## HRD Practices in Government Enterprises in Ethiopia with Special Reference to TVET Colleges, Jigjiga

**Mr. Alex Sisay Azmeraye,**
Head of the Department,
Department of MBA,
Jigjiga University, Jigjiga.

**Dr. P. Krishna Moorthy,**
Professor, Department of MBA,
Jigjiga University,Jigjiga.

### ABSTRACT

Today HRD (Human Resources Development) activities are very dynamic in terms of transparency, performance, perennial communication and training, potential performance and proactive leadership. Organizations should create an atmosphere to their employees to work liberally and express their opinions freely in the work environment. For this, the employees need to understand their development first in the organizations. That is, technical development, management development, supervisory development, career development and planning which will lead them towards satisfaction. The present paper brings out the importance of HRD in the government enterprises and the way in which the employees are to be meaningfully, wisely and productively utilized.

**Keywords:** HRD**,** Transparency, Proactive Leadership, Management Development, Productively

## Introduction:

Human Resources Development (HRD) perhaps is one of the most misunderstood concepts. It has lent itself to get limited to corporate sector while the real meaning of HRD extends to all people and is boundary less (Udai Pareek). HRD is as old as the existence of human beings and perhaps the reason for the very existence of human beings. Without development the human species may have ceased to exist. Contributions to HRD came from all fields and especially from Psychology. Sigmund Freud, Hawthorne studies, the work of BF Skinner which has formed the basis of programmed instruction and teaching machines (the principles of which are being used extensively by IT sector today), David Mc Lelland, Kurt Lewin and others have all laid solid foundations for most of what is known as and used as HRD in the corporate sector.

## Emergence of Human Resource Development:

Earlier over 90 percent of the organisations established themselves and evolved their principles of Management without any idea of a series of Management theories propounded by experienced observers with respect to production and productivity within stipulated time (Krishna Moorthy). Each organisation on its own experience evolved certain principles with respect to the main functions of Management. We can think of different types of organisations in terms of their ownership, size, their location, the kind of products they manufactured, the kind of people or the mixed ethnic groups employed in the organisations. Depending on these variables the principles in planning the organizational structure and design in terms of centralization, decentralization, delegation of authority and power, the kind of leadership and the measures adopted in controlling and integrating the goals and objectives of the organisation were of varied type. That is, it ranged from highly centralized to marginally decentralized forms, autocratic, task-oriented, to a little employee-oriented.

The principles of Planning, Organizing, Leading and Controlling in the organisations reflected of earlier political system, social structure and cultural values with predominantly authoritarian management reinforced by bureaucratic style of functioning. In such a climate, the individual employee was viewed and used as a human raw material, a worker, ignoring his personal feelings, ideas, views and his job-related and life-related needs and his career development (E.D.Setty). The Management in the past to a large extent expected the unquestioning behaviour and obedience on the part of the employees and surprisingly, the employees too accepted it as a norm and what was expected of them. But today, the conditions are changed and changing with the gradual increase of education, communication, endowment of

rights and privileges to the employees, diffusion and wider spread of knowledge, skills and technology that mattered in a variety of organisations, emergence of trade unions and increased prominence gained by industrial relations, human resources in any organisation became a precious material which is to be respected, nurtured, motivated and promoted for the good and advancement of the individual, his organisation and the larger society.

**Operational Definitions of HRD:**

The simplest definition of Human Resource Development is an organized learning experience provided by employees within a specified period of time to bring about the possibilities of performance improvement and on personal growth (E.D.Setty etal).

HRD is the process of helping people to acquire competencies. In an organizational context HRD is a process by which the employees of the organization are helped in a continuous and planned way to acquire and sharpen capabilities required to perform various functions associated with their present or expected future roles (T.V.Rao etal).

HRD reflects a new philosophy, a new outlook, approach, and strategy, which views an organization's manpower as its resources and assets, and not as liabilities or mere hands.

Based on the above activities we can understand that the Human Resource Development (HRD) Department has the following functions (T.V.Rao etal).

❖ Discovers knowledge and skills relevant HRD, pertaining to its philosophy, processes and implementation through experiments.

❖ Builds a storehouse of knowledge and skills in HRD with professional approach and disseminates HRD knowledge and skills.

❖ Acting as a clearing for all HRD related activities, evaluating the impact of HRD processes and feedback for improvement of results.

❖ Maintaining an efficient information system.

❖ Human resource development must be able to develop overall capability of

individual employees of an organization, and discover and exploit their own potentials for the common goals of the organizations to which they belong, for the betterment of themselves and their families, and for the country as a whole. For this purpose appropriate job design and succession plan must be integrated with any human resource development programme. In fact, HRD approach may take into account the principle of **"form-storm-norm-perform".**

❖ Thus, HRD is a continuous process, which matches organizational needs for human resources and the individual needs for a career development. It enables the individuals to gain their best human potential by attaining a total all-round development. It promotes dignity of employment of every employee of an organization, and provides opportunities for team work, personal development and career development. Hence a well-planned HRD system must be a part of human resource management of every organization. Such a human resource development system may have the following

❖ elements:

(i). Development of leadership and organizational commitment;

❖ (ii). Career planning and development;

❖ (iii). Performance Appraisal;

❖ (iv). An adequate reward system;

❖ (v). Potential Appraisal;

❖ (vi). Effective counseling;

❖ (vii). Well formulated Human Resource Information System (HRIS);

❖ (viii). An effective grievance handling;

❖ (ix). Management development;

❖ (x). Technical development;

❖ (xi). Supervisory development;

❖ (xii). Organization development;

❖ (xiii). Training and educating;

❖ (xiv). Succession planning;

❖ (xv). Employee welfare; and

❖ (xvi). Feedback.

❖ These elements are presented in the following diagram
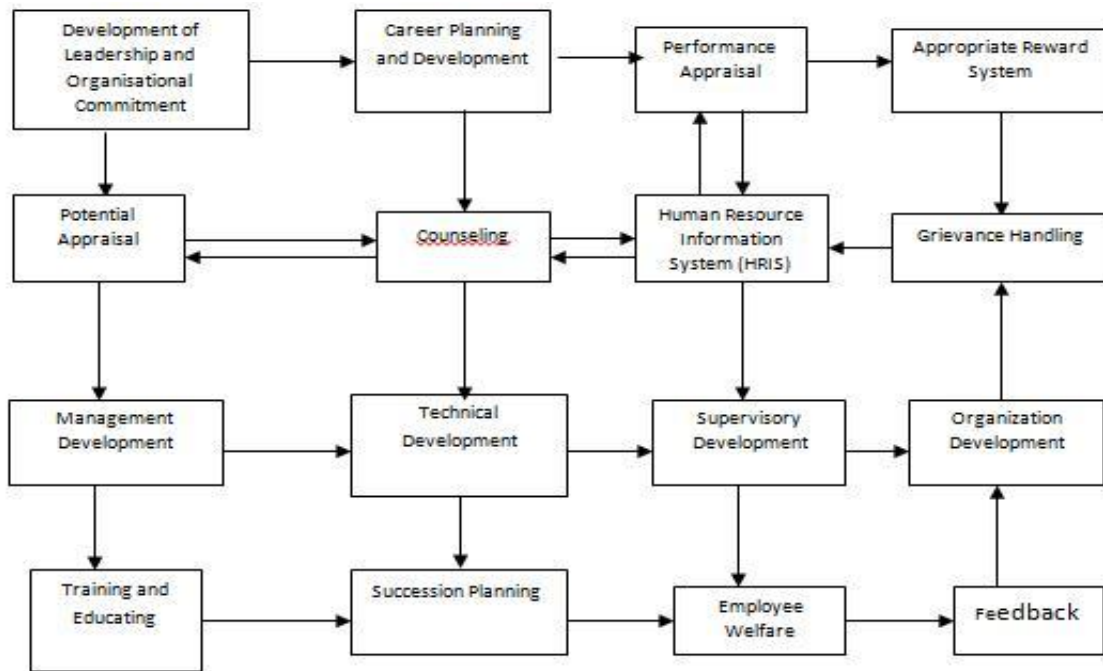
❖ Every organization needs to develop leadership and sincere organizational commitment of its people. Hence, it is proper if the HRD starts with developing leadership and people with organizational commitment. As the organization needs its people to have sincere organizational commitment, every employee has his or her own aspirations to have a good career. Hence, career planning and development for every employee in the organization should go hand in hand with leadership development.

❖ Career planning and development must be followed by performance appraisal and reward system which should motivate the employees to make their best contribution to the organizational goals and objectives. Leadership development must also be followed by potential appraisal which enable the HRM to determine the potentiality of every individual employee to hold critical positions and tackle critical situations. Counseling, which includes career counseling, motivation counseling and problem solving

counseling, facilitates career planning and development, while a human resources information system must function at the center of HRD system (Randy L. Desimone etal) Effective and timely grievance handling must be a part of every HRD system, since no effort for human resource development can bear real fruit without timely grievance handling.

❖ Developing managers to handle organizational resources including human resources and activities effectively is the need of every organization, particularly in the context of rapidly changing business environment. It must be followed by technological and technical development. Updating the organization's technology, modernization of the plant, and automation need appropriate people for which human development programmes are required. The actual operation takes place at the supervisory level, and hence supervisory development is the crux of HRD. Developing the workforce development is included in the

supervisory development function. All such development programmes must result in organization development. Obviously OD becomes a part of HRD.

❖ Training and educating makes an important method of human development in an organization, which enables an organization to prepare its people for various positions. Hence, succession planning goes with human development. Employee welfare has a long way to go in motivating the people of every organization making the HRD intervention effective (MCR HRD IAP Training Material). Hence, employee welfare is integrated with the HRD model presented here. Feedback also makes a part of this model just like any other management model. Effective feedback goes with every developed organization. Proper grievance handling is, at the same time necessary for the feedback system to function effectively.

## Statement of The Problem:

When we speak of HRD, it is not merely the labour and routine physical contribution of employees in an organization. It encompasses creativity, innovation, sincerity, commitment and a sense of belongingness to the organization on the part of the employees. But now the advancing general tendency is more towards concern for good working environment, social responsibility, ethical considerations, participation, career advancement and ensuring total quality.

When we look at the departments in government either at the Regional or State level, the philosophy, objectives, programmes in respect to HRD differ vastly. In the Ethiopian context or internationally it is the public and private sectors which as a matter of policy lay greater emphasis on upgrading desirable functional knowledge and skills on the part of the employees. It is not only the potential and the possibilities on the part of the employees, if the employees are not positively inclined and motivated to avail themselves of the initiatives ten by the organization it will

neither contribute to the growth and development of Individual nor organizational progress. Creating work environment, providing good facilities, importance accorded to the individual in the organization, developing a sense of belongingness and ownership on the part of the employees are the positive factors towards HRD. The present study looks at the policy, objectives and programmes of HRD on the part of the organization and the nature and degree of response from the employees. Further, the study also looks into the limitations on the part of the employees in respect to academic qualification at the entry point, potential and interest to move forward in terms of their capabilities and their attitude.

In general, organizations whether of government, public or Private sector lay varied emphasis on training their personnel in view of the present functional and productive needs of the organization, and also the future requirements of the organization. Some organizations carry on routine kind of functions, some always move towards expansion and progressive pace of improving their products and services. In other words they lay more emphasis on the human factor. Keeping all that factors in mind the researchers would like to go on study Government Sector Enterprises of Jigjiga City, Ethiopia.

## Objectives:

1. To know the policy, objectives, programmes towards HRD in government.
2. To assess the way in which the training programmes are organized and the relative emphasis laid on training and HRD in respect to different categories of employees.
3. To describe the opinions on the part of the employees in respect to the measures taken by the organizations towards HRD.
4. To give suggestions to the organizations towards implementing HRD programmes effectively.

**Scope of the Study:**

The study covers Government Sector Enterprises in Jigjiga region, Ethiopia. The study also covers the way in which they are being operated, guided, enriched, promoted, supported and elevated to a higher level and sustained as a peak operation formula in designing and administering training programmes. It also covers the working environment created to the employees in the organizations towards better results, efficiency and effectiveness.

**Significance of the study:**

As a result of fundamental changes in attitudes, approaches, outlook, philosophy, perspective and practices emerged in the personnel area in the form of HRD strategy, it has become necessary for every organization to develop skills, talents, potentialities, capabilities and attitudes of the employees to meet the emerging challenges. Hence, HRD policies have been adopted by many organizations.

Based on the above factors all the organizations have to strive hard to nurture, motivate, maintain and provide proper career advancement and create good working environment for their employees. Employees too have to use all the opportunities provided by the organizations and develop their knowledge, skills and attitude to perform very effectively and efficiently.

**Technical and Vocational Education and Training(TVET) Bureau Profile:**

The Somali region Technical and Vocational Education and Training(TVET) bureau was established in 2011 GC under the proclamation number of 85/2011 in the capital city of the region which is jigjiga city. The main objective of the bureau is to alleviate poverty in the region and the country and contribute to the economic growth through creating inspired, creative and skilful man power by ensuring high quality technical and vocational education and training based on the needs of each and every economic sector for all citizens who wish to improve their skills at every level. Recalling and reaffirming the possibility of establishing a government entity at the level of region that would oversee the technical and vocational capacity of the trainings as the TVET by its nature requires the active

participation of governmental and non-governmental organizations. The major duties and responsibilities of the bureau is preparing plans for the implementation, at the region level, of the country technical and vocational education and training strategy and action plan, ensuring the national technical and vocational education and training professional standards are properly implemented. The bureau is currently is managed 17 colleges at the top level which is administered by government and private sectors and out of these 8 colleges are owned and administered by the regional state which is under the TVET bureau. The eight colleges are:-*Jigjiga poly technique college, Jigjiga health science college, Jigjiga College of management and public service, Kabridahar TVET college, Kabridahar health science college, Godey poly technique college, Godey health science college and Jarati TVET college.*

**Research Methodology:**

The present study focuses on both survey and secondary data methods. The main purpose for choosing survey is based on two major reasons. Firstly, survey provides a quick, efficient and accurate means of assessing information about the population. Secondly, survey is more appropriate where there is a lack of secondary data. Thus, conducting a survey is to gain information about the HRD Practices in Government Sector Enterprises in Ethiopian Somali Regional State with special reference to Jigjiga city .

**Selection of the study area**

From the 17 colleges found within the TVET bureau; the 8 colleges(which are mentioned in the TVET profile) are purposively selected because the presence of similar evaluation criteria and there are repeated complaints of the human resource development problem of the eight colleges.

**Sources of Data:**

Based on their nature and other characteristics, we can have two distinctive and supplementary sources of data that means; Primary and Secondary data sources. For the purpose of this study, the researchers have used primary sources of data to a large extent coupled with very limited secondary data sources. The primary data have been gathered

from the employees of the 8 colleges and other authorized personnel having deep knowledge regarding the HRD problems and practices. Secondary data were compiled from the profile of TVET bureau, Internet, Magazines and other relevant sources.

**Target population**

This research is not designed to study all HRD Practices in Government Sector Enterprises in Ethiopian Somali Regional State but is only designed to study of TVET Burea of the state which has existing problem with evidence from the region. It is not therefore necessary to define the target population as the whole of Government Sector Enterprises in Ethiopian Somali regional state.

The region is the biggest state in terms of numbers of labor force, industrial outputs, trading and service volumes. Typically,8TVET colleges in the region may be viewed as representative of other Government Sector Enterprises in the Ethiopian Somali regional state. Therefore, in this research, Government Sector Enterprises (8 TVET colleges of 1077 employees) in the whole region is defined as the target population from where the sample will be drawn for research. The total employees of the 8 colleges are shown in the table below:

| S. no | Name of colleges | Employees /non executive staffs | | | Executive staffs | | | Total employees | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | male | Female | Total | male | female | Total | Male | female | total |
| 1 | Jarati TVET college | 18 | 10 | 28 | 15 | 1 | 16 | 33 | 11 | 44 |
| 2 | Kabridahar TVET college | 28 | 8 | 36 | 15 | 1 | 16 | 43 | 9 | 52 |
| 3 | Kabridahar health science college | 24 | 19 | 43 | 12 | 1 | 13 | 36 | 20 | 56 |
| 4 | Godey health science college | 51 | 57 | 108 | 13 | 2 | 15 | 64 | 59 | 123 |
| 5 | Jigjiga poly technique college | 105 | 34 | 139 | 20 | 3 | 23 | 125 | 37 | 162 |
| 6 | College of management & public service | 127 | 23 | 150 | 12 | 3 | 15 | 139 | 26 | 165 |
| 7 | Godey poly technique college | 163 | 44 | 207 | 15 | 2 | 17 | 178 | 46 | 224 |
| 8 | Jigjiga health science college | 153 | 82 | 235 | 14 | 2 | 16 | 167 | 84 | 251 |
| Grand Total | | 669 | 277 | 946 | 116 | 15 | 131 | 785 | 292 | 1077 |

Source: Regional TVET Bureau (2015)

**Sampling size:**

The following formula which is the most frequently used by different social sciences has been used for the determination or calculation of the sample size(*C.R.Kothari (2004)*).

$$n = \frac{z^2 \ \sigma_p^2}{e^2}$$

Where, n= sample size required,
N= total number of population
$\sigma_p$= standard error of the population

E=Margin of error 5%
z = 95% level of confidence
Therefore, the sample size for this study was:

$$n = \frac{z^2 \ \sigma_p^2}{e^2}$$

**n=2671/25**
**n=107**
Using proportional stratified sample formula (sample size of the strata=size of the entire sample /population size* sample size)

Accordingly, 107 respondents were selected from the total of 1077 eight colleges' permanent employees and executives in TVET bureau. These respondents were selected from the said above 8 colleges.

## Method of Data Analysis and Interpretation

After the data is collected manually, editing and coding have been done in house. And to make clear post coding would be done and then recording of the data manually and using computer would be other activities in this analysis. A descriptive technique would be adopted for the analysis of the data and also the SPSS (Statistical Package for Social Science) version 20 was the main analysis software in this research.

### Research Ethics:

There are certain ethical protocols that are followed by the researchers. The first is soliciting explicit consent from the respondents. This ensures that their

participation to the study is out of their own violation. The researchers also ensure that respondents are aware of the objectives of the research and their contribution to its completion. The other ethical measure is exercised by the researchers is treating the respondents with respect and courtesy. This is done so that the respondents are at ease and are more likely to give valid response to the questionnaire.

### Data Analysis and Interpretation

A total of 107 questionnaires were circulated and 95 were received, out of which 12 questionnaires were unfilled and no questionnaires were discarded due to missing data. Therefore, 95 questionnaires were considered for the study as respondents working in the selected organizations. Data is presented in the following tables.

1. Age distribution of respondents:

| Age | Frequency | % |
|---|---|---|
| Under 25 years | 0 | 0 |
| 25-30 years | 25 | 26 |
| 30-35 years | 34 | 36 |
| 35-40 years | 27 | 28 |
| Above 40 years | 9 | 9 |
| Total | 95 | 100 |

When it comes to the respondents profiles of age distribution there are mixed age groups ranging from 25to 45 years. They researchers have chosen different age groups to get their feelings about HRD practices in their organizations.

2.Gender distribution of respondents:

| Gender | Frequency | % |
|---|---|---|
| Male | 72 | 76 |
| Female | 23 | 24 |
| Total | 95 | 100 |

The gender distribution is Male 76 percent and Female 24 percent.

3. Educational Qualifications distribution of respondents:

| Educational Qualifications | Frequency | % |
|---|---|---|
| Below secondary | 0 | 0 |
| 12th complete | 25 | 26 |
| Diploma | 30 | 32 |
| Degree | 25 | 26 |
| Master degree | 15 | 16 |
| Total | 95 | 100 |

As shown in the above table educational qualifications are ranged from 12 grade to Masters Degree. Masters Degree stunts are very less when we compare to other degrees of the respondents.

4.Years of service distribution of the respondents in the organization:

| Number of Years of Service | Frequency | % |
|---|---|---|
| 1-2years | 19 | 20 |
| 2-3years | 21 | 22 |
| 3-4years | 23 | 24 |
| 4-5years | 17 | 18 |
| Above 5years | 15 | 16 |
| Total | 95 | 100 |

The service of the respondents is noted down as shown in the above table ranging from 1-2 years to More than 5 years of service in their respective organizations.

5. Position at the time of joining distribution of respondents:

| Position | Frequency | % |
|----------|-----------|---|
| Executive | 14 | 15 |
| Employee | 81 | 85 |
| Total | 95 | 100 |

The positions they got when they join in the organizations they belong to are: At the Executive rank is 15% and others are 85% of the employees in their organizations.

6. Present position structure of the respondents

| Present position | Frequency | % |
|------------------|-----------|---|
| Executive | 13 | 14 |
| Employee | 82 | 86 |
| Total | 95 | 100 |

7. Pre-entry Training Programme distribution of respondents

| Pre-entry Training | Frequency | % |
|--------------------|-----------|---|
| Yes( Executives) | 13 | 14 |
| No (Employees) | 82 | 86 |
| Total | 95 | 100 |

When asked about the Pre-entry training programmes in the orgaizations only executives agreed that there are pre-entry training programmes but all the employees said that there are no pre-entry training programmes. It shows that there is no almost induction training in the organizations.

8. The duration of the training programmes

| Duration | Frequency | % |
|----------|-----------|---|
| 3-5 days | 41 | 43 |
| 6-10 days | 22 | 23 |
| 11-15 days | 19 | 20 |
| 15-30 days | 13 | 14 |
| Total | 95 | 100 |

All the respondents agreed that there are training programmes which ranges from 3 to 30 days depending on the level of the employees.

9. Number of respondents about separate wing training

| separate wing | Frequency | % |
|---------------|-----------|---|
| Yes | 57 | 60 |
| No | 38 | 40 |
| Total | 95 | 100 |

For the question which is asked about whether they are having separate wing for the training programmes 60% of the total employees agreed that they are having a separate wing of their own for the training programmes where as 40% of the respondents said they don't have a separate wing of their own for the training programmes. Since the respondents are from the TVET colleges usually there will be a training centre.

10. What categories of personnel are trained? Executives or Employees

| Categories | Frequency | % |
|------------|-----------|---|
| Executives | 29 | 31 |
| Employees | 39 | 41 |
| Both | 27 | 28 |
| Total | 95 | 100 |

In some colleges there are no training for executives. The respondents responded that there are training programmes separately for employees and executives and also mixed in some colleges.

11. What is the medium of training?

| Medium | Frequency | % |
|--------|-----------|---|
| English | 27 | 28 |
| Amharic | 20 | 21 |
| Af-somali | 35 | 37 |
| Mixes of the above | 13 | 14 |
| Total | 95 | 100 |

Medium of instruction in the training programmes are the respondents said that they are having the training programmes in English, Amharic, Af-somali and mix of all these languages some times. But majority of the respondents are happy that they are receiving

in their own languages.

12. Do you have Board and Lodging facilities for the participants during the training period?

| Board and Lodging facilities | Frequency | % |
|---|---|---|
| Yes | 56 | 59 |
| No | 39 | 41 |
| Total | 95 | 100 |

Almost 56 respondents are responded positively about the board and lodging facilities. But in two institutes they don't have board and lodge facilities at all for training .

13. Do you have internal trainers?

| Internal trainers | Frequency | % |
|---|---|---|
| Yes | 39 | 41 |
| No | 56 | 59 |
| Total | 95 | 100 |

Only 41% of the respondents said that they have internal faculty and 59% of the respondents said that they don't have internal faculty. Unless there is internal faculty we can not sustain the training in a qualitative manner.

14.Are the participants provided with reading material?

| Reading material | Frequency | % |
|---|---|---|
| Yes | 95 | 100 |
| No | ----------- | ------------- |
| Total | 95 | 100 |

It is very interesting to note here that all the respondents said they receive the reading material in the training programmes. It is one of the major factors for the successful of the training programmes.

16. How do you describe the behavior of the employees in general in the organization ?

| Behvior Pattern | Frequency | % |
|---|---|---|
| Good | 14 | 15 |
| Acceptable | 19 | 20 |
| Cooperative | 32 | 34 |
| Satisfactory | 30 | 31 |
| Not satisfactory | ------------------ | ---------- |
| Total | 95 | 100 |

It is very good to know here that the behavior of the employees in the organization is rated from good, acceptable, cooperative, satisfactory. It is very interesting to note here all the respondents are in the range of good to satisfactory. There is no single individual below the satisfactory level in the pattern of the behavior.

17. Number of employees participated in major policy decisions.

| Decision Making | Frequency | % |
|---|---|---|
| Yes | 37 | 39 |
| No | 58 | 61 |
| Total | 95 | 100 |

Majority of the respondents are not participating in the major policy decisions of the organizations. It shows that there is no much important for the employees participation.

18.How do you rate the contribution of training provided to your employees in respect to productivity and production.

| Productivity and production | Frequency | % |
|---|---|---|
| Substantial | 43 | 45 |
| Moderate | 39 | 40 |
| Rather minimal | 5 | 6 |
| Missing system | 8 | 9 |
| Total | 95 | 100 |

For the question contribution of training provided to the employees majority of the respondents agreed that training is contributing for their productivity.

19. Number of meetings offered to the staff.

| Meeting | Frequency | % |
|---|---|---|
| Yes | 48 | 51 |
| No | 41 | 43 |
| Missing system | 6 | 6 |
| Total | 95 | 100 |

20. Number of time Frequency of meeting with staffs.

| Frequency of meeting | Frequency | % |
|---|---|---|
| Weekly | 33 | 35 |
| Fortnightly | 11 | 12 |
| Monthly | 51 | 54 |
| Total | 95 | 100 |

Regular meetings for the staff is conducted on the weekly basis, fortnightly basis and monthly basis. In those meetings discussions take place in respect of the development of the organizations.

21. Number of meeting with staff has related to :

| Relation of the meeting | Frequency | % |
|---|---|---|
| Productivity | 10 | 11 |
| Quality input | 13 | 14 |
| Technology | 7 | 7 |
| Resource and manpower | 29 | 31 |
| Marketing | 0 | 0 |
| Personnel problems | 36 | 38 |
| Total | 95 | 100 |

All the meetings are related to discuss about the productivity, quality input, Technology used to deliver the training programmes, Man power utilization and personnel problems. This is a very good sign of improving and developing the organization. Meeting is the forum for the employees to express their ideas and share their feelings.

22. As an employee the working environment of my organization is:

| Working environment | Frequency | % |
|---|---|---|
| Extremely encouraging | 12 | 13 |
| Highly facilitating | 11 | 12 |
| Quite encouraging | 19 | 20 |
| Work is supported by others | 14 | 15 |
| Highly motivating | 15 | 16 |
| Feel happy working | 17 | 18 |
| Not satisfactory | 7 | 8 |
| Total | 95 | 100 |

About the feelings of the working environment nearly 92% of the respondents are very happy with the working environment of the organizations.

23.Based on your present job and likely to be moved into another similar or higher, what kind of training do you feel that you should have?

| Training demanded by the employees | Frequency | % |
|---|---|---|
| New knowledge | 16 | 17 |
| Advanced skills | 19 | 20 |
| Confidence Building | 26 | 27 |
| Capacity Building | 34 | 36 |
| Total | 95 | 100 |

The employees would like to develop themselves with new knowledge, advanced skills, confidence building, and capacity building training programmes. It is very interesting to note that 100% of the employees would like to develop in different areas of their interest through training programmes.

24. As an employee working with others in the organization feels me as:

| Employee Feelings | Frequency | % |
|---|---|---|
| As a Subordinates | 7 | 7 |
| As a colleague | 56 | 59 |
| A Super ordinate | 30 | 32 |
| As a leader | 2 | 2 |
| Total | 95 | 100 |

25. How do you rate on the emphasis laid on HRD by the Management?

| Emphasis laid on HRD by the Management | Frequency | % |
|---|---|---|
| Extremely Good | 13 | 14 |
| Very Good | 35 | 37 |
| Good | 28 | 29 |
| Poor | 10 | 11 |
| Very poor | 8 | 9 |
| To ta 1 | 9 5 | 1 0 0 |

The Management of the organozations are giving more emphasis on HRD in the global era. In the same manner the selected orgainizations in Jigjiga, Ethiopia , under study are giving more important for HRD practices in their organizations. The respondents responded for the how the emphasis laid on HRD by the Management very positively and proactively.

**Conclusion:**

There is no universal standard in respect to Human Resource Development. At the outset, whatever may be the components or elements that stand for Human Resource Development, there are negligible qualifications of those elements or components except in respect to the requisite physical facilities, material benefits.

The Human Resource Development is an essential component in educating, enlightening, motivating and nurturing towards committed and better performance in the role assigned and assumed by the employee. We cannot think of a universal standard in respect to what degree the philosophy and the principles of Human Resource Development are understood, recognized in an attempt to make these principles inducted in an organisation. All over the world in different types of organisations the importance and contribution of Human Resource Development is recognized. But the way in which it is translated into action in the Department of Government Sector.

The present study is an attempt to examine to the extent to which the Human Resource Development and tenets are adhered to and put into action.

**In respect of training:** Though pre-entry training is important aspect to cope in the organizations according to respondents analysis there is no such type of training for the employees but for the executives there is a pre –entry training. When we speak of general training programmes the duration is from 5 to 30 days. It is appreciable on the part of the government to bring the change of behaviour patterns of the people through training.

When it comes to the **participation in decision making and formulating the objectives,** it may be pointed out here the involvement of the employees except top executives in decision making by management/higher authority is almost nil in the organisations.

When it comes to **Contribution of Training** it is felt by the respondents of the organisations that training is essential and training is contributing a lot to the organizations. But when it comes to the training programmes organised by the respective enterprises are general in nature and stereotype ones, as contrary to job function, objective, expected performance on the part of the employees

**Working environment**

This environment concept may relate to the work infrastructural facilities, colleagues, subordinates and super-ordinates. It is really note worthy here, though the number is small (11), expressing their dissatisfaction with the working conditions It needs a probe in detail as to what factors really make the working conditions not satisfactory. Whether it is physical, material, behavioural, human and managerial is to be looked into and studied so that we may eliminate this aspect of unsatisfactory feeling on the part of considerable number of employees in the organizations.

**Requisite training wanting by the employees:** Usually in any organisation the management may in a routine way organise some training programmes. Sometimes based on Survey and Study and the level of performance excellence on the part of the employees, the management develops and organises need based training programmes. It is a positive indicator on the part of the employees in recognizing themselves the knowledge and skill which is wanting in them and towards which they would like to acquire new knowledge and develop advanced skills for their own progress and at the same time contribute to the enrichment of the organisation. This initiative and reflection on the part of the employees is quiet appreciable.

**Suggestions offered for improving work conditions by the employees:** Based on the present study, the organisations in general Government and Private have to examine the present system of functioning and identify the

present quantum of composition in the organisational structure and operation and identify the areas in which Human Resource Development as a facilitating and promoting factor is to be inducted into the system. It may be training the employees in relevant and needed areas, establishing day to day cordial relations with them and creating a sense of belongingness on the part of the employees to the organisation. This kind of approach and action may not be possible in a day or two or within a short time.

A tradition is to be established where the vital component of Human Resource Development constitutes a standard operational system. In such a tradition and practice one will find satisfaction of achievement on the part of the management and a sense of contribution to the organisation on the part of the employees. Once the significant contributing components are recognized in Human Resource Development the management may have to examine where they are vis-à-vis the Human Resource Development factor in their organisations. Human Resource Development as mentioned elsewhere several times is a Human Factor. You may ignore other factors and requisite conditions for grooming to make any system successful, but not the Human factor – the Human Resource Development. It may be pointed out here that we have not reached a terminal point in enriching the major factors that constitute the body of Human Resource Development. Each organisation may have to with all earnestness examine where they are, what they are, where they want to be, what they want to be in achieving the objectives and the goals of their organisation and at the same time identify and concretize the essential contributing factors of Human Resource Development for the success of their organisation.

At this point, we are not exaggerating or simply highlighting the indispensable and wholesome Human Resource Development component in organisations. It may be related to training, human relations, Inter-personal communication, work culture and working environment, the support and motivation provided to the employees and gradually generating a homely and harmonious atmosphere in the organisation whether it is on premises of the campus, office or in the field. Today, no one anywhere in the world can deny Human Resource Development as a invariable vital component for the success of any productive activity or service.

**Suggestions:** While we speak of Human Resource Development and its contribution to the progress of the organisation enthusing and motivating the employees towards their contribution to the growth and development of organisation, it has been observed that and suggested that:

♦ Inter personal relations have a great impact on day to day dealings or interacting amongst colleagues. The situation should not let personality clashes interfere with the performance of the employees at work.

♦ Further it may be stated that it is quiet evident and well-known fact tested over time that any organisation interested in improving its services the profits, needs to develop its employees' competencies for improved performance.

♦ It is also very important to be recognized and pay attention towards winning loyalty of employees in the organisation. But once it is achieved, employees contribution and involvement help the organisations at the bottomline.

♦ In order to promote and translate into action the vital Human Resource Development components, an attempt is to be made through training, reducing or eliminating the skill gap related to the operational requirements.

♦ Further in order to compete in the global economy there is a need to critically examine the employees' competence and identifying the deficiencies in them and based on these deficiencies one may have to go in for structuring and organizing relevant training programmes followed by individual counselling in order to reduce deficiencies among the employees.

♦ It is believed that all organisations in the global world especially Government or private in order to long last in operational service have to bestow attention and create

opportunities for life long learning on the part of the employees.

♦ Human Resource Development is not one time act. It is a continuous carefully sustained and integrated input in every kind of organisation, whether it is commercial or service oriented.

It may be pointed out here that once the managements understand the importance of HRD in the organisations then they have to go for a planned change. The planned change may be in respect of training of the employees based on the needs, organisational development, career development of the individuals etc. When the top management goes for a planned change it leads to individual development which in turn helps in organisational development.

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