitment to one's work may be strengthened. In other words, utilization of decision-making by consensuses makes the individual action. (Thompson, 1995).

### **2.2.3 Outcomes to Human Resources**

According to researchers (Harvard, 1984), the effectiveness of the outcomes to human resources should be evaluated under four headings:

1. Commitment 2. Competence 3. Congruence and 4. Cost-effectiveness.
- a) **Commitment** concerns employees' loyalty to the organization, personal motivation and linking for their work. The degree of employee commitment might be accessed via attitude surveys, labor turnover and absenteeism statistics and through interviews with workers who quite their job.
- b) **Competence** relates to employees skills and abilities, training requirements and potential for higher-level work. These may be estimated through employee appraisal systems and the preparation of skills inventories. HRM policies should be designed to attract, retain and motivate competent workers.
- c) **Congruence** means that management and workers share the same vision of the organization's goals and work together to attain them. In a well-managed organization, employees of all levels of authority will share common perspectives about the factors that determine its prosperity and future prospects. Such prospective concern the guiding principles that govern the organization's work; how things should be done; when, by whom and how enthusiastically.

To some extent these perceptions may be created by management via its internal communications, style of leadership, organization system and working methods; but they can only be sustained and brought to bear on day-to-day operations by the organization's workers. Staff should feel they possess a common objective. They need to experience a sense of affinity with the organization and want to pursue a common cause. Congruence is evident in the absence of grievances and conflicts within the organization and inharmonious industrial relations.

d) **Cost-effectiveness** concerns operational efficiency. Human resource should be used to the best advantage and in the most productive ways. Outputs maximized at the lowest input cost and the organization must be quick to respond to market opportunities and environmental change.

### **2.3 Human Resource Utilization Components**

It is clear that human resource utilization is concerned with the employee and his/her place in the organization (source). Since people are the necessary ingredients in any organization, human resource is inherent in all organizations. Human resource involves the management function through which managers recruit, select, appraise, train and develop employees of an organization (Chanadan, 2003:272; Gomez-Mejia, 1984: 4-5).

Different Scholars in the field of human resource utilization have recognized a variety of functions or components of human resource utilization activities. In similar way, as pointed out by (Mondy and Noe 1990: 8-11), the human resource incorporates six functional areas, which includes: - Human resource planning, recruitment and selection, human resource development, compensation and benefits, safety and health, employee and labor relation and, human resource research.

According to (Heneman 1994: 10-13), the personnel/ human resource management functions include analyzing individual and jobs, human resource planning, external staffing recruitment, internal staffing and development, compensation, labor relations, and the work environment. Furthermore, Cassel, et.al. (2002: 6) assert the practices of human resource functions that are performed in organizations consist of recruitment and selection, appraisal, rewards and development.

From the above discussion point of view, the components/function of human resource utilization can be in an unrestricted number of ways. Therefore, this study presents only some of the human resource functions, which primary spotlight on major activities of every organization. These are employee relations, pre-employment induction, training and development, employ health and safety, Performance appraisal, career development, compensation and benefits.

#### **2.3.1 Employee Relations**

A human relation is a managerial activity which is the integration of human resource with the goals of organization which is leading to productivity and creative collaboration toward mutual objectives. It is one of the contributing factors to increase the willingness of employees to work.

The importance of human relation as stated by Flippo (1980) the employees would naturally perform the job well since she/he has properly placed, trained and compensated. In recent years, however, there has been a growing recognition of the need for particular efforts in dealing with the attitude of an employee. It is not enough that one is able to work; one must also be willing to work. This willingness may have attachment with the motivational factor which is facilitated by the employers/managers. In other words the importance of smooth relationship with in the organization as stated by (Aggrawal 1982) success of an organization in achieving its goals significantly depends on the willingness and Zeal with it employees contribute their abilities, and energies in the performance of their assigned tasks, and fulfillment of their responsibilities. This requires a healthy human relations climate in the organization, and it is responsibility of management to build it.

It is believed that also creating smooth relationship between management, academic staff, supportive staff and students has contributing factors for the effectiveness of teaching learning process and the overall qualities of education and training. Concerning this English and Steffy (1996) suggest that the following based on the study conducted in educational institutions. These are: to be successful the community in educational institution must feel that all stake holders are in the learning experience with their students as a partner. Teaching and learning is not something that done together. Likewise, leading school not something a principal does; it is something that management, academic staff, supportive staff, and students together, with input, where appropriate, of the students.

### **2.3.2 Pre-employment Induction and Training**

Human resource management in today's high- velocity, global market place is complex and challenging, and global human resource utilization professionals constantly look for conceptual frameworks to improve the quality of recruitment interview practices. There is a growing consensus that a key differentiator between organizational winners and losers in the 21<sup>st</sup> century will be the extent to which their decisions about human resource recruitment are carefully made to secure people who can handle multiple levels of domestic and international performance complexity. Since recruitment of the highest quality human capital in a globally or regionally mobile workforce is critical in achieving organizational sustainable competitive advantage, there are obvious links between sound recruitment practices and successful organizational strategies at both the domestic and international levels (Jspence, 2000:49).



Once employees are recruited, screened, and selected, they should, be ready to do their jobs. The new employee's early life with the organization and the process of entry to jobs is interchangeably termed as "induction or orientation". Employee orientation is providing new employees with basic information such as how to deal with the employer and employees, how to perform jobs satisfactorily, how to get on the payroll, how to obtain identification cards, what the working hour.

The aims of the induction process according to Attwood and (Dimmock 1996) are to make the new employee efficient as quickly as possible, encourage the new employee to become committed to the organization and thus less likely to have leave quickly, and familiarize the new employee with the job so that the feeling of being out of place is quickly placed. Similarly, as indicated by (Ivancerich 2004) an orientation program is an attempt to send clear messages and provides accurate information about the company culture, the job, and expectations. The orientation goals are to; reduce anxiety and turnover, save time, and develop realistic expectations.

In other words, as stated by (Bernardin 2004) induction is a socialization process by which individuals come to appreciate the value, beliefs, expected behaviors, and social knowledge essential for assuming an organizational goal and for participating as organization member. Moreover, induction or orientation takes place over time it is not a discrete event. It may take months, even years, for employees to become fully adjusted to the organizations working environment.

On the other hand, preparations and providing of orientation program for the new employees has its own procedures and approaches. It can be formal or informal and it should be from the simplest to complex one. Concerning how the orientation program works( Ivancerich 2004) lists orientation should begin with the most relevant and immediate kinds of information and then proceed to more general policies of the organization, the most significant part of orientation is the human side: giving new here or long it should take to reach standards of effective work and encouraging them to seek help and advice when needed, new employees should be "sponsored" or directed in the immediate environment by an experienced worker or supervisor who can respond to questions and keep in close touch during the early induction period, new employees should be gradually introduced to the people with whom they will work, rather than given a superficial introduction to all of them on the first day, and new employees should be allowed sufficient time to get their feet on the ground before job demands on them is increased.



### 2.3.3 Training and Development

Different authors defined the term ‘training’ similarly, but the way they define it could have slight variation. For the sake of readers’ understanding, it is better to indicate some of the definitions that given by different authors.

According to (Anderson 2000:900), training is a process to change behavior of employees at work through the application of learning principles. ... It is the systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. (Armstrong and Dawson 1985: 209) have also defined the staff training process as “... the purposeful development of required skill, knowledge and attitudes in the employees and should be seen as an investment by the organization in its human resource.

Whereas, training as defined by (Barry 2001: 111), it is the process by which people are taught skills, and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard. This author also proceeds to describe training as “a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.”

It may be difficult to increase wealth of any nation without the quality of its human resource. Progress of a nation can be mainly possible through training and development (Aregash, 2006:340). In support of this, the government of Ethiopia places a very high priority for poverty reduction as part of its overall goals for socio-economic development.

According to the education policy (MOE, 1994:30-34), educational management will be decentralized to create the necessary conditions to expand, enrich and improve the relevance quality, accessibility and equity of education and training... Along with this, the management of teachers and other personnel will also be organized on the basis of professional code of ethics, salary, working conditions, professional growth and overall right... The human resource of every institution needs the required qualifications which enable them to perform their duties properly. Once a person is employed in a certain job it is through training one can improve performance gap or acquired with new technologies or working systems. Therefore, training and development program is the major contributing factor to fill the performance gaps and to introduce new working systems.

Training and development activities has its own steps and procedure to be followed starting from formulating the employee development plan, then conducting training needs assessment ,then instructional design, validation, implementation and evaluation, and follow up in which management assesses the program successes or failures. Human resource managers and specialists usually take responsibility for developing general policy regarding employee development and for administrative activities for the overall effort, as well as various development programs. Thus, they work with the line managers to diagnose training need, recommend budgeting levels to top management maintain list of outside programs, that employees might attend, set up and sometimes conduct, in company training programs, and evaluate the overall employee development effort and specific training programs, and evaluate that are offered (Heneman et. al, 1996). Furthermore, training programs are designed to maintain or improve job performance where as development programs are designed to develop skills necessary for future work activities (Stoner and Freeman, 1998).

#### **2.3.4 Employee Safety**

The top management of an institution or an employer has the responsibility to protect employees from unsafe working conditions. The safest and healthy work place or working conditions benefits both the employee and employer. The working condition has the contributing factors to the productivity of employees and the overall profitability or quality services of the institutions.

With regard to employee's safety and health (Bernardin 2004) states that, top management is taking a more active role in improving the health safety of workers. He recommends the managerial stapes to be taken to improve the working environment is a affirm management's commitment to the safe and healthy environment, review a current safety objectives and policies, conduct periodic evaluation and inspections of the work place, identify potential and existing work hazards in the areas of safety and health, and identifying the employees at risk.

#### **2.3.5 Performance Appraisal**

Performance appraisal is the identification, measurement, and management of human performance in organization. Appraisal should be a future oriented activity that provides workers with useful feedback and coaches them to higher levels of performance. Appraisal can be used also administratively or developmentally (Gomez-Mejia, 2003: 249).

Employees usually want feedback regarding how they are doing and appraisal can provide such an opportunity, and personnel actions such as promotion, termination, training and disciplinary cases. According to Chandan, (2003) performance is a reflection of three characteristics individual capacity to perform, individual willingness to perform, and organization support.

In recent years performance management has come to the front as organizations seek constantly to optimize their human resources in the face of growing competitive pressures. The increased interest in performance management has been mirrored by the popularity of performance related pay (PRP) schemes which reward individual employees on the basis of their job performance, defined as a method of payment will an individual employee receives increase in pay based wholly or partly on the regular and systematic assessment of job performance (Lewis, 1998:66).

When we come to TVET Colleges, it is obvious that the quality, efficiency, and effectiveness of its graduates are highly depending up on the quality of education and training they are provided with at the institution. The integrated effort of the academic and supportive staff of the college and concerned bureaus at different level is also the factor to attain the goals and objectives of the college. There were no clear performance standard and measure criteria which help to evaluate the employees' performance accordingly. The same line , the recently introduced result oriented performance appraisal system suffers from inefficient human capacity, lack of transparency, weak follow-up, loose linkage between performance and reward that hamper the system (Solomon, 2005). Thus, due to the fact that studying the human resource utilization in Gambella TVET has various advantages in this particular case and the research will add on the existing literature for the effective utilization of human resource issues.

Appraisal can be either person oriented (focusing on a person who performed the behavior) or work oriented (focusing on the record of outcomes that the person achieved on the job). Effective performance appraisal focuses on the record of outcomes and, in particular out comes directly linked to an organization's mission, and objectively (Bernardin, 2004). Performance depends on some combination of ability, effort, and opportunity and it is measured in terms of outcomes.

As stated by (Cascio 2006) performance management requires willingness and a commitment to focus on improving performance at the level of the individual or team every day. To make the decision process reliable, employee should believe in the performance appraisal procedure and know who is in charge of making appraisal.

According to (Dessler 2004: 241), employees' performance appraisal involves three important issues, these are:- Setting working standards; Assessing the employee's actual performance relative to these standards; and Providing feedback to the employee

Authorities in the field of human resource utilization have identified varieties of purposes which they believe a system of a performance appraisal should serve. In the school situation, performance appraisal is considered as an activity which is crucial to the effective management of the teaching-learning environment. Therefore, of performance appraisal as (Mathias and Jones 1989:3), have noted is to enrich the educational opportunities of students through the professional development of principals, teachers, and other staff members that leading to both organizational and personal growth.

### **2.3.6 Career Development**

Organizations as well as employees need to adjust themselves with changing environmental conditions to survive and grow in a competitive world. The employee's career development program has to be considered as a part of organizational development plan. The organizational success and effectiveness' depends on the performance and ability and competence of its employees. According to (Bernardin 2004) career is defined as an individually perceived sequence of activities and behaviors associated with a work, as a formal organized, planned effort to achieve a balance between individual career needs and organizational work force requirements.

In other words, as stated by (Gupta 2006) career planning is the systematic process by which one selects career goals and the path to these goals from the organization view point. It means helping the employees to plan their career in terms of their capacities within the context of organization's needs. It involves designing on organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage.

A career development practices are designed to enhance the career satisfaction of employees to improve organizational effectiveness. It may be difficult however, to completely integrate individual and organizational career efforts because the rate at which an individual grows and develops may not parallel to an organization's needs.

According to (Flippo 1980) a properly designed career development program involves three main ingredients: These are: assisting employees in assessing their own internal career needs, developing

and publicizing available career opportunities in organization, and aligning the employee needs and abilities with career opportunities.

On the other hand, today's competitive business environment has forced organizations to restructure and downsize resulting in fewer hierarchical levels and traditional promotional opportunities for employees. The creation of new technologies has required that individuals update their skills or else they will become outdated. Similarly, while it needs to pass through difficult procedures organizations and individuals in our country now are trying

### **2.3.7 Compensation and Benefit**

As employers are toward their profit maximization or to customer satisfaction by providing quality service to employees also need fair compensation and benefits for their contributions in the organization. The interest of both sides needs to be matched for the effectiveness of the organization. Fair treatment and motivation of employees has its own impact on productivity or service delivery. It creates job satisfaction and performance are highly interrelated to each other. According to (Singh 2004) it is generally assumed that satisfied employee will also be a productive employee.

Therefore, employees should be fairly compensated and treated to motivate them in order maximize their productivity or quality service delivery. Employee compensation as stated by (Attwood and Dimmock, 1996) refers to: all forms of pay or rewards that go to employees and arise from their employment. It includes direct financial payments in the form of wages, salaries, incentives, commissions, and bonuses, and indirect payments in the form of financial fringe benefits like employer paid insurance and vacations. Because of its importance that compensation holds for their life style and self esteem, individuals are very concerned that they be paid a fair and competitive wage. According to (Bernardin 2004) organizations are concerned with pay, not only because of its importance as a cost of doing business, but also because it motivates important decisions of employment about taking a job, leaving a job, and performance on the job.

## **2.4 Factors Affecting Human Resource Utilization Practices in TVETs**

We are living under the dynamic environment. No one can be out of the influence of the changing environment. Therefore, organizations as well individuals need to adjust themselves with the changing environment of both the external internal. When we say working environment it can be seen

from different angles physical work environment (like light, heating, seating arrangements, ventilation, noise etc), mental work environment, and the social work environment. The worker and working environment in which the job/ work can be done are the most crucial factors for the qualities and quantities of the product or services based on the nature of work. The quality of the work life and the worker itself is not out of the influence of the changing environment. According to (Gupta 2006) the efficiency of employees depends, to a great extent, on the environment in which they work, work environment consist of all factors which act and react on the body and mind of an employee.

Therefore, to planning the work, the working environment and the human factor should be carefully considered. (Faraday, 1977) suggested the proper adjustment to be considered in designing working environment to facilitating the working conditions. These are: sight and lighting, color, ventilation and heating, noise, setting arrangements, amenities etc. furthermore he stated amenities to achieve satisfactory working conditions. This includes: the safety of personal belongingness and the provision of lockers, good toilet facilities, facilities for drying wet clothes, provision drinking water, rest rooms, provision of protective hand creams adequate first aid and fire precautions, transport to and from work place, cleanliness in working place, and convenient location of clocking stations. Thus working environment would be facilitated for employees to work properly.

Human resource related factors are directly related to the human population within the institutions. In addition to the above the vocational education to be carried out properly, one of the preconditions that need to be fulfilled is the existence of efficient management, especially human resource management. (Williams 2006:203-204) states that people need to be managed in the same way as equipment, materials, and information are managed. However, people are unique and special resource and managing them is not simply a control process. Managing people is a challenging task. To this end, Cheatle explains as follows: Above all else, of course, managing people is a dynamic, endlessly changing, complex, and sometimes a downright frustrating business (Cheatle, 2001:1).

Therefore, the manager needs to focus on the interpersonal relationships within the team. Mullins as cited in Williams explains it as follows. Harmonious working relationships and good team work help make for a high level of staff morale and work performance (Williams, 2006:18).

Thus, in order for all the group members to form good working relationship, the manager has to form good relationships with his/her team members and colleagues and encourage the development of

productive working relationships. This means valuing the team, behaving appropriately, showing respect, recognizing and acknowledging contributions from individuals and the team as a whole.

## **2.5 Ways of Enhancing the Use of Human Resource**

Human resource is one of the important organizational resources that have to be developed. To make the organizational achievement more attractive to users through the efficient utilization of serving staff, the employees go through on-going and systematic professional skills and demonstrate improved performance (MoE, 2004:27). When academic and supportive staffs are given further training opportunity, encouragement by creating favorable condition their performance increases and accompanied by moral- up-lifting for their actual work. In order to improve the employees moral, self development, offering security, a steady income, better working conditions, housing, merit awards, promotion, and of opportunities or overseas (Thompson,1995). To ease implementation, there should be proper staff utilization and staff structures suitable for the training profession.

In order to have full satisfaction participatory working practice may well prove the best means of innovation which would lead to professional unity. By doing so using human resource effectively should attract and retain a self-motivated. In line with this, to achieve organization objectives, attention should be given in assisting academic and supportive staffs of the TVET in the field of HRU activities by the concerned officials in the area.

## **CHAPTER THREE**

### **1. RESEARCH METHODOLOGY**

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collection instruments, data analysis and interpretations and also ethical considerations.

#### **3.1. Research Design**

In this study descriptive survey research design was employed. Because the major goal of this study was to describe the practice and the problems of human resources utilization practices in Gambella regional state government owned TVET Colleges, as it exists at present, it is also relevant to gather detailed information concerning current status of human resources utilization development of academic and supportive staffs. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events .

#### **3.2 Research Method**

In this study survey method was selected and used to collect quantitative data, while for the qualitative data interview was employed (Muijs, 2004). A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the practice of HRTD from the respecting individuals. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.



### **3.3 Source of Data**

In order to get the data both primary and secondary sources were used. The primary data were obtained from Gambella Agricultural, Openo and Dimma TVET colleges' academic staff, supportive staffs, deans and management members through questionnaires and interview. Secondary sources of data were obtained through documentary analysis. For this purpose, the researcher was able to observe like human resources documents, rules, regulations, quarter reports, meeting minutes, and induction and training documents.

### **3.4 The study site, population, Sample Size and Sampling Techniques**

#### **3.4.1 The study site**

The study site is Gambella National Regional State (GNRS). Gambella National Regional State is one of the nine regional states of Ethiopia. This region is located to the South-West of the country at 766 kms away from Addis Ababa which is the capital city of Ethiopia. The region is bordering Oromia National Regional State in the North, Southern Nation Nationalities Regional State in the East, Benishangul Gumuz National Regional State in the North-West and South Sudan in the West. The region is structured in to three Zones, one special Woreda and one administrative council Town namely; Agnwa zone, Nuer zone, Majang zone, Itang special Woreda and Gambella Town administrative council.

TVET in Gambella region is introduced formally around 1994. According to MOE (statistical abstract, 2010), the number of TVET sectors in the region was 2, with 1047 enrolment of students and 43 teachers. Currently in the region there are 5 TVET sectors with enrolments of 2641 students and 153 teachers. The TVET sectors are Gambella AG, Openo & Dimma are run by the regional government, while the other two Donbosco and Hope Enterprise TVET institute are run by NGOs. (GREB, 2013)

Accordingly, sites of the population for this study were government technical education colleges of Gambella region, although there are three , two are located in Gambella administrative council and one in Dimma Woreda which is located 451 km away from the capital city of the region.

### 3.4.2 Population of the Study

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, & Coups, 2008, p.130).” Therefore, the populations that were included in this research were Deans and management members, supportive staffs and academic staffs of the three governmental technical vocational and training education Colleges.

### 3.4.3 Sample Size and sampling techniques

A total of (27) deans and management members 44 %(12), (147) Academic staffs(100%) and (146) supportive(100%) staffs were included in the research, the management members including deans and academic staff were included in the study by using Census sampling techniques. The assumption behind that the entire population was sufficiently small in number, and it helps the researcher to gain adequate and necessary information. On the other hand, the two supportive staffs have been taken as a sample by using proportionality due to same proportion are to made same population proportion on the stratification variables.

To determine the sample size of supportive staffs from the total target populations (218) of Openo and GA TVET colleges, the researcher selected 109 (50%) supportive staff as representatives for this study. The researcher believes that these representatives’ sample are manageable and sufficient to secure the validity of the data. Therefore, the sample size for this study was 109 supportive staff.

To determine the sample size of Openo and GA TVET college academic and supportive staff the following stratified formula of William (1977:75) was utilized.

*X No of teacher in each school*

Where, *Ps = Proportional allocation to size*

*n = Total teachers’ sample size*

*N = Total number of supportive staffs in two TVET colleges =218*

1. Openo TVET college ( supportive staff population = 102)

$$P_s = \frac{109 \times 102}{218} = 51$$

218

2. GA TVET college (supportive staff population = 116)

$$P_s = \frac{109 \times 116}{218} = 58$$

218

Based on the above stratified formula, sample size of academic and supportive staffs in the technical vocational education and training colleges has shown in the following table.

**Table 1: Population and Sample Size of the Study**

No	Name of the Colleges	Total Population			Sample size			Remark
		Deans & mgt	Academic Staff	Supportive Staff	Deans & Mgt Members	Academic Staff	Supportive Staff	
1	Openo	11	46	102	11	46	51	All three TVET deans, management, academic staff and Dimma TVET supportive staffs were taken 100 % and 50% GA & Openo TVET supportive staff were taken as a sample based on researcher personal judgment
2	GA	9	88	116	9	88	58	
3	Dimma	7	13	37	7	13	37	
Total		27	147	255	27	147	146	
Sampling Technique					Census	Census	Proportional and Census	
Data collection Instruments					Interview	Questionnaires		

### 3.5 Instruments of Data Collection

The instruments of data collection are questionnaire, semi-structured interview and document analysis

**Questionnaires:** Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education research. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007).

Questionnaires were preferred because; it requires a little time and expense and permits collection of data from a large sample of respondents (i.e. 146 supportive staffs and 147 academic staffs, a total of 293 respondents). Questionnaires were formulated from the related literature of human resource management related literature and from the researcher experience, thus non-standardized or researcher made questionnaires was employed. Both open-ended and closed-ended questionnaire has used to gather data from the respondents. The questionnaire has three parts, part one is background information of respondents, part two contains general questions about the current human resource utilization practices and at the end of the questions there are open-ended questions which give a chance for the respondents and to give any additional answers that they have. Moreover, the questionnaires was formulated in English and conducted for academic staffs into Amharic version of translated questionnaires conducted for supportive staffs of the TVET colleges sample respondents.

**Interview:** In order to acquire more in-depth information that may not be easily obtained through a questionnaire, semi structured interview was used with focus on human resource utilization at college levels, way of working condition and working environment, compensation employee relation and safety, performance appraisal of academic and supportive staff . It was conducted with three

college deans and management members of Gambella TVETs colleges. The interview guides were prepared in English but presented in Amharic (as necessary) for all the groups to lessen the communication barrier. Notes were taken in Amharic and later translated to English for analysis. This is preferred because it is flexible; allowing new questions to be brought up during the interview and it gives equal chances for both interviewers and interviewees.

**Document Analysis:** As secondary sources relevant literature were be thoroughly reviewed to acquire adequate information, different available documents that constitutes guidelines, rules, regulations, BPR human resources documents, quarter reports, meeting minutes, induction and training documents were reviewed to acquire the ground information about the issue under study.

### **3.6 Data Collection Procedure**

Before dispatching the questionnaire, three assistant data collectors were selected to gather data from the samples TVET colleges. Their knowledge of the research is as thought to facilitate the data collection process. Furthermore, the researcher was provided orientation for all respondents concerning the objective of the study and how the items should be answered. Then, questionnaires dispatched to sample academic and supportive staffs by the researcher himself. The researcher was made initial contact with the interview to explain the purpose of the study.

### **3.7 Methods of Data Analysis**

The researcher collected both quantitative and qualitative data form sample respondents. After gathering the data through questionnaire, interview, and document analysis; based on the available data the process of tabulation were carried out. The items were first classified in to different tables according to the nature of issues raised in questionnaires and interview, and each of them was then analyzed and interpreted. The data collected through closed ended questions was tallied, tabulated and filled in to SPSS version 16 and interpretation was made with help of percentage, mean, standard deviation and independent sample t-test. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008).

The interpretations were made for all five point scale measurements based on the following mean score results: 0.05 – 1.50 = Strongly disagree, 1.51 – 2.50 = Disagree, 2.51 – 3.50 = Undecided, 3.51 – 4.50 = Agree, Above 4.50 = Strongly agree. Apart from this, t- test was used to test statistically significant difference between the mean scores of the two independent variables (Academic and supportive staff). The existing response differences were tested at 0.05 level of significance.

On the other hand, the data obtained from the document analysis, and unstructured interview was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded

### **3.8 Validity and Reliability Checks**

Checking the validity and reliability of data collection instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and a pilot study was carried out to pre-test the instrument. In addition, to avoid ambiguity and unclear statements, the draft questionnaire was first tested with the Hope Enterprise and Donbosko TVET on 20 supportive staff's and 15 academic staff. Finally, the instruments were been modified based on the feedbacks of the pilot test. Triangulation of the data gathering tools has been executed by using interview, questionnaire and observation.

The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated. The objectives of the pilot test were to: (1) assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; (2) obtain teachers development process owner and experts' suggestions and views on the items; (3) estimate reliability coefficients of the

research questionnaires. Then an internal consistency reliability estimate was calculated using Cronbach’s Coefficient of Alpha for the questionnaires. Cronbach’s Coefficient Alpha is a general form of the kuder Rchard formula and can be applied to multiple choice and essay exams. Coefficient Alpha compares the sum of the variances for each item with the total variance for all items taken together. If there is high internal consistency, coefficient alpha produces a strong positive correlation coefficient.

A reliability test is performed to check the consistency and accuracy of the measurement scales .The researchers found the coefficient of Alpha ( $\alpha$ ) to be 0.85, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L., et al. (2007) also suggest that, the Cronbatch’s alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5poor. Finally, necessary modification on 4 items and complete removal and replacement of 3 unclear questions were done.

**Table 2: Reliability Coefficient of the Pilot test.**

No	Major categories of HR utilization	No of items	Reliability coefficient
1	Human resource utilization practice	6	0.85
2	Training and development program	9	0.81
3	Conducive Working condition and environment	2	0.89
4	TVET management performance	3	0.83
	Average reliability coefficient	20	0.84

### 3.9 Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaires or interview guide. Accordingly, the researcher was use the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter deals with presentation, analysis and interpretation of the data. The study groups were current academic staff, supportive staff, deans of the colleges, management members TVET colleges. Thus, the data from current academic and supportive staff secured through questionnaires, while those from other groups were obtained through interviews. Furthermore, observation and document analysis were conducted to gather additional information

The analysis of quantitative data was computed by SPSS. The data collected from questionnaires were organized in tabular form and analyzed using percentages, mean scores, and t-test to see the difference between the mean scores. The percentage was widely used for analysis. The data gathered through interview, observation and document analysis were analyzed qualitatively to substantiate the quantitative data. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. In this way 10 tables were constructed in categorizing the objectives of the study in thematic groups which in details deals with the responses of participants on the relevance of human resource utilization practice, staff training and development program, employees' performance appraisal practice and working conditions and working environment.

#### **4.1 Characteristics of the Respondents**

In order to maximize varieties of the study groups academic staff and supportive staff members of Gambella Agricultural TVET College, Openo and Dimma TVET colleges were responded to the questionnaires. The dean and management members of the above three colleges were also interviewed. Therefore, it is believed that the responses and other relevant data were organized and analyzed in order to determine the outcome of the study.



**Table 3: Description of Respondents by Sex and Age in year**

No	Item	Respondents						Total	
		TVET Management		Academic Staff		Supportive Staff			
		F	%	F	%	F	%	F	%
1	<b>Sex</b>								
	Male	23	85	136	93	80	36	239	75
	Female	4	15	11	7	63	44	78	25
	Total	27	100	147	100	143	100	317	100
2	<b>Age in years,</b>								
	21-30	9	33	61	42	90	43	160	50
	31-40	12	45	81	55	39	27	132	42
	41-50	6	22	5	3	14	10	25	8
	51 and above	-	-	-	-	-	-	-	-
	Total	27	100	147	100	143	100	317	100

Key; F = Frequency, % = Percentage

As it can be observed from table three of item one, the majority 93 % (136) of the academic staff, 85% (23) management members and 36% (80) of supportive staffs of the three TVET were found to be males. The grand total of all sex, 75% (239) of respondents were male and 25% (78) were females. This may indicate that the participation of female in the area is low. Thus, the responses of the subject in this study have represented predominantly males' idea that the participation and employment rate to the teaching profession, deans as well as management member was low in the management, academic and supportive staff of three TVET institutions. Moreover the proportion of representation in this study would obviously take the same pattern and the finding of the study proved that the number of males and female is not balanced. Thus, the responses of the subject in the study have represented predominantly males' idea. It also indicated that the female participation and employment rate to the teaching profession in the TVET colleges has not proportional.

With respect to age category, as shown in the same table, 8%(25) of the respondents fall within the age of 41-50, 50% (160) of them within the age range of 21-30. The remaining 42% (132) of the respondents were within the age range of 31-40. From the above table one can understand that most of the respondents are not matured enough, since they are found in the young age groups and their responses could be dependable on the recent information.

**Table 4: Description Respondents by Level of Education**

No	Item	Respondents						Total	
		TVET Management		Academic Staff		Supportive Staff		F	%
		F	%	F	%	F	%		
1	<b>Level of Education</b>								
	a) PhD	1	0.3	-	-	-		1	0.3
	b) MA(Level-A)	8	30	13	9	-	-	21	7
	c) BA/BSC(Level-B)	10	37	65	44	8	6	83	26
	d) Diploma(Level-C)	8	30	69	47	62	43	139	44
	e) Certificate	-	-	-	-	59	41	59	19
	f) Others	-	-	-	-	14	10	14	4
	<b>Total</b>	<b>27</b>	<b>100</b>	<b>147</b>	<b>100</b>	<b>143</b>	<b>100</b>	<b>317</b>	<b>100</b>

Key; F = Frequency, % = Percentage

In relation to level of education to item one of table four, shows 0.3 % ( 1) one of the academic heads is qualified with PhD degree, while none of the teachers and supportive staffs had PhD level of education. On the other hand, the majority 47 % ( 69) of the academic staff had diploma and 44 % (65) and 9% (13) of the total academic staffs are MA holder. On the other hand 30 % (8) of college managements and 9 % (13) of the academics staff had MA level of qualification .

Accordingly, the minimum required qualification for trainers as of the standard of Ministry of Education or Regional TVET Agency for level 3&4 is first degree, but most of the qualification of the existing sampled population from three TVET can roughly assessed against the below standards.

On the other hand 6%(8) of the supportive were qualified with BA degree and where as 43%(62) of the majority supportive staff had diploma holder. As it has shown, from this response one may assume that the quality of training is not maintained as required standards.

Regarding to educational qualification many of the supportive 41%(59) and 10%(14) who holds certificate and other related qualification staff were found to serving as laboratory assistant, guard, gentry, librarian of education. Therefore, seen from the general perspective, the finding in table two revealed that most of the respondents were diploma holders. And this indicates that the respondents of three TVET had shortage of qualified enough professional staffs and this had its own impact on the less effective practice of human resource utilization .Therefore, it can be advocated that it seems encouraging the TVETs under study had the required composition of human power for future effective utilization of academic and supportive staff in the master and PhD level.

**Table 5: Description Respondents by Service Year**

No	Item	Respondents						Total	
		TVET Management		Academic Staff		Supportive Staff		F	%
		F	%	F	%	F	%		
1	<b>Service Year</b>								
	1-5	3	11	63	43	75	53	141	44
	6-10	11	41	41	28	37	26	89	28
	11-20	9	33	34	23	16	11	59	19
	21 and above	4	15	9	6	15	10	28	9
	<b>Total</b>	<b>27</b>	<b>100</b>	<b>147</b>	<b>100</b>	<b>143</b>	<b>100</b>	<b>317</b>	<b>100</b>

Key; F = Frequency, % = Percentage

As far as item five of table one is concerned to service year, the majority respondents as depicted in years of service was treated. Accordingly, 11 %(3) of the TVET deans and management, 43 % (63) and 53 % ( 75) academic and supportive staff were respectively served for five years or less. On the

other hand, 41% (11), 28(41%), 26(37%), of TVET college management, academic staff and supportive staff falls in 6-10 service years. Under the 11-20 years range there were 33% (9) TVET deans and management, 23% (34) of the college academic staff, and 11%(16) of the supportive staff. On the other hand 15 %(4), 6%(9), 10%(15) respectively of TVET, college managements, the academic and supportive staff were served for 21 and above years. As can be seen from the above table, about 75%(53) of the respondents were served between 1-5 service years implying that the majority of the total respondents were not this mach experienced and this is therefore it will have its own impact on the management of the college in general and the utilization of the employees in particular.

#### **4.2 Human Resource Utilization Practices in TVET Colleges**

Properly utilizing human power is basic factor to attain organizational goals and objectives of human resource management to optimize the usefulness of the entire workforce. Thus, to examine the human resource utilization practices of TVET colleges under the study the respondents were asked their opinion on related issues as indicated in the following tables.

**Table 6: Views on Human Resource Utilization Practices**

No	Item	Respondents				Total	
		Academic Staff		Supportive Staff		F	%
		F	%	F	%		
1	<b>Is there human power utilization problem in your TVET?</b>						
	a)yes	76	52	73	51	149	52
	b)No	48	32	51	36	99	34
	c)I am not sure	23	16	19	13	42	14
	Total	147	100	143	100	290	100
2	<b>What are the major problems that encountered in human resource?</b>						
	a)managers are less encountered with human elements	20	14	23	16	43	15
	b) under utilization of existing human resource	17	12	24	17	41	14
	c)over utilization of the existing human resource	-	-	-	-	-	-
	d)shortage of skilled or qualified man power	47	31	39	27	86	30
	e)mismatch of existing manpower skill/knowledge with the actual job	63	43	57	40	120	41
	Total	147	100	143	100	290	100

As can be seen from the table six, the two majority study group of respondents from three TVET reported 52 %( 149) confirmed that there were human resource utilization problem in the colleges. The rest of the respondents 34 %( 99) have replied “No” and 14 %( 42) they were not sure about the situation respectively. Therefore, from the above facts, it could be realized that there were human resource utilization problems in the TVET colleges.

Pertaining to the major problems encountered on the human resource utilization practices, 15 %( 43) and 14%(41) respectively responds that managers are less encountered and under utilization of human resource practice was seen in the TVET. Accordingly, 41 %( 120) of the majority respondents

confirmed mismatch of existing human power skill and knowledge's with the actual job as the major cause. On the other hand, 30%(86) reported that they observed due to shortage of skilled or qualified human power to the existing human resources and no one can replied that over utilization of existing human resource. Based on the above data, one can realize that there were low of human resource utilization practices in TVET colleges.

On top of this, the interview held with deans and management members of the three TVET revealed that one of the most critical problems in human resource activities were mismatch of existing skill/, and shortage of qualified staff. However as interview result revealed that there were insufficient implementation human resource utilization and the identified problems needs urgent response.

**Table 7: How Human Resource is utilized in TVET Colleges**

No	Question for respondents	Respondents	X	SD	Overall X	T-value	P-Value
1	TVET able to effectively utilizing its existing human resource	Academic Staff	2.42	1.11	2.43	-0.91	0.84
		Supportive Staff	2.45	0.96			
2	TVET Human resource mgt. department has conducted training development for staffs	Academic	2.43	1.03	2.35	0.61	0.08
		Supportive	2.17	1.47			
3	Vocational counseling program support for staff career development	Academic	3.61	1.03	3.5	1.01	0.1
		Supportive	3.42	1.01			
4	Orientation and socialization provided for newly deployed staff	Academic	3.76	1.62	3.74	0.14	0.88
		Supportive	3.73	1.86			

X= Mean, SD= Standard Deviation, p-value at  $\alpha=0.05$  and degree of freedom=291

*The computed mean values were interpreted as 0.05-1.50= strongly Disagree, 1.51-2.50= Disagree, 2.51-3.50= Undecided, 3.51-4.50= Agree and Above 4.50 Strongly Agree.*

As it is indicated in table seven, item one, question was raised to the respondents to rate about how able they effectively utilizing existing human resource,, Academic and supportive staffs with ( $X=2.42$ ,  $SD=1.11$  and  $X=2.45$ ,  $SD=0.96$ ) respectively disagreed that TVET able to effectively utilizing existing human resource, The overall  $X=2.43$  shows the disagreement of the total respondents with the point. Therefore, based on the overall score value, It can be conclude that TVET in the study area were not able to effectively utilizing existing human resource. Also in the interview done with this respect with TVET deans substantiate the responses of academic and supportive staff, this may indicate poor human resource utilization system which needs improvement to effectively utilize the existing their human power. The t-test revealed that the significance level ( $p=0.84$ ) is greater than 0.05 this shows there is no significant difference between Academic and Supportive staff views regarding TVET able to effectively utilizing existing human resource.

One TVET dean stated that:

*“...because of lack of training towards resource utilization mechanisms we were not able to use the allocated resource effectively...”*

As shown in table seven item two, Academic and supportive staffs with ( $X=2.43$ ,  $SD=1.03$  and ( $X=2.17$ ,  $SD=1.47$ ) respectively disagreed that TVET human resource management department has conducted training and development programs for staffs. The overall  $X=2.35$  shows the disagreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that TVET in the study area were not able to conducted training and development programs for staffs. This may attribute to low emphasis given to the use of training and development programs by top management. The significance level ( $p=0.1$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of Academic and Supportive staff.

Regarding vocational counseling program support for staff carrier development within the TVET, as shown in table seven item three, academic staff with( $X=3.61$ ,  $SD=1.03$ ) agreed that vocational counseling program support for staff carrier development within the TVET and supportive staff with the( $X=3.42$ ,  $SD=1.01$ ) were not sure about the issue. The overall  $X=3.51$  shows the agreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that vocational counseling program support for staff carrier development within the TVET. These may contributes positive way of working condition for carrier development of the academic staffs.



The significance level ( $p=0.08$ ) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Academic and Supportive staff.

Question was raised to respondents to rate whether Orientation and socialization provided for newly deployed staff , Based on the options set to rate question item four, in table five ,academic and supportive staffs with ( $X= 3.76$ ,  $SD=1.62$ ) and ( $X=3.73$ ,  $SD= 1.86$ ) respectively disagreed that the TVET provided orientation for newly deployed staff before they start their job. The overall  $X= 3.74$  shows the disagreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that TVET in the study area were not in a good position to provided orientation for newly deployed staff before they start their job. The significance level ( $p=0.88$ ) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Academic and Supportive staff regarding Orientation and socialization provided for newly deployed staff.

### **4.3 Views on Effectiveness of the Training and Career Development**

As discussed earlier the provision of continuous training and development program is the basic factor to fulfill employee's performance gap and to develop staff knowledge and skill to accomplish their job effectively and to adopt them with the fast changes of technology and to contribute for the overall quality of education and training.

In this respect, to identify how staff training and development program applied in TVET under the study, related questions were forwarded to different category of respondents. Based on this, the data obtained on the current application of staff training and development activities presented and analyzed in the following

**Table 8: The Respondents Views on Training and Career development**

No	Question for respondents	Respondents	X	SD	Overall X	T-value	P-value
1	The effectiveness of training program is periodically evaluated	Academic	2.34	0.96	2.38	-.079	0.42
		Supportive	2.43	0.99			
2	Training and development program based on clearly established selection criteria	Academic	1.84	0.73	1.73	1 . 8 7	0.06
		Supportive	1.63	1.16			
3	Training and development program has been provided for the teaching staff on training needs & assessment	Academic	2.06	0.42	2.01	0.90	0.36
		Supportive	1.97	1.00			
4	Training and development program provided for supportive staffs based on training needs assessment	Academic	2.49	1.08	2.39	1.60	0 .1 1
		Supportive	2.30	0.91			
5	Academic & supportive staffs are periodically informed about their evaluation result	Academic	2.25	0.99	2.23	0 .2 9	0.76
		Supportive	2.21	1.25			
6	Performance appraisal evaluation result has provided career development for the staff	Academic	3.74	0.99	3.63	1 .9 2	0.06
		Supportive	3.52	1.02			

X=mean, SD=standard deviation, P-value at  $\alpha=0.05$  level and degree of freedom=291

As indicated in table eight item one, academic and supportive staffs with the ( $X=2.34$ ,  $SD=0.96$ ) and ( $X=2.43$ ,  $SD=0.99$ ) respectively disagreed that effectiveness of training program is periodically evaluated. The overall  $X= 2.38$  shows the disagreement of the total respondents with the point. Therefore, based on the overall score value, it can be concluding that effectiveness of training program was not periodically evaluated. This may attribute to lack of awareness of top management about the benefit evaluation of training. Regarding this Merwin (1992) suggested that, training evaluation is the means used to determine the worth or value of the training. It is a process of assessing the results or outcomes of training (King & Rothwell, 2001). Similarly the finding of this study  $p=0.42$  is greater than 0.05 indicated that there is no significance difference between academic and supportive views on regarding effectiveness of training program is periodically evaluated.

Concerning item two of table eight, academic and supportive staff with the ( $X=1.84$ ,  $SD=0.73$ ) and ( $X=1.63$ ,  $SD=1.16$ ) respectively disagreed that the TVET has need assessment to select training and development program for trainees. The overall  $X= 1.73$  showed that, the disagreement of the total respondents. Therefore, from the responses of the majority of the respondents, it can be concluded that there was no clear selection criteria to select training and development program. Information obtained through interviews with TVET college dean confirmed that there were no formal selection criteria to select training and development program. Similarly the finding of this study  $p=0.06$  is greater than 0.05 indicated that there is no significant significance difference between academic and supportive views on regarding the office has selection criteria to select training and development program.

Regarding training program provided for teaching staff based on needs assessment as shown in table eight item three, academic and supportive staff with the ( $X=2.06$ ,  $SD=0.42$ ) and ( $X=1.97$ ,  $SD=1.00$ ) respectively disagreed that Training and development program has been provided for the teaching staff on training needs & assessment. The overall  $X= 2.01$  showed that, the disagreement of the total respondents with the issue. Therefore, from the responses of the majority of the respondents, it can be concluded that there Training and development program that has been provided for the teaching staff were not based training needs & assessment. Regarding this (Patton and Pratta, 2002:466) suggested that Training and development need assessment is the first and the most important

phase in the training and development process. It is an important precondition to the design and delivery of successful training and development program.

Training and development need assessment is the base for objective, content, method, trainer and trainee selection (Tyson and York, 1996:143). The significance level ( $p=0.36$ ) is greater than 0.05, this indicates that there is no significant significance difference between academic and supportive views on regarding Training and development program that has been provided for the teaching staff were not based training needs & assessment.

As we can see from item four table eight, academic and supportive staff with the ( $X=2.49$ ,  $SD=1.08$ ) and ( $X=2.30$ ,  $SD=0.91$ ) respectively disagreed that Training and development program has been provided for supportive staff based on training needs assessment. The overall  $X= 2.39$  showed that, the disagreement of the total respondents with the issue. Therefore, from the responses of the majority of the respondents, it can be concluded that Training and development program that has been provided for the supportive staff were not based training needs & assessment. The significance level ( $p=0.11$ ) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Academic and Supportive staff regarding training needs assessment.

Similarly, regarding to this one of the College administrative dean said that:-

*“... For we didn't allocated enough budget to provide training for our employees at TVET level, we didn't give much attention to carry out need assessments ...”*

Item four in the table eight, respondents were also asked whether the academic and supportive staffs are periodically informed about their evaluation result or not, academic and supportive staff with the ( $X=2.25$ ,  $SD=0.99$ ) and ( $X=2.21$ ,  $SD=1.25$ ) respectively disagreed that academic and supportive staffs are periodically informed about their evaluation result. The overall  $X= 2.23$  showed that, the disagreement of the total respondents with the issue. Therefore, from the responses of the majority of the respondents, it can be concluded that academic and supportive staffs in the study area were not periodically informed about their evaluation result. This is the implication of lack of implementation of training evaluation in the TVET of study area. The significance level ( $p=0.76$ ) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Academic and Supportive staff regarding staffs are periodically informed about their evaluation result.

The last item table eight, question was raised for respondents whether or not the performance appraisal evaluation has provided carrier development for the staff, academic and supportive staff with the ( $X=3.74$ ,  $SD=0.99$ ) and ( $X=3.52$ ,  $SD=1.02$ ) respectively agreed that performance appraisal evaluation has provided carrier development for the staff. The overall  $X= 3.63$  showed that, the agreement of the total respondents with the issue. Therefore, from the responses of the majority of the respondents, it can be concluded that performance appraisal evaluation has provided carrier development for the staff in the study area.

Regarding to the above, information gathered through document analysis and interview with TVET deans were also confirmed that performance appraisal evaluation has provided carrier development for the staff. In relation to this, Fidler and Cooper (1992) discuss that an appraisal which is not linked to staff development is likely to be partially effective and equally trying to manage staff development without an appraisal process will produce random, partial and peripheral outcomes.

**Table 9: The Respondents Views on Training in TVET**

No	Item	Respondents				Total	
		Academic Staff		Supportive Staff		F	%
		F	%	F	%		
<b>1</b>	Do you clearly know the objectives of TVET program?						
	a) Very adequately	7	5	18	13	45	16
	b) Adequately	74	50	50	76	121	42
	c) No adequately	66	45	75	11	124	42
	Total	147	100	143	100	290	100
<b>2</b>	How do you rate your interest in training in TVET?						
	a) highly interested	25	17	8	6	33	11
	b) moderately interested	33	22	34	24	67	23
	c) fairly interested	86	59	96	67	182	63
	d) Poorly interested	3	2	5	3	8	3
	Total	147	100	143	100	290	100
<b>3</b>	Do you have adequate training in technical vocational area?						

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	a)Yes	41	28	79	55	120	41
	b)No	106	72	64	45	170	59
	Total	147	100	143	100	290	100
4	How do you rate trainee's competency in your training area?						
	a)high	-		-	-	-	-
	b)moderate	48	33	65	45	113	39
	c)low	99	67	78	55	177	61
	Total	147	100	143	100	290	100
5	Which training method is applied for TVET dominantly?						
	a)on –the- job training	67	46	34	24	101	35
	b) off- the- job training	61	41	49	34	110	38
	c)capacity Building short term training	19	13	60	42	79	27
	Total	147	100	143	100	290	100
6	Who is the responsible organ to decide for TVET Trainers dominantly						
	a/ TVET dean	68	46	85	59	153	53
	b/ Immediate boss	30	20	38	27	68	23
	c/ TVET College Board	49	34	20	14	69	24
	Total	147	100	143	100	290	100

From table nine, the first question was concerning whether the TVET academic or supportive staff have clear idea and knowledge about TVET program. Accordingly, 42 %(124) of respondents replied no adequately know the objectives of TVET and 42%(121) of them said adequately. On the other hand, 16%(45) of respondents were respond very adequately the clarity of the TVET program. From the above fact almost few of the respondents were not know the objectives TVET program. Thus, based on the majority respondents the TVET workers must know the objectives of their organization to apply HRU and awareness creation is advisable by concerned bodies.

Item two in the above table nine concerned with respondents interest in TVET training. As a result 11%(33) of the respondents rated as that very adequate and 67(23%) of the respondents says moderately interested. On the other hand, 63 %(182) respondents rate their interest in fair way and, 3%(8) of the respondents says their interest towards TVET in a poor manner. As observed from the

above fact some of the respondents has not interested in training in TVET when they give this response. This by itself shows that lack of transparency while conducting the selection of employees for further education or the absence of clear training criteria.

As depicted in the table nine of item three, respondent asked to rate whether they have adequacy of training in technical vocational based on training and development area. The majority of respondents 59 % ( 170) of the total respondents reported that it is not adequate. The rest 41 % ( 120) of the respondents have shown that it was adequate training. Therefore, this by implication endorses, that the effort of searching opportunities for further training of TVET teachers in the college was minimal.

In item seven of the same table, the question of trainees competency was asked the respondents in order to rate them. Accordingly, 61 % ( 177) replied low and 39 % ( 113) of the total respondents witnessed that trainees' achievement was moderate and none of them replied high. Thus based on the majority of respondents it can be concluded that trainees were not develop the necessary competency level in the field of training.

On the other hand, on the same table training method dominantly applied 38 % ( 110) and 35 % ( 101) respectively of the total respondents reported that off-the-job training and on the job training was applicable in the TVET. Besides the above responses 27 % ( 79) capacity building short term training conducted applied for TVET dominantly. Therefore, based on the responses of the majority, it is fair to infer that giving better capacity building training for institutional achievement.

The sixth question rose in the item four of the table nine was to know the responsible to decide for TVET trainers dominantly person or organ to decide on the provision of training for staff. As a result 53 % ( 153) and 24 % ( 69) of the respondents' conformed that the TVET college dean and TVET College Board were the most influential individual to decide on training and development. On the other hand, 23 % ( 68) immediate boss as the influential to decide on staff training issues. From the above idea, training and development program dominantly decided by individuals. This idea was also supported by the data through the interview held with some TVET college management members.

#### **4.4 Employees' Performance Appraisal Practice**

The purpose of employees' performance appraisal includes performance appraisal planning, task assignment, supervising/ assisting, measurement, evaluation, feedback, control and the application of

associated incentives. The sum of these elements contributes the accountability system to which academic and supportive staffs subjected in the execution of their jobs. At best, the performance appraisal utilization system includes the above mentioned elements as well as procedures that regulate monitoring and evaluating, rewards and penalties for ones did in the institute. Subsequently, the accountability component of performance appraisal practice may fail or less effective if various elements of the above are missing, loose of not properly designed or enforced.

In light of the above notion, the activities of employees’ performance appraisal were investigated and analyzed based on the responses obtained from the respondents, which helps to take corrective measures on performance gaps towards the effectiveness of the organization.

**Table 10: View on over all of Staff Performance Appraisal**

O	Item	Respondents				Total	
		Academic Staff		Supportive Staff		F	%
		F	%	F	%		
1	<b>Is there any established measurement criteria for teacher performance appraisal</b>						
	a)Yes	31	21	48	34	79	27
	b)No	83	57	72	50	155	54
	c)I am not sure	33	22	23	16	56	19
	Total	147	100	143	100	290	100
2	<b>How do you evaluate employee’s performance evaluation criteria?</b>						
	a)Employee relation with immediate boss	14	10	21	15	35	12
	b)Based on time spent on job	37	25	38	27	75	26
	c)Employees cooperation	36	24	38	27	74	25
	d)Employees performance	60	41	46	31	106	37
	Total	147	100	143	100	290	100
3	<b>Which types of employees rating method implemented in your institution</b>						
	a)Behavior oriented method of rating	17	12	31	22	48	17
	b)Result oriented rating method	54	37	29	20	83	28



	c)Both behavior & result oriented	76	51	83	58	159	55
	Total	147	100	143	100	290	100
4	<b>How often staffs performance appraisal done?</b>						
	a)daily	-	-	-	-	-	-
	b)monthly	-	-	-	-	-	-
	c)Quarterly	47	32	30	21	77	27
	d) Semi annually	72	49	74	52	146	50
	e)Annually	28	19	39	27	67	23
	Total	147	100	143	100	290	100
5	<b>Who is the most influential one in appraising employees performance</b>						
	a/ TVET Dean	22	15	43	30	63	22
	b/ Management	-	-	52	36	52	18
	c/ immediate supervisor	69	47	10	7	79	27
	d/ Colleagues	56	38	38	27	94	33
	e/ TVET Board	-		-			
	Total	147	100	143	100	290	100

The above table ten demonstrates the response for the question presented, how and when the appraisal for academic and supportive staff was administered concerning with the respondents view on staff performance appraisal and the first question was to know if there was established staff performance appraisal standardized criteria. Accordingly, 54%(155) of respondents replied that there were no slandered criteria, while 19%(56) of respondents were not sure about its existence. On the other hand, 27%(79) of them replied there were performance measure criteria. Therefore, the majorities view indicates that even though there was a sort of performance measure standard criteria in TVET colleges ,it was known a little with appraises and appraisers. It means that, without having clear performance standards it is difficult to measure one's performance which may help to take personnel decisions to take performance gaps corrections or to reward the best performance.

On the other hand different guidelines rules, regulations, employee profile, reports and minutes of meeting were thoroughly reviewed concerning employees performance appraisal measurement criteria's in the colleges under study, but no one is using it properly.

Item two in the same table ten respondents replied how they evaluate employees' performance criteria used for performance appraisal. Accordingly, 37%(106) of the respondents replied that according to employees performance, 26%(75) based on time spent on job, 25%(74) employees cooperativeness and 12%(35) of them reported that employee relation with immediate boss were used as performance measure criteria. From the above fact one can understand that, the measurement criteria lack transparency, the quality assurance system, its cost effectiveness and it seems difficult to evaluate its success or failure.

The next item in the same table ten, issue forwarded to respondents in the questioner was to know about the rating method under implementation in TVET colleges. Accordingly 55 %(159) of respondents responded that both behavior oriented and resulted-oriented performance appraisal were applied. While 28%(83) and 17%(48) responded that, result-oriented and behavior-oriented respectively. Therefore, the rating responded by different groups varies according to their influential power and dominantly both behavior and result oriented and this practice also encouraged.

As depicted in table ten item four, regarding the time interval to conduct performance appraisal, all of the respondents 50%(146) confirmed that it has been done semi annually, while 27%(77), 23%(67), replied that the performance appraisal has been done quarterly and annually respectively. Therefore, this may show that varies of time the causes to affect taking timely corrective measures on the staff performance and it needs fixed duration.

From the table ten the last item, regarding to influential person in appraising employees performance 33%(94) of the total respondents confirmed that colleagues plays the decisive role in influencing employees performance. Accordingly, 27 %(79) and 22%(63) respectively immediate supervisor and TVET dean were the most influential one in appraising employees. The rest 18 %(52) of respondents replied that management member are the influential in appraising employees performance.

On the whole, from this analysis one can deduce that even though, different groups involved in the activity the colleagues and immediate supervisors were the most influential in employee's performance appraisal and followed by college TVET dean .From the point of view one can understand that the colleagues and supervisors can play a great role.

### 4.5 Working Conditions and Working Environment

To meet the objective of organization in appropriate way, the availability of favorable working environment and working conditions are the most essential part in the training process in technical vocational and education institutions. Thus, to assess the actual conditions of TVET academic and supportive staffs related which activities of human resources utilization needed at most and when it is applicable were forwarded to the respondents. As a result, the opinion of respondents were presented in the below can show how working condition and working environment adequate.

**Table 11: Working Condition and Working Environment**

No	Item	Respondents				Total	
		Academic Staff		Supportive staff		F	%
		F	%	F	%		
1	<b>Factors affecting quality of training in TVET</b>						
	a)Lack of employees motivation	40	27	47	33	87	30
	b)Unfavorable working conditions	18	12	17	12	35	12
	c)Lack of instructional materials & facilities	44	30	46	32	90	31
	d)Placement of trainees other than choice	9	6	16	11	25	9
	e)Poor management system	36	25	17	12	53	18
	Total	147	100	143	100	290	100
2	<b>How do you evaluate the availability of instructional material?</b>						
	a)adequately available	31	21	12	8	43	15
	b)moderately available	40	27	41	29	81	28
	c)inadequately available	76	52	90	36	166	57
	d)not available at all	-	-	-	-	-	-
	Total	147	100	143	100	290	100

As can be seen from the table eleven, the two study groups of respondents reported that in the first item of table six, responds view on factor affecting quality of training in TVET 30%(87) and 12%(35) of the total respondents respectively agreed upon that quality of training in TVET affected due to lacks of employees motivation and unfavorable working conditions. Hence, 31(90) of the

respondents confirmed that it was due to lack of instructional material and, 9% (25) and 18% (53 ) respectively agreed training lacks due to placement of trainees other than choice and poor management system. In addition to the above data, the interview from TVET management member clearly showed that even if the quality of training can be affected with different factors, specially lack of instructional material and facilities are the highest challenges in the TVET and that working condition and working environment must be facilitated for better achievements..

On the same table eleven in item two, the sampled respondents were asked to rate the how they evaluate the availability of instructional materials in TVET. To this effect from the total population 57 %( 166) of the respondents replied that the instructional material were in inadequately available. On the other hand, 28 %( 81) respond moderately available and the rest of them 15 %( 43) replied that adequately available. Out of the total respondents none of them replied that instructional materials were not available at all in the TVET colleges. In order to at least reduce the problems associated with facilities and services, efforts were made at regional and institutional levels. One of the interviewees raised the following:

*To minimize the problems related to facilities and services, project proposals are designed and presented to the regional Government*

From this data one can be observed that in the sampled TVET colleges there was lack of instructional materials and it should be needs an improvement in the available facilities to enhance the quality of training situation.

**Table 12: How Working Condition is conducive**

No	Question for respondents	Respondents	X	SD	Overall X	T-value	P-value
1	There is conducive working environment for training process	Academic	3.52	1.00	3.43	1.50	0.13
		Supportive	3.34	0.97			
2	There is smooth, fair and two way communication between dean mgt.& employees	Academic	3.38	1.00	3.48	-1.83	0.06
		Supportive	3.58	0.86			

X=mean, SD=standard deviation, P-value at  $\alpha=0.05$  level and degree of freedom=291

As it is indicated on item one, table twelve, respondents were asked whether there is conducive working environment for training process or not, academic staff with the( $X=3.52$ ,  $SD=1.00$ ) agreed that there is conducive working environment for training process in the organization and supportive staff with the( $X=3.34$ ,  $SD=1.00$ ) were not sure about the issue. The overall mean 3.43 shows that, the uncertainty of the majority of respondents with this point. In line with this the information gathered through document analysis and interview with TVET dean were also confirmed that there is lack of budget and willingness from experts and training coordinator to prepare training at the organizational level. Therefore, it can be said that there was no conducive working environment for training process. The p-value also indicates that there is no significance difference between opinion of academic and supportive staff (0.13 greater than 0.05).

One of the management members said that

*“...even though there is good relationship between training coordinators and staffs ,because of lack of budget the college couldn't create conducive training environment for the staffs..”*

With item two of table twelve, it was asked to explore whether or not the TVET has smooth, fair and two way communication between the college dean, management and employees, academic staff with the( $X=3.38$ ,  $SD=1.00$ ) were not sure about the issue and supportive staff with the( $X=3.58$ ,  $SD=0.86$ ) agreed that the TVET has smooth, fair and two way communication between the college dean, management and employees. Although the overall mean 3.48 shows that uncertainty of the total respondents with the point. However the information gathered through interview with TVET dean and researchers observation was also confirmed that there was smooth, fair and two way communication between the college dean, management and employees. The p-value 0.06 indicated that there is no significant significance difference between academic and supportive staff opinion.

#### **4.6 Performances of TVET Management**

In order for vocational education to be carried out properly, one of the preconditions that need to be fulfilled is the existence of efficient management, especially human resource management. Williams (2006:203-204) states that people need to be managed in the same way as equipment, materials, and information are managed. However, people are unique and special resource and

managing them is not simply a control process. Managing people is a challenging task. To this end, Cheatle explains as follows:

*Above all else, of course, managing people is a dynamic, endlessly changing, complex, and sometimes a downright frustrating business (Cheatle,2001:1).*

Capitalizing this point, Coe (1973:77) stresses that a quality program is administered and supervised by personnel who are educated and experienced in vocational education, who understand the needs of pupils and the needs of business and industry, and who are able to work effectively with employers, labor, other school officials, and employment and social agencies. Some of the present problems in vocational education have been created by well meaning people who lack sufficient experience in vocational education to develop and maintain quality programs. There is real danger when such persons also have the power and authority to make far-reaching decisions.

**Table 13: Views on TVET Management performances**

No	Items	Respondents	X	SD	Overall X	T-value	P-value
1	TVET dean & mgt. equipped with required knowledge and skill to clearly evaluate performance	Academic	3.50	0.99	3.51	-0.13	0.89
		Supportive Supportive	3.52	1.16			
2	TVET dean & mgt. committed to facilitate working condition and encourage employees	Academic	2.36	1.06	2.44	-1.42	0.15
		Supportive	2.53	1.01			

X=mean, SD=standard deviation, P-value at  $\alpha=0.05$  level and degree of freedom=291

As it can be shown from table thirteen, item one, academic and supportive staff with (X=3.50, SD=0.99) and (X=3.52, SD=1.16) respectively agreed that TVET dean & management were not

equipped with required knowledge and skill to clearly evaluate performance. The overall  $X= 3.51$  indicated the agreement on the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that TVET dean & management in the study area were not equipped with required knowledge and skill to clearly evaluate performance. The p-value 0.89 indicated that there is no significant significance difference between academic and supportive staff regarding views on TVET dean & management equipped that were not with required knowledge and skill to clearly evaluate performance.

In the last item whether the TVET dean and management committed to facilitate working condition and encourage employees, the academic staff with( $X=2.36$ ,  $SD=0.06$ ) were disagree that TVET dean and management committed to facilitate working condition and encourage employees and supportive staff with the ( $X=2.53$ ,  $SD=1.01$ ) were not sure about the issue. The overall  $X= 2.44$  indicated the disagreement on the point. This implies that the majority of respondents disagreed with the issue. This may be attributing to the fact that due to low experience of top management to they are not facilitating the working condition for employees. The t-test revealed that the significance level ( $p=0.15$ ) is greater than 0.05 this shows there is no significance difference between academic and supportive staff regarding the issue. Therefore, based on the above information it can be concluded that, the TVET dean and management were not committed to facilitate working condition and encourage employees. Related to this issues management replied during interview that due to unstable position (nomination from regional government) from time to time deans who have experienced left the position also problem for employees how to encourage them.

#### **4.7 Current Employees Turnover and its Reasons**

The following table presents the opinion of respondents about academic and supportive staff's turnover. The absence of doing employees reward based on clear transparent, fairness employee's treatment and job satisfaction have an impact on the rate of employee and might be led the staff mobilization. Based on this ground, the researcher initiated to identify whether or not the existence of staff turnover related questions forwarded to get the respondents view and analyzed as follows.

**Table 14: Views on Staffs Turnover in TVET**

No	Item	Respondents				Total	
		Academic Staff		Supportive Staff		F	%
		F	%	F	%		
1	<b>Is there Employees turnover in your TVET?</b>						
	a)Yes	78	53	82	57	160	55
	b)No	35	24	40	28	75	26
	c)I am not sure	34	23	21	15	55	19
	Total	147	100	143	100	290	100
2	<b>If your answer for the above is yes, what is the major cause for employee's turnover?</b>						
	a) Low salary & lack of other benefits	13	19	14	27	27	23
	b)Lack of job security	17	25	10	19	27	23
	c)Unfair treatment	8	12	3	6	11	9
	d)Un suitable organizational structures	11	16	10	19	21	17
	e)Job dissatisfaction	4	6	6	12	10	8
	f)Unfavorable working condition & hours	15	22	9	17	24	20
	Total	68	100	52	100	120	100
3	<b>In terms of education at which level employees turnover is high?</b>						
	a)At master(A- level)	68	46	34	24	102	35
	b)At degree(B - level)	44	30	86	60	130	45
	c)At diploma(C- level)	5	3	6	4	11	4
	d)Not clearly known	30	21	17	12	47	16
Total	147	100	143	100	290	100	

Table fourteen above depicts respondents' perception of academic supportive staff concerned about staff turnover in the selected TVET. As item one from this table, the majority 55 % (160) of the total respondents have reported that there was employees turnover, whereas 26% (75) of them replied "No" and 55 % (19) of respondents are not sure about employees turnover. This indicates that there were significant rates of staff turnover in TVET College.



The second item in the same table, the respondents was requested to show the major causes of employees' turnover. Regarding to this, as respondents idea the major causes to employee turnover, 23 %( 27) of respondent similarly mentioned low salary and lack of job security. On the other hand, 20%(24) and 17%(21) respectively unfavorable working condition and unsuitable organizational structure, 9%(11) due to unfair treatment of employees at work place, 8%(10) due to job dissatisfaction. Therefore, even if the rate of turnover was high in the institution, a respondent opinion was varies the cause according to different personal interest.

Concerning the above issues the supplement idea from the TVET management members during interview, the respondents also mentioned some other reasons like inappropriate facility in the organization, poor training discipline and absence of motivating factor in working environment were some of the reasons that could be cited by the respondents.

The other question forwarded to respondents was to identify the staff turnover in relation to work experience. Accordingly, a considerable number of respondents, 35%(102) replied that the turnover were high at master level, while 45%(130) and 4%(11) said that the turnover was high at degree level and diploma level respectively. On the other hand, 16 %( 47) of them confirmed that the situation was not known clearly. In relation to this idea the interview from management member can indicate that highly qualified employees may left the college to get better pay and better working conditions at the entry level, due to lack of provision of appropriate induction and socialization program.

In general, employees' turnover can be directly related to human resource utilization issues especially with human resource, how to use them, how to get them and how to manage them as well. But, the current functions of human resource utilization practices of the selected TVET colleges were not considering this reality. Thus, from the researcher point of view the reason for the turnover becomes higher qualification level was due to job opportunity and competence for qualified and experienced academic and supportive staff that wish better pay and other benefits in the existing situation.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION, AND RECOMANDATIONS

The major purpose of the study was to assess human resource utilization practices of government owned TVET colleges of Gambella regional state. The study also tried to answer the following basic research question.

- ❖ To what extent human resource utilized in Gambella Agricultural, Openo, and Dimma TVET colleges?
- ❖ To what extent do the working environment and working condition is conducive in Gambella Agricultural, Openo, and Dimma TVET colleges?
- ❖ What are the major challenges affecting the practices of human resource utilization in Gambella Agricultural, Openo and Dimma TVET colleges?

This study is undertaken with the objective of assessing the current practice of human resource is the crucial factor of all resources which helps to utilize other resources to its maximum utility. As mentioned under the introductory part of the study, the general objective to the study was to identify human resource utilization practices in Gambella regional state government owned TVET colleges (Gambella Agricultural, Openo and Dimma) TVET colleges. The quantitative data from close ended questionnaires were reinforced with qualitative data obtained from semi structured items of interview, document and the literature review. Both qualitative and quantitative data were used for the analysis and interpretation of the raw data in attempt to get answers for the basic questions of the research. Based on the analysis made, the major findings of the research are summarized as follows.

## 5.1 Summary

### Issues related to Respondents Background

1. The majority of the academic staffs, supportive staffs, and management members were males whose ages fall within the range of 75 percent. Therefore, the responses of the subject of represented predominantly males' idea. This indicates that, there was poor participation of female in the area. It also indicated that the female participation and employment rate to the teaching profession in the TVET colleges has low. Moreover, the proportion of their representation in this study would obviously take the same pattern.
2. Almost 50 percent and 42 percent of the respondents were within the age category of 21-30 and 41-50 respectively and their responses could be valuable on the recent information of how HRU is applicable in their colleges.
3. From the size of the total academic staff, supportive staff and management members' majority were diploma and certificate. This may shows that they did not have the required qualification for TVET level 3 &4 as of the standard of ministry of education.
4. The majority of respondents which are less than six years service in college that they were adequate working experience which will have its own positive impact on the management of the college in general and utilization of the employees in particular.

### Issues related to Human Resource Utilization Practices.

Human Resource is the most important asset for any organization and it is the source of achieving competitive advantage. Utilizing human resources is very challenging as compared to managing technology or capital and for its effective management, organization requires effective HRM system.

1. The data obtained from questionnaire and interview also reveals that there was absence of human resource utilization. Therefore, based on the overall score value, it can be concluding that the three TVET colleges in the study area were not in a good position to provided orientation for newly deployed staff before they start their job.
2. From total size 41 percent and 30 percent of the majority respondents respectively confirmed mismatch of existing manpower skill and knowledge's with the actual job as the major causes of

inefficient human resource utilization. This due to shortage of skilled or qualified human power to the existing human resources and no one can reply that over utilization of existing human resource.

3. Based on the overall score value, it can be concluding that TVET in the study area were not in a good position to provided orientation for newly deployed staff before they start their job.

### **Issues related to Training and Career Development of TVET**

1. The majority of respondents 59 percent confirmed that they haven't adequate training in vocational area and the interview result also revealed that due to inappropriate working environment.

2. The most influential person to decide on the training issues of staff, as 53 percent to the majority of respondents replied the college dean dominantly play the decisive power.

3. With regard to training method used comparing with others almost 38 percent responded that off-the job training method was dominantly applied for staff TVET Colleges.

### **Issues related to Employee Performance Appraisal Practices**

1. According to the majority of respondents, 27 percent a little was known how established criteria applicable of performance standards in TVET colleges.

2. Concerning the rating method of employees 55 percent of respondents confirmed that both behavior-oriented and result oriented were under implementation for staff.

3. Almost half 50 percent of respondents reported that performance appraisal has been done semi-annually in the TVETs colleges.

4. As obtained from the majority of the respondents view the 33 percents colleagues and 27 percent immediate supervisors were the most influential one in staff appraising employees' performance in TVETs.

### **Issues related to Working Conditions and Working Environment**

1. Concerning the availability of instructional materials, 57 percent of the respondents replied that instructional materials were inadequately available.

2. From the data and interview from management members the result indicate that "... even if there is good relationship between training coordinators and staffs, because of lack of budget the college couldn't create conducive training environment for the staffs."

3. Lack of employee motivation, unfavorable working conditions like absence of employment security and compensations, lack of extensive training and instructional time load were some of identified factors.

#### **Issues related to Performance of TVET Management**

1. The majority of deans' management members were not equipped with required knowledge and skill to clearly to evaluate performance.
2. TVET dean and management were not committed to facilitate working condition and encourage employees. Therefore, based on the above information that the TVET dean and management were not committed to facilitate working condition and encourage employees.
3. Related to this issues management replied during interview that due to unstable position (nomination from regional government) from time to time deans who have experienced left the position also problem for employees how to encourage them.

#### **Issues related to Current Employee Turnover and its Reasons**

1. The major causes of staff turnover according to respondents view are due to low salary, and unsuitable organizational structure and job dissatisfaction. On the other hand lack of favorable working conditions and working environment, unfair treatment of employees at the work place, and lack of job security are also the main reason for staff turnover. .
2. With regard to educational level, majority of the respondents replied that turnover was not known clearly and also the document of human resource show that turnover is high for employees of higher educational level.
3. Concerning the above issues the supplement idea from the TVET management members during interview, the respondents also mentioned some other reasons like inappropriate facility in the organization, poor training discipline and absence of motivating factor in working environment were some of the reasons that could be cited by the respondents.

## Conclusion

- The human resource practices of the three TVET College as revealed from research findings were low due to different reasons. Reasons for the shortcomings were absence of skilled man power, lack of employee motivation, shortage of instructional materials, unfavorable working conditions, poor management system and giving lesser attention to the human element by the college administrators were observed as some of the influential factors. On the other hand, administrative affairs may be affected due to those individuals assigned on administrative positions lacks managerial skill. The cumulative effects of those problems may be the causes for job dissatisfaction, staff turnover and low of performance.
  
- In terms of conducting training needs assessment, impacts of assessment and periodical evaluation on its effect which help to take corrective measure was also low. In this regard, the participation of all levels concerned institutions and individuals was low. Therefore, from this fact one can conclude that when training and development program lacks clear transparency, planned procedures of action, and identifying performance gaps, it affects the overall utilization of the human resource system. The efforts of TVET Colleges in finding opportunities of training and development for the staff in the colleges under the study were found to be at very minimal level or low. This is due to the absence of appropriate and experienced educational administrators and lack appropriate clear training need assessment.
  
- Performance measurement standards and the evaluation system of staff performance of the sampled TVET Colleges were inadequate. As the employees' performance appraisal has been done semi-annually, there were no mechanisms for daily follow ups which help to take corrective measures on the performance gaps and taking other administrative decisions. Furthermore, the performance appraisal procedure dominated by the colleagues and immediate supervisors. It can be concluded from the above fact that the overall staff performance appraisal in the sampled colleges was not confirmed on clear and transparent procedures and measurement criteria. Its effects may be one of the causes for job dissatisfaction which influences the quality of education and training.

- TVET have the responsibility of forecasting the human resource utilization, how and when hit the targeted objectives and how best to secure, allocate and utilize resources. Maximum effectiveness of employees may be achieved if they are given proper assignment/ work that they can do best and if the management is fair fixable. Besides, academic and supportive staff needs to have the opportunity to enable them in terms of personal quality as energy, commitment, high morale and strong motivation. A lack of such opportunity de-motivates to put their best efforts in organization.
- Therefore, it can be conclude that human resource utilization practices revealed from research findings were low due to different reasons. Reasons for the shortcomings were absence of skilled man power, lack of employee motivation, shortage of instructional materials, unfavorable working conditions, poor management system and giving lesser attention to the human resource element by the college administrators were observed as some of the influential factors may be the causes for job dissatisfaction, staff turnover and low of performance.
- The importance of HRU was not acknowledged and well understood by the TVET dean's management members, academic and the academic and supportive staffs of governmental TVET Colleges of Gambella.. This shows that, placement of staff induction, performance standards and performance evaluation system, compensation and benefits, training and development, career development, the communication system was insufficient.

### 5.3 Recommendations

Based on the major findings and the conclusions drawn, the following recommendations are forwarded or further considerations were made to improve the current status of human resource utilization practice observed in government owned TVET colleges of Gambella.

1. Implementing appropriate utilization of human resource of TVET Colleges as well as other institutions, formulation of human resource strategies and implementing it properly is the question of the day. Thus, due attention would be given by the human resource planners as well as by Federal and Regional Governments for the further development and utilization of the work force to optimize its productivity or quality of service delivery in appropriate way.
2. To maximum utilization of the existing human resource of higher institutions, the staff needs to be qualifying enough to perform the duty they execute. Appropriate selection and placement of employee at different level should also be carefully conducted. Moreover, TVET administrative also require professional management skills as well as technical understanding on education and training. Therefore, those individuals assigned on the posts of different levels of TVET administration have to acquire both technical skills in TVET fields as well as managerial skills.
3. As the human resource is crucial factor for the all resources the human resource utilization get due considerations in such a way that it improves the human resource utilization situations and maximizes individuals or groups performance toward achieving institutional goals and objectives.
4. Absence of standardized indicators that ensure optimum utilization of human resources of TVET Colleges result in low quality of education and training, mismatch of supply and demand as well as under utilization of human capital. Therefore, TVET Colleges had to formulate and implement appropriate utilization of human power strategies to achieve the goals and objectives of the institution as well as to contribute to the overall regional and national development program in the TVET.
5. Training and development program of the staff have to be planned by TVET management and employees and implemented to fulfill the performance gaps. To improve quality of education and training it must be based on needs assessment and also supported with clear training policy and more effort will be expected from the concerned authorized institutions and individuals to upgrade the



educational status of the TVET Colleges, because change is a fact organizational life and to cope with it effectively, planned program of employee training and development, and career management.

**6.** Instructional materials were inadequately available in governmental TVET Colleges, as the availability of instructional material is one of the influential factors in teaching learning process and effective utilization of the existing workforce, supplying the necessary instructional materials in terms of its required quantity, quality and time should be given due consideration with concerned authorized suppliers in terms planned schedule.

**7.** Human resource utilization practice was ineffective and needs more considerations to improve the human resource utilization situations. Thus, special attention should be given by college deans and management members for creating favorable working condition and working environment which facilitates good ground for education and training, designing and implementing appropriate management system and assigning those individual who qualifies both managerial and technical skills and creating smooth work relationship horizontally and vertically were available.

**8.** Fair treatment of employees is one of the factors to create job satisfaction and performance is highly interrelated to each other. Therefore, academic and supportive staffs should be fairly compensated for their performance and well treated to motivate them in order to maximize their productivity or quality service delivery. Compensation programs tried to be assured for the extent to which attract, retain, and motivate the work force in relation with current labour market.

**9.** The quality assurance systems and mechanism that help to evaluate and measure individual contributions and institutional success according to the institutional goals and objectives which meets national or regional standard should be applied in TVET colleges.

To sum up, on this ground the researcher recommends that a more detail and rigorous investigations in the same area should be seriously considered so as to further strengthen the findings of this study.

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## **APPENDICES**

### **APPENDIX- 1** **JIMMA UNIVERSITY**

**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### ***Questionnaire for TVET Colleges Academic Staff***

*Dear Trainers,*

*The study will be conducted as part of Master's Thesis by a graduate student and the objectives of the study is assess the **Human Resource Utilization Practices in Gambella Regional State Government owned TVET College** (Gambella Agricultural , Openo Poly Technical and Dimma TVET ) and based on the findings, possible solutions and recommendations will be forwarded.*

*Therefore, I am kindly requested your cooperation by frankly responding to the given questions and genuine responses. Moreover, I will be kept your responses strictly confidential and will be used for academic purpose only.*

#### ***General Instructions***

- 1. No need for writing your name.*
- 2. Mark your response in space provided by putting (✓) mark or encircles the choices you thought to be the answer/s according to the instruction given.*
- 3. Write short and brief answer or additional opinion, if any on the space provided as much as possible.*
- 4. Please, follow the instructions provided for each part.*



- A. *Behavior-oriented rating method*  
B. *Result-oriented rating method*  
C. *Both behavior-oriented and result-oriented rating methods*  
D. *If any other, please specify \_\_\_\_\_*
5. *Who is the most influential one in appraising academic performance?*  
A. *TVET dean*      B. *Management*      C. *Immediate supervisors*  
D. *Colleagues*      E. *TVET Board*      G. *If any other, specify \_\_\_\_\_*
6. *What are the factors that affect the qualities of training in the TVETs? (It is possible to choose or suggest more than one).*  
A. *Lack of teachers motivation*  
B. *Unfavorable working conditions*  
C. *Lack of instructional materials and other facilities due to shortage of budget*  
D. *Placement of TVET trainees other than their preferences or choices*  
E. *Poor management system*  
F. *If any other, please specify \_\_\_\_\_*
7. *The teacher performance appraisal has been done?*  
A. *Daily*      B. *Monthly*      C. *Quarterly*  
D. *Semi-annually*      E. *Annually*
8. *Is there academic staff turnover in your TVETs?*  
A. *Yes*      B. *No*      C. *I am not sure*
9. *If your answer for question number 8 is yes, what is the major cause for academic staff turnover? (It is possible to choose or suggest more than one).*  
A. *Low Salary & Lack of other benefits*  
B. *Lack of job security*  
C. *Unfair treatment*  
D. *Unsuitable organizational structures*  
E. *Job dissatisfaction*  
F. *Unfavorable working condition & working hours*  
G. *If any other, specify \_\_\_\_\_*
10. *In terms of educational level, at which level academic staff turnover is high?*



- A. At "A" level
- B. At "B" level
- C. At "C" level
- D. It is not clearly known

11. Is there a clear selection criterion for training and development of academic staff? After all have you checked if there is such training?

- A. Yes
- B. No
- C. I am not sure

12. If your answer for question number 11 is yes, what are the selection criteria for training and development?

- A. Result of performance appraisal
- B. Training needs assessment
- C. Individual interests
- D. Organizational interests
- E. If any other, specify \_\_\_\_

13. If your answer for question number 11 is No, what are the selection criteria for training and development? \_\_\_\_\_

14. Who is the responsible organ/person to decide on training issues?

- A. TVET Dean
- B. Immediate boss
- C. TVET College Board
- D. If any other specify

15. Which training method is applied for TVET trainers dominantly?

- A. On the job training
- B. Of the job training
- C. If another, please specify \_\_\_\_\_

16. How do you evaluate the availability of instructional materials in your TVETS?

- A. Adequately available
- B. Moderately available
- C. Inadequately available
- D. Not available at all

17. Is there academic staff utilization problem in your TVETs?

- A. Yes
- B. No
- C. I am not sure

18. If the answer for question number 17 is yes, what are the major problems you encountered?

- A. *Managers are less encountered with human elements*
- B. *Underutilization of the existing human resource*
- C. *Over utilization of the existing human resource*
- D. *Shortage of skilled/ qualified man power*
- E. *Mismatch of existing manpower skill/ knowledge with the actual job*

*If the answer for question number 17 is No, what are the major problems you encountered? \_\_\_\_\_*

*19. Do you have adequate training in technical and vocational area? a) Yes b) No*

*20. If your answer to question 19 is 'Yes', the training program was/is:*

- a) Pre-service b) In service c) Workshop*

*21. Do you clearly know the objectives of the TVET program?*

- a) Very adequately b) Adequately c) Not adequately*

*22. How would you rate your interest in training in TVET colleges?*

- a) Excellent b) Good c) Fair d) Poor*

*23. In your institution, trainers' streaming to various fields of training is conducted:*

- a) according to the field of the study      b) by the institute's ad-hoc committee*
- c) by the management of the TVET institute      d) partially based on the interest of the trainers*

*24. In your opinion, are the majority of trainers in your department interested in their field of study? a) Yes b)No c) I don't know*

*25. If your answer to question 24 is 'No', why? -----*

*26. From your experience as a trainer, how do you rate trainees' achievement in your training area? a) High b) Moderate C) Low*

*27. If your answer to question 26 is 'Low', why?*

**Part III - Questions concerning Human Resource Utilization Practices**

Please put a tick (✓) mark in only one space provided for each question from the given options in the below table based on your level of agreement or disagreement. The options represents: strongly agree =5, agree = 4 undecided =3, disagree =2, strongly disagree = 1

No	Items	Level of agreement				
		1	2	3	4	5
1	<i>Orientation and socialization is provided in the TVET to all newly deployed staff before they start their job</i>					
2	<i>The TVETs is able to effectively utilizing its existing human resource</i>					
3	<i>In the TVET there is a conducive working environment for teaching learning process</i>					
4	<i>The TVETs dean and management, are equipped with the required knowledge to define clearly performance standard and evaluate the performance accordingly</i>					
5	<i>The TVETs dean and management, are equipped with the required skill to define clearly performance standard and evaluate the performance accordingly</i>					
6	<i>The TVETs dean and management are committed to facilitate working conditions and encourage the staffs to maximize their performance</i>					
7	<i>Academic &amp; supportive staffs are periodically informed about their evaluation result</i>					
8	<i>The TVETs human resource management department has conducted training and development for the staffs</i>					
9	<i>Training and development program of Academic &amp; supportive staffs is based on clearly established selection criteria's</i>					
10	<i>Training and development program has been provided for the teaching staff based on training needs assessment</i>					
11	<i>Training and development program has been provided for the supportive staff based on training needs assessment</i>					
12	<i>The effectiveness of training program is periodically evaluated</i>					
13	<i>Performance appraisal evaluation result has been provided career development for the staffs</i>					
14	<i>The TVETs has vocational counseling program and support the academic staff for their career development</i>					
15	<i>There is smooth, fair and two way communication between TVETs dean, management, academic and supportive staffs</i>					

**Thank you again for your cooperation**

APPENDIX- 1I  
JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for TVET Supportive Staff

በቴክኒክና ሙያ ሥልጠና ኮሌጅ አስተዳደር ሠራተኞች የሚሞላ መጠይቅ

ውድ የመጠይቁ መላሾች ፤

ይህ በጅም የኢንፎርሲዮን ቴክኖሎጂና ሥራ አመራር የሁለተኛ ፈተሜ ምርመራ ፡- የሰው ሀብት አጠቃቀም ልምድ በጋምቤላ ክልል ባሉት ሶስቱ የመንግሥት ቴክኒክና ሙያ ሥልጠና ኮሌጆች ማለትም የጋምቤላ ግብርና ኮሌጅ፣ ኦፔሮ ፖሊቴክኒክ ኮሌጅ እና ዲማ ቴክኒክና ሙያ ማ/ተቋም ጥናት ለማድረግ ታስቦ ተፉ መጠይቅ ነው።

በመሆኑም መጠይቁን በግልጽነትና በታማኝነት እንዲሁም በቅንነት የምሰጡት ምላሽ ለምርመራ ጥራት ትልቅ ድጋፍ ስለሚያደርግ ምስጋናዬ የላቀ ነው። ከዚህም በተጨማሪ የምትሠጡኝን ምላሽ በአስተማማኝ የሚሰጥርነቱን ሁኔታ በመጠበቅ ለትምህርት ዓላማ ብቻ እንደማውል በቅድሚያ ለመግለጽ እወቃለሁ ።

አጠቃላይ መመሪያ

1. ስም መጻፍ አያስፈልግም
2. ምላሽዎን በተቀመጠው ባዶ ሥፍራ (✓) ምልክት አሊያም በማክበብ ከአማራጭ መልስ ይሆናል ብለው በገመቱት ላይ ብቻ በትኩረት መሠረት ይጠቀሙ ፡-
3. ባዶ በተቀመጡ ሥፍራዎች አጭርና ግልጽ ምላሽ ይስጡ። አሊያም ተጨማሪ ሀሳብ ካለዎት ያስፍሩ /

ክፍል አንድ ፡- የመጠይቁ መላሾች መግለጫ

ከዚህ በታች ላሉት ጥያቄዎች አጭርና ግልጽ ምላሽ እንዲሁም በሳጥን ውስጥ ለተቀመጡት ጥያቄዎች የ(✓) ምልክት በማድረግ መልስ ይሰጡ ።

1. ተቋሙ ስም -----
2. ሥራ ል -----
3. የሥራ ርዕሰ/አሁን ያለዎት ሀላፊነት-----
4. ጾታ ወንድ  ሴት
5. ክፍሎ  21-30  31-40  41-50
- 51  እና ከዚያ በላይ
6. የትምህርት ደረጃ ፡- ስርተኛኬት  ዲፕሎማ
- ፅሪ  ማስተር
7. አጠቃላይ አገልግሎት በ-/ሙ//ሥ/ኮሌጅ -----

**ክፍል ሁለት :- አጠቃላይ ጥያቄ የሰው ሀብት አጠቃቀምን ልምድን በማስመልከት**

እባክዎትን ካሉት አማራጮች መካከል መልስ ይሆናል ብለው ከሚያስቡት አማራጮች ውስጥ አንዱን በማክበብ አሊያም በባዶ ሥፍራ ላይ በመሙላት ይመልሱ ::

1. ተመጣጣኝ የሆነ የአስተዳደር ሠራተኞች የሥራ አፈፃፀም ግምገማ አለ ወይ ?  
 ሀ. አዎ ለ. የለም ሐ. አርፅኛ አይደለሁም
2. ምላሽዎ ለተራ ቁጥር 1 አዎ ከሆነ ምን ዓይነት የሥራ አፈፃፀም መመዘኛ ለአስተዳደር ሠራተኞች ይደረጋል ? (ከአንድ የበለጠ ምላሽ መስጠት ይቻላል)  
 ሀ. ሠራተኞችን ከሥራ ባልደረቦቻቸው ጋር የሚያገናኝ  
 ለ. በሥራ ላይ በሚያውሱት ጊዜን ተመሥርቶ  
 ሐ. በሠራተኞች ትብብር  
 መ. በሠራተኞች የሥራ አፈፃፀም  
 ሠ. ሌላ ተጨማሪ ካለዎት እባክዎትን ይዘርዝሩ /በራሩ
3. ምላሽዎ ለተራ ቁጥር 1 የለም ከሆነ ምን ዓይነት የአፈፃፀም መመዘኛ ለአስተዳደር ሠራተኞች ይደረጋል ?
4. ኮሌጁ የትኛውን የግምገማ ሥነ-  ቀማል?  
 ሀ. ፀባይን መሠረት ያደረገ ዘዴ  
 ለ. ውጤት » » ዘዴ  
 ሐ. ሁለቱንም ፀባይንና ውጤትን የተመረከዘ  
 መ. ሌላ ካለም እባክዎትን ይዘርዝሩ/በራሩ
5. የአስተዳደር ሠራተኞችን የሥራ አፈፃፀም ዋጋ የሚሰጠውና ተደማጭነት ያለው ማነው?  
 ሀ. የኮሌጁ (የተቋሙን) ዲን  
 ለ. የኮሌጁ /የተቋሙን አስተዳደር  
 ሐ. አማካሪ (ሱፐርቫይዘር)  
 መ. ሥራ ባልጊባ  
 ሠ. ተቋሙ ኮሚቴ/ቡድን  
 ረ. ሌላ ካለም በራሩ

6. በቴክኒክና ሙያ ትምህርት ዘርፍ በሥልጠናው ጥራት ላይ ተጽዕኖ የሚፈጥሩ ምክንያቶች አሉ? (ከአንድ በላይ ምላሽ መምረጥ ይቻላል)

- ሀ. የአስተዳደር ሠራተኞች የማበረታቻ እጥረት
- ለ. ለአስተዳደር ሠራተኞች አመቺ ያልሆነ የሥራ ሁኔታ
- ሐ. የማስተማሪያና ሌሎች ቁሳቁሶች በገንዘብ እጥረት መክሰት
- መ. የሥልጣኖች በቴ/ሙ/ት/ሥ/ ሥራ መልቀቅ/መሠናበት ውጤት መመዘኛ
- ሠ. ደካማ አስተዳደራዊ አሠራር መኖር
- ረ. ሌላ ካለም በራሩ/ርግሩ -----

7. ለአስተዳደር ሠራተኞች የሥራ አፈፃፀም ግምገማ በየ ስንት ጊዜ ይደረጋል/ይመዘናሉ?

- ሀ. በየቀኑ ለ. በየወሩ ሐ. በጅብ መቶ
- መ. በዓመቱ አጋማሽ ሠ. በዓመቱ

8. የአስተዳደር ሠራተኞች ከቴ/ሙ/ት/ሥ/ ሥራ መልቀቅ/መሠናበት ሁኔታ አለ?  
 ሀ. አዎ ለ. የለም ሐ. ርፅኛ አይደለሁም
9. ምላሽዎ ለጥያቄ ቁጥር 8 አዎ ከሆነ ለአስ/ሠራተኞች ሥራ መልቀቅ ምክንያቶች ምንድን ናቸው ? (ከአንድ የበለጠ ምላሽ መስጠት ይቻላል)  
 ሀ. ቅተኛ ክፍያና ዝቅተኛ የሆነ ጥቅማጥቅም  
 ለ. የተረጋጋ የሥራ ባህርይ አለመኖር  
 ሐ. ሚዛናዊ ያልሆነ አያያዝ መኖር  
 መ. አመቺ ያልሆነ የአስተዳደር መዋቅር መኖር  
 ረ. አመቺ ያልሆነ የሥራ ፀባይና የሥራ ስኬት መኖር
10. በየትኛው የትምህርት ደረጃ የአስ/ሠራተኞች በከፍተኛ ሁኔታ  ከሥራ መልቀቅ ይታያል?  
 ሀ. በሁለተኛ ፅሪ ጊባ (ጊባ ሀ)  
 ለ. በፅሪ ጊባ (ጊባ ለ)  
 ሐ. በፅሪ ሎማ ጊባ (ጊባ ሐ)  
 መ. ሠርተኛነት  
 ሠ. በፅሪ ታወቀ ነገር የለም

11. በኮሌጁ የተዘጋጀ የአስ/ሠራተኞች ሥልጠናና እድገት የሚያገኙበት መመዘኛ መስፈርት ይኖራል?

ሀ. አዎ ለ. የለም ሐ. ቅርፅ በኛ አይደለም :: ለጥያቄዎ ምላሽዎ አዎን ከሆነ ለሥልጠናና ለእድገት የመምረጫ መስፈርት ምንምን ናቸው ?

- ሀ. የሥራ አፈፃፀም ውጤት ሐ. የግለሰቦች ፍላጎት የተመረከዘ
- ለ. የሥልጠና ፍላጎት የተመረከዘ መ. የአስተዳደር ፍላጎት የተመረከዘ
- ሠ. ሌላ ካለ በብራሩ-----

12. ለጥያቄ ቁጥር 11 ምላሽዎ የለም ከሆነ ለሥልጠናና ለእድገት የመምረጫ መስፈርት ምንምን ናቸው? \_\_\_\_\_

13. በኮሌጁ የሥልጠናን ሂደት በተመለከተ ወሳኝ ክፍል/ሰው ማነው ?

- ሀ. የኮሌጁ ዲን ለ. የቅርብ ተጠሪ
- ሐ. የቴ.ሙ.ት.ሥ ቡድን/ቦርድ መ. ሌላ ካለም ያብራሩ
- 14. የትኛው የሥልጠና ዘርፍ በኮሌጁ ሠራተኞች በአብዛኛው ተጠቅሟል ?
- ሀ. በሥራ ላይ ሥልጠና ለ. ከሥራ ስፃት ውጪ ሐ. ሌላ ካለም ያብራሩ -----
- 16. የአስተዳደር ሠራተኞች አያያዝ/ አጠቃቀም ችግር በቴ.ሙ.ሥ.አለ ?

ሀ. አዎ ለ. የለም ሐ. ቅርፅ በኛ አይደለም

17. ለጥያቄ ቁጥር 16 መልስዎ አዎ ከሆነ ምን ዓይነት ዋነኛ ችግር ያጋጥሙኛል ብለው በግምት ያስቡ?

- ሀ. አስተጻፋ በሰው ሀብት አጠቃቀሙ ዝቅተኛ ግምት ስለሚሰጥ
- ለ. ቅተኛ የሰው ሀብት ምንጭ መኖር
- ሐ. ከፍተኛ » » »
- መ. ችሎታ ያለውና ብቁ የሆነ የሰው ሀብት ማይል አለመኖር

ሠ. ያለው የሰው ችሎታ/አውቀት በትክክለኛው ሥራ ጋር አለመጣጣም :: ለጥያቄ ቁጥር 16 መልስዎ የለም ከሆነ ምን ዓይነት ዋነኛ ችግር ያጋጥሙኛል ብለው በግምት ያስቡ? \_\_\_\_\_

18. በሰው ሀብት አያያዝ/አጠቃቀም ምን ዓይነት ሀሳብ ያቀርባሉ?

- ሀ. አስተዳደር በሰው ሀብት አጠቃቀሙ ዝቅተኛ ግምት ስለሚሰጥ
- ለ. ቅተኛ የሰው ሀብት ምንጭ መኖር
- ሐ. ከፍተኛ » » »
- መ. ችሎታ ያለውና ብቁ የሆነ የሰው ሀብት ማይል አለመኖር

ሠ. ያለው የሰው ችሎታ/ አውቀት ከትክክለኛው ሥራ ጋር አለመጠቀም

19. በቴክኒክና ሙያ ሥልጠና ዘርፍ በቂ (ተመጣጣኝ) የሆነ የሙያ ሥልጠና ያደርጋሉ ?

ሀ. አዎ ለ. አይደለም

20. ለጥያቄ ቁጥር 19 መልስዎ አዎ ከሆነ የሥልጠና ሂደቱ :-

ሀ. ከሥራ ሠአት ዉጭ ለ. በሥራ ላይ እያሉ ሐ. በዉይይት(በስብሰባ) መልክ

21. የቴክኒክና ሙያ አላማንና መርሀ ግብር በግልጽ ያወቃሉ ?

ሀ. በጣም በበቂ ሁኔታ ለ. በበቂ ሁኔታ ሐ. በበቂ ሁኔታ አይደለም

22. የቴክኒክና ሙያ የአሠልጣጠን ሂደቱን ከፍላጎትዎ አንፃር እንዴት ደረጃ ይሠጡታል ?

ሀ. እፀፀ በጣም ዓሩ ለ. በጣም ዓሩ ሐ. መካከለኛ መ. ቅተኛ

23. በኮሌጅዎ የሰው ሀብቱ በተለያዩ የሙያ መስኮች አገልግሎት የመስጠት ሁኔታ:-

- ሀ. በተማሪበት የሙያ መስክ      ለ. በተቋሙ በተቋቋመው ጊዜያዊ ኮሚቴ ፍላጎት
- ሐ. በተቋሙ አስተዳደር      መ. በክፍል ፍላጎት መሠረት ያደረገ

24. በአስተያየትዎ አብዛኞቹ ሠራተኞች በየሥልጠና (ሙያ) መስካቸው ሥራ ክፍፍል ይረካሉ:-

- ሀ.አዎ      ለ. አይደለም      ሐ. አላውቅም

25. ለጥያቄ ተራ ቁጥር 24 ምላሽዎ አይደለም ከሆነ ለምን ?-----

26. እንደ አንቀጽ  ተቋሙ ባልደረገ ካልዎት ልምድ በመነሳት የሰው ሀብቱ የሥራ ስኬት ፤-

- ሀ. በጣም ከፍተኛ      ለ. መካከለኛ      ሐ.  ትኩረት

27. ለጥያቄ ተራ ቁጥር 26 ምላሽዎ አይደለም ከሆነ ለምን ?-----

**ክፍል ሦስት :-**

የሰው ሀብት አደያዝ (አጠቃቀምን) አተገባበር ልምድ በተመለከተ የቀረበ መጠይቅ

እባክዎትን የ(✓) ምልክት በባዶ ሥፍራዎች ከተሰጡት አማራጮች አኳያ መስማማትዎንና አለመስማማትዎን ያስቀምጡ ። አማራጮቹም የሚወክሉት በጣም  እስማማለሁ 5፣ እስማማለሁ 4፣ ያልተወሰነ 3 ፣ አልስማማም 2፣ በጣም አልስማማም 1

ተ.ቁ	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	የስምምነት ደረጃ				
		1	2	3	4	5
1	በቴ.ሙ.ት.ሥ. ለመቀጠር የሚመጡ ሁሉም አዲስ ሠራተኞች በተገቢ ሁኔታ <input type="checkbox"/> ሥራ ከመጀመራቸው በፊት ገለፃ ይደረግላቸዋል ፤					
2	ቴ.ሙ.ት.ሥ በተገቢው መንገድ የሰው ሀብት ምንጭ ይጠቀማል ፤					
3	በቴ.ሙ.ት.ሥ/ አመቺ የሥራ አካባቢ በመማር ማስተማር ሂደት አለ ፤					
4	የቴ.ሙ.ት.ሥ/መርሀ-ግብር በኮሌጅ/ተቋም አሁን ገቢያ ከሚፈልገው የሰው ጉልበት ጋር የሚስማማ ነው					
5	<input type="checkbox"/> ሠራተኛው የሥራ አፈፃፀም መመሪያ በኮሌጅ የተዘጋጀና የራሱ የሆነ ደረጃ ያለው ነው					
6	የቴ.ሙ.ት.ሥ/ ሀላፊዎችና አስተዳደር የተጠየቀውን ዕውቀትና ልምድ ከአፈፃፀም ደረጃ እና ከተጠያቂነት ጭምር በመገምገም ያዩታል ፡					
7	የቴ.ሙ.ት ኮሌጅ ዲኑና ማኔጅመንቱ የሥራ አፈፃፀም መዘርዘር የሚጠይቀውን ዕውቀት ተላብሰዋል።					
8	መምህራንና የአስ/ሠራተኞች የግምገማ ውጤታቸው በየጊዜው ይነገራቸዋል ፤					
9	የቴ.ሙ.ት.ሥ/የሰው ሀብት አጠቃቀም ክፍል ሥልጠናና እዕድገትን ሠራተኛውን ያዘጋጃል					
10	የሥልጠናና የእድገት መርሀ-ግብር ለአስ/ሠራተኞች የተቀመጠው ግልፅ በሆነ መልኩ ነው ፤					
11	የሥልጠናና <input type="checkbox"/> እድገት መርሀ-ፅብር ለአስ/ሠራተኞች ሥልጠና ፍላጎት ከግምት በማስገባት ነው ፤					
12	የሥልጠና መርሀ-ግብር ተስማሚነት በየጊዜው <input type="checkbox"/> ተጠቃሚ <input type="checkbox"/> አይጠቃሚም					
13	የቴ.ሙ.ት.ሥ. የሥራ አፈፃፀም ግምገማ ውጤት ለሠራተኛው በሙሉ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ያሳያል / <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
14	የቴ.ሙ.ት.ሥ. የሙያ አማካሪ መርሀ-ፅብር ለሠራተኛ <input type="checkbox"/> እድገት ይረዳል <input type="checkbox"/>					
15	የተረጋጋ፣ ትክክለኛ <input type="checkbox"/> እና የሁለተኛ ግንኙነት በቴ.ሙ.ት.ሥ. ሀላፊዎች፣ አስተዳደሩ፣ በመምህሩና የአስ/ሠራተኞች መካከል አለ					

**ከልብ አመሠግናለሁ !**

**APPENDIX- 1II**

**JIMMA UNIVERSITY**

**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

***Questionnaire for TVET Supportive Staff***

***Interview Guide for TVET College Deans, & Management members***

***The purpose of this interview guide is to gather additional information for the study  
“Human Resource Utilization Practices in Gambella Government owned TVET Colleges”***

*Name of Interviewee* \_\_\_\_\_

1. *Place* \_\_\_\_\_

2. *Date* \_\_\_\_\_

3. *Personal Information* \_\_\_\_\_

A. *Job Title / Current Position* \_\_\_\_\_

B. *Educational Level* \_\_\_\_\_

C. *Field of studies/Specialization* \_\_\_\_\_

D. *Total Service Year* \_\_\_\_\_

4. *Would you briefly explain the current Human Resource Utilization status of the TVET?*

5. *.Do deans & management members of the TVET institutions have the necessary professional know-how to play leadership? If no, why?*

6. *Do the institutions have adequate qualified trainers & supportive staffs? If no, are there measures taken to solve the existing problems? How about their competence and interest in training?*

7. *How can training and development program implemented in the TVET?*

8. *Would you please brief if you have additional comments which you think that is helps to improve the current human resource utilization of your TVET?*

***Thank you in Advance for your Time and concern.***



**APPENDIX- 1V**

**PROFILE OF SAMPLE TVET COLLEGES (Administrative, Academic & Supportive Staffs)**

No	ITEM	PROFILE OF SAMPLE TVET COLLEGES									Remark
		Openo TVET			GA Agricultural			Dimma TVET			
		Adm.	Ac	Sup	Adm	Ac	Sup	Adm.	Acc	Sup	
	<b>SEX</b>										
1	Male	3	43	59	3	86	71	3	7	18	
	Female	1	3	43	1	2	45	-	6	16	
2	<b>AGE IN YEARS</b>										
	21-30	3	24	29	2	27	36	4	10	25	
	31-40	5	21	15	4	57	15	3	3	9	
	41-50	3	1	7	3	4	7	-	-	-	
	51 and above	-	-	-	-	-	-	-	-	-	
3	<b>LEVEL OF EDUCATION</b>										
	PhD	-	-	-	1	-	-	-	-	-	
	MA(Level-A)	1	7	-	2	6	-	1	-	-	
	BA/BSC(Level-B)	3	9	4	1	56	4	1	-	1	
	Diploma(Level-C)	-	30	23	-	26	49	1	13	9	
	Certificate	-	-	56	-	-	18	-	-	24	
	Others	-	-	19	-	-	45	-	-	-	
4	<b>SERVICE IN YEAR</b>										
	1-5	-	31	30	1	24	23	2	8	22	
	6-10	3	10	8	5	28	17	3	3	12	
	11-20	6	3	8	1	29	8	2	2	-	
	21 and above	2	2	5	2	7	10	-	-	-	

**APPENDIX- V**

**Document Review Checklist**

Name of the TVET Colleges-----

No	Items	Availability	
		Yes	No
1	Rules and Regulation of Human Resource Utilization		
2	BPR Human Resource Management document		
3	Document (quarter reports ,meeting minutes,)		
4	Induction and Training documents		
5	Performance Appraisal Guides		
6	Academic & Supportive Staff Profile		
7	Budget allocation for instructional materials		
8	How Vocational Counseling can be delivered		
9	Setting Compensation takes place		

APPENDIX- VI

በጋምቤላ ክልል ያሉት ቴክኒክና ሙያ ሥልጠና ተቋማት የሰራ ጸንቅሲቃሴ ተሞክሮዎችና ያጋጠሙ ችግሮች በተመለከተ

ሀ) የተከናወኑ ተግባራት ፡ በክልሉ ውስጥ ላሉት ቴክኒክና ሙያ ተቋማት የሙያዊ ድጋፍ አቅም በፈቀደ መጠን ተገርግሏል

- ✓ ተመራቂ ሠልጣኞች ብቃታቸውን የሚያረጋግጡበት የምዜና ማዕከል ዝግጅት እየተደረገ መሆኑን
- ✓ በኢንዱስትሪው ዘርፍ የተሠማሩ ባለሙያዎች ልምድና ብቃት በምዘና የመለየት
- ✓ ለግልና መንግስታዊ ቴ/ሙ/ሥ/ተቋማት የስትራቴጂ አፈፃፀም ውጤት ተኮር ምክክሮች ተደርጓል
- ✓ የሴት ተማሪዎችን ተሳትፎ ለማሳደግ የሙያ ነክ ትም/ሥ/ ያለውን ጠቁመታ በየትም/ቤቶች የግንዛቤ ማስጨበጫ ትምህርት ተሰጥቶአል
- ✓ ለጥቃቅንና አነስተኛ ኢንተርፕራይዞች ቀጣይነት ባለው መልኩ ድጋፍ ለመስጠት ጅምር ዝግጅት ተገርግሏል
- ✓ የጥራትና ምርታማነት ሥርአት በመዘርጋት ላይ ያተኮረ ሥልጠናና ክትትል ተደርጋል
- ✓ የአፈጻጸም ውጤት ሪፖርት ለምመለከታቸው አካላት ተደርጓል

ለ.) ከዕቅድ ውጭ የተከናወኑ ተግባራት፡- በቴክኒክና ሙያ ትም/ሥ/ተቋማት ላይ ሱፐርቨዥን በማድረግ ግብረ-መልስ የመስጠት ሥራ ከወትሮው በተሻለ መልኩ ተከናወኗል

ሐ.) ታቅደው ያልተከናወኑ ተግባራት፡-

ለመምህራን የማሠልጠን ሥነ-ዘዴ እንዲሠጣቸው ከተለያዩ ምክንያቶች አከያ አመደረግ

ችግር ፈቺ ቴክኖሎጂዎችን የመለየት ሁኔታ በተገቢ መልኩ አለመካሄድ

መ.) በክንዉን ወቅት ያጋጠሙ ችግሮች፡-

በቴክኒክና ሙያ ሥልጠና ዘርፍ ከባለፉት አመታት ጋር ሲነፃፀር ምንም እንኳ መሻሻሎች ቢኖሩም በ2004 አ.ም. በመንግስት ተቋማት(በአፔና በግብርናና በዲማ ) እንደሁም በግሉ ቴክኒክና ሙያ ተቋማትና ኮሌጆች ጎለተው የወጡና መፈትሑ የምሹ ጉዳዮች፡-

- የበጀት ተግልቶ አለመገኘት ፡-
  - በዕቅድ ከተያዘው ወቅት ዘግይቶ ገንዘብ በመለቀቁ ምክንያት የግብአቶች አለመማላት
  - የበጀት ውስንነት መኖር ተቋማቱ ለቁሳቁስ ዕዥ መቸገር
  - የወርክሾፖችና የሥልጠና ክፍሎች አለመማላት
  - የማስተማሪያ ማሸናፊያና ኮማፕዩተሮች በበቂ ሁኔታ አለመገኘት
- የሠው ሀብት አጠቃቀም ዙሪያ ውስንነት መኖር ፡-
  - አሠልጣኝ በምያሠለጥኑት ሙያ ዘርፍ በተገቢ ተግልቶ አለመገኘት ፤
  - የሠለጠነ የሰው ሀይል በብቃትና በጥራት በየተቋማቱ አለመኖር
  - የቴክኖሎጂ ሽግግር ትግበራ ለማድረግ የግንዛቤ ውስንነት መኖር
  - ጠራተኛው ተነሣሽነትና የተጠያቂነት መንፈስ እምብዛም አለመታየት
  - የክትትልና የግምገማ ሥልት የላለ መሆን ወዘተ. ሲሆኑ በተመሳሳይ መልኩም በግል ተቋማትም ችግሩ በተመሳሳይ መታየት የመሳሰሉት ናቸው፡፡

ምንጭ፡- (ከጋምቤላ ክልል ቴ.ሙ.ትም.ሥ.ኤጀንሲ ክንዉን ሪፖርት:2012)



