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FDRE TECHNICAL & VOCATIONAL  
TRAINING INSTITUTE

**TECHNICAL AND VOCATIONAL TRAINING INSTITUTE  
FACULTY OF LEADERSHIP AND MANAGEMENT  
DEPARTEMENT OF TVET LEADERSHIP AND MANAGEMENT**

**PRACTICES AND CHALLENGES OF HUMAN RESOURCE  
MANAGEMENT (THE CASE OF SOME SELECTED TVET COLLEGES  
OF NORTH SHEWA ZONE, AMHARA REGION ETHIOPIA)**

**M.A. THESIS  
BY: AREGAHEGN GETACHEW**

**AUGUST, 2024  
ADIS ABEBA, ETHIOPIA**

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**A THESIS SUBMITTED TO THE FACULTY OF LEADERSHIP AND  
MANAGEMENT DEPARTMENT OF TVET LEADERSHIP AND  
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE DEGREE OF MASTERS OF ARTS IN TVET LEADERSHIP AND  
MANAGEMENT**

**ADVISOR: TERAMAJE W. (PhD)**

**AUGUST, 2024  
ADDIS ABABA, ETHIOPIA**

## **DECLARATION**

I, Aregahegn Getachew student of technical and vocational training institute hereby declare that the thesis in the title, “Practices and Challenges of Human Resource Management in Some Selected Public TVET Colleges of North shewa Zone, Amhara regional state”, is my original work prepared under the guidance of Teramaj W. (PhD). All sources that have been referred to and quoted have been duly indicated and acknowledged with complete references. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

Name Aregahegn Getachew

Sign \_\_\_\_\_

Date \_\_\_\_\_

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

Name Teramaj W. (PhD)

Sign \_\_\_\_\_

Date \_\_\_\_\_

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**EXAMINATION BOARD APPROVAL**

This is to certify that the Thesis prepared by Aregahegn Getachew entitled “Practices and Challenges of Human Resource Management in Some Selected Public TVET Colleges of North shewa Zone, Amhara regional state” Submitted in partial fulfilment for the Degree of Masters of Arts in TVET Leadership and Management complies with the regulations of the Institute and meets the accepted standards with respect to the originality and quality.

**APPROVED BY:**

_____	_____	_____
Chair person	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

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## **BIOGRAPHICAL SKETCH**

The author was born in Amhara region, North shewa Zone, Kewot District shewa robit town, in 1986 G.C. He completed his primary education in Kewot District shewa robit primary school in 2001 and secondary education in shewa robit general secondary and preparatory school in 2003 then he joined TVET College and graduated in diploma with building construction in 2007. Soon after his graduation, he was employed in north shewa Zone, Ataye TVET college worked from 2008 up to 2015 for eight consecutive years with trainer expert position and then after he later joined in 2016 to Federal TVET training institute and graduated BSC degree with building construction in 2018 and back in working in Ataye TVET college after he worked two year shift from instructor to administrative staff and still worked on that TVET college on position of academic v/dean. In addition to worked on servant he later joined FDRE Technical and vocational training institute department of TVET Leadership and managements in summer programming 2022 pursue his master Degree in TVET Leadership and management.

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## **Abstract**

*Nowadays, organizations operate in a complex and changing environment that greatly influences their growth and expansion. To cope up with this changing environment they need to develop their human resources. This is because the survival and growth of any organization depend on the quality of human resources. Having this in mind this study is conducted to assess Practices and Challenges of Human Resource Management (The Case of some selected TVET colleges of North Shewa Zone Amhara Region Ethiopia). The researcher used both primary and secondary data sources. Cross-sectional survey is employed taking a sample of 158 respondents selected through a simple random sampling technique to collect data through a questionnaire. Besides, the interview is used to generate information. Data were analysed and interpreted using descriptive and inferential statistics through SPSS 21. The finding of the study showed that the employees have good awareness of HRM concepts and can relate those concepts with HRM. The results show that training and development, career Management, organizational management, and performance appraisal practices are not strongly built. Based on the findings it is recommendable that HRM practices should focus on career development, exercising post-training evaluation, and improving skilled human and financial resources.*

**Keywords:** *Human resource management, practices, and challenge*

## **Abbreviations and acronyms**

<b>ASTDC</b>	American Society for Training and development Conference
<b>CD</b>	Career Development
<b>TM</b>	training and management
<b>FGD</b>	Focus group discussion
<b>HR</b>	Human Resource
<b>HRD</b>	Human Resource Development
<b>HRM</b>	Human Resource Management
<b>OD</b>	Organizational development
<b>PA</b>	Performance appraisal
<b>TD</b>	Training and development
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>YPTC</b>	Yifat Poly Technic College

# **CHAPTER ONE**

## **INTRIDUCTION**

This study would examine the practices and challenges of human resource management in North shewa zone TVET colleges in the Amhara region. The background of the study, the issue statement, the research questions and objectives of the study, the significance of the research, the Scope of study, the Limitation of study, the organizational study, and the definition of important words are all covered in this chapter study.

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

Human Resource, especially the skilled Human Resource is an important asset for the development of one country. The political, economic and social-cultural development of any country is depending on the number of qualified and skilled human resource in that country beyond all. More adequate supply of physical and financial resources does not alone ensure the economic development of any country; unless efficient and effective manpower is available in the country (Foot and Hook, 2005).

Human resources are people asset of the organization. Regarding this Haslinda (2009), says Human Resources are organizations greatest assets without which, everyday activities such as managing public service, communication and dealing with customers could not be completed alone. Similarly, Armstrong (2006) defines human resources as the set of individuals who make up the organization. They are the individuals or personnel or workforce within a country responsible for performing the tasks given to them for the purpose of achievement of goals and objectives. They are professionals in organizations that perceive successful corporate social responsibility as a key driver of their financial performance, can be influential in realizing on that objective. Therefore, the country or the organization should give attention to proper managing of manpower in an organization, because it is significantly affecting the development of the organization as well as country.

Human resource management is functioning or program in an organization that is responsible to manage those people's resources of the organization which different scholars define differently. Armstrong defines human resource management as a strategic and coherent approach to the management of an organization's most valued assets; the people working there

who individually and collectively contribute to the achievement of its objectives. According to Armstrong, the overall purpose of human resource management is to ensure that the organization is able to achieve success through people. Its aim is to increase organizational effectiveness and capability - the capacity of an organization to achieve its goals by making the best use of the resources available to it (Armstrong, 2006). According to Chandra (2009) human resource management is the function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization. Similarly, as cited in Chandra (2009) and Heath field (2000) defines human resource management (HRM) as the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training. Also, as Foot and Hook (2005) define Human resource management as type of management which concerned with planning, organizing, directing and controlling of the procurement and development of human resources in the organization to achieve objectives established. This definition reveals that human resource (HR) management is that aspect of management, which deals with the planning, organizing, directing and controlling the personnel function of the organization. Therefore, as we understand from above different definition human resource management is functioning in organizations concerned with managing people in the work place and is basic to the existence of the organization.

According to different scholars and literature this essential function, i.e., human resource management practices was emerging during the industrial revolution in the 18th century when factories employed a large number of people to operate machines. To emerge it passes many sequences or stage, which takes many years. Human resource management is what called personnel management traditionally. (DeSimon and Werner, 2009, Aswathappa, 2005, Ferris and Buckley, 2009). In the context of Ethiopia, according to different literatures human resource management begins during the era of Emperor Menilik (1889-1913) by the introduction of the modern civil service with establishment of few ministries for the first time. Earlier in this the country was under a different traditional administrative system in which they could exercise their absolute power (Adebabay, 2002, Paulos, 2001). Thus, this civil service established at that time passes through different challenges in different regimes.

During Menelik regime beyond the assignment of the cabinet and establishment of civil service institution nothing is done (Ibid). During the regime of Haileselassie efforts are done to formalize and consolidate the function of civil service which is reflected with enactment of civil service law known as order 28 of 1962 which aimed at establishing efficient and effective civil service governed by specified rule and procedures in the uniform way. This law helps human resource management of the civil service institution started to govern according to the regulation (Lebanon, 2015). This law includes issues of recruitment, training and development, salary increment, performance appraisal, job evaluation and assessment and other duties and obligation of civil service; however, it is full of politicization, neglecting of law and interference (Ibid). During the socialist era under the Dergue even if there is an establishment of new government institutions and expansion of the public sector; merit system and professionalism of human resource management is undermined and politicization is dominated (Paulos, 2000).

Every position of department in organization was occupied by political assignees. So, generally civil service is failing to provide effective and efficient service in a competitive manner for customers rather it was full of corruption and political interference. EPRDF, after coming to power in 1991 established a task force (Inter-Ministerial Committee) in 1994 that assessed the civil service in the country. The main intention of this task force is to examine the main problems of civil service and recommend ways reforms in that way of change in the country (Paulos, 2000). Based on the task force recommendation, the government takes different measures and different civil service reforms to improve the system. Later on in 1996 the civil service reform was launched in five sub-programs, including human resource management reform that was implemented through civil service institutions of the country including SNNPRS. The objective of the human resource management program launched as a sub - program under civil service reform was to improve different problems regarding human resource management practices in the country.

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

In today's competitive world, human resource management (HRM) is the fundamental factor

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

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

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

According to Federal Civil Service Proclamation No. 1064/2017, in Ethiopia, human resource management is the critical issue to deliver the required service to the public. Therefore, there is the need of strongwork on human resource management in the civil service. This is, because

the implementation of government policies and strategies is highly dependent on competent, qualified and skill full employees. When the capacity of the civil service to discharge its responsibility is low in human resource management (HRM) the implementation of government policies and strategies will fall in a trap. Hence, effective practice of human resource management is the cornerstone for institutional building at all levels of public sector to enhance performance.

According to Markos (2013), the public sector reform program in Ethiopia has shown some improvements particularly, in the areas of civil service both at federal and regional level. However, there form program is entangled with different challenges such as lack of accountability, transparency, and low level of human resource management. From these challenges human resource management is the one that cripples the capacity of the implementation process and participation from the side of different stakeholders in public sector. Abebe (2008), also in his study on human management function decentralization at SNNP revealed that little attention is put on human resource management function because of lack of proper Training and management in public sectors. Likewise, Adebabay (2010) and Gebrekidan (2011), in their respective systematic review in some federal public sectors indicated that HRM for effective implementation in public sector in the country is not as required and forwarded studies need to be conducted in other areas. Moreover, other empirical study also conducted by Aliyou (2005), in Amhara, Dessie in public sectors in relation to decentralization of human resource management. However, in this study issues like performance appraisal, how human resource management is practiced and critical challenges were not clearly addressed. Coming to the study areas, there is some published works are available in relation to the practices and challenges of human resource management civil service sector excluding TVET College. The researcher selects this title because of different reasons first depend on the prior research by including TVET sector check if any improvement on this area. Second the researcher prior experience on job and at the time of receive service from such organization notice some problem related to this area initiate the researcher to raise the issue under consideration. Therefore, this study tried to Practices and Challenges of Human Resource Management North Shewa Zone TVET College, Amhara Region.

### **1.3. Research Question**

The researcher was attempting the following basic research questions:

1. What are the current human resource management practices in the north shewa zone TVET College?
2. What are the challenges that implement human resource management practices in the shewa zone TVET College?
3. Is there significant difference among gender, age and position of human resource management in selected TVET Colleges?

## **1.4 Objective of the Study**

### **1.4.1. General objective**

The General objective of study was focus on assessing human resource management practice and challenges in technical vocational education and training colleges in the north shewa Zone of Amhara Regional State.

### **1.4.2. The specific objectives of the study**

- ✓ To assess the current human resource management practices in the north Shewa zone TVET College
- ✓ To identify the challenges encountering the practice of human resource management practices north Shewa zone TVET College

## **1.5. Significance of the study**

Study of human resource management approaches and impediments is an important element of development research. The study's main contribution were to assist Zonal TVET sector and decision-makers in stressing human resource management and inventing various mechanisms to scale up and continually upgrade the human resources competency in order to boost North Shewa zone labor and training office. It was utilized as a guideline by the study regions to address problems and improve their understanding of human resource management practices, and it was also be extrapolated by other organization facing similar problems. Finally, it was used as a resource for future scholars in this field.

## **1.6. Scope of the Study**

The study were focuses only on the Human resource management Practices and Challenges in the selected north Shewa zone TVET Colleges Yifat poly technic college, Mehal meda TVET, Ataye TVET college.

Regarding this, the study focuses on the practical situation of human resource management challenges and strategies for human resource management as guide variables. This study also focuses on the level of TVET colleges and the research's target population. 54 administrative supportive staff, 15 management body, and 97 trainer of north Shewa zone TVET Colleges.

It concentrates specifically on the Human resource management Practices and Challenges of trainer and administrative supportive staff. The rationale to give emphasis on such public sector office is in terms of man power and financial aspects that they have a wider scope than others.

### **1.7. Limitation of the study**

The researcher was encountering the following constraints; The studies focus the practices and challenges of human resource management the case of north shewa zone TVET College. This study covered only government which were found in the Amahra National Regional state, north shewa zone but, it has been its own short coming to represent all the remaining colleges and the reliability of the data due to lack of commitment during the time of responding the questionnaire, shortage of budget and the like, Limited access to document and data, Threat of peace and security, Time constraints, Financial constraintsGeneralize ability of the finding were more general so it is not explain as clear as possible.

### **1.8. Definition of Key Terms**

**Training and development:** a competitive success of an organization is achieved through the skills and potentials of the people that they possess (Leimbach *et al*, 1998). Training will improve the employees' performance and productivity. Apart from recruiting, selecting, orienting and placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demands that could be filled through training programs (Abdullah, 2009). Training can be given internally and externally.

**Career Development (CD):** Proper career planning also leads to career development. It develops the career of every individual executive, which results in adequate growth of the career of every employee (Abdulahi, 2009). Career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles.

**Organizational development (OD):** involves tasks that should be attended to both organizational variables such as: structure and systems) and employees variables (such as: competence, skills and Attitudes (Sundararajam 2009).

**Performance appraisal (PA):** it provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko and Baffoe, 2012). Therefore, PA is more than simple checklist actions whether activities are performed or not that organizations sought to review their effectiveness and make further management decisions.

**Compensation and reward:** it includes expenses such as bonuses, profit sharing. Overtime and reward that include monetary and non-monetary rewards; such as house rent and car facility against hired services of employees (Wright, Gardner, and Moynihan, 2003).

## **1.9. Organization of the Study**

The study is organized into five chapters. The first chapter described the introduction, background of the study, statement of the problem, objective of the study, research questions, scope of the study, significance of the study, and organization of the study. The second chapter was also described with related review literature and can provide the main point of the theoretical framework for the topic under study. The third chapter deals with the research methodology. In this chapter, the socio-economic and demographic background of the study

area, sample size, sample frame, sample technique, methods of data sources, and data analysis were included. The fourth chapter was mainly concerned with the results and discussion parts of the study. Finally, the fifth chapter contains a brief Summary, conclusion, and recommendation part

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This part of the study deals with the review of related findings by scholars and literature related to the practical and theoretical background of human resource management programs. It is advantageous to have a thorough understanding of the HRM concept. It includes an overview of human resource management, the historical background of human resource management, the

objective of human resource management, practice of human resource management, the function of human resource management, the conceptual framework, and the major challenges of human resource management that face today's organization.

## **2.2. Theoretical Review**

### **2.2.1. Concept of Human Resource Management**

Human resource management (HRM) is a process of developing and unleashing human expertise through organization development (OD) and personnel Training and development (T and D) for the purpose of improving performance (Swanson and Holton, 2001) Thus, human resource management is a subject playing paramount significance at a national level and it is much more of sensitive issue that due attention should be given by both developed and developing countries to attain organizational goals through modernizing its employee skills. According to Singh (2012), human resource management implies that the energies of employees in an organization as potential contributors in this have a critical role for the creation and realization of the organization's visions, missions and goals. According to McLean (2001), human resource management is the organized as any process or activity either short or over the long term that helps to develop employee's work-based knowledge and satisfaction for personal, organizational and country at large. Similarly, Harris (2008) described human resource management as well-organized learning activity to improve organizational performance and personal growth organized by an organization. Haslinda (2009a) revealed that the purposes of human resource management are said to capacitate the nature and extent of human resource management activities being practiced in a given organization.

### **2.2.2. Practice for Human Resource Management (HRM)**

According to Rao (1986) states, that human resource management is a process and not merely set of mechanisms and techniques. Some of the tools such as Training and Development, Performance appraisal, Career development and Organizational Development are using to initiate, promote and facilitate the human resource management process continuously by planning in a proper way, by allocating the resources in explicit way and by exemplifying human resource management philosophy that values human beings and finally promote employee development. The theoretical basis of this definition comes from the resource-based

view of firm and human resource (Barney, 1991; Wright *et al.*, 1992; 2001). The resource-based view attentions on an internal analysis of the firm providing an extremely important avenue for researchers to examine the ways that firms attempt to develop human resources as a competitive advantage (Wright *et al.*, 1992).

### **2.2.3. Challenges for Human Resource Management**

Human resource management (HRM) practitioners want to make an impact and help to drive the success, then they need to focus more on strategy-perhaps avoid addiction to delivery of training programs. They should seek to understand the need of the organization more in order to deliver learning agenda that enables achievement of goals (Charles, 2006). A Strategic human resource management as that development arising from a clear vision about people's ability and potential to provide competitive advantage to an organization (Ozcelik and Ferman 2006).

According to Harrison and Kessel (2004), the effectiveness of human resource management in contributing to culture change rests on its practitioners' alertness and responsiveness. To new needs in the work place, on their ability to raise awareness of the importance of a culture of learning. That means, in practice form an agers and other employees, and on their production of relevant interventions that can form part of culture's new context. To do this, they require a deep knowledge of culture, of its historical roots, and of its typical impact on work place behaviours and performance. Another basic challenge that the organizations face in meeting their desired goals. In knowledge economy managers and team leaders increasingly have to master strategizing, organizing and human resource management processes relevant to innovative organizational forms (Harrison and Kassel, 2004). Hence, human resource management professionals should design and help to implement management development strategies to build interacting types of core competences like: strategic capability, flexibility and learning orientation.

According to (Wachira, 2012) human resource management plan is one that is designed to best serve the special needs and interests of the country and its sectors. Hence, national human resource management planning should be objective, providing means to eventually set the stage for achievement of priorities, goals, and interests that truly make a difference as far as the fate of the country and the well-being of its people are concerned (Habib, 2012). Therefore, planning

is not a chance for planners only to show professional and skilful they are but also how ethical, realistic and precise their judgment and choices can be. Financial resources can only be available by a limited amount. But the amount must be adequate to achieve the goals of human resource management. Also it is essential not to misuse the financial resources. In short, the failure to continue the human resource management course of action after starting it must not be allowed. It is very important to be able to continue financing human resource management at all times and regardless of volatile swings in financial budget levels (Habib, 2012).

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

Attitude is a psychological stand of a person in relation to an issue. National human resource management success programs need to be designed with recognition that members of work force attitudes toward human resource management constitute an essential factor for human resource management success. As Wachira (2012), positive attitudes among members of the work force constitute a condition for absorbing the programs requirements; and that is important for smooth program execution. It is central that work force members realize their personal needs for change and improvement, and be conceived of the direct and clear link between these needs and the designed human resource management success programs (Habib, 2012). According to Habib (2012) the creation of apposite work environment is an essential requirement in every organization to upgrade human resource management success. This ensures that workers have a strong sense of their value and contribution. It should encourage commitment on workers' part, increase retention and facility mobility and versatility. Government organizations should promote national human resource management success practices indicative of their emphasis on creating positive work environment. As Swartz (2010), a positive work environment encourages, with caution, risk taking; allows for flexible work schedules and offers different

options to employees. Human resource managements are not one going effort. It is an on-going process. Government organizations concerned with human resource management should on an on-going basis, review, discuss, and monitor the identification of changes in work force development and training needs (Habib, 2012).

#### **2.2.4. Functions of Human resource management**

Human resource management is a broad concept that is composed of different functions It is also wide in its scope. HRM functions in all organizations include the following: human resource planning, job analysis and design, recruitment and selection, orientation and placement, training and development, performance appraisal, safety and health, and human resource research (Armstrong 2006).According to Chandra (2009)HRM is the function within an organization that focuses on recruitment of, management of, and providing direction for the people who work in the organization.

#### **2.2.5. Theorise of Human resource management.**

The practice of HRM is underpinned by a number of theories. The categories of HRM theory listed by Guest (1997) and Boselie *et al* (2005) are listed below.

1. **Strategic theories** – in the UK the implicit but untested hypothesis is that good fit (between HR practice and the internal and external context) was be associated with superior performance.
2. **Descriptive theories** – these either list areas of HR policy and outcomes (Beer *et al*, 1984) or adopt a systems approach, describing the relationships between levels (Kochan *et al*, 1986). They are largely non-prescriptive.
3. **Normative theories** – these are normative in the sense that they establish a norm or standard pattern in the form of prescribed best practice. These take a considerable risk in implying „one best way“(Endalkachew.M, 2021).

### **2.3. Empirical Literature**

According to UNESCO (2003) TVET is considered as an important element in human resource improvement with the general objective of preparing students with adequate knowledge and skills for life and the labor market. To achieve these intended objectives TVET contributors should establish effective corporations with stakeholders, in designing and structuring training

system found in the labor market. However, there are a variety of challenges facing the effectiveness of the TVET sector that are widely accepted. Some of the key challenges include profession challenges, the disparity between possessed skills and market needs, prevalent concern about poor quality training and training environments, and negative community attitudes and perceptions towards vocational education and training Okebukola (2012), he further, stated that the challenges of TVET are abundant, which embrace inadequate human and material resources in terms of quality and quantity; in adequacy of funding of TVET, lack of in infrastructural facilities; poor quality preparation of training module by TVET trainers/ instructor ; and social associates.

A study by Sundararajan (2009) has observed the emerging trends of human resource management's practices on the basis of survey of employees working in few cooperative organizations the overall human resource management success climate as neither good nor bad. The study identified that the employee's shown un favourable attitude towards human resource managements policies and practices. The researcher said that human resource management success climate should be improved in the competitive environment. The study carried by Ganesh Anjali (2007), concerned with training needs identification in public sector has identified that evaluation of training activity is very important namely in resource deployed and inputs provided. So as to make training conducive, goal oriented, need based, cost effective and duly modified from time to time on the basis of evaluation procedures require critical need identification. Moreover, the study found out the employees' lack of attitude on ward straining and training endeavours did not yield the be results. Finally, the research concluded that the employees "attitude, trainers" competence level, teaching methodology and top management support in conducting need base training play a vital role in organizational success. Study survey conducted by Shefali and Thakr (2007), towards performance appraisal as tool of human resource managements in few organizations. The researchers have found certain weaknesses and strengths of the system. They suggested that some measures for achieving the objectives of performance appraisal system. They stated that many of public organizations have tailored their appraisal systems efficiently manage the performance of human resource managements in the era of intense competition; however, many changes have not been made in the system. The only changes that have been made by the organizations were the introduction of self-appraisal system according to the observations taken by the researchers Sundararajan (2007) has conducted

empirical study on employees' attitude towards Training and management in private sector industries. The study came with certain conclusions about employee's mind set towards training and development. The researcher found that Training and management related programs are essential in the study areas. Moreover, the finding indicated that the employees' motivation to attend in the training programs provided by the management for employees' competence development and organizational development play a paramount role in every organization. Kumar (2007) has carried out comprehensive research in the changing pattern of human resource managements practices under globalization in one of Indian organizations. The researcher conducted the study with the objectives of knowing and highlighting the practices of human resource management adopted by the organization to deal with the competitive situation. On the basis of data collected and situation observed the study has found the following human resource management practices in the study area these include training, orientation, compensation, working environment, performance appraisal and promotion. The human resource management success practices adopted are properly matched according to needs of present time. To scale up human resource managements the researcher suggested human resource manager should have term approach and be proactive rather than reactive and give due emphasis for human resource activates. According to the suggestions given by the researcher, improvement in rules and policies, competency of human resource managers, business knowledge and human resource expertise are vital to meet organizational goals. Pooja (2008) has also done on empirical study on the dimensions of human resource management's climate enhancing organizational commitment in public organizations to measure human resource managements climate in terms of various dimensions like participation, succession planning, training, performance appraisal in relation to organizational commitment. The study found out that the positive perception of employees increases the performance of organizations. Saraswathi (2010) has undertaken a comprehensive comparative study on human resource management climate in few public organizations. The researcher evaluated the human resource management in terms of performance appraisal, motivation, training, potential appraisal, career planning, rewards and employee's welfare in the study areas. After comprehensive study the researcher found that the good human resource management climate was prevalent in the organization, however, the extent of human resource management climate prevailing in the organizations seems to be different. Kayani (2008) has identified the challenges of human

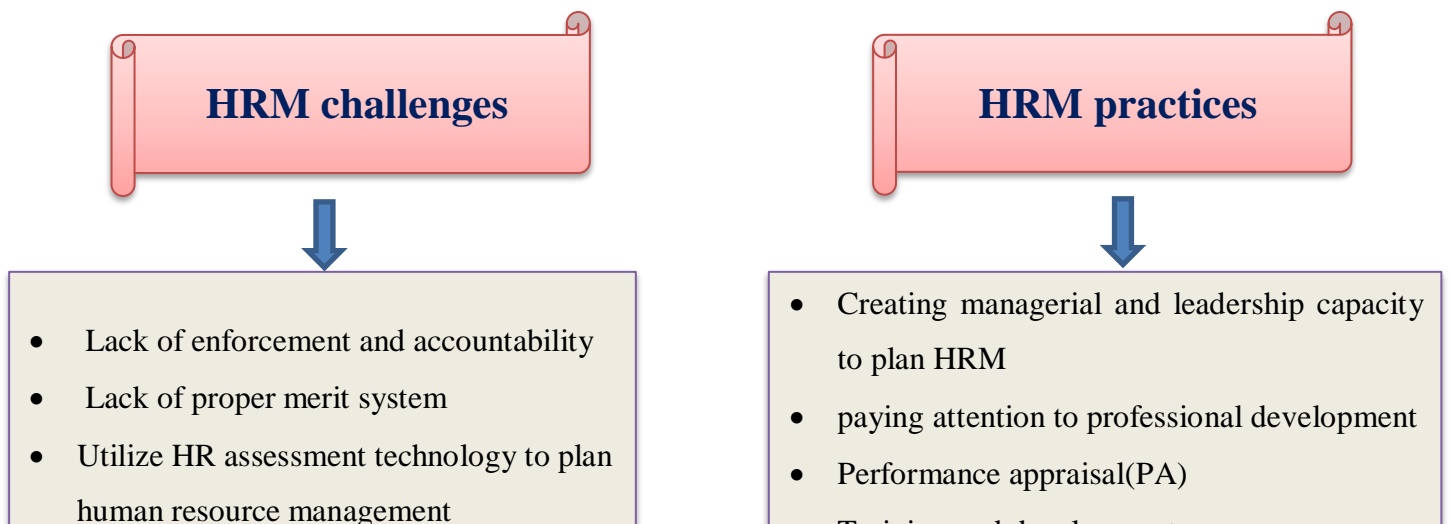
resource managements pace with globalization based on the following points: performance appraisal, induction in -service education, organizational difference, service stature difference. As the study stated, limited performance appraisal, unclear human resource management strategies, organizations difference capability in induction in -service education and learning are major challenges. Major findings of the study revealed, that experience difference, organizational difference, working in unisex or co-education, service stature difference have a significant impact on human resource management climate. Study has also conducted by Kebede and Sambasivam (2013), with the objective of investigating the strategic orientation, practices and managers' awareness towards the concepts of human resource management success in Ethiopia. In doing so, the researchers tried to analyse the data that have been collected in the study areas. The findings of the study revealed that the managers of organization as aware of career development as the component of human resource development. The study also signify that managers were equipped the concept of performance appraisal as one part of human resource development. The findings also stated that human resource management success plays a support strategic role and shaping the overall strategy of the organization. The study made by Analoui and Cusworth (2007), on human resource management challenges facing decentralized local governments in Africa empirical study from Ghana. Decentralization and human development have become important dimensions on Ghana's socio-economic development particularly on its public sector reforms. Study sought to investigate and identified the human resource management success challenges facing the local governments in the context of public sector reform. The study revealed that human resource management success is the critical issue in improving good local governance and provision of high-quality public services. The researchers found that the country's public sector reforms have significantly influenced the strategic direction of human resource policies of the decentralized local government service. And the research highlighted that the main human resource capacity challenges manifest three dimensions such as policy skill and performance motivation induced. Finally, the study forwarded that addressing human resource capacity challenges have enormous financial and strategic implications in developing and transition economies.

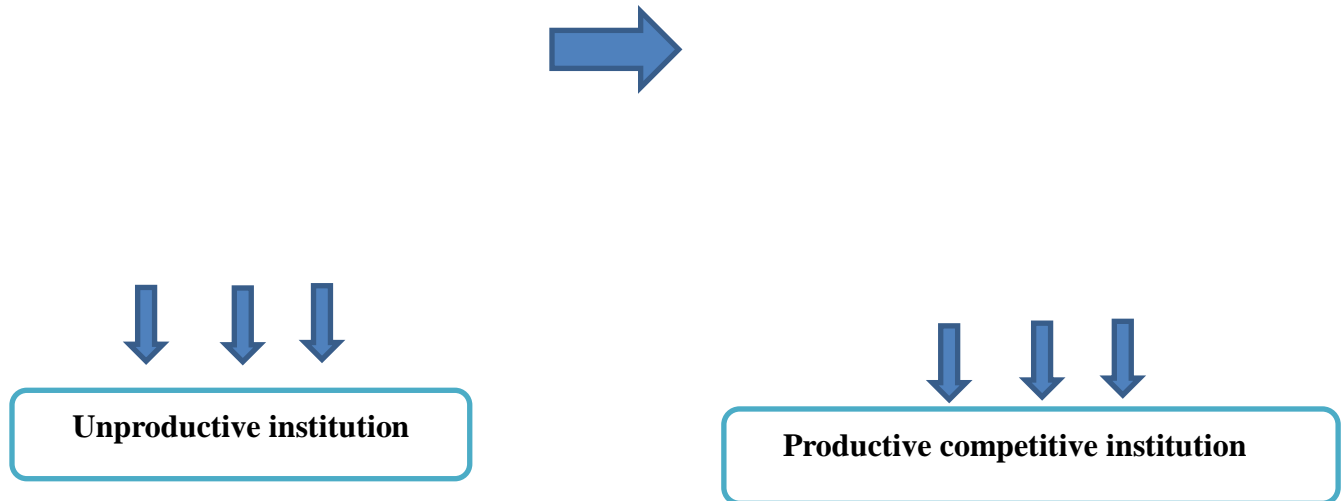
## **2.4. Summery and Research Gaps**

As stated by Rao (2005), human resource management concept has passed the following seven chronological sequences. The first one is the commodity concept in which human resource was seen as a commodity that could be bought and sold and wages were decided on the basis of demand and supply forces. Secondly, the factor of production concept that labour is treated as any other factors of production the third one is the good will concept it states welfare measures like safety, first aid, rest room to boost up the morale of workers, and enhancing their performance in the organization. The fourth concept is the paternalist in which management assumes a fatherly and protective attitude towards employers and signifies to satisfy various needs of employees. Fifthly, the humanistic concept which deals about how to improve the productivity physical, social and psychological needs of workers. The sixth concept is about human resource concept which considers employees as the most valuable assets of an organization and continuous effort to realize organizational goals and aspiration of employees. The last concept is the emerging concept human resource management it states about how employees should be accepted as partners in the progress of an organization to have a feeling that the organization is their own. The discipline of human resource management, in order to understand, explain, and carry out its process and roles, relies on three core realms of theory. They include: economic theory, psychological theory and systems theory.

## 2.5. Conceptual Frame Work on HRM Practice and Challenges

Dependent variable is directly influenced by the independent variable dimension of HRM Practice (Lack of enforcement and accountability, Lack of proper merit system, Employee turnover, Political influence, and Utilize HR assessment technology to plan human resource management) and Creating managerial and leadership capacity ,paying attention to professional development, Performance appraisal(PA), Training and development, Career development (CD), Organizational development (OD), Compensation and reward has its effect on Productive competitive institution.





**Figure 1 Conceptual Frame Work on HRM Practice and Challenges**

Source by Researchers, 2024

## **CHAPTER-THREE**

### **RESEARCH METHODOLOGY**

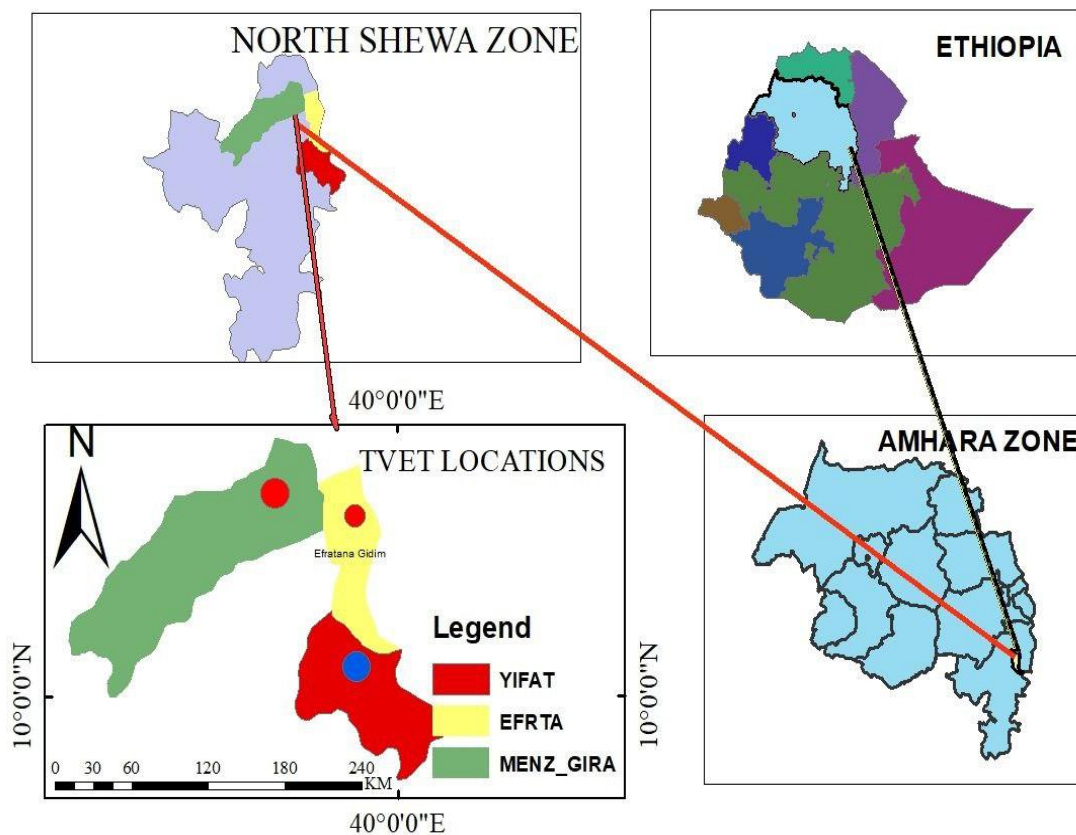
#### **3.1. Introduction**

The purpose of this study is to examine the practices and challenges of human resource management in north shewa Zone TVET colleges. Hence, this part tries to discuss methodological aspects that were utilized for future investigation of the study. It is the road map that describes how research was systematically done. It includes: which research design were used; a description of the study area; data sources; data collection instruments; reality and validity; the general population of the study; the sample size; data processing; data analysis; and which tools were used to analyse the data; and ethical considerations of the study. it also includes a description of the study area.

#### **3.2. Description of Study Area**

The Amhara Region, located in the north-central part of Ethiopia, is known for its rich cultural heritage, historical significance, and diverse landscapes. The North Shewa Zone, one of the

zones within the Amhara Region, features a blend of urban and rural areas, characterized by its unique geography, traditions, and economic activities. Geographically North Shewa is marked by highland plateaus and valleys, with elevations ranging from about 1,500 to 3,000 meters above sea level. The region experiences a temperate climate, with distinct wet and dry seasons, which supports agriculture as a primary economic activity. the North shewa zone has comprises 14 public TVET Colleges, namely: AlmazBoem, Arerti, Hagere Mariam, Deneba, Gina Ager Dr. karl, SelaDingay, DebreSina,Geshie, Ataye, Mekoy, MehalMeda, Molale, Wegerie TVET college, and Yfat Poly Tecnic College. Among the 14 public TVET Colleges, the study will include 3 namely: Mehal Meda TVET, Ataye TVET and yifat poly technic college.



**Figure 2 Map of the study area**

### 3.3. Research Design

The research design is the conceptual framework within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data (Kothari, 2008).

It is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible and yielding maximal information with minimal expenditure of effort, time, and money. This study would adopt a descriptive research design, in which both qualitative and quantitative approaches are use. This study design is widely used because it is the most commonly used research method in social research. Research design is a blue print for selecting the sources and types of data relevant to the research questions. the descriptive research design helps to describe what happen and is happening with the problems under examination and helps to obtain information concerning the current status of the phenomena under investigation,

### **3.4. Research Methods Approach**

To be familiar with research philosophies is very crucial to identify the most appropriate methodologies. In turn, most appropriate research methodologies have paramount importance to gather the relevant data to address the study objectives. According to Creswell (2008), there major research philosophies which include pragmatic those researchers should consider in selecting appropriate methodologies for their studies. For this study the researcher selected the pragmatic one. This is because for the mixed methods researchers, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis.

As a philosophical underpinning for mixed methods studies Patton (1990); Tashakkori and Teddlie (1998); and Morgan (2007), conveyed its importance for focusing attention on the research problem in social science research and then using pluralistic approaches. That is why pragmatists do not see the world as an absolute unity (Creswell, 2003). Similarly, mixed method enables researchers look at many approaches for collecting and analysing data rather than subscribing to only one way quantitative or qualitative (Creswell, 2008). Thus, in mixed strategy investigators use concurrent design because they work to provide the best understanding of a research problem.

### **3.5. Data Types and Sources**

As indicated in the previous section, the study was conducted both qualitative and quantitative data. Since, using both types of data is vital to offset the limitations inherent with one method

with the strength of other method (Creswell, 2003). The study used both primary and secondary data sources to get consolidated data so as to reach on concrete findings.

### 3.5.1. Primary data

The primary sources of data were collected from the respondents currently working in their respective TVET College. As part of primary sources data were also have obtained from key informants and discussants.

### 3.5.2. Secondary data

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

## **3.6. Population and Sample Design**

The studies were conduct on government colleges found in North shewa zone. There are 14 (fourteen) government colleges rendering training service in the TVET system in the subscribed study area. The total numbers of mix of employees working in these colleges are 1,192, who are considered as the population of the study. Prior to determining sample size of the study, the employees were stratifying in to three groups based on the type of function they render to their colleges. These are trainers, management body and supportive staff. In order to determine sample size on the three categories of employees taking into account the total population 1,192 is very important. So the three of them among 14 TVET college (Ataye ,Yifat and Mehal Meda T.V.E.T. College) were selected purposively due to high presence high population stock ,nearest to address them, shortage of time and beget constraint and samples were selected from each college and employee type based on Prior to determining sample size of the study, the employees were stratified in to three groups based on the type of function they render to their colleges. These are trainers, supportive staff and. management body on proportion basis. According to Field (2005) the bigger the sample size the likely it reflect the whole population,

so the numbers of sample employees were selected as respondents and the sample size were determined by using the simplified formula (Yamane, 1967). Before it selected population trainer (168), supportive staff (91) and management body (24) total population size 283.

Where,

$$n = N / (1 + N(e)^2)$$

n = sample from population N= population size

e = the level of precision (error term which is 5%)

$$n = 283 / (1 + 283(0.05)^2)$$

$$= \underline{\underline{166}}$$

Based on the above sample size determination, the number of employees that were selected as respondents are 166. From these proportion trainers, supportive staff and management body 59.36%, 32.16% and 8.48% respectively. Therefore, from all college 97 trainer employees, 54 supportive staff and 15 management body employees were selected as target respondents of the research. Proportional to the population of colleges from Yifat Polytechnic College ( 27, 17 and 5) ,Ataye T.V.E.T. college (33,18 and 5) ,Mehal Meda T.V.E.T college (37,19 and 5)trainer, supportive staff and management body employees respectively. A predetermined close- ended and open ended questionnaire was offered for 166 respondents to fill the data requested.

Table 3.1 Population Sample from Each Group

Target TVET college	Trainers						Supportive staff						Management body					
	Population			Sample			Population			Sample			Population			sample		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Yifat P.T.C.	36	11	47	20	7	27	11	17	28	7	10	17	5	3	8	3	2	5
Ataye T.T.V.E.T C	45	12	57	26	7	33	16	14	30	10	8	18	4	4	8	2	3	5
Mehal Meda T.T.V.E.T.C	58	6	64	33	4	37	21	12	33	12	7	19	6	2	8	4	1	5
<b>Total</b>	<b>139</b>	<b>29</b>	<b>168</b>	<b>79</b>	<b>18</b>	<b>97</b>	<b>48</b>	<b>43</b>	<b>91</b>	<b>29</b>	<b>25</b>	<b>54</b>	<b>15</b>	<b>9</b>	<b>24</b>	<b>9</b>	<b>6</b>	<b>15</b>

**Source North shewa zone head of job and training office**

### **3.7. Data Collection Technique**

To increase the breadth of information obtained from the respondents in relation to human resource management practices and challenges in the selected TVET College this study used three types of data collection instruments. The Questioner were develop in English but interpret in to Amharic language because in order to get clear and precise response.

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

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

**Focus group discussion (FGD):** This was conducted in such a way that after having the necessary data from the key informants through interview, unclear ideas and information related to the subject under study were further reviewed. The researcher conducted one focus group discussion in each three college with participants to gather relevant and updated data towards the subject under study. Therefore, totally three focus group discussions were hold to from each college this study. In the study sector office 3 participants were selected for focus group discussion because of the nearness to the issue under study. Because according to Krueger and

Richard (1994), participants for focus group discussion are ranged from 8-12. The participants who were not included in questionnaire and interview were selected.

### **3.8. Methods of Data Analysis**

After collecting data, the collected data were processed and were presented by using tabulation, percentage and graphs so that finding was easy to be understood by everyone. Data collected through different tools were analysed and interpreted both quantitatively and qualitatively. The data collected from question were analysed through quantitative descriptive statistical tools such as percentages and frequencies, mean and standard deviations we use SPSS version 21.0 computer software. While qualitative data obtained through interviews and focus group discussions were analysed thematically. Finally, the results were discussed and interpreted to draw important conclusions, recommendations and implications.

### **3.9. Validity and reliability**

Test validity and reliability are fundamental components in assessing the reliability of a measurement instrument. The researcher addressed extensive literature to ensure data validity and developed survey questions. They conducted a pilot test with a small group of respondents to ensure questionnaire completeness and avoid bias. The instrument and research method were revised by my colleague's and my professional advisor.

To assess the reliability of data collection tools, the internal consistency method utilizing Cronbach's alpha was employed. Cronbach's alpha is a reliability coefficient providing an impartial estimate of data generalizability. An alpha coefficient of 0.7 or above signifies that the collected data is reliable, exhibiting substantial internal consistency, and can be concluded to represent the views of the entire target population. The Cronbach's alpha value of the questionnaires was 0.74, which means all items are reliable and data has internal consistency and is able to be accepted for further analysis.

### **3.10. Ethical consideration**

In research ethical considerations one of the most important points that language skill attentions in the first place, the department approve the thesis proposal. In addition, the researcher is following logical procedures in every stage of data collection processes. Accordingly, the respondents were introducing about the purpose of the study then informed consent from the respondents and responsible officials of the college cover by the study are obtain to discuss with and interview them about the subject under study. Therefore, on the basis of these ethical principles, efforts are made and confidentiality to assure and kept throughout the process of this research work.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

#### 4.1. INTRODUCTION

This chapter deals with the presentation, analysis and interpretation of the data gathered from respondents through questionnaires, interviews, and document analysis of in some selected Public TVET Colleges of north shewa zone. Both quantitative and qualitative data were collected by using questionnaire, interview and document analysis and analysed by using the SPSS version 21.0 program and processed by entering the data into the computer to run descriptive analysis through frequencies, percentages, mean and standard deviation.

#### 4.2. Response Rate of Respondents

Table 4.1.Descriptive Statistics for Response Rate of Respondents

	Strata	Sample size	Response			
			Returned	Completed	Non completed	Response
Yifat P.T.C.	Trainer	27	24	24	3	88.88%
	Supportive staff	17	17	17	0	100%
	Management body	5	5	5	0	100%
Ataye T.V.E.T C	Trainer	33	31	31	2	93.93%
	Supportive staff	18	17	17	1	94.44%

	Management body	5	5	5	0	100%
Mehal Meda	Trainer	37	36	36	1	97.29%
T.V.E.T.C	Supportive staff	19	18	18	1	94.73%
	Management body	5	5	5	0	100%
Total		166	158	158	8	95.18%

Source: Organized form survey data (2024)

These research questions were approached by using the questionnaire based on the Likert Scale, which studied the attitudes of the respondents and informant employees regarding human resource management practices and challenges in TVET college in the case of the north shewa zone Amhara region in addition to these documents of the organizations, under the study, was used for human resource management practices and challenges which have been used for the discussion and analysis. Questionnaires were prepared and 166 questionnaires were distributed to respondents. Of the 166 questionnaires distributed, 158 were collected and used for data analysis purposes. The response rate was 95.18%.

### 4.3. Demographic Information of the Respondent

Table4.2. Descriptive Statistics for Demographic Information of the Respondent

Respondents Characteristics	Categories	Frequency	Percentage	Cumulative Percent
Sex	Male	111	70.25	70.25
	Female	47	29.75	100.0
	Total	158	100.0	
Age	18-25	13	8.4	8.4
	26-35	71	45.2	53.6
	36-45	66	41.6	95.2
	46-55	5	3.0	98.2
	> 55	3	1.8	100.0
	Total	158	100.0	

Marital Status	Married	99	62.7	62.7
	Single	53	33.7	96.4
	Divorced	6	3.6	100.0
	Total	158	100.0	
Educational Qualification	Diploma	12	7.8	7.8
	Degree	111	69.9	77.7
	MA/MSC	35	22.3	100.0
	Total	158	100.0	
work experience	< 1	4	2.4	2.4
	2-5	26	16.3	18.7
	6-10	44	27.7	46.4
	11-15	50	31.9	78.3
	> 15	34	21.7	100.0
	Total	158	100.0	

Source: Organized form survey data (2024)

The demographic information considered in the study tries to provide information related to sex, age, marital status, educational level, and work experience of respondent employees. This was done to understand the background of the respondent and the ability to give relevant data used in the study. From (table 4.2) above, it is possible to deduce the following facts. The majority of the respondents were 111 (70.25%) males and the rest 47 (29.75%) were females. This implies that the north shewa zone TVET College dominated by male employees and female Participation was low relative to males.

Regarding the age of the respondents, 13 (8.4 %) of the respondents are in the age category of 18 to 25 years, 71 (45.2 %) of the respondents are in the age category of 26 to 35 years, 66 (41.6 %) of them are in the age category of 36 to 45 years, 5 (3 %) are in the age category of 46 to 55 years, and the 3 (1.8 %) respondents are in the age category of above 55 years. Therefore, the result shows that majority of the employees were within the range of 26-35 age group and 36-

45. Considering the marital status of the respondents, the majority of the employee was 99 (62.7%) married, followed by single 53 (33.7%), and finally divorced 6 (3.6%)

Regarding the educational level, in (table 4.2) above 13 (7.8 %) of respondents were diploma holders, whereas, the majority 116 (69.9%) were bachelor's degree holders, and 37 (22.3%) are Master's degree holders. Therefore, the result of the respondents indicates that the majority of them were degree holders. Finally, this signifies that the majority of respondents were first degree holders in terms of their educational level and the colleges are should plan for the development of its workers to master's level to increase their job performance.

Table 4.2 also depicts the work experience of the respondents. The majority of 50 (31.9%) of the respondents have relatively longer service times 11 to 15 years and 44 (27.7%) of them have 6 to 10 years 'work experience. Following 34 (21.7 %) of them have >15 years of work experience and the rest 26 (16.3%) ranged from 2-5 years. The rest 4 (2.4%) of the respondents were new to the institutions with one year and less work experience. From this, we can conclude that most of the staff of north shewa zone TVET College has good work experience. This can help them to do their responsibilities effectively and efficiently. In other words, the staffs of north shewa zone TVET College was on a good track in capturing well-experienced staff. In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

#### **4.4. Descriptive Statistics of Study Variables**

In this part, descriptive statistics in the form of mean and standard deviation were presented to illustrate the feedback of the respondents. The feedback of the respondents for the variables indicated below were measured on five points Likert scale with measurement value 1=Strongly disagree; i.e. very much dissatisfied with the case described; 2= Disagree, i.e. not satisfied with the case described; 3= Neutral, i.e., uncertain with the case described; 4= Agree, i.e., feeling all right with the case described and considered as satisfying; and 5 =strongly agree, i.e. very much supporting the case described and considered as highly satisfied. To make easy interpretation, the following ranges of values were re-assigned to each scale: 1-1.8= strongly disagree; 1.81-2.6 = Disagree; 2.61-3.4 = Neutral; 3.41-4.20 = Agree; and 4.21-5 = Strongly Agree Best, 1977

(cited in Yonas, 2013). To analyze the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS version 21.0 software.

#### 4.4.1. Awareness of the concepts of HRM

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

Table 1.3 Descriptive Statistics for Respondent Awareness of the Concepts of HRM

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	I am aware of Training and management from an HRM point of view	frequency	6	27	33	45	47	3.63	1.19
		Percent	3.8	17.1	20.9	28.5	29.7		
2	I know career planning and development as a crucial part of HRM	frequency	6	27	31	35	59	3.72	1.24
		Percent	3.8	17.1	19.6	22.2	37.3		
3	I acquainted with organizational development from HRM stand point	frequency	6	34	42	28	48	3.49	1.24
		Percent	3.8	21.5	26.6	17.7	30.4		
4	I am familiar with performance appraisal from an HRM point of view	frequency	6	34	42	28	48	3.49	1.14
		Percent	3.8	21.5	26.6	17.7	30.4		
Overall Average								3.58	

Source: Organized form survey data (2024)

The table 4.3 above, the scored mean value of the employee's awareness of human resource Management from a Training and managements and point as indicated in the table above was 3.63 with a standard deviation of 1.19. This indicates that the respondents agreed with a relative homogeneity in their responses. We can conclude that the employees of the north shewa zone TVET College were aware of training and management as a component of human resource managements and they have an excellent understanding of human resource managements from a training and management's point of view. The implication is whenever the employees have a good understanding of training and managements; they may update themselves to enhance organizational performance.

As is also evidenced in table 4.3 above, the scored mean value of the second sub-construct, i.e., Employee's awareness of human resource development from a career development viewpoint was 3.72, indicating that the respondents agreed on and feel all right with the case described. The results of this analysis proved that respondents of the north shewa zone TVET College were aware of career managements as a component of human resource managements. From this, it is possible to deduce that the respondents have a very good understanding and knowledge about career development from a human resource management's point of view which could result in both individual and organizational improvement. This has also an implication for the TVET College to link their plans with career development and management.

The scored mean value for the third sub-construct i.e., employee's awareness of human resource managements from an organizational development standpoint was 3.49 indicating that the respondents like the above sub-constructs agreed on this sub-construct. The sub-construct standard deviation was 1.24, which is low conveying the relative similarity of the respondent's responses. This implies that the staffs of the north shewa zone TVET college has recognized organizational managements as a component of human resource managements From this description, one can conclude that the respondents were familiar with and have a good understanding of the human resource managements concept from the organizational managements point of view.

Table 4.3 above displays that the scored mean value of measuring employees' awareness of the human resource management's concept from a performance appraisal perspective was 3.49 with a standard deviation of 1.14. The scored mean value of this sub-construct points out that the respondents were well equipped with the concept of performance appraisal as part of manpower managements. Most employees of the north shewa zone TVET College understood that periodic evaluation of employee's performance is part of human resources managements; however, some haven't still understood it well. Thus, high proportions of employees of the north shewa zone TVET College were able to relate the performance appraisal system with the outcomes and objectives of human resource managements. With this lead, one can conclude that employees of the north shewa zone TVET College were aware of performance appraisal as a component of human resource managements in this study. Employees' understanding of performance appraisal implies that it may have practical significance for appraisers, appraises, HRM planners, and north shewa zone TVET College as a whole. The mean score for overall insight of Employees' awareness of HRM concept is 3.58 mean score. This implies that the perception of awareness of HRM concept practice in the north shewa zone TVET College is moderate.

#### 4.4.2. Training and managements

It is undeniable fact that the TVET College productivity is determined by the motivation level and effectiveness of its workforce. Training and managements imply the systematic process of developing the competencies relating to the job of employees for the present and future roles and responsibilities. Today we believe that an organization's competitive success is achieved through people. It follows that the skills and performance of people are critical.

Table 4.4 Descriptive Statistics for Training and Managements

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	The organization has good Training and managements programs	frequency	13	34	44	47	20	3.17	1.15
		Percent	8.2	21.5	27.8	29.7	12.7		
2	The organization assesses employee training needs	frequency	22	34	33	45	24	3.09	1.29
		percent	13.9	21.5	20.9	28.5	15.2		
3	Setting performance goals and objectives	frequency	7	40	43	39	29	3.27	1.16
		percent	4.4	25.3	27.2	24.7	18.4		
4	The organization plans developmental strategies accordingly	frequency	7	24	46	51	30	3.46	1.1
		percent	4.4	15.2	29.1	32.3	19.0		
5	Assessing the available aids for internal and external training and management	frequency	11	40	36	43	28	3.23	1.21
		percent	7.0	25.3	22.8	27.2	17.7		
6	Managing strategies for training, Programs, and modules	frequency	14	28	42	41	33	3.32	1.24
		percent	8.9	17.7	26.6	25.9	20.9		
7	Evaluating training efforts	frequency	22	34	26	48	28	3.16	1.33
		percent	13.9	21.5	16.5	30.4	17.7		
Overall Average									3.24

Source: Organized form survey data (2024)

As it can be seen from Table 4.4 above, the scored mean value of an organization that has good Training and managements programs was 3.17 with a standard deviation of 1.1. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain about human resource management. Organization

Training and management programs help to upgrade employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

From Table 4.4 Organization assesses employee training needs, the average scored mean value of respondents' responses was 3.09. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent to the case described i.e., assesses employee training needs performance goals and objectives which is the crucial factor in facilitating human resource management. Objectives are specific outcomes that the Training and management program is intended to achieve.

When we come to the third sub-construct i.e., setting performance goals and objectives the average scored mean value of the respondent's response was 3.27 with a standard deviation of 1.16. This shows that the majority of the respondents were "neutral". However, in the north shewa one TVET college setting performance goals and objectives due attention was not given to the determinant factor for human resource management. This may reduce organizational effectiveness and efficiency.

In Table 4.4 above, the fourth sub-construct i.e., planning development strategies accordingly most of the respondents was 3.46, indicating that the respondents agreed in their agreement response showing that they feel all right with the case described. From this result, one can infer that the north shewa zone TVET college has Organization management strategies accordingly that may help to upgrade employee's knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

As it is indicated in Table 4.4 above, the scored mean value rating of the sub-construct i.e., the assessment of the aids for internal and external Training and management the average scored mean value of the respondent's response was 3.23 with the standard deviation of 1.21. This shows that the majority of the respondents were neutral. The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent i.e., the assessment of the aids for internal and external Training and management which is the crucial factor in facilitating human resource management.

As it can be shown from table 4.4 above, Managing strategies for training, Programs, and modules in the organizations the respondents' scored mean value was 3.32. This shows that the majority of the respondents were "neutral" and the standard deviation was 1.24. From this one can deduce that the colleges has to do a lot of tasks in arranging training schedules and preparing module guides to facilitate HRM activities.

When coming to the last sub-construct which is indicated in the table above, is about the evaluation of training efforts. The scored mean value response of the respondents was 3.16 implying that the overwhelming majority of the respondents were "neutral" with the case described and the standard deviation was 1.33. The scored mean value displays that the respondents were uncertain or indifferent. Based on this finding one can deduce that the colleges was very reluctant in evaluating the worth, effectiveness, and efficiency of training given to the trainees helping them to get feedback for their improvement. From this perspective, it is possible to put an implication that, if the colleges ineffective in taking training evaluation, they could not identify whether they have good performance or not and what to be taken if the problems occur in their overall tasks.

As per the information obtained from key informants, Training and management documents in the selected colleges showed that they have good Training and management programs. Moreover, the informants replied that the colleges was in a good position in identifying training needs, planning development strategies, setting performance goals and objectives, assessing aids for internal and external training, and evaluate training efforts. The mean score for overall insight of Training and management practice is 3.24 mean score. This implies that the perception of Training and management practice in the north shewa zone TVET College is low

#### 4.4.3. Career management

No HRM function can be acceptable to the people of any organization if it fails to provide opportunities for individual employees to have bright career prospects. It is for HRM to integrate career planning and development with it. Proper career planning also leads to career development. It develops the career of every individual executive which results in adequate growth of the career of every employee. Hence, successful planning is closely linked with career

planning and development. In this section, the study presents HRM practice from a career development aspect based on the information obtained from the respondents.

Table 4.5 Descriptive Statistics for Table Career Management

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	Well in working to improve career management	frequency	8	34	32	51	33	3.42	1.19
		percent	5.1	21.5	20.3	32.3	20.9		
2	Working to upgrade employee's potential	frequency	17	27	33	39	52	3.52	1.38
		percent	10.8	17.1	14.6	24.7	32.9		
3	The organization has good career planning and management	frequency	15	28	45	26	44	3.35	1.31
		percent	9.5	17.7	28.5	16.5	27.8		
4	The organization integrates HRM with organizational objectives	frequency	7	34	48	36	33	3.34	1.16
		percent	4.4	21.5	30.4	22.8	20.9		
5	Good counseling center that benefits all employees	frequency	15	39	37	38	29	3.17	1.26
		percent	9.5	24.7	23.4	24.1	18.4		
Overall Average								3.36	

Source: Organized form survey data (2024)

Table 4.5 above well in clearly shows that the majority of the respondents were “agree” with the sub-construct i.e., to improve the career management of employees with the scored mean value of 3.42 indicating that the respondents agreed in their agreement response showing that

they feel all right with the case described. From this result, one can infer that the north shewa zone TVET college has well in working to improve career development that may help to upgrade employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way. Consider continuous employees' professional management to fill the existing gaps. This implies that the north shewa zone TVET college has no limitations in critically assessing their effort to promote career management by any means to increase the satisfaction agree the level of their employees.

As is also illustrated in Table 4.5 above, working to upgrade employees' potential the respondent's response scored a mean value was 3.52. This signifies that the respondent's agreement response rating scale was agreed upon. From this sub-construct, one can infer that north shewa zone TVET College was in a position to consider Working to upgrade employee's potential as the greatest importance for the growth of employees through the education, training, job search, and work experience. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the north shewa zone TVET College is aware of their potentiality and capabilities in working to upgrade employees' potential that could help them to exploit the available opportunities; they could achieve their desired objectives.

As is also illustrated in Table 4.5 above, in the third sub-construct i.e., career planning and management the respondent's response scored a mean value was 3.35. This signifies that the respondent's agreement response rating scale was an "agree" response rating scale implying that the satisfaction of the respondents with the issues described and the standard deviation was 1.31. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the colleges are aware of their potentiality and capabilities in career planning and management that could help them to exploit the available opportunities; they could achieve their desired objectives.

Human resource management can transform the organization into a human system by developing its commitment and integrating the individual employees with the organization. About the forth sub-construct i.e., the organization integrates HRM with organizational objectives the scored mean value response of the respondents was 3.34 with a standard deviation of 1.16. From this analysis it can be deduced that the respondents were "neutral" The

organization integrates HRM with organizational objectives indicating that they are neutral no comments uncertain or indifferent to the case rose out. This result signifies those colleges are lagging in linking for the betterment of their performance.

As is also illustrated in Table 4.5 above, the respondents were asked to scale the measurement i.e., the existence of a good counselling center that benefits all employees. They responded having a scored mean value of 3.17 this shows that the respondents were “neutral” about career counselling with a standard deviation of 1.26. This depicts that the respondents were neutral no comment on the case described. Kola chi (2012), in his comprehensive investigation, found that employee counselling is the determinant factor to build good HRM.

It can be expressed in terms of appraisal counselling, career counselling, and disciplinary counselling. It is also being done to enable the employees to have a positive attitude towards work and to improve their performance. However, north shewa zone TVET College was reluctant in handling the psychology of the employees and making them happy at work so that they could feel gratified while working which ultimately leads to improved and enriched performance through counselling. But in this study, the north shewa zone TVET Colleges from this ground displays that there are tasks that remain to be done.

According to the information gathered from interviewees participants in the north shewa zone TVET college, they replied that they do have career development in practice to create a motivated workforce, enhance the capacity of both present and future knowledge and skills, increase the ability and productivity of employees, increase optimum man task relationship, to prepare employees to take higher assignments and to upgrade skills and prevent obsolescence. In addition, as discussants replied that the educational opportunities are very limited in the colleges for career growth and development. However, in practice, explicit tasks were not done about the issue described to upgrade HRM in the colleges. This could limit the north shewa zone TVET College to cope with global challenges and modern technological changes and innovations. The mean score for the overall perception of Career management practices was 3.36. This implies that the perception of Career management practice in the north shewa zone TVET College is also low.

#### 4.4.4. Organizational development

Organizational management provides a framework in which changes in the organization take place. It also enables organizations to harness the human potential for attaining organizational objectives. Regarding organizational development, the respondents were given the following statements to convey their degree of agreement as stated in the table below.

Table 4.6 Descriptive Statistics for Organizational Management

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	Good management with a required profession	frequency	10	31	37	50	30	3.37	1.18
		percent	6.3	19.6	23.4	31.6	19.0		
2	A good culture of openness	frequency	11	30	50	28	39	3.34	1.24
		percent	7.0	19.0	31.6	17.7	24.7		
3	Following cost minimization system	frequency	9	36	60	41	12	3.07	1.01
		percent	5.7	22.8	38.0	25.9	7.6		
4	Good credibility and fairness of top management	frequency	14	46	45	38	15	2.96	1.13
		percent	8.9	29.1	28.5	24.1	9.5		
5	Encouraging problem-solving culture	frequency	10	29	44	47	28	3.34	1.16
		percent	6.3	18.4	27.8	29.7	17.7		
6	Good team spirit	frequency	9	22	50	34	43	3.51	1.19
		percent	5.7	13.9	31.6	21.5	27.2		
7	Sound recruitment systems	frequency	16	33	46	39	24	3.14	1.21
		percent	10.1	20.9	29.1	24.7	15.2		
8	Better compensation and job security	frequency	19	39	42	47	11	2.95	1.14
		percent	12.0	24.7	26.6	29.7	7.0		
9	Using good personnel data	frequency	12	29	43	36	38	3.37	1.24

		percent	7.6	18.4	27.2	22.2	24.1		
Overall Average									3.23

Source: Organized form survey data (2024)

Table 4.6 above, shows the scored mean value rating of the sub-construct i.e., good management with the required profession, the good management with the required profession the average scored mean value of the respondent’s response was 3.37 with the standard deviation of 1.18. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent i.e., the good management with a required profession which is the crucial factor in facilitating good management.

From Table 4.6 above, the good culture of openness the average scored mean value of respondent’s response was 3.34 with a standard deviation of 1.24. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the good culture of openness with a required profession which is the crucial factor in facilitating a good culture of openness

From Table 4.6 above, the Following cost minimization system the average scored mean value of the respondent’s response was 3.07 with a standard deviation of 1.01. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Following cost minimization system with a required profession which is the crucial factor in facilitating the Following cost minimization system.

From Table 4.6 above, the good credibility and fairness of top management the average scored mean value of respondent’s response were 2.96 with a standard deviation of 1.13. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent i.e., the good credibility and fairness of top management with a required profession which is the crucial factor in facilitating good credibility and fairness of top management.

From Table 4.6 above, the Encouraging problem-solving culture the average scored mean value of respondent's response was 3.34 with a standard deviation of 1.16. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Encouraging problem-solving culture with the required profession which is the crucial factor in facilitating Encouraging problem-solving culture.

The scored mean value for the six sub-construct i.e., employee's awareness of human resources and good team spirit standpoint was 3.5 indicating that the respondents like the above sub-constructs agreed on this sub-construct. This implies that the staffs of the north shewa zone TVET College have recognized good team spirit as a component of human resource development. From this description, one can conclude that the respondents were familiar with and have a good understanding of the human resource development concept from a good team spirit point of view.

From Table 4.6 above, the Sound recruitment systems the average scored mean value of respondent's response was 3.14 with a standard deviation of 1.21. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent i.e., the Sound recruitment systems with a required profession which is the crucial factor in facilitating Sound recruitment systems.

Table 4.6 above, shows the scored mean value rating of the sub-construct i.e., better compensation and job security above, the better compensation and job security the average scored mean value of respondent's response was 2.95 with the standard deviation of 1.14. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the better compensation and job security with a required profession which is the crucial factor in facilitating better compensation and job security.

Table 4.6 above, shows the scored mean value rating of the sub-construct i.e., using good personnel data Good Encouraging problem-solving culture. Above, the Using good personnel data the average scored mean value of the respondent's response was 3.37 with a standard deviation of 1.24. This shows that the majority of the respondents were "neutral". The scored

mean value of this sub-construct conveys that the respondents were uncertain i.e., this result the Using good personnel data with a required profession which is the crucial factor in facilitating Using good personnel data it is possible to draw the following facts. As it is clearly illustrated in the Table, the scored mean value of the sub-constructs i.e., Management with required.

Based on the information obtained through interviews, about organizational development in the colleges about their long-term effort to improve an organization’s visioning, empowerment, learning, and problem-solving processes, through on-going, collaborative management of organization culture- with special emphasis on the culture of intact work teams and other team configurations using the consultant facilitator role as the majority of the respondents replied was insufficient. Furthermore, organizations were slow in tackling problems like communication, inadequate integration, openness, fairness in treating employees, compensation and job security, and in problem-solving culture. This shows that the information obtained by the questionnaire was somewhat similar to that of the responses of the interviewees. As shown in Table 4.6, the mean score for the overall perception of organization management practices is 3.28. This implies that the perception of organizational development practice in the North shewa zone TVET colleges low.

#### 4.4.5. Performance appraisal

The purpose of designing the mechanisms of performance appraisal is to portray the actual position of the past and future employee’s performance. The targets are based on job-related criteria that best determine the success of the job. To measure the practice of performance appraisal the following measurements were provided to the respondents to indicate their level of consent as indicated in Table 8below.

Table 4.7 Descriptive Statistics for Performance Appraisal

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	Good performance appraisal systems	Frequency	13	25	45	20	55	3.5	1.33
		Percent	8.2	15.8	28.5	12.7	34.8		

2	Assessment where the employees are assigned	Frequency	8	30	43	44	33	3.4	1.16
		Percent	5.1	19.0	27.2	27.8	20.9		
3	Evaluation of what expected from each employee	Frequency	10	35	46	28	39	3.32	1.25
		Percent	6.3	22.2	29.1	17.7	24.7		
4	Immediate action when employees lack capacity	Frequency	14	47	44	39	14	2.95	1.12
		Percent	8.9	29.7	27.8	24.7	8.9		
5	Problems do not happen during performance appraisal	Frequency	36	22	40	40	20	2.91	1.35
		Percent	22.8	13.9	25.3	25.3	12.7		
6	Short- and long-term evaluation	Frequency	22	27	40	34	35	3.21	1.34
		Percent	13.9	17.1	25.3	21.5	22.2		
7	Acknowledgment for good performances	Frequency	16	31	45	34	32	3.22	1.26
		Percent	10.1	19.6	28.5	21.5	20.3		
8	Identifying areas in need of improvement	Frequency	18	30	33	53	24	3.22	1.24
		Percent	11.4	19.0	20.9	33.5	15.2		
Overall Average								3.22	

*Source:* Organized form survey data (2024)

From Table 4.6 above, the first item, good performance appraisal systems the respondent's response scored a mean value was 3.5. This signifies that the respondent's agreement response rating scale was an "agree" response rating scale implying that the satisfaction of the respondents with the issues described and the standard deviation was 1.33. From this infer that north shewa zone TVET college was in a position to consider good performance appraisal systems of highest importance for the growth of employees from this perspective the implication is unless the colleges are aware of their potentiality and, capabilities in good performance appraisal systems that could help them to exploit the available opportunities, they could achieve their desired objectives.

From Table 4.7 above, the Assessment where the employees are assigned with the required profession the average scored mean value of respondent's response was 3.4 with a standard

deviation of 1.16. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Assessment where the employees are assigned with a required profession which is the crucial factor in facilitating the Assessment where the employees are assigned.

From Table 4.7 above, the Evaluation of what was expected from each employee the average score mean value of the respondent’s response was 3.32 with a standard deviation of 1.25. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Evaluation of what was expected from each employee with a required profession which is the crucial factor in facilitating the Evaluation of what expected from each employee

From Table 4.7 above, the immediate action when employees lack capacity the average scored mean value of respondent’s response was 2.95 with the standard deviation of 1.12. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the immediate action when employees lack capacity with a required profession which is the crucial factor in facilitating immediate action when employees lack capacity.

From Table 4.7 above, the Problems did not happen during performance appraisal the mean value of the respondent’s response was 2.91 with a standard deviation of 1.35. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Problems that happen during performance appraisal. With required profession is the crucial factor in facilitating Problems not happening during performance appraisal.

From Table 4.7 above, the Short- and long-term evaluation the average scored mean value of respondent’s response was 3.21 with a standard deviation of 1.34. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Short- and long-term evaluation with a required profession which is the crucial factor in facilitating Short- and long-term evaluation.

From Table 4.7 above, the acknowledgment for good performances the average scored mean value of respondent's response was 3.22 with a standard deviation of 1.26. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the acknowledgment for good performances with a required profession which is the crucial factor in facilitating Acknowledgement for good performances.

From Table 4.7 above, the Identifying areas in need of improvement the average scored mean value of respondent's response was 3.22 with a standard deviation of 1.24. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Identifying areas in need of improvement with a required profession which is the crucial factor in facilitating Identifying areas in need of improvement.

As it can be clearly understood in the above Table 4.7, the average score means the value of employees' perception of performance appraisal in the colleges was 3.22. This scored mean value displays those respondents were neutral with the appraisal systems which include the measurements. Based on the finding one can conclude that the study areas were not in a way taking good performance appraisal of HRM

Accordingly, performance appraisal is useful for self-development and individual counselling, remuneration, quality feedback, communication, and motivation. However, from this perspective, the respondents were neutral with the appraisal system conducted by the North shewa zone TVET College. As the information gathered through interviews and as per a review of relevant reports about performance appraisal in the public sector, they have used methods like BSC (Balanced Scorecard) and ROPA (Result Oriented Performance Appraisal) and attempts have been made to assess the scientific nature of the process and its implications on the performance and behaviour of the employees. In effect, it was expected to improve the performance; however, the working environment is not conducive as the findings revealed from the respondents.

The reasons for this were lack of incentives and training, lack of human capacity to set targets, lack of objective performance criteria, and lack of commitment. The response also illustrated

that some employees and department heads were not happy with the result of their performance. Performance appraisal equally gives room for open dialogue but, transparency and continuous follow-up are so weak and lose an attachment between performance and reward. This was due to lack of participation, inconsistent implementation, and lack of resources as per the interviewees.

#### 4.4.6. Respondent's Perception of How HRM Is Administered

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	Good personal analysis	Frequency	5	25	51	34	43	3.54	1.14
		Percent	3.2	15.8	32.3	21.5	27.2		
2	Appropriate job analysis	Frequency	10	24	41	33	50	3.56	1.25
		Percent	6.3	15.2	25.9	20.9	31.6		
3	Considering organizational analysis	Frequency	6	32	50	42	28	3.34	1.11
		Percent	3.8	20.3	31.6	26.6	17.7		
4	Prioritizing needs in practicing HRM	Frequency	11	38	44	40	25	3.19	1.17
		Percent	7.0	24.1	27.8	25.3	15.8		
5	The organization identifies and designs HRM objectives	Frequency	11	30	43	47	27	3.31	1.17
		Percent	7.0	19.0	27.2	29.7	17.1		
6	The organization has clearly defined objectives for HRM	Frequency	9	24	51	39	35	3.42	1.16
		Percent	5.7	15.2	32.3	24.7	22.2		
7	Implementation based on stated objectives	Frequency	10	26	48	34	30	3.43	1.21
		Percent	6.3	16.5	30.4	21.5	25.3		
8	Evaluation and follow up	Frequency	11	35	25	44	43	3.46	1.29
		Percent	7.0	22.2	15.8	27.8	27.2		
9	The organization selects good evaluation criteria	Frequency	12	30	56	36	24	3.19	1.14
		Percent	7.6	19.0	35.4	22.8	15.2		
10	Interpret evaluation results and feedback	Frequency	22	25	37	38	36	3.26	1.34

		Percent	13.9	15.8	23.4	24.1	22.8		
Overall Average							3.37		

Table 4.8 Descriptive Statistics for Organization of How HRM is administered

Source: Organized form survey data (2024)

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

Table 4.8 above, a good personal analysis of the respondent’s response scored a mean value was 3.54. This signifies that the respondent’s agreement response rating scale was agreed upon. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the north shewa zone TVET College is aware of their potentiality and capabilities in Good personal analysis that could help them to exploit the available opportunities; they could achieve their desired objectives.

Table 4.8 above an appropriate job analysis with the scored mean value was 3.56. These indicated that the respondents agreed in their responses. From this result, one can infer that the north shewa zone TVET College has well in working to appropriate job analysis that may help to upgrade employees’ knowledge and skills to improve their performance and achieve organizational objectives in the desired way. Consider continuous appropriate job analysis to fill the existing gaps. This implies that colleges has no limitations in critically assessing their effort to promote Appropriate job analysis by any means to increase the satisfaction agree the level of their employees.

From Table 4.8, the considering organizational analysis with the required profession the average scored mean value of the respondent’s response was 3.34 with a standard deviation of 1.11. This shows that the majority of the respondents were “neutral”. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the considering

organizational analysis with the required profession which is the crucial factor in facilitating considering organizational analysis.

From Table 4.8 above, the Prioritizing needs in practicing HRM the average scored mean value of respondent's response were 3.19 with a standard deviation of 1.17. This shows that the majority of the respondents were neutral i.e., the Prioritizing needs in practicing HRM with the required profession which is the crucial factor in facilitating Prioritizing needs in practicing HRM.

From Table 4.8 above, the organization has identifies and designs objectives of HRM. The scored mean value of the respondent's response was 3.31 with a standard deviation of 1.17. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent i.e., the organization has clearly defined objectives of HRM with the required profession which is the crucial factor in facilitating the organization has clearly defined objectives of HRM.

Table 4.8 above clearly shows that the majority of the respondents were "agree" with the sub-construct i.e., to the organization has clearly defined objectives of HRM with the scored mean value of 3.42 indicating that the respondents agreed. From this result, one can infer that north shewa zone TVET College has well in working with the organization and has clearly defined objectives of HRM that may help to upgrade employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way. Consider continuous the organization has clearly defined objectives of HRM to fill the existing gaps This implies that north shewa zone TVET College has no limitations in critically assessing their effort to promote the organization has clearly defined objectives of HRM by any means to increase the satisfaction agree level of employees.

Table 4.8 above clearly shows that the majority of the respondents were "agree" with the sub-construct i.e., to Implementation based on stated objectives with the scored mean value of 3.43 indicating that the respondents "agreed" in their agreement response showing that they feel all right with the case described. From this result, one can infer that the north shewa zone TVET College has well in working to Implementation based on stated objectives that may help to upgrade employees' knowledge and skills to improve their performance and achieve

organizational objectives in the desired way. consider continuous Implementation based on stated objectives to fill the existing gaps This implies that north shewa zone TVET College has no limitations in critically assessing their effort to promote Implementation based on stated objectives by any means to increase the satisfaction agree on the level of their employees.

Table 4.8 above, Evaluation and follow up the respondent's response scored mean value was 3.46. This signifies that the respondent's agreement response rating scale was "agree". From this sub-construct, one can infer that north shewa zone TVET College was in a position to consider Evaluation and follow-up as of utmost importance for the growth of employees through education, training, job search, and work experience. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the colleges are aware of their potentiality and capabilities in Evaluation and follow-up that could help them to exploit the available opportunities, they could achieve their desired objectives From Table 4.8 above, the organization selects good evaluation criteria the average score mean value of the respondent's response was 3.19 with a standard deviation of 1.14. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the organization selects good evaluation criteria with the required profession which is the crucial factor in facilitating the organization selecting good evaluation criteria.

From Table 4.8 above, the interpreted evaluation results and feedback the average scored mean value of the respondent's response were 3.26 with a standard deviation of 1.34. This shows that the majority of the respondents were "neutral". Evaluation results and feedbacks from the required profession are the crucial factors in facilitating Interpret evaluation results and feedback. As shown above, in Table 4.8, the mean score for the general organization in how human resource management is administered is 3.37. This indicates that the organization how human resource management administered North shewa zone TVET College is low.

#### 4.4.7. Challenges of Human Resource Management

This section assesses and examines the major challenges or constraints that hindered human resource management practices in the TVET college as it was revealed from the questionnaire

and interview and other secondary sources some challenges encountered by north shewa zone TVET College in the practice of human resource management indicated in the table below.

S.NO	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	A problem with Developing and Aligning HRM to strategic priorities	frequency	11	32	30	43	42	3.46	1.27
		percent	7.0	20.3	19.0	27.2	26.6		
2	A problem with developing a positive work environment	frequency	5	40	43	17	53	3.46	1.28
		percent	3.2	24.7	36.1	10.1	25.9		
3	Lack of Creating managerial and leadership capacity	frequency	5	39	57	16	41	3.31	1.19
		percent	3.2	24.7	36.1	10.1	25.9		
4	Improper Utilizing HR assessment technology to plan HRM	frequency	3	43	46	26	40	3.36	1.18
		percent	1.9	27.2	29.1	16.5	25.3		
5	Promoting positive workforce attitudes towards HRM	frequency	16	25	29	59	31	3.43	1.22
		percent	8.9	15.8	18.4	37.3	19.6		
6	Allocating insufficient financial resources	frequency	31	23	26	30	48	3.25	1.51
		percent	19.6	14.6	16.5	19.0	30.4		
7	Accepting the challenges of modern technological changes	frequency	7	32	37	40	42	3.49	1.21
		percent	4.4	20.3	23.4	25.3	26.6		
8	Paying attention to professional development	frequency	7	20	43	52	36	3.57	1.11
		percent	4.4	12.7	27.2	32.9	22.8		
9	Inadequate training and development	frequency	11	35	32	43	37	3.38	1.25
		percent	7.0	22.2	20.3	27.2	23.4		
10	Lack of enforcement and accountability	frequency	10	32	31	51	34	3.42	1.21
		percent	6.3	20.3	19.6	32.3	21.5		
11	Attracting and retaining qualified personnel	frequency	28	19	43	45	23	3.10	1.30
		percent	17.7	12.0	27.2	28.5	14.6		
12	Lack of proper merit system	frequency	11	20	56	32	39	3.43	1.19
		percent	7.0	12.7	35.4	20.3	24.7		

## Table 4.9 Descriptive Statistics for Perceptions Challenges of Human Resource Management

Source: Organized form survey data (2024)

Table 4.9 above, a problem of Developing and Aligning HRM to strategic priorities the respondent's response scored mean value was 3.46. This signifies that the respondent's agreement response rating scale was agreed upon. From this perspective, the implication is unless north shewa zone TVET College is aware of its potentiality and capabilities in a problem of Developing and Aligning HRM to strategic priorities that could help them to exploit the available opportunities they could achieve their desired objectives.

From Table 4.9 above, considering organizational analysis a problem of developing a positive work environment with the required profession the average scored mean value of the respondent's response was 3.46 with a standard deviation of 1.28. This implies that north shewa zone TVET College problem of Developing a positive work environment is not limited to critically assessing their effort to promote a problem of Aligning HRM to strategic priorities by any means to increase the satisfaction agree level of employees.

From Table 4.9 above, the Lack of Creating managerial and leadership capacity the average scored mean value of respondent's response was 3.31 with a standard deviation of 1.19. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., the Lack of Creating managerial and leadership capacity with a required profession which is the crucial factor in facilitating solving the Lack of Creating managerial and leadership capacity. From Table 4.8 above, Improper Utilizing HR assessment technology to plan HRM the average scored mean value of respondent's response was 3.36 with the standard deviation of 1.18. This shows that the majority of the respondents were neutral i.e., problem-solving the Improper Utilizing HR assessment technology to plan HRM with a required profession which is the crucial factor in facilitating the Improper Utilizing HR assessment technology to plan HRM

Table 4.9 above clearly shows that the majority of the respondents were "agree" with sub-construct i.e., to Promote positive workforce attitudes towards HRM with the scored mean value of 3.43. From this result, one can infer that the north shewa zone TVET College has Well in working to Promote positive workforce attitudes towards HRM that may help to upgrade

employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way. This implies that the north shewa zone TVET College has no limitations in critically assessing their effort to promote Promoting positive workforce attitudes towards HRM by any means to increase the satisfaction agree the level of their employees.

From Table 4.9 above, the allocating insufficient financial resources the average scored mean value of respondent's response was 3.25 with a standard deviation of 1.51. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain or indifferent i.e., finance problem solving Allocating insufficient financial resources with a required profession is the crucial factor in facilitating allocating insufficient financial resources

Table 4.9 above clearly shows that the majority of the respondents were "agree" with the sub-construct i.e., to implementation based on stated accepting the challenges of modern technological changes objectives with the scored mean value of 3.49. From this result, one can infer that the north shewa zone TVET College has Well in working to Accept the challenges of modern technological changes that may help to upgrade employees' knowledge and skills to improve their performance and achieve organizational objectives in the desired way. This implies that the colleges has no limitations in critically assessing its effort to promote Accepting the challenges of modern technological changes by any means to increase the satisfaction agree the level of its employees.

Table 4.9 above clearly shows that the majority of the respondents were "agree" with the sub-construct i.e., to Pay attention to professional development with a scored mean value of 3.57 From this result one can infer that north shewa zone TVET College has Well in working Paying attention to professional development that may help to upgrade employee's knowledge and skills to improve their performance and achieve organizational objectives in the desired way. This implies that north shewa zone TVET College has no limitations in critically assessing their effort to Pay attention to professional development by any means to increase the satisfaction agree on the level of their employees. From Table 4.9 above, the inadequate Training and development the average scored mean value of respondent's response were 3.38 with a standard

deviation of 1.25. This shows that the majority of the respondents were neutral. The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., solving inadequate Training and management with a required profession which is the crucial factor in facilitating inadequate training and development.

Table 4.9 above, in the second sub-construct i.e., Lack of enforcement and accountability the respondent's response scored a mean value was 3.42 and the standard deviation was 1.21. This signifies that the respondent's agreement response rating scale was an "agree" response rating scale implying the satisfaction of the respondents with the issues described. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the colleges are aware of its potentiality and capabilities it Lack enforcement and accountability that could help them to exploit the available opportunities, and they could achieve its desired objectives. From Table 4.9 above, the attracting and retaining qualified personnel the average scored mean value of respondent's response was 3.10 with a standard deviation of 1.30. This shows that the majority of the respondents were "neutral". The scored mean value of this sub-construct conveys that the respondents were uncertain i.e., problem-solving Attracting and retaining qualified personnel with a required profession which is the crucial factor in facilitating Attracting and retaining qualified personnel.

Table 4.9 above, Lack of proper merit system the respondent's response scored mean value was 3.43. This signifies that the respondent's agreement response rating scale was "agree" From this sub-construct one can infer that north shewa zone TVET College was in a position to consider the Lack of a proper merit system of utmost importance for the growth of employees by the education, training, job search, and work experience. Employees should trace their careers in light of their individual needs and capabilities. From this perspective, the implication is unless the colleges are aware of their potentiality and capabilities in Lack of a proper merit system that could help them to exploit the available opportunities; they could achieve their desired objectives. In addition, the information gathered through interviews and as per HR annual report documents confirmed similar findings to the information obtained through a questionnaire. Some of these major challenges suggested were a lack of sufficient budget for training and education, lack of accountability and transparency, lack of emphasis on

professional development, accepting modern technological changes, creating an environment for attracting and retaining qualified personnel, insufficient managerial capacity building, and lack of employee's motivation was becoming great challenges for the effective practice of HRM in North shewa zone TVET college sector. As shown above, in Table 4.9, the mean score for the general perception of challenges of human resource management is 3.39. This indicates that the perception of challenges of human resource managements North shewa zone TVET college is low.

## **4.5. Discussion**

Human Resource Management (HRM) plays a pivotal role in the effective functioning of Technical and Vocational Education and Training (TVET) institutions. This study aims to explore the practices and challenges of HRM in TVET in North Shewa, Ethiopia, using a sample of 158 from a total population of 1192. The findings indicate various levels of awareness and challenges related to HRM practices, as measured by standard deviations across different aspects of HRM.

### **4.5.1. Awareness of HRM concepts**

The mean score regarding awareness of HRM concepts is 3.58. This suggests that there is a moderate level of understanding among staff. Previous studies, such as those by Ayalew (2017), indicate that awareness of HRM principles is essential for the effective implementation of HR practices. Ayalew found that many educators in Ethiopian TVET institutions lacked comprehensive knowledge of HRM, which aligns with the findings of this study. The consistency in these findings suggests that while there is some awareness, it remains insufficient for effective HRM practices.

### **4.5.2. Training management and organizational management**

The mean score for overall insight of Training and management practice is 3.24. This implies that the perception of Training and management practice in the north shewa zone TVET College is low. This finding is consistent with previous research conducted by Tesfaye (2019), who noted that training programs in Ethiopian TVET colleges often lack structure and consistency. The inconsistency in training management can lead to challenges in skill development, thereby

undermining the overall effectiveness of TVET programs. In contrast, a study by Abebe (2020) highlighted successful training management practices in some institutions, suggesting that while challenges exist, there are also examples of effective training management strategies. This contradiction indicates that while some institutions face significant challenges in training management, others have successfully implemented effective practices.

### **4.5.3. Performance appraisal**

The average score means the value of employees' perception of performance appraisal in the colleges was 3.22. This scored mean value displays those respondents were neutral with the appraisal systems which include the measurements. Based on the finding one can conclude that the study areas were not in a way taking good performance appraisal of HRM. According to a study by Mulugeta (2018), performance appraisal systems in Ethiopian TVET institutions are often perceived as ineffective due to a lack of clear criteria and feedback mechanisms. This aligns with the findings of this study; reinforcing the notion that performance appraisal remains a challenge in HRM practices.

### **4.5.4. Organization of HRM administration**

The mean score for the general organization in how human resource management is administered is 3.37. This indicates that the organization how human resource management administered North shewa zone TVET College is low. Research by Dagnachew (2020) emphasizes that poor organizational structures hinder effective HRM practices in many Ethiopian TVET colleges. This finding corroborates the results of this study, indicating a consistent challenge across institutions. According to the findings all respondents confirmed that Human resource development function can also be acceptable to the community of TVET organization, if it fails to provide opportunities for individual employees to have clear carrier prospects. The study also indicated that there were inadequate training and development in the organization. The different Literature Reviews also improve the consistency of this study. However, contrasting findings from a recent study by Kedir (2022) suggest that some colleges have adopted innovative organizational structures that facilitate better HRM practices. This contradiction points to the need for further investigation into the factors that contribute to

successful HRM administration in specific contexts. Conversely, a report by the Ethiopian Ministry of Education (2021) indicated efforts to improve performance appraisal systems by introducing standardized criteria across institutions. This highlights a potential area for improvement and suggests that while challenges persist, there are on-going efforts to enhance HRM practices.

#### **4.5.5. Perceptions of challenges in HRM**

The mean score for the general perception of challenges of human resource management is 3.39. This indicates that the perception of challenges of human resource managements North shewa zone TVET college is low. Previous literature, such as the work by Biruk (2019), identifies common barriers like inadequate resources and lack of training for HR personnel. However, reports of increased government support (Ethiopian Education Sector Development Program, 2020) suggest that progress is being made to address these challenges. In general it concludes that this discussion highlights both the challenges and opportunities within HRM practices in TVET institutions in North Shewa, Ethiopia. While issues such as inadequate awareness, inconsistent training management, ineffective performance appraisals, and organizational challenges persist, there are also examples of effective practices that can inform future improvements. Further research should focus on identifying successful case studies to guide the enhancement of HRM practices across the sector.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents a summary of the findings and conclusion and possible important recommendations based on the survey result of the data gathered through questionnaire, document analysis, and observation by considering the sequence of research objectives.

#### 5.1. Summary of Finding

The results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data. The mean score for overall insight of Employees' awareness of HRM concept is 3.58 mean score. This implies that the perception of awareness of HRM concept practice in north shewa one TVET college is moderate. The mean score for overall insight of Training and management practice is 3.24 mean score. This implies that the perception of Training and management practice in the north shewa zone TVET college is low. The mean score for the overall perception of Career Management practices was 3.36. This implies that the perception of Career Management practice in the north shewa zone TVET colleges is also low. The mean score for the overall perception of organization development practices is 3.28. This implies that the perception of organization management practice in the north shewa zone TVET College is low. The average scored mean value of employees' perception of performance appraisal was 3.22. This scored mean value displays those respondents were neutral with the appraisal systems which include the measurements. Based on the finding one can conclude that the study areas were not in a way taking good performance appraisal about HRM. The mean score for general organization how human resource development is administered is 3.37. This indicates that the organization how human resource management administered north shewa zone TVET College is low. The mean score for the general perception of challenges of human resource management is 3.40. This indicates that the perception of challenges of human resource managements north shewa zone TVET College is low.

## **5.2. Conclusions**

The findings suggest that north shewa zone TVET College staffs are familiar with HRM concepts because they have a good understanding of HRM components. As a result, they are familiar with training and advancement, career advancement, organizational advancement and performance evaluation of HRMs and can link them to HRMs. However, some employees do not yet understand these HRM concepts. colleges has Training and management programs; however, they are not effective in assessing training needs, setting performance targets, seeking assistance for internal and external training and development, planning training strategies and preparing training schemes and modules, as well as evaluating Training and management efforts. In particular, post-training evaluations are performed poorly to obtain feedback on their progress. In principle, agencies have career advancement, create enthusiastic employees, improve the capacity of current and future knowledge and skills, increase the capacity and productivity of employees, increase the best possible relationship with human work, and prepare employees for higher tasks.

The study's findings confirm that the head of job and training office in this sector have long sought to support organizational development. However, when solving problems such as they are too late communication, openness, honesty in the treatment of employees, remuneration and job security, and problem-solving culture.

## **5.3. Recommendation**

Based on the findings obtained and the conclusion drawn, the following suggestions were forwarded to improve the human resource management in some selected TVET Colleges in the North shewa zone: To solve these, the researcher gives the following recommendations:

First and foremost, HR of the colleges may get greatest emphasis since they are engines for other resources such as physical resources, information resources, and financial resources. Now days, we are living in a continuously changing and dynamic environment that directly or indirectly affects us. Particularly, higher institutions are affected by the rapidly changing information technology. Thus, the colleges need to update its employee's skills and knowledge

through training and leadership development to cope with technological advancement and competitive environment and to achieve its pre stated short and long term goals.

The three TVET College managements should be discussed, create awareness for zone and region administration and other higher education institution, and develop a proposal to provide training.

TVET Colleges should be focusing on creating conducive TVET College environments that attract different organizations and creating smart work environments for their staff.

TVET College administrative staff, trainers and instructors, and management bodies should use their current knowledge and skills and work diligently to achieve the objectives and goals of Technical and Vocational Education and Training.

In addition to meeting the staffing needs of the colleges, staff development should also focus on people and meet their career development needs. HRM is not all about providing training rather than it should aim at matching the organizational need for HR with the individual needs for career development and management.

During the practice of human resource management planning Give priority to achieving for TVET College's vision, and all stakeholders and board members should practice planning.

Counseling is also very important in helping the colleges' employees to improve their job performance. In addition, it helps identify employees' individual training needs, and HRM should be based on job development and management that helps employees achieve maximum personal advancement. The colleges were not effective in conducting personal analysis. Thus, an extensive personal need assessment should be exercised through analyzing the substantive knowledge and skills possessed by the employee to reduce wasting time, resource demotivation, and negative attitudes towards future programs.

A post-training evaluation should also be implemented in the next session to increase the effectiveness of the HRM program conducted by colleges, to help participants provide feedback for improvement, and to determine the extent to which HRM objectives have been achieved.

TVET Colleges should done promotion about TVET Colleges Vision and mission; also promote colleges service and product to the Community, for different office and organization by using College public relation expert, and other communication channel.

The researcher recommend to solve the challenges of human resource management the government should be allocate and provide for TVET Colleges trainer, supporting staff and management body appropriate training to achieve their vision and mission.

Moreover, effective and efficient service delivery can be ensured in colleges if employees get the required training and development. Thus, conducting on-the-job and off-the-job HRM using selection criteria, creating a strong link between performance and reward, the practice of non-monetary incentives such as recommendation letters is essential. In addition, it provides the technical and relational support needed to make the performance appraisal system more open, conduct continuous monitoring, strengthen the monitoring and appraisal capabilities, and make the HRM process more sustainable.

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## APPENDIX

### Federal Technic and Vocational Training Institute Facility of Leadership and Management

#### Department of TVET Leadership and Management

Post Graduate Program in TVET Leadership and management Studies Survey Questionnaire to be filled by Employees

#### Dear Respondents,

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

#### Different Questioner

Appendices a Questionnaire A

This questionnaire is prepared by Aregahagn Getachew to capture data in order to accomplish a master's degree thesis in TVET leadership and management at Federal TVTI. The objective of the study is to investigate the current level of “**Practices and Challenges of Human Resource Management (The Case of North Shewa Zone TVET College Amhara Region Ethiopia)**”. All of your responses will be kept confidential. Your genuine response will contribute a lot for the success of the study. The information will be used as primary data in my case study I am conducting as a partial full filament of Master's Degree in TVET Leadership and management in federal technical and vocational training institute the data you provide are believed to have a great value for the success of this research. I confirm you that all data will be used for academic purpose and analysed through the authorization of the university. As a result, you are not exposed to any harm because of the information you provide. Finally, this research is to be evaluated interims of its contribution to our insight about human resource management practices and challenges in the study areas in particular and the country at large.

#### *General Instructions*

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

**Hint: - HRM** means human resource management

Part I: Demographic Information

1. Sex: 1, Male  2, Female
2. Age : 1, 18-25  2, 26-35  3, 36-45  4, 46-55  5, above 55
3. Marital Status: 1, Single  2, Married  3, Divorced
4. Educational Qualification: 1, Diploma  2, Degree  3, MA/MSc  4, PhD  5, any other
5. Work experience (in year) : 1, 1 and below  2, 2-6  3, 7-10  4, 11 -15  5, 15 and above

Part II: Please state your level of opinion for each given statement using the following

Scales: 1=strongly disagree, 2= disagree, 3= neutral, 4=agree, 5=strongly agree

I	Awareness towards the concepts of HRM	Agreement scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	I am aware of Training and management from HRM point of view					
2	I know career planning and development as crucial part of HRM					
3	I acquainted with organizational development from HRM stand point					
4	I familiar with performance appraisal from HRM point of view					

II	Training and Development	Agreement scales
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		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	Institution has good Training and management programs					
2	Institution assesses employee training needs					
3	Setting performance goals and objectives					
4	Institution plans developmental strategies accordingly					
5	Assessing the available aids for internal and external training and development					
6	Developing strategies for training, Programs and modules					
6	Evaluating training efforts					

III	Career development	Agreement scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	Well in working to improve career development					
2	Working for upgrade employee's potential					
3	The institution has good career planning and development					
4	The organization in targets HRM with organizational objectives					
5	Good counselling centre that benefits all employees					

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

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

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

## **Appendix B: Questions for Focus Group Discussion**

- 1.** What is your understanding about the concepts of HRM?
- 2.** How do you see the practice of HRM in terms of training and development, career development, organizational development and Performance appraisal?
- 3.** How do you think that HRM integrates both the employees and organizational needs?
- 4.** How HRM is administered in your institution? Does the institution consider personal, job and organizational analyses?
- 5.** What are the challenges that you observe in the practice of HRM in your institution?
- 6.** What strategies can be used to overcome the challenges of HRM?
- 7.** Would you please suggest if there is anything to be changed with regard to the current human resource management practices of the organization?
- 8.** Is there anything related to HRM practices and challenges which have not covered that you consider as very important?

**Appendix C: Questions for Interview**

1. What is your understanding about the concepts of HRM? -----  
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2. How do you think the practice of HRM in terms of training and development, career development, organizational development and performance appraisal? -----  
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3. How HRM programs integrate both in situational and employees "needs? -----  
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4. How all employees are benefited from HRM programs? -----  
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5. Do you think the institution is a good place for growth and development of all employees?  
If no, why? -----  
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6. To what extent do managers at all levels in the organization have appropriate skills in general managerial principles, communications, group dynamics, and team building? -----  
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7. Do you think that the organizational lot sufficient funds to carry out HRM programs effectively? -----  
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8. How do you evaluate HRM administration in terms of need assessment, design and identify objectives, implementation and evaluation? -----  
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9. What are challenges in practicing HRM in your organization? -----  
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10. What strategies can be used to overcome the challenges of HRM? -----  
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11. Would you please suggest if there is anything to be change with regard to the current human resource management practices of the organization? -----  
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12. IsthereanythingrelatedtoHRMpracticesandchallengeswehavenotcoveredthatyouconsideras very important? -----  
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**Recommendation Letter from each colleges**



ቁጥር ስ/ቴ/ሰ/ሰ/2124/ጠጽ-22  
ቀን 24/10/2016 ዓ.ም

**ሰፊደራሰ ቴክኒክና ሙያ ት/ት/ሰ/ሲንሰቲቲዩት**

**ሲ.ሲ**

**ጉዳይ:- መረጃ መስጠትን ዲመሰክታሰኔ**

በርስሱ ሰመንሰሰ ስንደተሞክረው የሰጣዬ ቴ/ሙያ ኮሌጅ ም/ዲን የሆኑት ስና በሲንሰቲቲዩት ሆኖ የ ቴክኒክና ሙያ ስመራርና ስስተዳደር ተማሪ የሆኑት ስቶ ስርገሽኝ ጌታቸው በተቋማቸው TLMD22/16 በቀን 01/05/2016 ዓ.ም በተሞላ ደብዳቤ መሰረት የ2ኛ ደንብ ተምህርታቸውን ለማጠናቀቅ የመመሪታዎ ድቡፍ በኮሌጁን በመገኘት መረጃ መሰጠት ስንደተሞክረው በሰጣቸው መሰረት ለምርምራቸው የሚፈጸሙ ስሰራሳጊ መረጃዎች በስክሰ በመገኘት በምሰ መመደቅና በኮሌጁ በማዘጋጀት በሰው ኃብት ስስተዳደር ተግባሩ ስና ተግዳሮቶች ዙሪያ ስሰራሳጊ መረጃ የሰጠሱ መሆናቸውን በስክብርት ስንገባለን



<<ስሰሳምታ ጋር>>

ስመዚት ምኒሰ  
የሰው ኃይል ስስተዳደር  
ደንብ የሥራ ሂደት ስስተዳደር

Figure 4 Recommendation Letter from Ataye TVET College

ቁጥር 2016/21ኛ/157/2016  
ቀን 16.1.11.2016 ዓ.ም

→ ለፌዴራል ቱክኒክና ሙያ ትምህርት ስልጠና ኢንስቲትዩት  
አዲስ አበባ፡

**ጉዳይ፡- የመመረቂያ ዕሉና መረጃ መሰብሰባቸውን ስለማሳወቅ**

የአጣዬ ቱክኒክና ሙያ ኮሌጅ ም/ዲንና የት/ት ስልጠና ቡድን መሪ እና በኢንስቲትዩታችሁ የ TVET አመራርና አስተዳደር / TVET leadership and management / ተማሪ የሆኑት አቶ አረጋኸኝ ጌታቸው ከተቀማችሁ በቁጥር TLM/22/16 በቀን 01/05/2016 ዓ.ም በተገፈ ደብዳቤ መሰረት የሁለተኛ ድግሪ ትምህርታቸውን ለማጠናቀቅ የመመረቂያ የምርምር ዕሉና በኮሌጃችን በመገኘት መረጃ መሰብሰብ እንዲችሉ በላካችቸው መሰረት አቶ አረጋኸኝ ጌታቸው በኮሌጃችን በመገኘት ባደረጉት ቆይታ ለምርምራቸው የሚረዳቸውን አስፈላጊ መረጃዎች በአካል በመገኘት በቃለመጠይቅና ኮሸነሪ በማዘጋጀት በሰው ሀብት አስተዳደር ተሞክሮዎችና ተግዳሮቶች ዙሪያ አስፈላጊ ምርጫ የሰበሰቡ መሆናቸውን በአክብሮት አንገልጻለን

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Figure 5 Recommendation Letter from Mehal Meda College

**Different Picture Under Taken During Data Collection**



**Figure 6 Different Picture Under Taken During Data Collection**

