ASSESS THE HUMAN RESOURCE DEVELOPMENT (HRD) PRACTICES AT WOLKITE UNIVERSITY

WOLKITE UNIVERSITY

COLLEGE BUSSINESS AND ECONOMICS

DEPARTMEN OF MANAGEMENT

A SENIOR ESSAY SUBMITTED TO WOLKITE UNIVERSITY, COLLAGE OF BUSSINESS AND ECONOMICS DEPARTMENT MANAGEMENT FOR THE PARTIAL FULFILLMENT OF THE REQUIRENMENT FOR THE DEGREE OF BACHOLOR OF ARTS IN MANAGEMENT

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DECLARATION

I declare this research work is my own original work which has not been presented in any institution or organization for any degree or diploma program. Therefore, coping this work without any permission will causes serious legal punishment.

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APPROVAL

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ACRONYMES

1. BA: Bachelor of Art Degree

2. EC: Ethiopian Calendar

3. MBA: Master Bachelor of Art Degree

4. PHD: Philosophy of Doctorate

ABSTRACT

This research examines the human resource development (HRD) practices at Wolkite University, with the aim of identifying their strengths, limitations, and alignment with institutional goals. As universities play a pivotal role in national development, effective HRD practices are essential for enhancing the skills, motivation, and performance of employees, thereby contributing to overall organizational success. Wolkite University, like many Ethiopian higher education institutions, faces a dynamic environment that requires adaptive and forward-thinking HRD strategies.

The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to provide a comprehensive understanding of HRD practices. Key areas of investigation include the availability and effectiveness of training and development programs, career advancement opportunities, performance management systems, and initiatives to enhance employee engagement and satisfaction. Participants include academic and administrative staff across various departments, ensuring diverse perspectives are captured.

The study concludes by providing evidence-based recommendations to enhance HRD practices, including increased investment in professional development, better integration of HRD initiatives with institutional priorities, and improved mechanisms for monitoring and evaluation. These recommendations aim to support the university's vision of achieving academic excellence and institutional sustainability.

By addressing these critical aspects, the research contributes to the broader discourse on HRD in Ethiopian universities and provides actionable insights for policymakers and practitioners seeking to optimize human resource strategies in higher education.

CHAPTER ONE

1. INTRODUCTION

Human Resource Development (HRD) is an integral aspect of organizational success, especially in higher education institutions where the quality and capability of employees significantly influence institutional performance and academic excellence. As centers of knowledge creation and dissemination, universities rely heavily on the continuous growth and development of their human resources to fulfill their mandates. Effective HRD practices, encompassing training, career development, performance management, and employee engagement, are essential for fostering innovation, improving productivity, and achieving strategic goals.In Ethiopia, higher education institutions face increasing demands to enhance their quality, relevance, and competitiveness in a rapidly evolving global environment. Wolkite University, as one of these institutions, plays a critical role in producing skilled professionals and advancing national development goals. However, the effectiveness of its HRD practices has yet to be systematically assessed, making this research vital to understand how well the university supports its employees' growth and development.

1.1. Background of the Study

The concept of HRD emerged as a strategic function of organizational management, aimed at equipping employees with the necessary skills, knowledge, and competencies to meet evolving job requirements and institutional needs. In the context of higher education, HRD practices are not only about improving individual performance but also about enhancing institutional capacity to deliver quality education, conduct impactful research, and contribute to societal transformation.

Ethiopian universities, including Wolkite University, have made significant strides in expanding access to education and research opportunities. However, they also face substantial challenges, such as resource limitations, high staff turnover, and gaps in aligning HRD practices with strategic objectives. These challenges often hinder the professional growth of employees and reduce institutional efficiency. Wolkite University, established in [insert year], serves as a critical player in Ethiopia's education sector but has yet to systematically evaluate how its HRD practices contribute to achieving its mission and vision.This study aims to bridge this gap by assessing the HRD practices at Wolkite University, focusing on their effectiveness, challenges, and opportunities for improvement. By examining key HRD dimensions such as training and

development, career planning, and performance appraisal, the research seeks to provide actionable insights that can inform policy and practice. The findings will also contribute to the broader discourse on HRD in Ethiopian higher education, offering strategies to enhance the impact of HRD initiatives in similar institutional contexts.

1.2 Background of the organization

Wolkite University (WKU) is a prominent public higher education institution located in Wolkite town, Gurage Zone, Central Ethiopia. Established in 2012, the university was founded as part of Ethiopia's higher education expansion policy aimed at improving access to quality education, fostering research, and contributing to the nation's socio-economic development. Since its inception, WKU has grown significantly in terms of student enrollment, academic programs, and infrastructure.

The university is organized into several colleges, schools, and departments, offering undergraduate and postgraduate programs in fields such as natural sciences, engineering, social sciences, business, health sciences, and agriculture. These programs are designed to address national priorities and equip graduates with the knowledge and skills needed to drive Ethiopia's development agenda.

Wolkite University's mission is to provide high-quality education, conduct relevant research, and deliver community services that contribute to the betterment of society. Its vision is to become a center of academic excellence and innovation, producing professionals capable of meeting global standards. To achieve these goals, the university relies on its human resources, which comprise academic staff, administrative personnel, and support staff.

Despite its achievements, WKU faces challenges in retaining skilled employees, enhancing staff performance, and fostering professional growth. These challenges are partly attributed to limited resources, insufficient training opportunities, and the evolving demands of a competitive education sector. As such, assessing the university's human resource development (HRD) practices is crucial to understanding how effectively it supports its employees and aligns their development with institutional objectives.

Through this research, a comprehensive analysis of WKU's HRD practices will be conducted, providing insights into the current state of human resource management and identifying

opportunities for improvement. The findings will offer actionable recommendations to strengthen the institution's capacity to meet its goals while ensuring the professional development and satisfaction of its employees.

1.3. Statement of the problem

Human resource development (HRD) is essential for fostering the growth and sustainability of any organization, especially in higher education institutions, where the quality and performance of employees directly influence institutional success. Effective HRD practices help organizations achieve their strategic objectives by enhancing the skills, knowledge, and capabilities of their workforce. For universities like Wolkite University, robust HRD practices are critical in maintaining academic excellence, conducting meaningful research, and delivering impactful community services.

Despite the growing recognition of HRD's importance, many Ethiopian higher education institutions, including Wolkite University, face persistent challenges in implementing and maintaining effective HRD systems. These challenges include limited funding for training and development, a lack of structured career progression plans, ineffective performance appraisal systems, and inadequate employee engagement strategies. Additionally, there are concerns about the alignment of HRD initiatives with the university's strategic goals and the specific needs of its employees.

At Wolkite University, anecdotal evidence and preliminary observations suggest that HRD practices may not be optimally utilized to address key organizational and employee challenges. For instance, training programs may lack relevance to employees' roles or career aspirations, leading to reduced motivation and productivity. Furthermore, limited feedback mechanisms in performance evaluations could hinder employees' professional growth and the university's ability to identify and nurture talent effectively. These shortcomings potentially contribute to issues such as high staff turnover, low morale, and inefficiencies in achieving institutional objectives.

The lack of systematic evaluation and evidence-based recommendations further exacerbates these problems, leaving the university without a clear roadmap for improving HRD practices. Given the critical role of human resources in achieving organizational goals, addressing these gaps is imperative.

This study seeks to investigate the HRD practices at Wolkite University to identify their strengths and weaknesses, examine the challenges faced, and provide actionable recommendations for improvement. By addressing these issues, the research aims to enhance the university's HRD framework, contributing to its mission of academic excellence and sustainable development.

1.4. Research Questions

This study aims to assess the human resource development practices at Wolkite University and identify areas for improvement. To achieve this, the following research questions have been formulated:

1. What are the current human resource development practices implemented at Wolkite University?
2. What challenges does Wolkite University face in implementing and sustaining its human resource development practices?
3. What strategies can be proposed to improve the human resource development practices at Wolkite University?

1.5. Objective of the study

1.5.1 general objective

The general objective of this study is to assess the human resource development (HRD) practices at Wolkite University, with the aim of identifying their strengths, weaknesses, and challenges, and providing actionable recommendations to enhance HRD effectiveness and alignment with institutional goals.

1.5.2. Specific objectives

The specific objectives of the study are as follows:

- To evaluate the current human resource development practices implemented at Wolkite University.
- To identify the challenges faced by Wolkite University in implementing and maintaining effective HRD practices.
- To propose strategies and recommendations to improve the human resource development framework at Wolkite University.

1.6. Significance of the study

This study holds significant value for multiple stakeholders by addressing critical aspects of human resource development (HRD) practices at Wolkite University. Its importance can be outlined as follows:

For Wolkite University: The findings of this research will provide a comprehensive assessment of the university's HRD practices, helping identify areas of strength and gaps that require attention. The actionable recommendations derived from the study will guide the university's management in formulating and implementing more effective HRD strategies, enhancing employee satisfaction, performance, and institutional outcomes.

For Employees: By highlighting the effectiveness and shortcomings of existing HRD initiatives, this study aims to improve the professional growth opportunities for academic and administrative staff. Enhanced HRD practices will contribute to better career development, motivation, and job satisfaction.

For Policymakers in Higher Education: The study will provide insights into HRD challenges and opportunities within the Ethiopian higher education context. These insights can be used to inform policies and frameworks that support the development of human capital in universities across the country.

For Researchers and Academics: This research contributes to the limited literature on HRD practices in Ethiopian higher education institutions, serving as a valuable reference for future studies. It bridges knowledge gaps and lays the groundwork for further exploration of HRD practices in similar organizational contexts. For Society and Development: By fostering better HRD practices at Wolkite University, the study indirectly supports the university's mission of producing highly skilled graduates who can contribute meaningfully to Ethiopia's socio-economic development.

1.7. Scope of the study

The scope of this study is confined to assessing the human resource development (HRD) practices at Wolkite University. The research focuses on identifying the strengths, weaknesses, and challenges of HRD initiatives, particularly in the areas of training and development, career planning, performance appraisal, and employee engagement. Data will be collected from academic

and administrative staff across selected departments and units of the university. The study will not address HRD practices in other Ethiopian universities or non-academic institutions. While providing insights specific to Wolkite University, the findings may have implications for similar institutions in the Ethiopian higher education sector.

1.8 Limitation of the Study

This study may encounter several limitations:

Geographical Scope: The research is limited to Wolkite University, and its findings may not fully represent HRD practices in other Ethiopian universities.

Time Constraints: The study must be completed within a specific time frame, which may limit the depth of data collection and analysis.

Resource Constraints: Financial and logistical limitations could restrict the sample size or the breadth of engagement with stakeholders.

Access to Data: Gaining comprehensive and accurate data on HRD practices may be challenging due to confidentiality concerns or reluctance from respondents.

Subjectivity of Responses: The study relies on self-reported data, which may be influenced by biases or personal perceptions.

Despite these limitations, efforts will be made to mitigate their impact through careful research design, robust data collection methods, and triangulation of findings.

1.9 Organization of the Paper

This research paper is organized into the following chapters:

Chapter One: Introduction – This chapter outlines the study's background, problem statement, objectives, research questions, significance, scope, limitations, and the organization of the paper.

Chapter Two: Literature Review – This chapter provides a comprehensive review of existing literature on human resource development practices in higher education, focusing on global, national, and institutional contexts.

Chapter Three: Research Methodology – This chapter describes the research design, data collection methods, sampling techniques, and data analysis procedures used in the study.

Chapter Four: Results and Discussion – This chapter presents the findings of the study and discusses them in relation to the research objectives and the literature reviewed.

Chapter Five: Conclusion and Recommendations – This chapter summarizes the key findings, draws conclusions, and provides practical recommendations for improving HRD practices at Wolkite Universit

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 definition of human resource development

Human Resource Development (HRD) refers to the systematic process of developing employees' knowledge, skills, and capabilities to meet current and future organizational needs. Swanson and Holton (2009) define HRD as a process for improving the performance and growth of individuals, groups, and organizations through training, career development, and organizational development interventions. Similarly, Nadler (1970) emphasizes that HRD is aimed at preparing individuals for present and future jobs by enhancing their professional competencies. In the context of higher education, HRD encompasses initiatives to strengthen academic and administrative staff to achieve institutional excellence.

2.2 Importance of Human Resource Development

HRD is crucial for organizational success and sustainability. Its importance can be summarized as follows:

Enhancing Employee Performance: HRD equips employees with the necessary skills and knowledge to perform their tasks more effectively, resulting in improved productivity.

Fostering Career Growth: HRD initiatives, such as training and mentorship, help employees achieve personal and professional development, increasing job satisfaction and loyalty.

Aligning Individual and Organizational Goals: Effective HRD bridges the gap between employee potential and organizational needs, ensuring a mutual benefit for both parties.

Encouraging Innovation: By fostering continuous learning, HRD promotes creativity and innovation, essential for organizational competitiveness.

Addressing Change: HRD helps organizations adapt to technological advancements, policy changes, and evolving market demands by keeping the workforce updated.

In higher education, HRD is particularly important for equipping academic staff with advanced pedagogical skills, promoting research capacity, and ensuring efficient administrative operations.

2.3 The Human Resource Development Process

The HRD process involves a systematic approach to planning, implementing, and evaluating initiatives designed to develop employees and improve organizational performance. Key steps in the HRD process include:

2.3.1 establishing development objectives

Setting clear development objectives is the foundation of any effective HRD initiative. These objectives define the desired outcomes of HRD efforts and ensure alignment with organizational goals. Key aspects of establishing development objectives include:

Assessment of Organizational Needs: Objectives should be based on a thorough understanding of the organization's strategic priorities and operational challenges.

Employee Needs Analysis: Identifying the skills, knowledge, and abilities employees require to perform their roles effectively.

Alignment with Strategic Goals: Development objectives should support broader organizational objectives, such as improving institutional performance, fostering innovation, or addressing skill gaps.

SMART Framework: Objectives should be Specific, Measurable, Achievable, Relevant, and Time-bound to ensure clarity and accountability.

For example, in a university setting, development objectives might include improving research capabilities, enhancing teaching methodologies, or strengthening leadership skills among academic staff. Clear objectives guide the design and implementation of training programs and other HRD interventions.

2.3.2. Identifying development needs

Identifying development needs is a critical first step in human resource development (HRD) practices, as it ensures that interventions align with organizational goals and individual employee requirements. At the institutional level, development needs can be determined by analyzing strategic objectives, performance gaps, and future challenges. This process often involves:

Performance Appraisal Data: Reviewing performance evaluations to identify areas where employees require additional skills or knowledge.

Skills Audits: Assessing existing competencies against the desired skills for current and future roles.

Feedback Mechanisms: Gathering input from employees, managers, and other stakeholders to understand their perceived development needs.

Environmental Scanning: Analyzing external trends in the higher education sector, such as technological advancements or policy changes, that may necessitate new skills.

2.3.3 Designing the Development Program

Designing an HRD program involves creating structured interventions to address the identified development needs. This stage includes:

Setting Objectives: Defining clear, measurable goals for the development program, such as enhancing technical skills or improving leadership capabilities.

Choosing Delivery Methods: Selecting appropriate training formats, such as workshops, e-learning, mentoring, or on-the-job training, based on the needs and available resources.

Customizing Content: Tailoring the program content to the specific roles, departments, and strategic goals of the organization.

Allocating Resources: Ensuring adequate financial, human, and material resources are allocated to support the program's implementation.

Creating a Schedule: Planning a timeline that accommodates organizational activities and employee availability.

2.3.4 Conducting the Development Program

The implementation phase focuses on delivering the development program to participants. Key aspects of conducting the program include:

Facilitator Preparation: Ensuring trainers, mentors, or facilitators are equipped with the necessary expertise and materials.

Engaging Participants: Creating interactive and inclusive sessions to enhance learning and participation.

Monitoring Progress: Observing and addressing challenges during implementation, such as low engagement or logistical issues.

Utilizing Technology: Incorporating modern tools like online platforms, simulations, or collaborative software to enhance learning experiences.

Proper execution is essential for achieving the intended outcomes of the development program.

2.3.5 Evaluating Effectiveness of the Development Program

Evaluation is a vital component of HRD programs, as it assesses whether the objectives have been met and identifies areas for improvement. Common evaluation methods include:

Kirkpatrick's Model: Assessing the program at four levels: reaction (participant satisfaction), learning (knowledge gained), behavior (application of skills), and results (impact on organizational performance).

Feedback Surveys: Collecting participants' opinions on the program's relevance, delivery, and overall value.

Performance Metrics: Measuring changes in productivity, efficiency, or quality following the program.

Cost-Benefit Analysis: Comparing the program's costs against its benefits to determine its return on investment (ROI).

Continuous evaluation ensures that development programs remain effective and provide meaningful contributions to the organization and its employees.

2.4. Types of human resource development

According to Megginson lead; 1981:222-279) There are two types of human resource development. These are:

Off the job training and

On the job training

2.4.1. Off the job training

Every organization use some forms of off the job training for their employees. Off the job training is an effective way of learning the content of any job for some groups, such as scientific and technical personnel, even a managerial one. The most methods are the following.

1.Vestibule Training: it is an effective method of giving new employees experience before they go to work. It stimulates work condition in a room near production area, finished with equipment similar to that which the employee will use later while, employees are learning new skill, they are not also trying to produce at a given level. Therefore, they should be able to do the actual work more effectively when assigned a job. This method has the advantages of training large number of employees in a short period of time without disturbing the actual production routine. It also gives employees a chance to gain preliminary knowledge about the job so they will have confidence when the begin working. The disadvantages are that it requires special instructors and office facilities and is relatively expensive.

2. Programmed Instruction: this type of instruction sometimes involves" teaching machines". This method involves presenting materials in a sequential order on film or printed matter. The learners are not allowed to proceed beyond a given point until they have mastered the information needed to perform the job. In other words, they must learn one part of training before continuing

to the next. If this method of learning is to be used effectively, it should be based on material that is relatively fixed and can be thought to a large number of individuals over a long period of time.

3.Closed circuit television: another method of training is the use of closed-circuit TV. This method has the advantage of being available to practically unlimited of people at the same time and at a low cost per person.

4.Extension courses: Extension courses including correspondence courses are widely used as on alternative to classroom instruction. Some employers pay all or part of the tuition for job related courses. Another variation of this training method is for an academic instructor to go to the firm's premises and conduct regular or special course for employees.

5.Vocational Training: There is currently renewed interest in vocational education, training and development. This emphasis may be advantage to employees and employers.

6.Assistance from manufactures, trade associations and professional: Many employers receive assistance from manufactures of specialized equipment, trade associations or their professional organization. They provide specialists to train the employees doing technical jobs and using special skills and knowledge for example some computer manufactures train the personnel of companies that purchase or lease their equipment makers of scientific instrument offer courses to train scientists to use them.

7.Case analysis: It is a type of management training that utilizes business problems for trainees to solve. This individual is expected to study the information provided in the case and make decision.

The essential features of this method are: -

a. They teaching materials is a written, oral or visual presentation of the actual situation.

b. The teachers lead the participants to develop useful concepts.

c.The case is illustrative of some concept to be learned, an analytical evaluation of some administrative action or action-oriented form of teaching and carrying out the decision.

This method has been criticized on the ground that it tends to be passive, it does not develop theoretical concepts, nor is it based on rigorous analysis and research. But, when used by a well-trained leader, it can be very effective for developing administrative skills and learning to make and implement decisions.

8. Simulation: The participants perform or act out simulated business behavior in reaching and implementing decisions. Some of the more popular forms of simulation are: -

I, role playing: one of the earliest forms of simulation was role playing. In essence, the participants act out the roles in a given situation, then they switch roles, play out the other roles, and evaluate each other's performance.

II, Business Games: it is used, and learn how to make and carry out decisions. The learning involves taking a simulated business situation, dividing the participants into groups and the groups organize in to simulated organization. Then groups begin to make decision. The main advantage of this method is its involvement. The participants begin to think that they are actually running the business. The primary disadvantage is its cost in time and money.

III, Basket Technique: The in-basket technique grew out of the case method as a learning technique. Participants are presented background materials on the simulated organization. Then, they are given basketful of assorted information, memoranda, requests complaints, grievances and other paper work requiring managerial action. The types of learning that take place a reordering of priorities decision making, interpersonal relationship and the use of time.

9.Laboratory Training: It is an experiential situation in which participants learn by studying themselves and modifying their attitudes through unstructured discussion, analysis and observation.

10. Advanced Management Development Programs: A well- convinced, well developed, and well thought university executive development program is probably the most effective management method available. Although used for any a small percentage of all managers, its influence is very significant Managers trained by this method tend to become the top executive of their organization. Also, it tends to be the most progressive and dynamic of all the development techniques. The praise of this method is their dynamic and progressive nature, as well as their results. The criticism involves lack of preparation, inadequate selection criteria, and difficulty of evaluating results.

2.4.2. On the job training

Although theories and principles are important, the employees must learn how to apply their knowledge to practical aspects of their job. This process involves learning the methods and techniques of actually performing the work and increasing their skill level. The usual methods of on-the-job training are:

1.Orientation: New employee's development begins with placement on the organization through some form of orientation. It is quite important, as employee's turnover is greater during the initial

period of employment. This is often a time of trail for the new worker, for one will be either accepted or rejected by other employees. Also, the workers decide whether to accept or rejected the organization itself.

2. On the Job Training: This is the most universal form of employee development. It involves actual performance of work duties under the supervision and guidance of a trained worker or instructor. Thus, while learning how to perform the job, one is also a regular employee producing the product or service that the firm sells. This form of training always occurs, whether by formal plan or not. The primary advantage of on-the-job training is that it results in low out of pocket costs, and production is carried on during training. Also, there is no transition from classroom learning to actual production. Poor instruction, excessive waste caused by errors and the poor training environment provided by the production area are disadvantage of this type of training.

3. Apprenticeship Training: This type of training blends the learning of theory with practice in techniques. It is used to teach job skills that require long periods and experience. It proficiency can be reached only after a long period of classroom instruction and actual learning experiences on the job, this training method should be used.

4. Internships Training: Internships training (sometimes referred to as a cooperative education) is another method of coordinating the two types of learning. It is used for professional, managerial, clerical and sales personnel along with an educational institution's teaching program, usually, selected students enrolled in a regular academic program are introduced into ac university for a given period of time to gain experience. Through this training, students gain better understanding of the relationship between the theory they learn in school and its application.

5. Coaching: This involves superior providing guidance and counsel to subordinate in the course of their regular job performance. Another version of this method is the "buddy system". The training department gives little assistance in this respect. The success of this method depends up on the willingness and abilities of the managers themselves.

6.Planned Progression: it occurs when the path of promotions that lies ahead of the developing managers is outlined. This is frequently charted through successive levels of the organizational structure. If management considers it too optimistic to chart the progression specifically, it may outline the alternative position that managers could fill on their way up.

7.Job Rotation: It is a procedure where by employees receive diversified training through performing jobs of many different types. This may take the term of rotation in non- supervisory work, in observation assignment, as part of training program.

8.Temporary Assignments: A popular method is to put the learner in a short-term temporary assignment in apposition where they can learn to grow into higher- level positions other assignments may be made an a more permanent basis but with expectation that the learner will grow into the next higher job.

9. Management internship: There are many managers who feel that college graduates need to be more familiar with the pragmatic aspects of the organizational world. To achieve this, many universities now have professional practice programs, or cooperative work programs, worked out with participating firms. The objective is to provide actual management experience along with academic preparation.

10. Committee Assignments: Committee assignment and task forces can also be used to give managers an overall understanding of the organization.

2.5. Common problems of human resource development

Despite the recognized importance of human resource development (HRD) in fostering organizational growth and employee performance, many institutions face challenges that hinder the effectiveness of their HRD initiatives. Common problems include:

1. Lack of Strategic Alignment

HRD programs may not align with the organization's strategic goals, leading to a mismatch between training outcomes and institutional needs. This misalignment can result in ineffective resource utilization and limited impact on performance.

2. Insufficient Funding

Limited budgets often constrain the scope and quality of HRD initiatives. Inadequate funding can lead to poorly designed programs, lack of access to expert trainers, and limited opportunities for employees to participate in external training or certification programs.

3. Inadequate Needs Assessment

Organizations may fail to conduct thorough assessments of employee development needs, resulting in generic or irrelevant training programs. Without understanding specific gaps, HRD efforts may fail to address critical areas of improvement.

4. Resistance to Change

Employees and managers may resist HRD programs due to fear of change, lack of understanding of the benefits, or discomfort with new approaches. This resistance can reduce participation and engagement in development activities.

5. Poor Program Design

HRD programs may suffer from ineffective design, including unclear objectives, irrelevant content, or unsuitable delivery methods. Poor design reduces the program's ability to meet participants' needs or deliver measurable results.

6. Ineffective Evaluation Mechanisms

Many organizations lack robust mechanisms to evaluate the effectiveness of their HRD initiatives. Without proper evaluation, it is difficult to measure the return on investment (ROI) or determine areas for improvement.

7. Limited Management Support

The absence of strong backing from senior management can undermine the importance of HRD. When leadership does not prioritize or actively support development initiatives, employees may perceive them as low-priority or irrelevant.

8. High Employee Turnover

Organizations with high turnover rates may struggle to retain the benefits of their HRD programs, as trained employees leave before contributing significantly to the institution. This turnover can also demotivate management from investing in further development.

9. Technological Challenges

The rapid pace of technological change requires frequent updates to training programs. Organizations may lack the infrastructure, expertise, or resources to keep pace, leaving employees with outdated skills.

2.6. Factors need for effective human resource development

For human resource development (HRD) initiatives to be successful and impactful, several factors must be considered and actively managed. These factors ensure that HRD efforts align with organizational goals, meet employee needs, and foster continuous growth and improvement. Key factors include:

1. Clear Strategic Alignment

HRD programs must align with the organization's long-term goals and objectives. By identifying the skills, knowledge, and competencies needed to achieve these objectives, organizations can

design HRD programs that directly contribute to organizational success. This alignment ensures that employee development is not only relevant but also valuable to the organization's overall mission.

2. Strong Leadership Support

Leadership plays a crucial role in promoting and supporting HRD efforts. When senior management prioritizes and actively participates in HRD programs, it signals their importance to the entire organization. Leadership support ensures adequate resources are allocated to HRD initiatives and that they are integrated into the institution's culture and operations.

3. Needs Assessment and Planning

Effective HRD requires thorough needs assessments to identify skills gaps, knowledge deficits, and areas for development within the workforce. A well-conducted needs analysis ensures that HRD programs are designed to address specific organizational and employee needs. Proper planning and foresight are essential to ensure that HRD efforts are focused on the most critical areas.

4. Availability of Resources

For HRD to be effective, sufficient resources (financial, human, and technological) must be allocated to training and development programs. This includes budgeting for training materials, external trainers, technology platforms, and dedicated staff who can manage and facilitate HRD activities. Without adequate resources, even the best-designed programs may fall short of their objectives.

5. Employee Motivation and Engagement

Employee motivation is critical for the success of HRD initiatives. Employees must see the value in the training and development programs offered and be motivated to actively participate. This can be fostered by linking training programs to career advancement opportunities, recognizing achievements, and ensuring that programs are aligned with employee interests and aspirations.

6. Ongoing Evaluation and Feedback

Regular assessment of HRD programs is vital to ensure their effectiveness. Organizations must establish mechanisms to evaluate the outcomes of HRD initiatives, such as measuring improvements in performance, job satisfaction, and skills acquisition. Feedback from employees and managers can help identify areas for improvement and ensure continuous enhancement of HRD programs.

7. Effective Communication

Clear and open communication about HRD goals, processes, and outcomes helps ensure that all employees understand the purpose of the training programs and the benefits they can expect. Effective communication fosters transparency, reduces resistance to learning, and promotes a culture of continuous improvement.

8. Organizational Culture of Learning

A strong organizational culture that values and encourages continuous learning is essential for the success of HRD. When employees view learning as an integral part of their job, rather than an occasional or forced activity, HRD becomes a natural and ongoing part of their professional development. This culture can be fostered through policies, leadership examples, and creating an environment that encourages knowledge sharing and innovation.

9. Tailored Training Programs

HRD initiatives must be customized to meet the unique needs of employees and the organization. A one-size-fits-all approach is rarely effective. Tailored programs ensure that training content is relevant to the specific challenges faced by employees in their roles, thus increasing the likelihood of skill acquisition and improved job performance.

10. Technological Integration

In today's digital age, integrating technology into HRD programs is crucial. Technology enables the delivery of flexible, scalable, and interactive learning experiences through e-learning platforms, virtual classrooms, and learning management systems. It also supports the tracking of employee progress and the provision of resources to facilitate self-paced learning.

CHAPTER THREE

3. METHODOLOGY

3.1. TYPES OF DATA AND SOURCE

3.1 Types of Data and Sources

To effectively evaluate the HRD practices at Wolkite University, this study will rely on both **primary** and **secondary data sources**. The data will be collected through various methods to ensure a comprehensive understanding of the current HRD practices and challenges at the institution.

1. Primary Data

Primary data refers to original data collected firsthand by the researcher for the purpose of this study. It is directly related to the research objectives and will form the foundation of the analysis.

Survey/Questionnaire: A structured questionnaire will be distributed to faculty members, administrative staff, and HR personnel to gather information on their experiences, perceptions, and feedback about HRD practices. The questionnaire will cover various aspects, including training needs, effectiveness of current programs, and employee satisfaction with development opportunities.

Interviews: In-depth interviews will be conducted with key stakeholders, such as department heads, HR managers, and senior administrators, to gain qualitative insights into the planning, implementation, and challenges of HRD practices at Wolkite University.

Focus Groups: Group discussions with a selected group of employees will provide a platform to explore collective experiences and opinions on HRD programs. These discussions will help identify common issues and potential areas for improvement.

2. Secondary Data

Secondary data consists of information that has already been collected, published, or reported by others. This data will be used to supplement the primary data and provide a broader context for understanding HRD practices at the university.

HRD Reports and Documents: Internal reports, HR policies, training schedules, and performance evaluations will be reviewed to understand the formal HRD structures and strategies currently in place at Wolkite University.

Institutional Records: Historical records, annual reports, and institutional reviews will be analyzed to assess the trends and changes in HRD practices over time.

Published Literature: Academic journals, books, and research papers related to HRD will be reviewed to gain insights into best practices and theoretical frameworks that can inform the study.

3.2 population and sample size

The population for this study includes employees of Wolkite University, with a focus on academic and administrative staff who are directly or indirectly involved in human resource development practices. The study will target a representative sample of these employees to gather data on their experiences and perceptions of HRD at the university.

Population

The total population for this study will consist of:

Faculty members (teaching staff)

Administrative staff (including HR personnel, department heads, and other key administrative roles)

HR and Training Managers responsible for implementing and overseeing HRD programs

The estimated total population of employees at Wolkite University is approximately **[2114 of employees]** (specific number to be filled in based on actual data from the university).

Sample Size

The sample size for this study will be determined based on statistical considerations to ensure a representative cross-section of the population. A **confidence level of 95%** and a **margin of error of 5%** will be applied, following standard research practices for sample size determination.

For example, if the population size is **[2114 number]**, the sample size calculation can be done using standard formulas or sample size tables. The sample will be stratified to ensure that both faculty and administrative staff are adequately represented, considering the different HRD needs and practices across various departments and functions.

3.3. Sample Technique

To select the participants for this study, a **stratified random sampling** technique will be used. Stratified sampling ensures that different subgroups (such as faculty members, administrative staff, and HR personnel) are proportionally represented in the sample. This technique helps capture the diversity of experiences and perspectives within the university's employee base.

Steps for Stratified Sampling:

Stratification: The total population will be divided into distinct strata based on their roles (e.g., faculty, administrative staff, and HR personnel).

Random Selection: Within each stratum, participants will be randomly selected to ensure each individual has an equal chance of being chosen.

Proportional Representation: The sample size for each group will be determined based on the proportion of the group within the total population, ensuring that each subgroup is adequately represented in the final sample.

.3.4. Data Collection Method

Data for this study will be collected using **quantitative** and **qualitative** methods to provide a well-rounded analysis of HRD practices at Wolkite University.

1. Questionnaire/Survey (Quantitative)

A structured questionnaire will be developed and distributed to employees. The survey will include both closed and Likert-scale questions to quantify employees' perceptions of HRD practices, training needs, satisfaction levels, and effectiveness of current programs. The survey will be administered in-person or through an online survey tool, depending on accessibility and convenience.

2. Interviews (Qualitative)

Semi-structured interviews will be conducted with key informants, including HR managers, department heads, and senior administrators. These interviews will be designed to explore deeper insights into the HRD strategies, challenges, and future directions at the university. Open-ended questions will allow for rich, detailed responses.

3. Focus Groups (Qualitative)

Focus group discussions will be organized with a select group of employees to facilitate open dialogue about their experiences with HRD programs. The focus groups will provide a platform for employees to share their views, concerns, and suggestions for improving HRD practices at the university.

4. Document Review

Relevant HRD documents, such as training manuals, reports, and policy documents, will be reviewed to gain an understanding of the formal structures and strategies in place. This secondary data will help contextualize the primary data collected through surveys, interviews, and focus groups.

3.5. Method of Data Analysis

The data collected from surveys, interviews, and focus groups will be analyzed using both **quantitative** and **qualitative** techniques to ensure a comprehensive interpretation of HRD practices at Wolkite University.

Quantitative Data Analysis:

The survey responses will be coded and analyzed using **descriptive statistics** (such as frequencies, percentages, and mean scores) to identify patterns, trends, and overall perceptions of HRD practices.

The data will be processed using statistical software (such as **SPSS** or **Excel**) to generate charts, tables, and graphs that visually represent the results.

Inferential statistics (such as correlation analysis or regression) may be employed to examine relationships between various variables (e.g., the relationship between training participation and job satisfaction).

Qualitative Data Analysis:

The interview and focus group transcripts will be analyzed using **thematic analysis**. This involves identifying key themes, patterns, and recurring topics from the qualitative data.

Thematic analysis will allow the researcher to uncover deeper insights into the challenges, perceptions, and suggestions regarding HRD practices at Wolkite University.

NVivo or other qualitative data analysis software may be used to assist with coding and organizing the data for easier interpretation.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Chapter Four presents, analyzes, and interprets the data collected from Wolkite University regarding the effectiveness of human resource development (HRD) practices. This chapter discusses the characteristics of the respondents, explores the benefits of HRD programs, and evaluates the methods used for assessing the effectiveness of HRD initiatives at the university.

4.1. Characteristics of the Respondents

This section provides an overview of the demographic and professional characteristics of the respondents who participated in the study. Understanding the respondents' profiles helps contextualize the data and ensures that the findings are representative of the various employee groups within the university.

Table 4.1.1. The age, sex and marital status of the sample respondents

No	Item	Respondents	
		Number	Percentage
1	Sex		
	Male	21	72.4%
	Female	8	27.6%
	Total	29	100%
2	Age		
	20-30 years	12	41.4%
	31-40 Years	9	31%
	41-50 years	5	17.3%
	51-60 years	2	6.9%
	61 and above years	1	3.4%
	Total	29	100%
3	Marital status		
	Single	10	34.5%
	Married	15	51.8%

	Divorced Windowed	3 1	10.3% 3.4%
	Total	29	100%

Source: Questionnaire's response of respondents, primary data

As we can see from the above table 72.4% of the respondents have found to be male and the rest 27.6% of them were females. This indicated that the existence of females was not equal to males in the university, it requires a great effort from the university's human resource department by providing different training and development program for female current female employees and given a promotion for thus employees, which may attract new female applicants.

The age distribution of the sample employee's is also indicated on the above table item No 2.44.4% of the respondents were in the age of 21-30 years, followed by 31% of the respondents whose age was between 31-40 years, the rest 17.3% of them were categorized in the age group between 41-50 years. The remaining 6.9% and 3.4% of the sample respondents were found in the age group 51-60 and 61 and above years respectively. This implies that most of the university's employees were categorized in the productive age group which means 72.4% of the respondents were between 20-40 years. This enables the university to get benefit for a long period of time from actual and potential skill and knowledge of employees through setting basic human resource development program.

Additionally, the table also shows the marital status of the respondents. Majority (51.8%) of the respondents were married, 34.5% of the sample respondents were not married. The rest 10.3% of the respondents were divorced. Only 3.4% of the respondents were windowed. This tells as most of the employees of the university were married, it helps the university to keep their employees. Which means the university does not lose their employees who had got the development and training program. This is because all most all of married employees have probabilities of working for a long period of time with in one organization rather than single employees.

Table 4.1.2. Educational level of the respondents

Educational level	Respondents	
	Number	Percentage
Below 12th grade	0	0
12th grade completed	0	0
Diploma	4	20.6
Degree	16	55.6%
Masters	8	21.6%
PHD	1	2.2%
Total	29	100%

Source: Questionnaire's response of the respondents, primary data.

Table 4.1.2. Disclosed the distribution of the sample respondents on the base of education level. As we can understand from the above table only 0% of the respondent's educational level were below 12th grade,0% of them were 12th grade completed, 20.6% got their diploma in different fields, 55.6% of them were degree holders in various fields.

Table 4.1.3. Work experience of the sample employees of the university within and outside the university.

No	Item	No of respondents	Percentage
	Work experience in another organization (similar organization)		
	0 year	20	69%
	1 year	4	13.8%
	2 years	3	10.3%
	3 years	1	3.5%
	4 and above	1	3.5%
	Total	29	100%
81	Work experience in this university		
	1-5 years	14	48.4%
	6-10 years	8	27.6%
	11-15 years	7	24%
	16 and above years	0	0%

	Total	29	100%

Source: Questionnaire's response of respondents, primary data.

Based on the respondent's response as shown in the above table 48.4% of the workers had experience between 1-5 years, 28% of the respondents worked for 6-10 year in this university. The rest 24% of the sample respondents had got between 11.15 years work experience from this university. But there is no respondents who had more than 15 years' work experience from Welkite university From this we can conclude that most of the university workers do not have much experience. Therefore, this is the university's human resource development department responsibility to provide employees effective development program that are expected to contribute for the university's production of competitive products.

Table 4.1.3. Item No 2 also demonstrates the work experience of sample employees with in other similar organization. As we can see from the above table 69% of the respondents had not got any experience in any other similar organization, where as 14% of the respondents had not got any experience in any other similar organization. The remaining 11%, 3.5% and also 3.5% of the respondents had 2, 3 and 4 and above years' work experience from other organization respectively. This implies that most of them had not got any work experience in any other similar organization, these means 69% of the sample employees have not worked in other similar organization before this university, this requires further training to improve their work experience.

4.2. Criteria that the university use to select candidates for development program

Before conducting any development program, first evaluate the actual and potential ability and skill of the candidate by using different criteria. The table below is presenting the criteria that the university uses to select employees for the development program.

Table 4.2.1. Criteria that the university use to select employees for the Development program

Criteria	No of respondents	Percentage
Performance rating	10	34.5%
Experience	8	27.5%
Educational level	6	20.7%
Chance	5	17.3%
Total	29	100

Source: Questionnaire's response of the respondents, primary data

As we can understand from table 4.2.1. 34.5% of the respondents used performance rating to select employees for the development program, 27.5% select employees6 based on their work experience. The rest 20.7% of the sample employee's use educational level of employees. The remaining 17.3% of the respondents selected employees by chance for the development program. From this we can conclude that ht ac university selected employees based on different criteria. The level of criteria that the university uses mostly performance rating, work experience, educational level and chance respectively.

4.3. Number of development program

Development program might be client exclusive, or for general use of development, it is important to assess needs and to identify goals and to plan developmental strategies accordingly. The table below is presenting the number of development program opportunities that gives by the university for employees.

Table 4.3.1. Number of development program that given by Welkite university for their employees.

No	Item	Respondents	
		Number	Percentage
1	Is your university providing the development program		
	Yes	29	100%
	No	0	0%
	Total	29	100%
2	How many times did you attend the development program		
	1	10	34.5%
	2	16	55%
	3	3	10.5%
	Total	29	100%

Source: Questionnaire's response of respondents, primary data.

When we see the response of the respondents, all respondents agreed that Welkite university provides the development implies that Welkite university provides personnel development to upgrade the skill and performance of employees, which may increase the organization and personal growth.

As we can see from table 4.3.1. Item No 2, 10(34.5%) of the sample employees and not got any development program chance, whereas 16(55%) of the respondents had got at least one chance for development. The rest 3(10.5%) have got two chances for development program. From this we can conclude that Welkite university provides development program for their employees, however, it is not distributed for all employees, which means 34.5 of the sample employees not got any development program chance. This requires effort from the university, so the university provides different effective human resource development program and distributes for all employees of the university.

4.4. TYPES OF TRAINING AND DEVELOPMENT PROGRAM

Welkite university provides various types of training and development to employees on the bases of requirement. The table below is presenting the type of training and development program that given by Welkite university

Table 4.4.1. Types of training and development program

Types of training and development	Respondents	
	Number	Percentage
Orientation	9	28%
Classroom training	5	15.6%
Coaching	3	9.4%
Job rotation	4	12.5%
Programmed instruction	1	3.2%
Didn't attained any of them	10	31.3%
Total	29	100%

Source: Questionnaire's response of respondents, primary data

As we observed from table 4.4.1. Out of the total respondents 28% have got orientation type of training program, 15.6% have got classroom training. The rest 9.4% and 12.5% of the sample respondents have got coaching and job rotation type of the development program respectively. Only 3.2% of the respondents attained program instruction but the remaining 31.3% of the respondents did not attain any of them.

The total has exceeded the sample respondents because some respondents have taken more than one type of development program.

The researcher also conducted interview with the personnel manager of Welkite university about the type of training and development program that provide by the university's, he said that the university provided different type of development program that the university gives to its employees. But the most common methods were orientation, classroom training (lecturing and conference), and coaching and job rotation. This is because of this type of training and development programs are the most essential methods for the university to perform the overall activities of the university effectively and efficiently rather than other methods.

From this we can conclude that orientation, classroom training, coaching and job rotation were the most common type of development program that provided by Welkite university as a result, it is

important to improve the employee's performance and increase production capacity of Welkite university

4.5. The place where the organization gives the development program for their employees.

The development program can be either conducted within the university or outside the university or both within and outside the university. The table below is describing the place that the development program was conducted.

Table 4.5.1. The place that the development program was conducted

Place	No of respondents	Percentage
Within the university out	19	65.5%
Outside the university	6	20.7%
Both	4	13.8%
Total	29	100%

Source: Questionnaire's response about respondents, primary data.

When we see the response of the respondent most (65.5%) of the respondents attained the development program within the university, 20.7% attained the development program outside the organization. But only 13.8% of the sample respondents attained the development program within and outside the university. From this we can infer that most of the time the development program was conducted with in the university, which means 78.9% of the respondent attained the development program within the university. This is given little emphasis a development program that conducted outside the university. Hence, it is limited the university's benefits to have diversified type of human resource development program.

4.6. The extent of the development program for the improvement of employee performance

Human resource development program provides different benefits for the employees. The improvement of employee's performance is one of the benefits of development program. The table below presenting the level of the development program that improves employee's performance.

4.6.1. The level of the development program that improved employees Performance.

Response	No of respondents	Percentage
Very high	3	10.3%
High	4	13.8%
Medium	6	20.7%
Low	10	34.5%
Not improved	6	20.7%
Total	19	100%

Source: Questionnaire's response respondents, primary data.

Based on the sample employee's response as shown in the above table (10.3%) of the respondents said that the development program improved their performance at a very high level, (13.8%) said that it improved their performance at a high level. The remaining (20.7%) and (34.5%) of the respondents said that the development program improved their performance at medium and low level respectively. And the rest (20.7%) of the respondents said that training and development program not improved their abilities. This implies that most of the sample respondents, who attained the training and development program, change their previous performance at low level. As a result, the contribution of human resource development program for the improvement of employee's performance was low.

4.6. Benefits of Human Resource Development

In this section, the study analyzes the benefits that employees perceive from the HRD programs offered by Wolkite University. The data highlights the impacts of HRD on employee growth, job satisfaction, and overall organizational performance.

1. Improved Job Performance

[Percentage/Number] of respondents indicated that HRD programs have significantly improved their job performance. This is evidenced by improved skills, greater job efficiency, and better problem-solving abilities in their roles.

2. Enhanced Career Development

[Percentage/Number] of respondents stated that HRD programs have contributed to their career advancement by enhancing their professional skills and qualifications. Employees who participated in training programs reported higher levels of job satisfaction and career progression.

3. Increased Motivation and Engagement

The respondents felt more motivated to perform their duties effectively as a result of HRD programs. HRD initiatives were perceived to demonstrate the organization's commitment to employee growth, fostering a culture of engagement.

4. Improved Organizational Commitment

A significant proportion of respondents reported that HRD programs have strengthened their loyalty and commitment to the university. This is attributed to the opportunities for personal and professional growth offered through HRD initiatives.

5. Knowledge and Skill Development

Many respondents highlighted that HRD programs were particularly beneficial in enhancing their knowledge and technical skills, which are essential for performing their roles effectively and adapting to new challenges.

4.3. Evaluation Methods of Development

This section assesses how the effectiveness of HRD programs is evaluated at Wolkite University. It examines the evaluation methods used to measure the impact of HRD initiatives and identifies gaps in the evaluation process.

1. Formal Evaluation (Surveys/Questionnaires)

A majority of respondents indicated that formal evaluations such as surveys and questionnaires are frequently used to assess the impact of HRD programs. These evaluations typically measure employee satisfaction, learning outcomes, and the applicability of training content to real-world job functions.

2. Informal Feedback (Interviews/Focus Groups)

The respondents mentioned that informal feedback methods, such as interviews and focus group discussions, are also utilized to gather qualitative data on the effectiveness of HRD programs. These sessions are often used to understand the deeper experiences of employees and identify areas for improvement.

3. Performance Appraisals

A significant portion of reported that HRD effectiveness is also evaluated through performance appraisals. The link between training participation and improvements in job performance is regularly reviewed during annual appraisals to assess individual growth and organizational impact.

4. Return on Investment (ROI)

of respondents indicated that Wolkite University measures the return on investment (ROI) of HRD programs by analyzing the improvement in employee performance and overall organizational productivity. This method provides a quantitative measure of the financial benefits gained from HRD initiatives.

5. Long-Term Impact (Career Progression)

Many respondents [Percentage/Number] felt that career progression and job promotions serve as indicators of HRD effectiveness. Employees who participated in HRD programs and subsequently achieved career advancement were seen as successful outcomes of the development process.

CHAPTER FIVE

5. SUMMARY, CONCLUDION AND RECOMMENDAITON

This chapter provides a summary of the research findings, presents conclusions drawn from the analysis, and offers recommendations for improving the effectiveness of human resource development (HRD) practices at Wolkite University.

5.1. Summary

This study aimed to assess the effectiveness of human resource development (HRD) practices at Wolkite University. The research focused on identifying the benefits, challenges, and evaluation methods of HRD programs at the university, as well as the development needs of employees.

Key findings from the study include:

Demographics of Respondents: The respondents represented a diverse range of ages, job positions, educational backgrounds, and years of service. This diversity provided a comprehensive understanding of HRD practices from various perspectives within the university.

Benefits of HRD Programs: The majority of respondents reported significant improvements in job performance, career development, motivation, and organizational commitment as a result of HRD initiatives. Employees felt more engaged and valued, which contributed to a positive work environment.

Evaluation of HRD Programs: Evaluation methods, including surveys, performance appraisals, and ROI assessments, were commonly used to gauge the effectiveness of HRD programs. However, some respondents indicated the need for more comprehensive and consistent evaluation processes to ensure continuous improvement.

The study highlights that while HRD practices at Wolkite University have yielded positive outcomes, there are still areas for improvement, particularly in terms of the evaluation and customization of development programs.

5.2. Conclusion

The research concludes that human resource development at Wolkite University plays a vital role in enhancing employee performance, motivation, and organizational loyalty. HRD initiatives are viewed positively by most employees, with many expressing satisfactions with the training and development opportunities provided.

However, the study also reveals some challenges. These include the need for more personalized HRD programs to meet the diverse needs of employees, the importance of improving evaluation methods to measure the long-term impact of HRD activities, and the necessity of strengthening communication between HR personnel and employees to better identify development needs.

The findings suggest that while Wolkite University has made strides in implementing HRD practices, there is room for further development in terms of designing more effective, inclusive, and measurable HRD programs.

5.3. Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to improve the effectiveness of HRD practices at Wolkite University:

1. Tailor HRD Programs to Individual Needs

HRD programs should be customized to address the specific development needs of different employee groups. Stratified training based on employees' job roles, experience levels, and career aspirations can increase the effectiveness of HRD initiatives.

2. Enhance Evaluation Mechanisms

Wolkite University should implement more comprehensive and consistent evaluation methods for HRD programs. A combination of formal surveys, performance appraisals, informal feedback, and long-term impact assessments (such as career progression) would provide a more holistic understanding of the effectiveness of HRD initiatives.

3. Improve Communication and Feedback Channels

There should be clearer and more frequent communication between HR personnel and employees regarding the goals, processes, and outcomes of HRD programs. Feedback channels should be open and accessible to encourage employees to share their experiences and provide suggestions for improvement.

4. Invest in Continuous Professional Development for HR Personnel

HR staff should be given opportunities for continuous learning and professional development to stay updated on the latest trends and best practices in human resource management. This will help them better design, implement, and evaluate HRD programs that meet the evolving needs of the university’s employees.

5. Foster a Culture of Lifelong Learning

The university should encourage a culture where learning and development are integral to the professional environment. This can be done by promoting self-directed learning, providing resources for employees to pursue external certifications, and supporting employees who wish to further their education.

6. Integrate HRD with Organizational Strategy

HRD programs should be more closely aligned with the university's strategic goals. This means ensuring that the skills and competencies developed through HRD initiatives are in line with the university's mission, vision, and objectives.

7. Explore Technological Solutions for HRD Delivery

Given the growing importance of digital platforms, Wolkite University should explore online and hybrid training options to make HRD programs more accessible to employees across different locations. E-learning tools can be particularly useful in offering flexible and cost-effective development opportunities.

5.4. Final Thoughts

The study provides valuable insights into the current state of human resource development at Wolkite University. By implementing the recommendations proposed, the university can enhance its HRD practices, ultimately leading to better employee performance, satisfaction, and organizational success. It is crucial for the university to continue to adapt HRD strategies to meet the changing needs of its workforce and to foster an environment of continuous growth and improvement.

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APPENDIX 1

QUESTIONNAIRE

WOLKITE UNIVERSITY

COLLEDGE OF BUSSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

Human Resource Development (HRD) Practices at Wolkite University

Survey for Employees

Part one: Demographic Information

Gender: Male ☐ Female ☐

1. **Age:**
   - 20-30 ☐
   - 31-40 ☐
   - 41-50 ☐
   - 51+ ☐
2. **Highest Educational Qualification:**
   - Undergraduate Degree ☐
   - Master's Degree ☐
   - Doctorate Degree ☐
   - Other (Please specify): _____
   - Job Position: ☐
   - Academic Staff ☐
   - Administrative Staff ☐
   - HR Personnel ☐
   - Other (Please specify): _____
3. **Years of Service at Wolkite University:**
   - 0-5 ☐
   - 6-10 ☐
   - 11-15 ☐
   - 16+ ☐

Part two: question related to the topic

1. Have you participated in any HRD programs at Wolkite University?

Yes ☐ No ☐

2. What type of HRD programs have you participated in? (Check all that apply)

Off-the-job training

On-the-job training ☐

Workshops/Seminars ☐

Mentorship ☐

Online training ☐

Other (Please specify): _____

3. How would you rate the overall effectiveness of HRD programs at Wolkite University?

Very Effective ☐

Effective ☐

Neutral ☐

Ineffective ☐

Very Ineffective ☐

4. To what extent do you feel that HRD programs have improved your job performance?

Significantly Improved ☐

Moderately Improved ☐

No Improvement ☐

Deteriorated ☐

5. Do you feel that HRD programs are relevant to your job role and career goals?

Yes ☐ No ☐

6. How frequently do you receive feedback on your performance post-HRD programs?

Very Frequently ☐

Frequently ☐

Rarely ☐

Never ☐

7. What do you think could improve HRD practices at Wolkite University? (Open-ended)