

Practice and Challenge of Human Resource Development in Ethiopian Public Sectors: The Case of Selected Public Sectors in Oromia

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Abstract: *Manpower, particularly skilled manpower, is the driving force behind every country's organizational development. Despite this, human resources are essential for combining other resources in the optimal mix and developing appropriate tactics to achieve organizational objectives. As a result, one of the most significant aspects of organizational effectiveness is the strategic use of HRD. The study's major goal was to evaluate the practice and challenges of the public sector's human resource development: the case of the selected sectors in Oromia. Both qualitative and quantitative research methods were used in the study. The study gathered data from primary and secondary sources to arrive at concrete conclusions. The key data sources were the currently employed respondents in their respective departments. As a study environment and design/methodology, descriptive with survey method are used. With a sampling error of 0.5 and a confidence interval of 95 percent, Taro Yemane's formula was used to draw the target population for the study sample size of 196 SPSS to analyze the data. The results were reported as statistical mean and standard deviation values. The findings found that a lack of training and career development, a lack of organizational growth, a lack of effective performance appraisal, employee motivation and awareness, defined strategies, and a lack of managerial ability have all hampered HRD in the public sector because of the lack of openness in the management appraisal process and the issue of leadership development, employees are often demotivated. As a result, the study suggests that the institution's administration devise ways to continually motivate personnel by implementing a thorough performance appraisal system and providing leadership development training.*

Keywords: Organizational goal, public sector, Practice and challenge of human resource, Human Resource Development, organizational effectiveness

1. Introduction

Human resource, particularly skilled human resources, is a valuable asset for a country's development. Any country's political, economic, and social-cultural development is inextricably linked to the number of competent and skilled human resources available in that country. Having sufficient physical and financial resources does not guarantee a country's economic prosperity unless it also has efficient and competent manpower (Foot and Hook, 2005).

According to Sambasivam and Kebede (2013), organizational transformation affects the organization's activities and the knowledge and competencies of its employees. Furthermore, according to Haslinda (2009), human resource is an organization's most valuable asset because daily operations such as managing public service, communicating, and dealing with consumers would be impossible to fulfill without it. This demonstrates that people and their potential are critical to the organization's success. Similarly, competencies and talents must be nurtured and updated in order to improve organizational effectiveness and safeguard employees' potential.

Human resource development (HRD), according to Jacobs and Jones (1995), is a continual process that aligns human knowledge and ability with corporate goals. HRD, according to Charles (2006), is the combined use of training and career development activities to increase individual and organizational effectiveness. HRD also cultivates important skills that enable people to do their existing professions and easily adapt to new challenges and possibilities (Anyim et al., 2011). According to a study by Sambasivam and Kebede (2013), HR's strategic importance originates from the fact that resources used in the production process are endowed with discretionary decision-making authority over other resources. HRD techniques such as training and development, career development, organizational growth, and performance appraisal, according to Werner and Desimone (2006), are critical to any organization. Furthermore, Isaac (2013) underlined the importance of HR in combining other resources in the optimal mix and formulating appropriate strategies to meet company goals. As a result, one of the most significant aspects for organizational effectiveness is the strategic use of HRD. According to Stephen (2009), the primary goal of HRD is to improve employees' skills and competencies in accordance with corporate goals, and development programs must be transferable to the workplace.

In a planned manner, human abilities and skills are used. Swanson and Holton (2009) defined HRD as a combination of training and development, organizational and career development actions that aid in the improvement of organizational effectiveness. As a result of the intricacy of the overall globalization process, HR has become a creative factor of fresh value to the general public.

According to CIPD (2005), the public sector in Africa has been hampered in its efforts to modernize services to meet a wide range of public needs. Wachira (2012) identified major barriers to HRD across the continent, including paying attention to professional development, assigning adequate finance, connecting HRD with strategic aims, and encouraging a learning culture. Furthermore, Habib (2012) identified HRD problems in Africa as building a comprehensive HR strategy, promoting a positive working environment, accepting current technological developments, and encouraging positive workforce attitudes. With these facts in mind, there are issues in Sub-Saharan African countries, such as a lack of training and skill development and the ability to utilize available human resources (Anyim et al., 2012). It might be claimed that the public sector in Sub-Saharan Africa needs to expand the skilled labor pool and build communities. This entails combining human resource development techniques and policies that are appropriate for developing regional socio-economics and accelerating service delivery.

In Ethiopia, the government acknowledges that effective sector policies require the development of human resource capability if they are to be implemented on time. The country started a large National Capacity Building Program (NCBP) in 2001, which is a very broad and encouraging program that requires involvement from all government sectors to boost employees' abilities (Adebabay & Perkins, 2010). The government identified interdependent initiatives, leading to the establishment of the Federal Ministry of Capacity Building (FMCB) to coordinate and provide strategic guidance to overall programs, particularly HRD. However, according to Gebrekidan (2011)'s empirical study, the Ethiopian civil service suffers from inefficiency and poor service delivery as a result of a lack of attention to HRD. As a result, various researches are required to determine why this is the case. Although developing ideal conditions for HRD is critical to institutional growth, research on whether or not regional public intuitions lack HRD is not done in the studied locations. As a consequence, the goal of this research was to evaluate human resource development techniques and obstacles in the chosen research field.

2. Problem Statement

HRD is a critical aspect in accomplishing business goals and becoming a global conversation in today's competitive environment (Ashkezari & Aneen, 2012). This is due to the increasing complexity of the workforce, which has been accelerated by the dynamic impact of globalization on the national economy, placing HRD at the forefront of state policies and development initiatives. Similarly, Livingstone and Raykov (2005) argued that employee learning and development is a critical factor in the global economy's expansion and innovation in the public sector. Human knowledge is becoming a more important aspect of competitive success, according to Sambasivam and Kebede (2013). Every organization has to understand the aspects that contribute to knowledge in the workplace. Because every company is made up of people who are learning new skills, inspiring them to perform at a high level and ensuring that they keep their commitment is critical to accomplishing organizational goals (Abdullah, 2009). After personnel has been recruited and selected, the next stage is to assist them in translating their abilities into skills that support the organization's objectives (Sambasivam and Kebede, 2013). To do so, essential considerations should be made, such as whether the need is assessed, an objective is set, the program is well implemented, and close supervision and follow-up in the proper operation of HRD (Getahun, 2007).

However, inefficient HRD can lead to a variety of issues, including decreased employee motivation to acquire and use new skills, lower staff productivity, low morale, higher employee turnover, and poor organizational performance (Edgar & Geare, 2005). Problems in HRD systems arise when capacity-building strategies fail to meet the needs of the business and its employees. As a result, upgrading employees' skills, knowledge, and attitudinal behavior in the organizational setting is critical to enhancing company and employee happiness (Edgar & Geare, 2005).

HRD is a key issue in Ethiopia, according to Federal Civil Service Proclamation No. 1064/2010, for delivering the essential services to the public. As a result, robust HRD advocacy activity in the civil service is required. This is because knowledgeable, qualified, and skilled staff are critical to implementing government programs and plans. When the civil service's capacity to carry out its responsibilities in HRD is low, the implementation of government policies and strategies becomes a snare. As a result, good HRD practice is the cornerstone for institutional creation at all levels of government in order to improve performance. According to Markos (2013), Ethiopia's public sector reform initiative has resulted in some advances, particularly in the areas of federal and regional civil service. However, the reform initiative is beset by issues such as a lack of accountability, transparency, and human resource development. HRD is one of these difficulties that stifles the capability of the implementation process and engagement from many stakeholders in the public sector. In his study on human management function decentralization at SNNP, Abebe (2008) found that the HRD function receives minimal attention due to a lack of effective training and development in the public sector. Similarly, Adebabay et al. (2010) and Gebrekidan (2011), in their respective systematic reviews of some federal public sectors, found that HRD is not as required for effective implementation in the country's public sector and that further research is needed in other areas.

Furthermore, Aliyou (2005) did another empirical study in Amhara, Dessie in the public sector in relation to decentralization of human resource management. However, this study did not adequately address problems such as performance appraisal, HRD practice, and crucial challenges. Human resource development is a difficulty that many government agencies encounter. There is a

gap in strategic human resource planning; as a result of this problem of having skilled and qualified manpower in the right position at the right time, the attainment of institutional goals is hampered. In terms of the research domains, no published publications on HRD practices and difficulties are accessible. As a result, the researchers were prompted to highlight the issue due to the scarcity of research across the country and the lack of studies in the study areas. As a result, the purpose of this study was to fill in the gaps by examining the HRD practices and difficulties in Selected Public Sectors in Oromia Regional State.

3. Methods and Data

The researchers adapted a descriptive research design following Kothari's (2004). Equally, a descriptive research design was used to describe the state of affairs as it exists at present. The study employed both qualitative and quantitative research approaches. The mixed-method is considered a tool to triangulate the result of a single approach through multiple methods (Johnston, 2010). A quantitative method was selected; because it views effectively gathering large data and comprehensive issues at a specified period of time (Ngwenya, 2010). In contrast, the qualitative approach was selected based on the assumption that it enables the researcher to generate meanings and phenomena within the research participants' real context and fill the gap left by the quantitative one (Kothari, 2004). Therefore, the mixed method was adapted in order to make the study more reliable through triangulation.

The participants of this study were selected from public sectors in Oromia Regional State. Using a purposive sampling technique, 196 respondents were selected from 3 sectors to respond to the questionnaire. Using the same method, focus group discussion, while the semi-structured interview was held among the sectorial managers and deputy managers.

To arrive at a sample size of 196 respondents of 3 sectors by using Yamane's (1967) sample size determination formula.

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

Where: n= the sample size N=the study population e= the level of precision 1= designates the probability of the event occurring.

Following the completion of data collection, data processing was conducted through filtering inaccuracy, inconsistency; incompleteness and illegibility of the raw data to make analysis very easy. Manual editing, coding, data entry, and consistency checking would be done to solve such problems. To analyze data, both quantitative and qualitative techniques were employed. For data processing for descriptive statistics, the researchers used Statistical Package for Social Sciences (SPSS, Ver. 20) Was, used According to Kumar (2005).

The data collected from the questionnaire were analyzed through quantitative descriptive statistical tools such as percentages. While qualitative data obtained through interviews and focus group discussions would be analyzed qualitatively in sentence form. Finally, the results were discussed and interpreted to draw important conclusions, recommendations and implications.

The researchers believe that this study was reliable since the respondents were based on their experience in general and their specific exposure to what they are responsible system, while their answer expects to be credible. Given all the above facts, the researchers have conducted a reliability analysis using Cronbach's coefficient alpha for the entire set of statements.

Table 1 Measurement Reliability Test Result

No.	Study Variables	Number of items	Cronbach's alpha (α)
1	Employees' Awareness of HRD Concepts	4	0.7477
2	Practice of Training and Development	7	0.7535
3	Organizational HR Administration Practice	7	0.7430
4	Practice Review of Performance Appraisal	8	0.7966
5	HRD administration	7	0.7430
6	Challenges of HRD Practices	13	0.8643

As table 1 indicated, all measurement scales α score were higher than 0.7, which portrayed the internal consistency of the measurement scale was most reliable because, according to Paulsen and Lorenz (2017), the α value ≥ 0.7 is the best indicator of the internal consistency of measurement scales.

4 Results and Discussion

4.1 Demographic Characteristics of the Respondents

This section begins with a frequency and percentage analysis of the demographic data collected from the respondents. As a result, the general characteristics of respondents, such as sex, age, marital status, educational level, and work experience, are reported. The vast majority of the responses were men, with 124 (63.3 percent) being male and 72 (36.7 percent) being female. This means that

males dominated the study's sectorial. And female engagement was low in comparison to male participation. In the age range of the respondents, the majority of the respondents, 148(75.51%), were between the ages of 30 and 45, indicating that the public sectors have mature and well-experienced staff with productive and promising prospects. The next 24 (12.24%) of the respondents were found to be between the ages of 18 and 29, while the remaining 24 (12.24%) were found to be between the ages of 46 and 49. Taking ILO (2013) as a point of reference, the bulk of the respondents were in their forties, meaning that they could have promising career prospects. The majority of the respondents, 144 (73.5%), were married, while the remaining 52 (26.5%) were single. Employees' educational backgrounds play an essential role in carrying out their obligations and making critical judgments. In terms of educational attainment, MA and MBA degrees were held by 24 (12.24 %) of the total respondents. The majority of those with a diploma and a bachelor's degree, respectively, were 32 (16.33%) and 140 (71.43%). The respondents' previous work experiences, the bulk of the responders, 96(48.98 %), have been in other organizations for more than 11 years. Following that, 52 (26.53%) of them have worked for 6-10 years, whereas 36 (18.37 %) have worked for 2-6 years. The remaining 12 (6.12%) respondents were new to the organizations, having worked for less than a year. As a result, it can be inferred that the majority of employees have extensive expertise, which will aid them in carrying out their duties effectively and efficiently. In general, the demographic characteristics of the respondents show that they can understand and answer to the questions posed to them in order to collect primary data.

4.2 Descriptive result and discussion

4.2.1 Employees' Awareness Towards Human Resource Development Concepts

The respondents' understanding of human resource development ideas was assessed using a questionnaire, which included topics such as training and development, organizational development, and performance appraisal, all of which are critical for a company's success. Employees can be said to be knowledgeable of human resource development ideas if they recognize all of the sub-constructs listed below as part of the human resource development process. With this information, statistical methods like tables and percentages were utilized to examine the results for all of the sub-constructs shown in the table below.

Table 2 Descriptive Statistics of Employees' Awareness of HRD Concepts

No.	Items	Response rates					Total
		1	2	3	4	5	
1	I am aware of training and development from HRD point of view	40 (20.41)	20 (10.20)	0 (0)	136 (69.39)	0 (0)	196
2	I know career planning and development as crucial point of HRD	68 (34.69)	24 (12.24)	4 (2.04)	76 (38.78)	24 (12.24)	196
3	I acquainted with organizational development from HRD stand point	40 (20.41)	20 (10.20)	0 (0)	136 (69.39)	0 (0)	196
4	I am familiar with performance appraisal from HRD point of view	52 (26.53)	0 (0)	4 (2.04)	104 (53.06)	36 (18.37)	196

Source: - Survey data Sep, 2021

As depicted in Table 2 above, 136 (69.39) of the employees agreed that they were aware of training and development from HRD point of view. The rest of the respondents disagree and strongly disagree with 20 (10.20) and 40 (20.41), respectively. It may be deduced from this that the employees were aware of training and development as a component of human resource development and that they had a thorough understanding of human resource development from the perspective of training and development. In their study of public sector employees, Sambasivam and Kebede (2013) discovered that there were consistent findings regarding the employees' knowledge of training and development as an important HRD feature. The implication is that if employees have a thorough understanding of training and development, they can keep themselves up to date in order to improve the organization's performance.

As shown in table 2, 24 (12.24 percent) of employees highly agreed, and 76 (38.78 percent) strongly agreed on their awareness of human resource development from the perspective of career development. The findings revealed that the respondents were aware of career development as a part of human resource development. It is reasonable to conclude from this that the respondents have very excellent awareness and knowledge of career development from the perspective of human resource development, which could lead to individual and organizational progress. This also means that the organization must integrate its strategies to professional development. Kilam and Neeraj (2012) discovered that employees have a good understanding of career planning and development, and it is regarded as the most important HRD subsystem because it has a significant impact on individual and organizational growth and development in India which backs up this study's findings. This subsystem of HRD makes a significant contribution to the integration of individual and corporate goals.

Table 2 also shows the majority of the respondents, 136 (69.39%), agreed that they have an awareness of human resource development from an organizational development standpoint. This means that the development of selected Oromia public sector

employees is a part of human resource development. From this description, it is obvious that the respondents are familiar with and have a strong comprehension of the human resource development idea from the perspective of organizational development. In their comprehensive research, Saxena and Monika (2010) discovered that employees in five business companies have a low level of understanding and awareness of organizational development as part of HRD, which contradicts this study's findings due to organizations' reluctance to empower employees' skill and knowledge. Organizational development awareness may have an impact on sector bureaus' performance and ability to cope with changes and innovations.

As can be seen from the table above, 104 (53.06 percent) of the respondents agreed that they are aware of the notion of human resource development from the standpoint of performance appraisal, while 36 (18.37 percent) strongly agreed on the same problem. As a result, a large percentage of employees were able to connect the performance appraisal system to the goals and outcomes of human resource development. Akuoko and Baffoe (2012) found that efficient strengthening of employees' competencies helped them become familiar with performance appraisal in regard to HRD in the public sector, which supports this study finding. Employees in this survey were aware of performance appraisal as a component of human resource development based on this lead. Employees' comprehension of performance appraisal has the potential to have practical implications for appraisers, appraisees, HRD planners, and sector bureaus as a whole.

4.2.2 Employees' Perception in the Practice of Training and Development

Employee training and development refers to the systematic process of developing job-related competencies for current and future roles and responsibilities. Today, we believe that people are the key to an organization's competitive success. As a result, people's abilities and performance are crucial.

Many organizations spend a lot of money on training in the hopes of improving their employees' performance and productivity. Recruiting, selecting, orienting, and finally placing personnel in positions does not guarantee success. In most circumstances, there may be a knowledge and skill gap between what the job requires and what employees know and can do. Training and development activities are required to close the gap. As a result, one of the most important methods that work organizations try to maintain the competency levels of their HRD and increase their responsiveness to changing organizational demands is through personnel training and development. The following statements were responded by the respondents to show their level of agreement with the practice of Training and Development in Table 3 below.

Table 3: Descriptive Statistics of Employees' Perception in the Practice of Training and Development

No.	Items	Response rates					Total
		1	2	3	4	5	
1	The organizations have good training and development programs	60 (30.61)	100 (51.02)	12 (6.12)	16 (8.16)	8 (4.08)	196
2	The organizations assesses employee's training needs	64 (32.65)	108 (55.10)	0 (0)	8 (4.08)	16 (8.16)	196
3	The organizations sets performance goals and objectives	36 (18.37)	28 (14.29)	116 (59.18)	16 (8.16)	0 (0)	196
4	The organizations plans developmental strategies accordingly	28 (14.29)	16 (8.16)	136 (69.39)	16 (8.16)	0 (0)	196
5	The organizations assesses available aids for training and development	60 (30.61)	112 (57.14)	24 (12.24)	0 (0)	0 (0)	196
6	The organizations develops strategies and programs for training and development	64 (32.65)	96 (48.98)	12 (6.12)	8 (4.08)	16 (8.16)	196
7	The organizations evaluates training efforts	40 (20.41)	120 (61.22)	0 (0)	36 (18.37)	0 (0)	196

Source: - Survey data Sep, 2021

As shown in table 3, 25 (51 percent) of respondents disagree that their organizations have strong training and development programs. This indicates that the organizations lack specific training and development programs that assist personnel in upgrading their knowledge and skills in order to improve their performance and achieve organizational objectives in the desired manner. Table 3

shows that 27 (55.10 percent) and 16 (32.65 percent) respondents disagreed and strongly disagreed about their organizations' judgment of employee training, respectively. This demonstrates that the respondents were unsatisfied with the situation. Needs assessment, in the context of training, provides a picture of an organization's people's abilities and knowledge. The level of ideal performance and standards for excellence, proof of individuals' actual performance level, attitudes affecting performance, and root reasons of performance difficulties can all be determined through a training needs assessment. Organizations can identify solutions to performance challenges that will deliver the best return on training and development investment by carefully examining needs (Nancy, 2012). This demonstrates that little was done from this standpoint in order to achieve corporate objectives.

When it came to the third sub-construct, namely creating performance goals and targets, 29 (59.2%) of the respondents were "neutral." The respondents were unsure or indifferent about the situation mentioned, i.e., defining training performance goals and objectives, which is a critical aspect in promoting human resource development, according to the scored result of this sub-construct. According to Abdullah (2009), after training and development needs have been recognized, the following step is to establish or set performance objectives.

In table 3 above, most of the respondents, 136 (69.39 percent), were "neutral" when it came to the fourth sub-construct, planning development plans appropriately. This means that a substantial percentage of respondents were neither agreeing nor disagreeing with the organizations' actions with respect to developing developmental methods, which are critical in maximizing the potential of employees. According to Sanararajam (2009), planning development strategies for HRD as critical aspects for employees and continuous organizational development; in this regard, the organizations lack the confidence to establish effective development initiatives. The inference is that it will be impossible to make an institution effective unless clever development methods are developed.

As shown in table 3, 112 (57.14%) and 60 (30.61%) of the respondents disagreed and strongly disagreed with their organizations' appraisal of aids for internal and external training and development, respectively, indicating the respondents' discontent with the situation reported. Furthermore, based on the information gathered from interviewees, the organizations have a limited ability to seek external assistance and have a very low external connectivity with which to develop HRD through training. This finding contradicts Getahun (2007), who conducted an empirical investigation in some public banks in Addis Ababa. It is feasible to conclude from this that the sector bureaus were trailing behind in analyzing aid prospects for both internal and external training, which is the most significant issue in developing the capacity of employees' potential and improving organizational job performance. As indicated in table 3, the majority of the respondents, 96 (48.98 percent), were divided on the organizations' creating training and development strategies and programs. This indicates that the organizations must complete numerous duties in order to promote HRD operations, such as creating training schedules and preparing module manuals. Deb (2010) found consistent findings in a study conducted in India's public sector due to managers' lack of commitment in developing training schedules and guiding materials to promote HRD practice, which would impact organizational and individual performance.

When we get to the last sub-construct in the table above, we're talking about evaluating training efforts. The final element of a training and development program is evaluation. It is a method of determining whether the program is successful, i.e., whether employees in the program do the tasks for which they have been trained. The great majority of 120 (61.22 percent) of respondents "disagree" with the instance stated, indicating that the respondents were unsatisfied with the situation. Based on this conclusion, one may assume that the organizations are hesitant to assess the value, effectiveness, and efficiency of training provided to trainees, thereby assisting them in receiving feedback for improvement. According to Ahuja (1998), evaluation is the determining factor in determining the success and efficiency of a program in respect to its goals. According to Gupta and Singh (2006), there is a favorable association between HRD and the evaluation of training and development initiatives in their study based on correlation analysis. From this perspective, it is reasonable to deduce that if the institution is unsuccessful in conducting training evaluations, they will be unable to determine whether they are performing well or not, and what steps should be taken if difficulties arise in their overall activities. They have good training and development programs, according to information received from key informants.

Furthermore, the informant stated that the organizations are well-positioned in terms of recognizing training needs, developing development strategies, establishing performance goals and objectives, analyzing internal and external training aids, and evaluating training efforts. However, the information gathered from focus group participants indicated that this was not the case, which is in contrast to key informant responses. According to focus group participants, post-training evaluations were poorly handled and unsuccessful in assisting trainees in receiving feedback for improving their efficiency and determining the amount to which the objective was met. Furthermore, according to focus group participants, training and growth opportunities at the institution are extremely restricted, with only a few divisions receiving attention.

4.2.1. Organizational Human Resource Administration Practices

Because organizations are open systems, they must evolve by embracing numerous changes that occur in a constantly changing environment. This highlights the adoption of appropriate treatments that can cope with the organization's ongoing activities. It provides a framework within which organizations' environment and culture can evolve. It also allows businesses to tap into the

human potential in order to achieve their goals. Respondents were given the following statements to express their level of agreement on organizational development, as shown in Table 4 below.

Table 4: Descriptive Statistics of Organizational Human Resource Administration Practices

No.	Items	Response rates					Total
		1	2	3	4	5	
1	There is good management in the organizations institution with required profession	8 (4.08)	28 (14.29)	12 (6.12)	108 (55.10)	40 (20.41)	196
2	The organizations have a good Culture of openness	80 (40.82)	52 (26.53)	12 (6.12)	36 (18.37)	16 (8.16)	196
3	There is a good Credibility & fairness of top management of the organizations	80 (40.82)	76 (38.78)	12 (6.12)	12 (6.12)	16 (8.16)	196
4	The organizations have an Encouraging problem solving culture	80 (40.82)	92 (46.94)	4 (2.04)	12 (6.12)	8 (4.08)	196
5	The organizations have a good team spirit culture	100 (51.02)	76 (38.78)	8 (4.08)	12 (6.12)	0 (0)	196
6	The organizations have a sounding recruitment systems	64 (32.65)	112 (57.14)	0 (0)	12 (6.12)	8 (4.08)	196
7	The organizations provides a better compensation and job security	64 (32.65)	112 (57.14)	0 (0)	12 (6.12)	8 (4.08)	196

Source: - Survey data Sep, 2021

It is possible to deduce the following facts from table 4 above. As shown in the table, the vast majority of the respondents agreed with the claims made to them. However, the preceding findings suggest that the institution is trailing in its efforts to improve these factors' effectiveness and efficiency.

Furthermore, as shown in the table above, the majority of respondents disputed that the organization had an encouraging problem-solving culture, high team spirit, a competent recruitment system, improved salary, and job stability. This shows that the vast majority of respondents disagree with the cases presented and are dissatisfied with them. In short, based on the evidence provided, the organization did not fare well in terms of broadening organizational development. The implication is that it will be difficult for the organization to construct the required human resource and achieve organizational goals in the desired manner unless it develops a problem-solving culture, good team spirit, sound recruitment compensation, and security.

Based on information obtained through an interview about organizational development in the organizations pertaining to their long-term effort to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture-with special emphasis on the culture of intact work teams and other team configurations using the organizational facilitator role as the majority of the respondents of focus group members, the organizations were hesitant to address issues such as communication, inadequate integration, openness, fairness in treating employees, salary and job security, and, in particular, a problem-solving culture. This demonstrates that the information gathered by the questionnaire was identical to that obtained from interviews and focus group participants' responses.

4.2.2. The Practice of Performance Appraisal

Analyzing employee performance is an essential component of HRD since it allows firms to understand where their people stand, what is expected of them, and what they are actually providing. The goal of creating performance appraisal methods is to depict the current state of past and future employee performance. To achieve this, organizations define performance goals that they want to achieve. The goals are set based on job-related variables that influence a job's success. The following metrics were given to the respondents to indicate their degree of permission in order to measure the practice of performance appraisal, as shown in Table 5 below.

Table 5: Descriptive Statistical of practice Review of Performance Appraisal

No.	Items	Response rates					Total
		1	2	3	4	5	

1	The organizations have a good performance	100 (51.02)	80 (40.82)	4 (2.04)	0 (0)	12 (6.12)	196
2	The organizations make an assessment where the employees are assigned	84 (42.86)	88 (44.90)	0 (0)	16 (8.16)	8 (4.08)	196
3	There is evaluation of what expected from each employee in the organizations	64 (32.65)	92 (46.94)	12 (6.12)	20 (10.20)	8 (4.08)	196
4	The organizations n takes immediate actions when employees lack capacity	100 (51.02)	76 (38.78)	0 (0)	12 (6.12)	8 (4.08)	196
5	Problems not happened during performance appraisal in the organizations	64 (32.65)	100 (51.02)	32 (16.33)	0 (0)	0 (0)	196
6	The institution has its own short and long term evaluation	104 (53.06)	68 (34.69)	16 (8.16)	0 (0)	8 (4.08)	196
7	The organizations gives acknowledgement for good performance	64 (32.65)	80 (40.82)	8 (4.08)	40 (20.41)	4 (2.04)	196
8	The organizations identifies areas in need of improvement	92 (46.94)	72 (36.73)	8 (4.08)	16 (8.16)	8 (4.08)	196

Source: - Survey data Sep, 2021

As shown in table 5, 100 (51.02%) of respondents strongly disagreed, and 80 (40.82%) disagreed with the appraisal systems, which include the following measurements: the existence of good performance appraisal, the assessment of where employees are assigned, what is expected of each employee in his/her work area, immediate action when employees lack capacity, short and long term evaluation, acknowledgment for good performance. This is because, as seen in the table above, the respondents disagreed with the scenarios presented. Based on the findings, it can be concluded that the research regions were not properly evaluating performance in terms of HRD. Sorab (2006) discovered that in the public sector, performance appraisal had a favorable link with human resource development. As a result, self-development and personalized counseling, remuneration, quality feedback, communication, and motivation are all aided by performance appraisal. However, the respondents were dissatisfied with the sector bureaus' appraisal system from this standpoint.

As the information gathered through interviews and as per review of relevant reports pertaining to performance appraisal in the institution, they have used methods like BSC (Balanced Scorecard) and ROPA (Result Oriented Performance Appraisal), and attempts have been made to assess the scientific nature of the process and its implications on the performance and behavior of the employees. In effect, it was intended to boost performance, but, as the findings from the respondents revealed, the working atmosphere is not suitable. Lack of incentives and training, a lack of human capacity to define goals, a lack of objective performance criteria, and a lack of commitment were all factors. The response also revealed that certain staff and department leaders were dissatisfied with the outcome of their work. Performance appraisal allows for open discourse as well, but transparency and ongoing follow-up are lacking, as is the link between performance and compensation. According to interviews and focus group participants, this was due to a lack of engagement, poor implementation, and a lack of resources.

4.2.3. Perception of How HRD Is Administered

HRD's main goal is to assist businesses in improving their enabling skills. Human resource development, organizational health development, problem-solving capability development, diagnostic ability development so that problems can be discovered promptly and efficiently, and greater employee participation and commitment are all examples. The following statements were given to the respondents to indicate their level of agreement, as shown in the table below.

Table 6: Descriptive Statistical of How HRD is administered

No.	Items	Response rates					Total
		1	2	3	4	5	
1	The organizations makes good personal analysis	8 (4.08)	28 (14.29)	12 (6.12)	108 (55.10)	40 (20.41)	196
2	The organizations have appropriate job analysis culture	80 (40.82)	52 (26.53)	12 (6.12)	36 (18.37)	16 (8.16)	196

3	The organizations prioritize needs in practicing HRD	80 (40.82)	76 (38.78)	12 (6.12)	12 (6.12)	16 (8.16)	196
4	The organizations has clearly defined objectives of HRD	80 (40.82)	92 (46.94)	4 (2.04)	12 (6.12)	8 (4.08)	196
5	The organizations have an evaluation and follow up mechanisms	100 (51.02)	76 (38.78)	8 (4.08)	12 (6.12)	0 (0)	196
6	The organizations sets good evaluation criteria	64 (32.65)	112 (57.14)	0 (0)	12 (6.12)	8 (4.08)	196
7	The organizations interpret evaluation results and feedbacks	64 (32.65)	112 (57.14)	0 (0)	12 (6.12)	8 (4.08)	196

Source: - Survey data Sep, 2021

As shown in table 4.6, 28 (14.29 percent) of the respondents disagreed with a personal analysis of their institution, while 8 (4.08 percent) significantly disagreed. Personal analyses of their organizations are another key human resource development need analysis approach. This indicates that the institution did not place enough emphasis on personal analysis, which is used to determine the employee's substantive knowledge and talent, which has an impact on the organization's overall performance. The respondents disagreed with the need to prioritize practicing human resource development, as shown in the table above, and their reaction suggests that they were dissatisfied with the scenario presented. As a result, the organizations were unable to conduct personal analysis and prioritize in the practice of human resource development, as advised by the majority of respondents. This means that if priorities aren't established in HRD, firms will fall behind in fulfilling their objectives. As seen in the table above, respondents also agreed on establishing and planning human resource development targets, as well as having clearly defined HRD objectives. This demonstrates that the organizations are capable of establishing and defining HRD goals that will result in improved employee capabilities and the achievement of organizational goals.

The respondents were unsatisfied with the implementation or practice of human resource development in line with the stated objectives, as shown in table 6. Based on the findings, it's possible to conclude that the institution didn't do anything to link HRD implementation to the stated goals. Respondents differed on evaluation and follow-up, as well as setting evaluation criteria and interpreting evaluation results, in this sub-construct. It is easy to draw from this that the institution has a lot of work to do in order to address the difficulties raised. This demonstrates that unless the institution assesses the challenges that may prohibit it from doing these duties, which are critical in the development of HRD, it will not be able to improve its performance in the appropriate manner. According to the information gathered from key informants through interviews, the organizations were doing a better job of job, organization analysis, identifying and defining objectives, but the sector bureaus were not in a position or ineffective in taking personal analysis and prioritizing HRD needs, evaluation and follow up, selecting good evaluation criteria, and interpreting evaluation results to facilitate organizational performance, according to focus group participants. This is in line with the results received from the questionnaire. This means that the institution must analyze its actions thoroughly unless the personnel develops unfavorable attitudes that hinder its ability to achieve development goals.

4.2.4. Challenges of Human Resource Development

This part analyses and investigates the significant problems or limits that hampered the institution's human resource development methods. There were various obstacles that regional sector bureaus faced in the practice of human resource development, as reported by the questionnaire, interview, and focus group discussions, as shown in table 7 below.

Table 7: Descriptive Statistical of Challenges of HRD Practices

No.	Items	Response rates					Total
		1	2	3	4	5	
1	The organizations develops comprehensive HRD strategies	32 (16.33)	144 (73.47)	8 (4.08)	0 (0)	12 (6.12)	196
2	The organizations align HED to strategic priorities	16 (8.16)	136 (69.39)	0 (0)	28 (14.29)	16 (8.16)	196

3	The organizations develop a positive work environment	68 (34.69)	116 (59.18)	0 (0)	3 (6.12)	0 (0)	196
4	The organizations creates managerial and leadership capacity	60 (30.61)	96 (48.98)	4 (2.04)	20 (10.20)	16 (8.16)	196
5	The organizations utilizes HR assessment technology to plan HRD	76 (38.78)	104 (53.06)	4 (2.04)	8 (4.08)	4 (2.04)	196
6	The organizations promote positive work force attitudes towards HRD	28 (14.29)	136 (69.39)	20 (10.20)	4 (2.04)	8 (4.08)	196
7	The organizations allocate sufficient financial resources	24 (12.24)	148 (75.51)	12 (6.12)	4 (2.04)	8 (4.08)	196
8	The organizations accept the challenges of modern technological changes	72 (36.73)	96 (48.98)	4 (2.04)	8 (4.08)	16 (8.16)	196
9	The organizations pay attention to professional development	12 (6.12)	144 (73.47)	8 (4.08)	20 (10.20)	12 (6.12)	196
10	The organizations has in adequate training and development	20 (10.20)	136 (69.39)	16 (8.16)	0 (0)	24 (12.24)	196
11	The organizations lack enforcement and accountability	12 (6.12)	148 (75.51)	0 (0)	24 (12.24)	12 (6.12)	196
12	The organizations attract and retain qualified personnel	36 (18.37)	120 (61.22)	20 (10.20)	12 (6.12)	8 (4.08)	196
13	The organizations lack proper merit systems	28 (14.29)	120 (61.22)	20 (10.20)	12 (6.12)	16 (8.16)	196

Source: - Survey data Sep, 2021

Different human resource development challenges are depicted in table 7 above, including developing comprehensive HRD strategies, aligning HRD strategic priorities, creating a positive work environment, developing managerial leadership and capacity, utilizing HR assessment technology to plan HRD, promoting workforce attitude, accepting challenges of modern technological changes, paying attention to professional development, and in ad hoc situations. As a result, the table's sub-constructs can be understood as important human resource development difficulties for sector bureaus that must be overcome. This fact suggests that there were issues in the sector bureaus that hampered and inhibited the efficiency and effectiveness of human resource development procedures. Habib (2012) found that the key challenges in the public sector in developing countries are designing comprehensive HRD strategies, linking them to strategic priorities, a lack of technology, creating a positive HRD climate, promoting a positive workforce attitude, a lack of sufficient budget, and accepting modern technological changes. Wachira (2012) also stated in his study that putting enough attention on personal and professional development is the most important difficulty that has to be addressed in the practice of human resource development in Africa, which is consistent with the findings of this study. Furthermore, in his comprehensive research conducted in various African nations, Gebrekidan (2011) identified inadequate training, a lack of accountability and enforcement, and a lack of a competent merit system as bottleneck problems that organizations should address in order to achieve HRD.

Furthermore, the information gained through interviews, interviews, and HR annual report documents confirmed that the conclusions obtained through the questionnaire were similar. In this regard, informants and discussants claimed that the obstacles faced by HRD in their institution were as follows: Both informants and focus group participants identified several obstacles or limits that are impeding their institution's implementation of human resource development. 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 motivation were all identified as major challenges to the institution's effective practice of HRD.

Conclusion

The study's findings revealed that the institution's personnel are well-versed in HRD ideas and have a thorough comprehension of the components of HRD. As a result, they were familiar with HRD functions such as training and development, career development, organizational development, and performance appraisal and could relate them to HRD. Few employees, however, were aware of

these HRD notions. Although the organizations have training and development programs, they have been ineffective in assessing training needs, setting performance objectives, searching for internal and external training and development aids, planning training strategies, preparing training schedules and modules, and evaluating training and development efforts. The post-training evaluation, in particular, was not adequately handled in order to obtain input for their improvement.

Career development is a principle that organizations follow in order to create a motivated workforce, improve the capacity of both current and future knowledge and skills, increase employee ability and productivity, improve the optimal man-task relationship, prepare employees for higher assignments, upgrade skills, and avoid obsolescence. However, in actuality, defined tasks in regard to the challenges outlined to enhance HRD and achieve development goals were not completed. The study's findings demonstrated that firms are making long-term efforts to improve organizational growth. They are, however, falling behind in areas such as communication, openness, justice in employee treatment, salary and job security, and problem-solving culture. In terms of performance appraisal, attempts have been made to evaluate employee performance and behavior. However, as the studies revealed, the working environment was not conducive. Lack of incentives and training, a lack of human capacity to define goals, a lack of objective performance criteria, and a lack of commitment were all factors. Furthermore, some staff were dissatisfied with the results of their work. Due to a lack of participation, inconsistent implementation, and a lack of resources, the organization's performance appraisal system does not provide equal space for open dialogue and transparency, and continuous follow-up was also lacking. There is a loose attachment between performance and reward. According to the data, the organizations performed well in job and organizational analyses. This was accomplished through determining the skill, knowledge, and job requirements, as well as defining job-related knowledge and skills required to meet the organization's short- and long-term objectives. Personal analysis, on the other hand, was not used effectively as a critical HRD need analysis method.

Finally, the findings revealed that designing comprehensive strategies, aligning HR with strategic priorities, a lack of sufficient budget, a lack of technology, accepting modern technological changes, a limited emphasis on personal and professional development, promoting a positive work environment, a lack of positive workforce attitude, inadequate training, attracting and retaining qualified personnel, and a lack of a good merit system were key challenges that hampered the practicability of the practice.

Recommendations

The following recommendations are made based on the study's findings:

1. It is suggested that the organizations' HR department place the highest emphasis on human resource development, as they are the engines for other resources such as material, information, and financial resources. As a result, the organization must keep its employees' skills and knowledge up to date through training and education to keep up with technological advancements and the competitive environment and meet its immediate and long-term objectives.
2. It is preferable to handle all applicants equally, as partiality should be avoided while providing everyone an opportunity. Employee referrals are a nice idea, but they should be limited to a specific number of people rather than a large-scale opportunity because it allows for favoritism and, on occasion, hiring people who do not contribute meaningfully to the organization's production.
3. It is also prudent for the human resource department to better appraise employees in order to help them offer their best and to help enhance employee performance; this will keep employees on their toes and on the lookout for opportunities to deliver their best.
4. It is suggested that the Oromia Regional State organizations concentrate on individuals and meet their career development needs. As a result, HRD must inevitably focus on individuals, as all of a team's and organization's power must first be embedded in each individual employee.
5. The bureaucratic procedure of assessing HRD needs and selecting candidates is one of the most critical concerns. Because training and development is a need-based endeavor, identifying the degree, nature, and duration of training and development will be critical.
6. It is preferable to do a comprehensive personal need assessment by examining the employee's substantive knowledge and abilities in order to avoid squandering time, resources, de-motivation, and bad attitudes toward future programs.
7. The human resource department should practice better post-training evaluation in order to boost the effectiveness of the HRD program to be held in the next session, to assist participants in receiving feedback for their improvement, and to determine the degree to which the HRD objectives are met.
8. To solve the obstacles of HRD, it is recommended that skilled manpower, financial resources, and performance metrics such as quantity, quality, timeliness, and money spent on accomplishing a work be used to distinguish high and low performers.
9. Furthermore, effective and efficient for making the performance assessment system more open and conducting continuous follow-up, strengthening the monitoring and evaluation role, and providing the necessary technical and interpersonal support to make the HRD process more sustainable are all recommended.

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