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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**HUMAN RESOURCE MANAGEMENT PRACTICES IN WOREDA
EDUCATION OFFICES OF SOUTH WEST SHOA ZONE, OROMIA
REGIONAL STATE**

M.A THESIS

BY: DAGNE BEKELE

PROGRAM: MA IN SCHOOL LEADERSHIP

ADVISOR: BEFIKADU Z. (PHD)

June, 2023

Addis Ababa, Ethiopia

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SCHOOL LEADERSHIP**

JUNE, 2023

ADDIS ABABA, ETHIOPIA

DECLARATION

I declare the Research work titled “*Assessment of HRM practices in woreda education offices of South West Shoa Zone*” is my original work and has not been presented in any other University and that all source of materials used for the study have been duly acknowledged.

Declared by:

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ADVISORS' THESIS SUBMISSION APPROVAL SHEET

This is to certify that the thesis title “*Practices of Human resource management in woredas education offices South West Shoa Zone, Oromiya Regional State*” Submitted in Partial fulfillment of the requirements for the degree of master’s with specialization in school Leadership, the Graduate program of the Department / School of education and Behavioral studies, and has been carried out by Dagne Bekele under my supervision.

Therefore I recommend that student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

Name of advisor	Signature	Date
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EXAMINERS' THESIS APPROVAL

We the examiners' board approve that this thesis has passed through the defense and review process.

Approved by:

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Principal Advisor	Signature	Date

Signature and stamp of the department

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ABBREVIATIONS AND ACRONYMS

CV:	Curriculum Vitae
ECSRП:	Ethiopian Civil Service Reform Program
EEO:	Equal Employment Opportunity
FCSC:	Federal Civil Service Commission
HRIS:	Human Resource Information System
HRM:	Human Resource Management
HRP:	Human Resource Planning
MOE:	Ministry of Education
REB:	Regional Education Bureau
SPSS:	Statistical Package Software System
SWOT:	Strength Weakness, Opportunities and Threat
TDP:	Teacher Development Program
TGE:	Transitional Government of Ethiopia
WEO:	Woreda Education Office
ZEO:	Zonal Educational Office

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ABSTRACT

The main purpose of this study was to assess the practices of human resource management adopted by woreda education offices of south west Shoa zone in Oromiya Region of Ethiopia. To accomplish this purpose, the study employed a descriptive survey design. The study was carried out in five woreda education offices and five secondary schools of south west Shoa zone. A total of 292 individuals have participated in the study. Among them 210 were teachers and 41 were woreda education offices experts included as a sample through simple random sampling technique especially lottery method. Additionally 5 woreda education offices heads, 24 secondary school principals, and 12 secondary school supervisors were included through purposive sampling techniques. Questionnaires, interviews and document analysis were the main instruments of data collection. The questionnaire for the study was a three and five point Likert scale type. The questionnaires were administered to collect data from the selected woreda education offices experts and secondary school teachers, which secure a 96.2% response rate. Descriptive and inferential statistics analysis were conducted and presented clearly. The questionnaire data were analyzed using the SPSS (statistical package for social science) version 20 software. Finally findings of this study revealed that, the woreda education offices did not undertake environmental scanning, skill audit, and systematic recruitment and selection. The main conclusion made here is that employee generally demotivated due to lack of transparency, wrong selection and recruitment practices, lack of human resource planning specialist and skill audit. The study therefore, recommended that the woreda, zone and regional education offices with together should solve the problem that faced in the HRM practices.

Key words: Human Resource Management, Personnel Management, Humana Resource Development

CHAPTER ONE

1 Introduction

This Chapter deal with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of terms.

1.1 Background of the Study

Organizations require resources such as, humans, materials, finance, and time in order to accomplish their objectives. Of all the resources required to attain the intended objectives of organizations, the most important one is the human resource. The overall purpose of Human Resource Management (HRM) is to ensure that the organization is able to achieve success through people. People in work Organizations, endowed with a range of abilities, talents and attitudes, influence productivity, quality and profitability. People set over all strategies and goals, design work systems, produce goods and services, monitor quality, allocate financial resource, and market the products and services (Cowham, 2008).

The human resources of an organization consist of all people who perform its activities (Bernar, 2013). The attaining of targets for the organization is in their hands and it is the way people are managed so that maximum performance is matched as closely as human resources with satisfaction for the individual performing the activities (Riches and Colin, 1998). Thus, creating an organization which facilitates conditions for effective and efficient performance of workers, and staffing the organization with appropriate people has become the most primary task of management of an organization.

Among the various activities of human resource management, human resource planning (HRP), recruitment, selection, training, and development are the area that greatly enhances HRM effectiveness. HRP is the process of assessing the organization's human resource needs in light of organizational goals and making plan to ensure that a competent, stable work force is employed, (Desseler 1997).

The importance and contribution of HRM in ensuring organizations to have the right people, at the right time and doing the right jobs, to deliver operational excellence, employee development and contribute the overall success of ambitious educational organizations . The importance of human resource planning process is the reduction of risks and threats that create impact for the

whole organizations and its productivity by addressing unknown variables though HRM Organizations have the opportunists to support and configure their expectations to guarantee Positive outcomes. Failing to do so would lead to uncertainties that eventually create another organizational difficulty. The failure to conduct endangers the organizations future success and also causes surplus or deficiencies of manpower (Bearedwell, 2004).

However, as Kleiman (2002) stated rightly, “the availability of qualified and competent professionals alone was not guarantee for the goal attainment of educational organization unless they are managed effectively”. An effective human resource management system must assure the employees that they must have access to continuing professional development, and they are able to progress along clear and objective career path (Thomson, 1995). It must also assure that they were governed by a set of regulations and procedures that are responsible, transparent, and fairly implemented. In Ethiopian education system, the issue of effective human resource management has remained a challenge since long. A recently conducted study on the “quality and effectiveness of human resource utilization in the education sector of Ethiopia “requires to have not only specialized in academic knowledge but also have adequately managed by human resource management professionals to achieve the goals of the education sector (Sisayoda, 2010).

Therefore, it is a big deal to how the South West Shoa Zone Woredas Educational Office of HR managers carry out its HRP (Human resource planning), recruitment and selection activities practice. Furthermore, the researcher as a member of this organization observed from the documents employee profile consequently at different time that attempts to find and fit the right people in the educational organization’s structure and function came at a greater financial cost and was time consuming due to internal and external problems. Hence, such a situation requires proper recruitment, selection, training, development, and remuneration of professionals, proper utilization of available manpower, and an effective strategy for the professional development of human resources. Though managing the academic and other personnel has been one of the most challenging tasks for a long period of time in the zonal education office, it is imperative and timely to conduct an assessment in the area so as to systematize the existing situation. Above all, system must make adequate provision for selecting the right candidate and preparing the professionals for implementing the objectives of the organization and other related activities.

Hence, this study was intended to investigate the practice of HRM in Woreda education offices in South West Shoa Zone.

1.2 Statement of the Problem

HRM is a pattern of planned HR development and activities which affect the behavior of individual with the intention of enabling organization to achieve their goals (Wood, Holman and Stride, 2006). All HR activities are dependent upon the managers' efforts to formulate and implement the organization strategy (Wei and Lau, 2005). Human resource management refers to the policies, practices, and systems in organizations for recruiting and developing their employees as well as influencing their behavior, attitude, and performance to achieve the organizations goals (Stone, 2008). Human resource management competency contain an organizations ability to recruit, train and develop, maintain and utilize prospect-oriented employees with their capacities in a way that they comply with their organizations goals (Zaugg and Thom, 2003).

According to Wilkinson and Holden (2001) the now extensive literature on human resource management differentiates between human resource management and human resource strategy, although the former would suggest the day- to-day implementation of policy while the latter is a long-term perspective. HRM, as a long-term strategy plays an important role in creating and developing an organization competitive advantage in the corporate world. Adding values is another interest in HRM, as employees add values to their organizations with performance improvement. Richard & Johnson (2001) state that in order to improve effectiveness and efficiency HR managers must concern themselves with activities that affect the rank and file in their organizations. HRM is a unique and important concept to develop superior people practices in organizations. The research questions also deals with different HRM practices and the important role of HRM in the South West Shoa Zone educational organizations. The role of HRM effectiveness creates a sustained competitive advantage in promoting an organizations overall performance (Richard & Johnson, 2001). Effective human resource management can identify each employee's knowledge, skill, and attitudes that motivate employees to use their knowledge, skill, attitudes and place them in appropriate positions in order to achieve the organizations effectiveness and efficiency (Lajara, Lillo & Sempere, 2003). Having referred to several researchers and authors views on what HRM actually is, the researcher can therefore say

that human resource management is an essential implement to link different people in the same organization to use their various capabilities for achieving the organizations goals. HRM is not understood as only working for managers or employees. Rather, it is a managerial function for creating the organizations advantage by developing peoples which in turn benefits the organization of human resource in education system, teachers with all the operation of school activities revolve. Inadequate attention given to HRM especially in attracting applicants, motivating, and retaining desirable teaching staff is one of the major impediments for the inefficient of the school system. A career structure, low salaries and poor incentives are indicative of this fact. These have resulted in poor quality of service that schools offer. Even though some researchers have already conducted and certain materials are prepared on areas of HRM, for example, Amere (2016), Binium (2016), and the methodology, variable and context that they used were different from this study. While Amere (2016) focus on effect of selection human resource management job satisfaction as a country, Binium (2016) looked at role of recruitment and selection, performance appraisal and compensation in the Organization. Amere (2016) used correlation qualitative research methods whereas Binium (2016) employed quantitative methods.

Therefore, the gap that was mentioned above and search of effective human resource management warrants, assessing how human resource management practiced in Woreda education offices of South West Shoa Zone Oromiya Regional state. Hence this study focuses on human resource management practice particularly on HRP, recruitment and selection.

1.3 Research Questions

This study intends to answer the following basic research questions.

1. To what extent do human resource planning activities are practiced in Woreda education offices in line with the HR policy and strategic goal?
2. How far does the process of employee recruitment practiced in the Woreda education offices is systematic?
3. What are the methods and criteria that are used for employee selection in the Woreda education offices?
4. What are the major factors that hinder the human resource management practice in the Woreda education offices of the study area?

1.4 Objectives of the Study

The overall aims of the study and the specific objectives of the study was described as follows

1.4.1 General Objective

The general objective of the study is to assess the way in which HRM activities are practiced in Woreda Education offices of south west Shoa zone.

1.4.2 Specific Objectives

Specifically, the research was intended to:

1. Investigate the extent to which the Woreda education offices of South West Shoa Zone practice effectively HRP, in line with HR policy and strategy in South West Shao Zone.
2. Asses the recruitment process adopted by woreda education offices of South West Shoa Zone.
3. Asses the Method and Criteria that have been used by Woredas Education Offices of South West Shoa Zone.
4. Explore the major factors that hinder the effectiveness of human resource management Practice in woreda education offices of South West Shoa Zone.

1.5 Significance of the Study

The findings of this study have contributions in alleviating the problem of HRM practices. The researcher believes that the findings of this study were having paramount significance:

- ❖ By revealing the HRM practices, the study may bring the attention of policy makers and other concerned stake holders for appropriate action.
- ❖ The study may help human resource managers'/ education office head/, process coordinator, and other concerned bodies of the WEO to create awareness and evaluate the existing situations of the practice of human resource management activities in line with the human resource policies and strategies to alleviate their weaknesses in woreda education offices of South West Shoa Zone.
- ❖ It may help the external recruitment managers and internal placement personnel of WEO to have awareness to implement the practice of HRM activities.
- ❖ In addition to this, it may help the south West Shoa Zone WEOs to take remedial action on their weakness by addressing some feasible problems.

- ❖ It may also help other individuals or organizations to carry out better, deeper and wider research work for better and wider solutions that can significantly alleviate the existing problems.

1.6 Delimitations of the Study

The study was concerned with assessing practice of human resource management in woreda education offices of South West Shoa Zone. Currently there are Twelve (12) Woredas in South West Shoa Zone and the Zone was selected because the researcher has more work experience in these areas and has better background information on the study area. The second reason is that the researcher understands the native language that helps to get participant information. That is why the researcher also recognized to conduct this study in South West Shao Zone Woreda Education Offices. Therefore, the study was restricted to five Woredas and five secondary schools focusing on human resource management component that involves HRP, recruitment, selection. However, the study was delimited to the practice of HRP, recruitment, and selection. This enabled the researcher to make manageable and feasible with the given time and scope. The researcher focuses on only government secondary schools as there is no private, Church or Mosque secondary school in the Zone.

1.7 Limitation of the Study

The researcher has faced a number of limitations while conducting this study. The major ones were: the shortage of widely related research works done on the issue in the practices of human resource was the most important limiting factor of this research. It was difficult to find journals in libraries because of absence of research studied by Ethiopian researchers. Accordingly, the researcher had to depend mostly on the study materials and experience of foreign sources. The other limiting factor was number of Woreda and their locations are very apart from each other and transportation was difficult to travel from one woreda to the other, which delayed the practice of data collection within the anticipated schedule. Despite the above problem the researcher has exerted utmost effort and was able to overcome this problem by holding prolonged dialogue and discussion with the respondents.

1.8 Definition of Key Terms

Human Resource: the people that staff and operate an organization as contrasted with the financial and material resources of the organization (Mejia, et al, 2004).

Human Resource Management (HRM): is a critical management area that is responsible for an organization's most important asset and its people (MSE, 2009).

Human resource Planning: the process of determining current and future man power needs both quantitatively and qualitatively to ensure the organization to have the right personnel, who are capable of completing those tasks that help reach its objectives (Kleiman, 2003).

Recruitment: is the process of searching for prospective employees and stimulating them to apply for the job in the organization. (Pattanak, 2012)

Selection: is the process of picking (out of the pool of job applicants) with requisite qualifications and competence to fill the job in the organization (Aswathappa, 2002).

Woreda: is in Oromiya regional state, the lowest administrative level where all government offices are located.

1.9 Organization of the Study

The study was organized in to five Chapters. The first chapter deals with background of the study, statement of the problem, research questions and objectives of the study, significance of the study, delimitation of the study, operational definition of terms and organization of the paper. Chapter two deals with review of the related literature and chapter three deals with research methodology such as: description of the study area, research design, data sources, sampling size and techniques, instruments for data collection, method of data analysis, and ethical consideration. The analysis and discussion were indicated in the fourth chapter. In the fifth chapter the summary of major findings, conclusions and recommendations of the study are made. Lastly, the references and appendices sections were attached

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

As stated earlier, the intentions of this study were to assess the practices of human resource management in South West Shao Zone education office. This part of study discusses about overview of human resource management raised in the accessible literature. In this section, literatures related to human resource management were reviewed. In particular, this section deals with how human resource management is practiced and factors that may hinder its practice in educational offices.

2.1. An Overview of Human Resource Management (HRM)

According to Gomez-Mejia et al. (2005), the heart and soul of every organization is its employees. An organizations work force represents one of its most potent and valuable resources. Although plant, equipment and financial assets are also resources required by organizations, employees are particularly important. Human resources provide creative spark in any organization that people design and produce the goods and services, control quality, market products, allocate financial resources and set over all strategies and objectives for the organization.

Without effective people it is simply impossible for an organization to achieve its objectives (Gupta et al., 2002). Hence, the extent to which a work force is managed effectively is a critical element in improving and sustaining organizational performance. Tayeb (1997) indicates that for any organization to perform its tasks efficiently and achieve its objectives; the management of its most crucial resource, the people is of utmost importance. Managing people is one of the most difficult aspects of organizational management. It means dealing with people who differ physically and psychologically. The essence of HRM is that aspect of organizational management to concern with the management of organization work force.

According to Walker et al.,(1997) the core activities of HRM includes, strategy and organization, contributing to organizational strategy, organizational structure and process, influencing culture and values, developing personnel strategies and policies, employee resourcing, incorporating human resource planning, recruitment and selection, deployment and termination of employment, employee development, incorporating training and development, management

development, career development and performance management, reward management, incorporating the selection of reward strategies and type administration of payment and benefit system, employee relation, incorporating industrial relations, employee involvement, participation, communications, health, safety and welfare, and employee service, employment policies and practices, working conditions and personnel information systems.

2.2. Concepts of HRM in Educational Organization

According to Management System of Education (MSE), human resource management is defined as the integrated use of systems, policies, and management practices to recruit, maintain, and develop employees to strengthen the capacity of an organization in meeting its desired goals (MSE, 2009). HRM is a critical management area that is responsible for an organization's most important asset, its people. When an organization manages its investment in people wisely, the result is a satisfied and motivated workforce that delivers quality education services and an organization able to fulfill its mission, meet its educational objectives, and enhance its competitive advantage.

HRM deals with hiring and firing employees, staff and procedures for the work force in the organization, such as recruitment, hiring and job placement, planning and appraising employee performance, rewarding and promoting staff. Human resources management also provides support for the needs, concerns, and problems of employees and identifies ways to increase staff competence and commitment. In this era of rapid and continuous change, human resources management is one of the organizational domains that can provide support for employees during internal change processes and help development and paying salaries. HRM plans and implements efficient; processes, policies managers and leaders identify and implement processes for change (Ulrich, 1997).

However, HRM is the most misunderstood and poorly utilized system in the educational sector today. Many organizations face pressing human resource challenges, for example, staff shortages, attrition and absenteeism, and low morale- all of which can be addressed by an effective HR system. Although managers say that their employees are critically important, many organizations frequently neglect the management systems, practices and procedures needed to support this important resource.

2.3. Importance of Human Resource Management

Good human resource practice can first result in the increased ability of the organization to attract and retain the best people. Planning alerts the organization to the types of people it needs in the short, medium, and long run. Quality recruitment and selection activities identify the best people for available jobs and make sure they are placed in appropriate positions. Performance evaluations and training develop individuals who require skills, knowledge and attitudes different from those they currently have. Good HRM practice can motivate organizational members to do outstanding work. It can encourage worker commitment to and involvement in work and the organization. The ability to advance in the organization, to experience career growth and development, and to receive rewards commensurate with performance can encourage high performance and positive attitudes toward work (Kleiman, 2003).

Moreover, Gupta et al (2003) summarizes the importance of HRM into four stems. These stems may have an important contribution to the achievement of the organizational objectives to full fill its social responsibility. These are: HRM helps to obtain the required human resource and develop them in using and motivating effectively, it helps to design and develop an effective organization that was respond to change, it helps to create and maintain cooperative climate at relationships within the organization, and it has the opportunity to meet the organizations social and legal responsibility.

Similarly, Kleiman (2000) summarizes the purpose of HRM as follows: HRM helps the organization, to achieve (reach) its goals, to employ the skills and abilities of the work force efficiently, to provide the organization with well trained and motivated employees, to increase the fullest the employee's job satisfaction and self-actualization, to develop and maintain a quality of work life which makes employment in the organization desirable personal and social situations, to communicate personnel policies to all employees, to help maintain ethical policies and behaviors, to manage changes to the mutual advantage of individuals, groups, the organization and the public.

In short, the purposes of HRM are (a) to attain economically and effectively the organizational goals, (b) to serve to the highest possible degree of the individual goals, and (c) to preserve and advance the general welfare of the community (Kleiman, 2000). Even though, scholars state the significance of HRM in different ways, conceptually their explanations have some elements in

common. In all situations, the purpose of HRM depends on worker's development, as well as on creating conducive and cooperative working environment; which enables to achieve organizational goals in effective and efficient manner. Moreover, it links organizational goals and employees need to be mutual and compatible, that is, one set need not be gained at the expense of the other.

2.4. Competences Required in Managing HR of Educational Sector

In a dynamic environment, educational managers need to combine leadership and administrative skills to meet the challenges that the changing socio-political, economic and technological landscape presents, as well as the expectations of students, educators, politicians and the public. Without good management it was unable to improve efficiency, effectiveness and responsiveness in the delivery of education services or upscale interventions to achieve educational goals (Donald, 2006).

Higher institutions and school organizations are important vehicles for the delivery of education, and managers of these institutions are to a large extent responsible for operationalizing the visions and objectives that policy-makers have for the education and wellbeing of a nation.

However, despite the urgent need to develop managers in educational organization, it is important to identify the competencies that are important for effective education system management as well as the proficiency of managers in these areas, as part of the overall management development process and in an effort to make training relevant. In so doing, it helps to avoid 'one size fits all' approaches to educational management as well as the unnecessary deployment of scarce resources.

Managers need to develop several competencies that were enabling them to perform these functions effectively and efficiently. Managerial competencies are 'sets of knowledge, skills, behaviors and attitudes that a person needs to be effective in a wide range of managerial jobs and various types of organizations'. Of particular importance are strategic skills that relate to the setting of key objectives based on an understanding of what is happening inside and outside the organizations; task-related skills that encompass functional and operational competencies that enable managers to define the best approach to achieving objectives, given the resources available; people-related skills that enable managers to achieve objectives through and with

others; and self-management skills that enable managers to take responsibility for their life at work and beyond. Determining and assessing competencies is a vital precursor to improving professional development and the alignment of individual development with the need of an organization or profession (Donald et al, 2004).

Appropriate programmes based on the personal needs and experiences of education sector managers can then be put in place to train managers to provide leadership and to ensure a sustainable improvement in the work context of educational sector workers, and hence on the quality of care and health of the communities their organizations serve (Gough and Price, 2004). In our context, competency of HR Managers could be demonstrated through such indicators as talented application of personnel policy and planning, management of employees' performance, provision recruitment and selection, maintaining HR data through application of modern data management system, applying appropriate retention strategy and exercising good management and leadership skills among others, the first instance.

Personnel policy is one of the competency areas of HR Managers. First, competent HR Managers are supposed to have adequate skills and knowledge of administering compensation and benefit. This refers to the capacity of HR Managers to handle issues related to salary and allowance paid to staff including health, vacation, housing and education. Second, HR Managers are required to have adequate knowledge of maintaining the balance between demand and supply of HR requirement of their organization through application of human resource planning. They should also demonstrate appropriate level of competency through application of merit principle of Max-Weber while conducting recruitment, selection, deployment, promotion and transfer of employees. The HR planning and policy function includes preparing for any expansion in educational organization services, the dissemination of HR policies, advising senior management, reviewing department budgets, and estimating personnel salaries, etc. (Walker, 2001).

2.5. Human Resource Management Components

The effectiveness of an organization is depending on the way in which human resource management components are practically implemented. The practical implementation of human resource management components ensures the organization to have the competent work power to achieve its objectives. The human resource management components include: HRP, recruitment,

selection, training, development, compensation, remuneration, industrial relation, etc. Of which the basic and foundations for having competent work force to ensure the objectives of the organization is HRP, recruitment and selection (Gupta, 2003)

2.5.1. Human Resource Planning

Human resource planning is the most important managerial function in order to utilize this asset in effective and efficient way. Human resource planning ensures organizations to have the right type of people in the right number, at the right time and place, which are trained and motivated to do the right kind of work at the right time.

According to Vetter's, as cited in Gupta et al. (2003) Human resource planning is: The process by which a management determines how an organization should make from its current manpower position to its desired man power position. Through planning management strives to have the right number and the right kinds of people at the right places, at the right time to do things which result in both the organization and the individual receiving the maximum long range benefits

Similarly, Kleiman (2003) defines human resource planning as the "process of identifying and responding to organizational needs and charting new policies, systems and programs that was assure effective HRM under changing conditions." According to the author purposes of human resource planning are: (i) to enable organizations to anticipate their future HRM needs and (ii) to identify practices that was help them meet those needs.

From the above two definitions, it is possible to generalize that: (a) human resource planning refers to foreseeing the human resource, (b) making necessary adjustments between the demand and supply of human resource, (c) Making necessary adjustment between human resource supply and demand and organizational plan and,(d) foreseeing the possibility developing the supply of human resource in order to match it with requirements by introducing necessary changes in the functions of human resource management.

2.5.1.1. Environmental Analysis

HRP begins with analyzing and investigating internal and external situation in terms of labor market, organizational capability and organizational strategy Beard well, et al. (2004). internal environmental analysis: An internal environment of an organization is the preliminary and

foremost activity of HR planners in HRP process. Thus internal environment in terms of internal labor market, organizational capability, and organizational strategy needs to be assessed. Job analysis and skill audit also enable HR planners to identify relevant information about the job and the required man power that fit with the task (Donald, 2006).

Internal labor market: Quantitative and Qualitative data about the current work force as to the kind of work carried out by each employee, skill and knowledge possessed by each individual, qualification and competencies of employees required to undertake the job has to be gathered. When the current work force is assessed as a source of supply, continuous movements of employees through promotion, transfer and the likely hood of leaving and joining of new employees has to be considered (Donald, 2006). Hence in short, job analysis (the duties of each positions and the people elements required to perform the job) has to be made. **Organizational capability:** Data as to the performance of the organization, its turnover, productivity, the technology it currently uses and intended to use in the future has to be gathered. The overall performance of an organization in terms of its strength and weakness can be gained from SWOT analysis (Donald, 2006).

Organizational strategy: unlike organizational capability where it focuses on the current situation of the organization, organizational strategy is concerned with future direction of an organization. Hence, it is worth to analyze the strategies adopted by an organization. **Job Analysis and Skill Audit:** Job analysis is the process of collecting data about the current job and skill or knowledge required to undertake it. It is an operational function that underlines the strategic level of HRP by providing data base for analysis and planning (Foot and Hook, 2002).

Job analysis produces information that enables to prepare job description (a list of what job constitute) and job specification (the characteristics of people required to perform the job (Dessler, 2009)

Skill audit is a method of identifying the competence gap at the departmental and sectional level. The skills required to carry out all the activities at the required time and set of standards are listed out and placed against the skills and competencies possessed by each department and sections where deficits are found, proper actions are taken in order to fill the gap (Donald, 2006).

External environmental analysis: The next task of HR planners is assessing external environments in order to get the relevant information about external variables. Thus external

environment has to be analyzed in three different levels; local, national and international. According to Foot and Hook (2002), factors that have impact on supply of HR are broadly categorized in to size of labor force in general and the availability of employees from the labor force to any particular employee.

2.5.1.2. Human Resource Forecasting

HR forecasting is concerned with the qualification and quantification of people implication of organizational strategy (Turner, 2002). Organizations use HR forecasting techniques in order to estimate future HR demand and supply. But it is worth to remember that there is no one best forecasting technique because the choice and accuracy of estimation is determined by stability and certainty of an organization, number of employees, availability of data, availability of resources and credibility to management (Schoenfeldt, 1999)

2.5.2. Recruitment

Recruitment consists of any activity that focuses on attracting the appropriate candidates to fulfill job openings in the organization. Once candidates are identified, the next step is the selection process, which identifies the best employees for the organization (Noe, Hollenbeck, Gerhartand Wright, 2011).

2.5.2.1. Recruitment Preparation

An informal request can be vague and misleading and may not supply the HR manager with the job description and person specification required to establish the selection criteria. This is because of a reliance on the effective communication skills of both the persons giving the verbal request and the HR manager receiving the request. Both parties need to be effective in passing on and receiving correct information. The request must set out the exact requirements of the new or vacant position. Job or person specifications should spell out the requirements an individual need to successfully perform the job as per the job description (Hite and Johnston, 1998)

The job description should highlight specific duties and responsibilities. The implication of not receiving clear direction on what is required for the position is that the selection criteria was not be valid. Consequently, the recruitment process can break down, as Journal of Management Practice Volume 5 No 1 the absence of valid selection criteria can affect the decision-making at a later stage (Compton and Nankervis, 1998). This means that a simple miscommunication can

result in the incorrect matching of an applicant to a job. The attitude and personal characteristics of the individual may not fit the specifications required. This can result in low motivation of the individual and can, therefore, lead to unsatisfactory performance (Mitchell, Dowling, Kabanoff and Larson, 1988), thus requiring the individual to be replaced and causing unnecessary costs.

Ensuring that the job description and person specification are correctly portrayed and, therefore, giving valid selection criteria, can avoid unnecessary costs.

2.5.2.2. Vacancy Promotion

As the purpose of recruitment and selection is to match the right applicants with the right jobs, the organization needs to ensure that the true target market is reached. That is, that the advertisement reaches professional and managerial applicants. The implication of using the local paper for advertising vacancies is that you may not reach the desired target market of professional applicants. This means that the organization may not attract an adequate number of suitable and qualified applicants for the position, which reduces the chances of matching the right applicant to the right job (Stone, 1998). If the organization cannot match suitable applicants to jobs, then the whole recruitment process is affected. Employing the wrong person for the job creates additional cost, low job satisfaction, decreased productivity, and increased turnover (Robbins et al., 1998). As discussed in Stone (1998), the most popular method used to attract managerial and professional employees is to advertise in state or metropolitan daily newspapers.

2.5.3. Recruitment Sources

2.5.3.1. Internal Vs. External Recruitment

The educational organization does not have a written policy on internal recruitment. There is no procedure in place to facilitate the filling of positions through internal sources. One of the implications of not advertising internally within the organization is that morale may be damaged which may contribute to an increase in absenteeism and a decrease in job satisfaction (Robbins et al., 1998). Internal recruitment provides strong motivation for current employees; it allows an organization to use its own employees' skills and being low in cost and enable the organization to select a replacement that is familiar with its operation. Another implication is that the most suitable applicant for the job may already be employed with the organization, but because the position is not advertised internally that employee was not having the opportunity to put their

case forward. Internal advertising can '... help identify people with talent who otherwise would not be known personally to management' (Compton and Nankervis, 1998).

Internal advertising and job posting can help facilitate the promotion of employees who are aptly qualified. Without the advertising of positions internally, it is difficult to develop succession planning (Walker, 1992).

The advantage of external recruitment is, it brings in people with new or different ideas and attitudes. It also provides access to specialized expertise or work experience not otherwise available from insiders (Seyoum 2007).

1.5.3.2. Evaluation of Recruitment

Evaluating the success of recruiting efforts an important task because that is the only way to find out whether the efforts are cost effective in terms of time and money spent. Mathis and Jackson (1997) identified the following general areas for evaluating recruiting: quantity of applicants, because the goal of good recruiting program is to generate a large pool of applicants from which to choose it is natural place to begin evaluation, Equal Employment Opportunity (EEO), goals met the recruiting program is the key activity used to meet goals for hiring protected class individuals, quality of applicants: in addition to quantity, there is the issue of whether the qualification of the applicant pool is sufficient to fill the job openings.

2.5.4. Employee Selection

Selection can be defined as the process of determining from among applicants which ones can best fit the job specification on and should be offered positions in the organization (Mengingson, 1981). In this definition involves deciding, if an applicant has the personal qualities that match the job requirements.

Aswathappa (2002) defines selections as the process of picking (out of the pool of job applicants) with requisite qualifications and competence to fill the job in the organization. However, selection is much more than just picking the "best athlete ". Hence, selecting the right set of knowledge, skills and abilities which came in package in human being -in an attempt to get a fit because what the applicant can do and wants to do and what the organization needs (Mathis and Jackson, 1997).

2.5.4.1. Description of Employee Selection in Education Organization

Mondy and Noe (1990) express employee selection as perhaps the most critical and significant tasks that any manager performs. One must take into account not only the fact that an incorrect decision can lead to a tremendous cost in terms of resources and opportunity, but also that many people was affected by the decision. Aswathappa (2002) articulates that: the best way to improve performance is to hire people who have the competence and the willingness to work. Argue from employee's point of view poor or inappropriate choice can be demoralizing to the individual concerned (who finds him or herself in the wrong job) and de motivating the best of work force. Effective selection, therefore, assumes greater relevance. Well designed and implemented assessment program produce concrete benefits to both an employer and employee. An employer was benefited from reduced turnover, enhanced performance, lower levels of misconduct, as well as other tangible indices of return on investment; while job satisfaction, higher performance, better relation with coworkers and supervisors are benefits obtained by an employee.

2.5.4.2. Employee Selection Process

The process of searching for new employee is customarily initiated by managers who decides that the needs to add to his staff or to replace someone who is learning the organization (Brown and Harvey, 2000). Commonly they make a written request to the personnel department stating that he wished to hire someone to fill a specific vacancy. The position to be filled is defined in terms of its job description and job specification as obtained from job analysis (Milcinich and Bureau, 2006). The hiring activity should be integrated with the HR plans of the company. These plan should force cast departments that are expected to grow and those they may decline Megginson (2000), states that selection involves a division of labor in most organization the division of labor works in this way: the personnel department does recruitment, handle the detailed steps in the selection procedure expect for the final employment interview and then recommends to the operating department that a given individual for final selection. The operating managers do the final interviewing and make the decisions to select or reject a given applicant, whereas according to Maths and Jackson (1997), the gap between employee skill and requirement of the jobs are common factors that lead to rejection of applicants.

He continues to show the variation in the current practices that the personnel managers are now being brought in the final decisions, because of his expertise in the matter, their important input in the position, salary and benefits is offered to new employee.

The information can then be analyzed and a decision is made to reject, hold or make an offer to the candidate. The next steps in the process are to follow up with the selected candidate if there is interest.

2.5.4.3. Employee Selection Techniques

The selection process involves mutual decision making. The organization decides whether or not to make job offer and how attractive the offer should be. The job candidate decides whether the organization and job offer was fit his needs and goals. Selection of the best person among many good candidates is difficult task. To avoid hiring the wrong people, the Company, need to develop an employee selection system (Fanglin and Klenier, 2004). Accordingly, several devices and techniques have been created to assist in this decision. These are:

2.5.5. Application Form

The first selection information applicant usually provide is their response to an application blank form, after preliminary interview is conducted which acts as initial screening to eliminate those who obviously do not meet the positions requirements. When carefully designed, administered and interpreted, the application form can provide a wealth of information about the candidate and is a real time saver (McMahon, 2006) and (Mondy and Noe, 1990). Basically, the application form can provide four types of information Firstly, Applicants education and work experience, enabling the organization to decide whether it is relevant to the vacant post. Secondly, you may draw conclusions about the applicants for management candidates thirdly; you may be able to draw some tentative conclusions regarding the applicant's ability. Fourthly, the date provided may help predict which applicants were succeeding in the job and which was not.

However, an employment application form must reflect not only the firm's informational needs but also equal employment opportunity (EEO) requirements, where potentially discriminatory question (like gender, race, religion, number of children at home) have been eliminated (Mondy and Noe, 1990).

Leighton, (2000) cited in McMahon, (2006) supports the above idea by stating that questions should not be posed in respect of candidates marital status, political party member ships, age of their children or dependents: she also indicates that it would be in advisable to query candidate's sex, age, partner status.

2.5.6. Curriculum Vitae

Design and issue application form. This is evidenced by Douglas (cited in McMahon, 2006) where he has identified only one third of 120 organizations used application blanks in survey. However, whilst CVs give applicants the opportunity to sell themselves, the flipside of this coin is that it may extend the inclusion of information that is wholly irrelevant to the vacancy and exclusion of importance information, hence the information that you need may be missing. Moreover, McMahon (2006) argues that when CV is professionally presented, there is a danger that it was preferred to these qualified rivals.

2.5.7. Interview structure

The organization uses unstructured and semi-structured interviews. A disadvantage of using unstructured interviews is that the same questions may not be asked across each of the candidates being interviewed. This affects the validity of the interview, since decisions may be made based on different sets of criteria (Dessler, 1991). Stone (1998), states that 'the most valid interviews use a consistent structure. Interaction between the candidate and the interviewer may differ from one interview to the next, therefore lacking consistency and reliability (Stone, 1998).

Also, the skills of the interviewer may affect the responses of the applicant. Structured interviews for professional or high skilled applicants can help ensure that decisions are made based on the answers to the same set of questions, thus comparing the same set of criteria (Stone, 1998). Structured interviews are a vehicle used to establish a framework for decision-making.

According to Dessler (1991), by using preset or predetermined questions, the interviewer can reduce the tendency to show bias to unfavorable information and, therefore, remain objective.

2.5.8. Interview environment

The room used to interview applicants is important as it contributes to the image of the organization (Stone, 1998). The interview room for this organization is the boardroom. It is located immediately beside the main office and is set up as a traditional boardroom with a long

table and chairs. The use of the boardroom table for interviewing may cause the applicant to become uncomfortable, as the seating arrangements may not facilitate a relaxed environment. According to Compton and Nankervis (1998), the use of '... a desk between an interviewer and candidate can act as a psychological barrier'. This environment may cause the applicant to become nervous and the quality of responses received may be affected.

Consequently, responses that create a false idea or impression of the applicant may be considered as correct by the interviewer. This might cause the incorrect applicant to be selected, despite the information being false, which results in an unsuitable applicant being matched with a job.

It may also result in an applicant missing out on a position because they understated their abilities due to feeling uncomfortable and nervous in the interview. By arranging the seating at equal levels, a positive environment is created both physically and emotionally (Braun, 1995). The applicant must be given every opportunity to perform well in an interview environment.

2.5.9. Placement and utilization of HRM

Concerned with familiarizing the new recruited with values of personnel relationship and behavior patterns fellow workers. The employees are updated about the background of organization as well as cultural values and work ethics of the organization and they are also introducing to the other employees. According to Ivancevich and Mattson (1990) organization uses a variety of rewards to attract and retain people and to motivate them to achieve their personal and organizational goal.

2.6. Challenges in Managing Human Resources in Education Organization

The efficient and effective management of human resources is an essential component of a high performing education system and can influence the success or failure of education sector reform and different organizations or institutions. Education sector reform processes have paid some attention to analyzing existing personnel in the education system, projecting human resource (HR) needs in a reformed education sector and considering the training and distribution of these resources. However, planning for human resource needs in the education sector and training do not ensure that these human resources were strategically identified, recruited and positioned by educational organizations and will work effectively and efficiently in institutions that hire them.

It does not ensure that employees working in the system will receive support and motivation to perform at the highest level and was treated fairly. It also does not ensure that employees will achieve results in the workplace and successfully adapt to and participate in change as it occurs (Martinez and Martineau, 1998).

Education sector reform must be concerned not only with the planning of the workforce but also with the continual management and development of this workforce within the education system (Martinez and Martineau, 1998).

The strategic management of human resources in each institution and the day to-day support, encouragement, direction, performance monitoring and supervision that they receive are critical. The performance of the education sector is the sum of the performance of individual performers and groups of performers in each organization that comprise the sector. Unlike the physical assets of an institution, human capital which is the capability of the workforce and its willingness and commitment to work, is an asset that, with the proper support, can appreciate. The opinions and perceptions that clients and the community have of education services delivery organization depend on the organization's employees. Competent staff in an organization contributes to efficient and effective organizational performance. Human resources management in the particular area of management in an organization explicitly charged with people needs and the priorities of employees in the organization.

2.7. HRM in education organization in Ethiopia

2.7.1. Education Sector HRM Policies and Strategies in Ethiopia

The Education policy of Ethiopia emphasizes training of community based task-oriented frontline and all level education sector workers. As a mechanism to retain education sector workers the policy supports developing an attractive career structure, remuneration and incentive for all categories of workers within their respective systems of employment. Besides there was a focus on developing appropriate continuing education for all categories of workers in the education sector and appropriate recruitment and selection methods to have competent, innovative and motivated manpower, strengthening administration and management of education systems is one of the areas given priority by the policy (TGE, 1994). Overall, there is supportive policy environment (education policy and strategy, capacity building policy and strategy, civil

service reform etc.) and a growing recognition at policy level that “Education is not only a byproduct of social changes but an instrument to promote such changes and education sector workers are in the vanguard” (Ibid 2003).

2.7.2. The Ethiopian Civil Service Reform of HRM

The Ethiopian Civil Service was formed to serve as an executive organ to ensure and maintain homogeneous personnel practice throughout the country. The legal framework changed little since it was promulgated in 1962 and has not been able to benefit from important new human resource management concepts and practices. The Transitional Government of Ethiopia in its effort to transform the civil service appointed a Civil Service Reform Study Task force to diagnose problems and suggest ways and means of improving them.

The task force identified several key problems and made recommendations for their improvement which were accepted by the Government and formed the bases for the Ethiopian Civil Service Reform Program (ECSRP, 1998). The Federal Civil Service Commission (FCSC) as a lead agency for the implementation of Human Resource Management (HRM) reform Sub-program developed seven projects covering the following aspects: Job classification and grading, Performance Appraisal and Time Management, Recruitment and Selection, Promotion and Transfer Remuneration and Conditions of Service, Human Resource Planning Civil Service Law and Grievance Systems and Procedures and HRM Information system, (FCSC1997). FCSC's project proposals were accepted and work on the sub-program which was expected to start in late 1996 was delayed until the last quarter of 1997. Some projects which needed less expatriate consultants input started a month or two earlier but it was after project teams were trained, a set of clear guiding principles developed and a strategy for achieving the program designed that the work on the sub-program began to move.

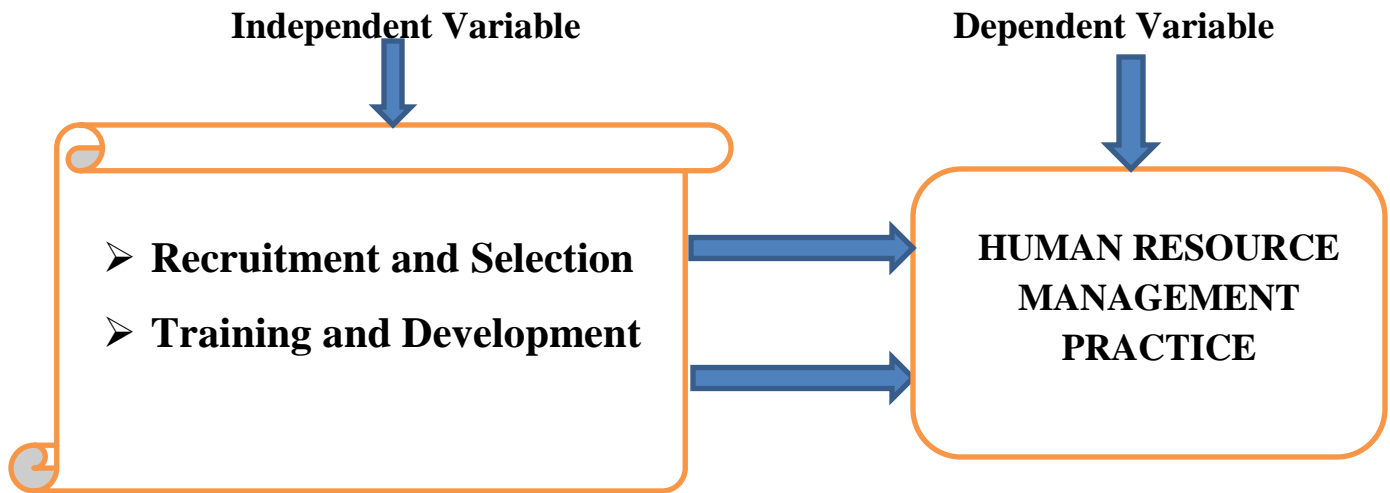
In February 1998 a change in strategy from designing and documenting all policies and procedures centrally with limited user input to one of working closely with six designated pilot institutions was proposed. The change in approach affected the nature and timing of work on individual projects as most teams have to work on a matrix form of organization but will not affect the overall program timing, as implementation should be achieved still from 2000 onwards.

The vision for HRM in the civil service was developed directly from the vision of the government for the civil service of the future at federal and regional levels. To develop and maintain a civil service which is adaptive, affordable, efficient, effective, sustainable and productive in delivering to the public the services required to support the government's priorities; To build and support a body of civil servants who are competent, client oriented, fully accountable for results and resources, authorized to decide and to act, and motivated to develop their own careers; To manage and reward these staff in a way that is fair and open and that recognizes true merit, and actual performance in relation to agreed objectives(FCSC, 1997)

The mission of the HRM reform sub-program me, and thus also that of the Federal Civil Service Commission in leading the program me, is to achieve the following purposes: to enable all concerned to manage civil servants in a fair, open and efficient manner that focuses on achieving the goals of the Government and satisfying the requirements of internal and external clients, whilst taking proper account of the needs of employees as individuals and as groups. To achieve mission: through the design, testing, development, documentation, user training, implementation, maintenance, review and development, of policies, systems and procedure that will cover federal and regional civil servant(FCSC, 1997).

The Human Resources Management Reform Sub-Program has the following objectives: to improve the effectiveness, efficiency and productivity of the civil service, to ensure the affordability and sustainability of the civil service, to develop and introduce more efficient human resource management systems, procedures and manuals. To lay down a legal framework and establish fair and just systems and procedures for the realization of these objectives, to organize and utilize human resource management information to support administration and decision making that improves effectiveness, efficiency and productivity of the Federal Civil Service Commission. To assist federal and regional institutions in building their practices for the implementation of the new HRM system and sustainability of effective management practices (FCSC, 1997).

2.8. Conceptual Framework



Source: Researcher 2023

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

This study was conducted in South West Shoa Zone Educational offices, which is one of the Zones in the Oromiya Region of Ethiopia. It is bordered on the south by SNNP region, on the North Sebeta town, on the west, West Shoa and on the East, East Shoa. The administrative Center of this Zone is Woliso which is 114km from Addis Ababa, the Capital of Ethiopia. The total population of South west Shoa zone is 1, 444, 0220 out of which 766,713 are male and 677,307 are female. With regard to its geographical location plain, rugged, gorge and mountain constitute 55.89%, 30.77%, 0.4%, and 12.94% respectively. Concerning to the climatic condition of South West Shoa zone, Dega, Woinadega and Kola make up 14.93%, 21.54% and 63.53% respectively. The high land of south west Shoa zone is 3000-4377 above the sea level and total area 67,329.59KM², the people engaged in mixed-agriculture activities that are crop-cultivation and rearing animals. The zone has 12 woredas education offices.

3.2. Research Approach and Design

Both quantitative and qualitative (mixed) methods were used to study the problem in detail and to identify the real case in the study area. The purpose of employing a mixed method approach is to create opportunities for a wider and fuller perspectives and to exploit the advantages that both methods have (quantitative and qualitative) by filling the gap that comes from their demerits (Creswell, 2006; Trochim, 2005). Further, the mixed method approach is superior to a single method approach because it gives strong deduction, widens opportunities to collect and integrate different data and enables the researcher to answer questions that other approach cannot (Tashakkor & Teddlie, 2003). Thus, in this research an equal emphasis is laid on both quantitative and qualitative data their integration at stage of corroborating the finding has been given importance. The reason for given an equal emphasis in both approach data can be collected simultaneously and allow a shorter data collection time and helps to balance the weakness or strength of two methods.

This study employed a descriptive survey design in order to get relevant and sufficient information from the study area. According to Best and Khan (2002), survey research design is

characterized by selection of random samples from large and small population in order to obtain empirical knowledge, which allows generalization to be made about characteristics, opinions, beliefs and attitudes of the entire population being studied. The descriptive survey research designed reportedly saves time, money and is considered capable of enabling the researcher to assess the practices of human resource management in some woredas of South West Shoa zone education office. In order to achieve this objective, the researcher used descriptive survey.

3.3. Sources of Data

In order to strengthen the finding of the research the relevant data for the study was generated from both primary and secondary sources.

3.3.1. Primary Sources of Data

In this study, primary source was employed to obtain reliable information about the human resource management practice. The major sources of primary data was information collected from the selected woredas of south West Shoa zone education office human personnel such as woreda education office head, teachers profession license and, TDP team, planning and project, school improvement team, teachers, supervisors and principals.

3.3.2. Secondary Sources of Data

The secondary data was obtained from annual reports of south west Shoa zone education office on demand and supply of human resources, educational abstracts and directives of MoE on HR demand and supply, policies and strategies, ESDP (Education Sector Development Program), HRM manuals and procedure and South West Shoa zone education office HR recruitment and selection criteria.

3.4. Population, Sample Size and Sampling Techniques

This study was conducted in South West Shoa zone woredas education offices which, is one of the zone in the Oromiya Region of Ethiopia. It has twelve woredas and 24 governmental secondary schools (9-12 grades). There are 1370 secondary school teachers in the zone, among which 950 are male and 420 are female teachers. From these total secondary school teachers 550 of them were found in the sampled woredas for the study. There are also 24 school principals and 12 secondary school supervisors in the zone. The sample must be optimum size; it should

neither be excessively large nor too small. This is because it should be large enough to be representative of the population and small enough to be economical in term of time, money and complexity of analysis (Best & Khan, 1989). For this study simple random sampling techniques was used to select five woredas and five secondary schools based on the same sampling techniques. A simple random sampling technique (lottery method) was employed so as to give equal chance to all the members of the entire population. The woreda education offices heads, supervisors, and school principals was taken through the available sampling techniques for the reason that to include all items of composition in the sample size, because they are few in number and easily manageable by the researcher.

To determine the total sample of the respondents the researcher was used (Daniel, 1995) formula.

$$n = \frac{N}{1+N(e)^2} = \frac{673}{1+673(0.05)^2} = 251$$

Where, n = sample size

N = Population size of each variable

e = level of precision

Therefore, 'n' represent the sample size of this study, which are/is 251

Table 1 Total population Sample Size

No	Types of respondent	Total population	Sample size	%	Sampling Techniques
1	Offices heads	6	6	100	Purposive
2	Teacher profession License and TDP team	49	25	51	Simple random sampling
3	Supervisor	12	12	100	Purposive
4	Planning and project and School Improvement team	32	16	50	Simple random sampling
5	School principals	24	24	100	Purposive
6	Secondary School teacher	550	210	40	Simple random sampling
	Total	673	251	45	

Table 2 Summary of Population, Sample Size and Sampling Techniques

The respondents	No.	1	2	3	4	5	Total
	Name of woreda	Ameya	Wanchi	Waliso	Goro	Bacho	
Teacher profession license and TDP team	Po	11	9	12	7	10	49
	Sa	5	5	5	5	5	25
	%	45.45	55.55	41.66	71.42	50	51
Planning and project and school improvement team	Po	7	7	7	5	6	32
	Sa	4	3	3	3	3	16
	%	57.14	42.85	42.85	60	50	50
Teachers	Po	130	120	150	70	80	550
	Sa	44	44	44	34	44	210
	%	33.84	36.66	29.33	48.57	55	38.18
Total	Po	148	136	169	82	96	631
	Sa	53	52	52	42	52	251
	%	35.81	38.23	30.76	51.21	54.16	39.77

Sa= sample, Po= Population, % = percent

In addition to the above sample, 5 woreda education offices heads, 12 secondary school supervisors and 24 secondary school principals were also interviewed for the study.

3.5. Instrument for Data Collection

As the major data collection instruments with open and close-ended questionnaire, semi structured interview question, and document analysis checklist was prepared and used on basic questions.

3.5.1. Questionnaires

To collect primary data, the researcher prepared and administered questionnaire. The questionnaire was used as it is appropriate to gather information from many people with in a time frame and for its inherent characteristics that provides an opportunity for respondent to express their ideas and opinion freely (Taylor & Francis, 2005). Thus, questionnaire composed both open ended and close ended items was set and administered for teacher profession license and TDP

team, planning and project and school improvement team, and secondary school teachers as they are the target group of the study. Open-ended questions were included because they give respondents freedom to give their extended views on the issue. The close-ended questions were given for their simplicity in tabulation, objectivity and suitability to keep respondents on subject of discussion.

Further analyses was made for all five points scale measurements based on the following Likert scale which consists of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1= strongly disagree. In addition to this, the respondents were required to rate the level of their agreement on the three Likert scale items questionnaires range from high (3) to low (1).

3.5.2. Interview

Interview is used to measure what a person knows, like or dislike and think (Tuckman, 1972). The researcher used interview to collect qualitative data from WEO head. To validate information that is expected to be obtained from the questionnaires and to gather additional information pertinent to the study; semi-structured interview was administered to WEOs head, secondary school supervisor and principals to collect qualitative data. The interview guideline and jotted notes was used as a control mechanism during interviews to briefly write their ideas and avoid biases. This data was very relevant to give additional information regarding the problem and it enables the researcher to crosscheck the consistency with the data collected from questionnaires. In addition to this it provides opportunity to observe non-verbal behavior of respondents and gives opportunities for cleaning up misunderstanding. The result that gained from interview was used to triangulate the information that was obtained from the questionnaire that was distributed to teacher profession license, and TDP team, planning and project and, school improvement team, and secondary school teachers. The direct interview was administered by the researcher.

3.5.3. Document Analysis

In order to substantiate some of the basic data that was obtained from questionnaire and interviews, the researcher prepared checklist as a guideline to analyze documents in the human resource department employee profile, employee agreement letter, registration criteria guideline, recruitment criteria manual, employment formalities, vacancy announcement newspaper and HR

policy manual. There was consultation of advisors and experts on preparing the comprehensive checklist. The direct analysis was done by the researcher.

3.6. Data Collection Procedures

A contact was made with South West Shoa Zone Education Office and request letter was sent to five woreda education office to get permission for data collection. Then five woredas education offices sent the request letter to the sample schools. The next step was, giving the information and the instruction for respondents about the questionnaire by the researcher. Then the questionnaire was distributed to the respondents and the completed questionnaire was collected after (5) the days. After questionnaires was filled and returned the reliability of items is measured by using Cronbach's Alpha method the help of version 20. In this regard the item was checked for reliability include: perception of teachers and woredas education offices experts' support and follow up activities on the human resource management. Human resource plan process, the degree of implementation of HRP, recruitment process, methods and criteria of selection and factor affecting the effectiveness human resource management practice. The researcher used a series of data gathering procedures. The data was gathered by using questionnaire, interview, and document analysis. Pilot study was conducted prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to protect the truthfulness of the instruments with the objective of assessment whether or not the items enclosed in the instruments enable the researcher to gather relevant and valid information. Besides, the purpose of pilot testing is to make necessary changes so as to correct confusing questions.

3.7. Methods of Data Analysis

The analysis and interpretation of the data was based on the responses collected through questionnaires, interviews and document analysis. The data collected through close ended questions was coded and entered in to SPSS version 20.0 computer software. Mean scores, standard deviations, and average mean of the responses were used to analyze quantitative data. Thus, the practices of HRM for the questionnaire items was analyzed based on the responses of the respondents with a mean value from ≤ 1.49 were very poor, 1.5 to 2.49 were poor, from 2.5 to 3.49 were good/moderate, from 3.50 to 4.49 were very good, and from 4.50 to 5.00 were excellent. Results from Open-ended items and interview questions were also analyzed

qualitatively to supplement and validate the findings from each close ended item as necessary. Farther analysis was made for all five points scale measurements based on the following Likert's scale which consists of five scales 5=strong agree, 4= agree, 3= Undecided, 2 = disagree, and 1 = strongly disagree.

3.8. Pilot Testing

To test the reliability of data collection tools, it is necessary to give chance to comment on and check its clarity before administering the instruments. In other words, the pre-test was done with the objective of checking whether or not the items in the instruments could enable the researcher to gather relevant information. Accordingly, after some colleague and the advisor reviewed the instruments, the designed questionnaires were administered at Geresu Duki secondary school. The testing was conducted with 20 teachers and 15 educational experts of zonal education bureau. The teachers were selected by simple random sampling from each department. Based on the pilot test, the reliability of the instrument was calculated by using Cronbach's Alpha as it was appropriate to test the reliability of the instruments.

3.9. Validity and Reliability of the Study

According to Kothari (2004) and Maree (2007) validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree, 2007).

To be sure of the validity, the advisors and experienced teachers of Geresu Duki secondary school was consulted to give their comment. The participants of the pilot test was also primary well-informed about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items, and details of the questionnaire. Based on their comments, the instruments were improved before they administered to the major participants of the study to reduce errors.

The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.94(94%) and, hence, was taken to be reliable. George and Mallery (2003) and Cohen, L, et al. (2007) suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7

acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. The table below indicates the computed internal reliability coefficient of the pilot test.

Table 3: Reliability Statistics

No	Variables	No of items	Cronbach's alpha
1	Utilization of job analysis and skill audit for HRP purpose	7	0.962
2	Degree of objective of HRP attainment	6	0.982
3	Problem that hinder appropriate HRP implementation	9	0.986
4	Major problem of recruitment and selection	9	0.984
5	Constraints of preparing and implementing selection criteria	4	0.909
6	School principal participation in HRM activities	3	0.962
Average of reliability result			0.964

3.10. Ethical Considerations

There are different reasons why is necessary to observe ethical codes in the research. The main reasons comprise of advancing goals of the research, facilitating, collaborative work, winning public acceptance and setting conditions for accountability Resink (2011) as cited in Taddela Zawdie (2013). So that the purposes of the study was explained to the participants and they was informed that their participation were on a voluntary basis to answer questions in the questionnaires or interview guides. The researcher has to also inform the participants that the information they provide was only for the study purpose. Taking this reality in mind, any communication with the concerned bodies should be accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher has to ensure their confidentiality by making the participants unnamed.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Description of the Sample Population

This chapter deals with the major characteristics of respondents of the study and the analysis and interpretation of data that solicited from secondary school teacher and woreda educational experts through questionnaires in South West Shoa Zone Woreda Educational Offices. The interpretation and discussion were employed on the principles and theories that treated in the related review literature. Totally 261 questionnaires were administered.

Out of the total questionnaires of which 220 were distributed to the teachers, 95.45 percent (210) were filled and returned. On the other hand, from the remaining total of 41 questionnaires distributed to educational experts and personnel, 100 percent (41) were filled and returned. Therefore, out of total distributed questionnaires, 96.2 percent (251) were filled and returned. Consequently, based on the responses obtained from the sample respondents and conducted interview with the 5(100%) woreda education offices heads, 12(100%) secondary school principals, 24(100%) secondary school supervisor, and document analysis, the analysis and interpretation of the data are presented subsequently for each table in this section of the study.

Based on the instrument, the following background information of the respondents and interviews were obtained. Generally, the breakdown for each of these demographic elements was treated in the following tables and discussion, respectively.

4.1.1. Characteristics of the Population under the Study

Table 4 Characteristics of the Respondent.

No	Item		Teachers (%)		Educational experts (Woreda)		Total	
			No	%	No	%	No	%
1	Sex	Male	158	75.2	31	75.6	189	75.3
		Female	52	24.8	10	24.4	62	24.7
		Total	210	100	41	100	251	100
2	Age	30 and below	40	19.04	12	29.3	52	20.7
		31-40	110	52.4	20	48.8	130	51.8
		41-50	40	19.04	6	14.6	46	18.3
		51 and above	20	9.5	3	7.3	23	9.2
		Total	210	100	41	100	251	100
3	Educational level	Diploma	23	10.9	15	36.6	28	8.9
		BA/BSC	177	84.3	21	51.2	198	87.9
		MA/MSC	10	4.8	5	12.2	15	3.2
		Other	-	-	-	-	-	-
		Total	210	100	41	100	251	100
4	Service year	5 and below	10	4.8	2	4.9	12	4.8
		6 - 10	18	8.5	6	14.6	24	9.5
		11 - 15	138	65.7	10	24.4	148	59
		16 – 20	40	19	14	34.1	54	21.5
		21 and above	4	2	9	22	13	5.2
		Total	210	100	41	100	251	100

As it can be observed from the Table 4 of item one, the majority 75.2 percent (158) of the teachers, and 75.6 percent (31) of woreda educational experts were males. In total 75.3 Percent (189) of respondents were males and 24.7 percent (62) were female. This may indicate that the participation of female in the area was low. Thus, the responses of the subject in this study have represented predominantly male's ideas.

With respect to age category, as shown in the same Table 9.2 percent (23) of the respondents falls within the age of 51 and above. 20.7 Percent (52) of them fall with the age of range of 21-30. The remaining 51.8 percent (130) and 18.33 percent (46) of respondents were within the age range of 31-40 and 41-50 respectively. From the above table 4 can understand that most of the respondents were matured enough, since they are found in the adult age group and their responses could be dependable.

As far as item three of Table 4 is concerned 10.9 percent (23), 84.3 percent (177), and 4.8 percent (10) of teacher respondents had, diploma, BA/BSC and MA/MSc respectively. From this data, we can understand that 89 percent (187) of the teaching staff have the required qualification to teach at secondary school level, according to the established standard of Ministry of Education. Concerning the educational experts and personnel from the same Table, the majority of the woreda respondents 36.6 percent (15) and 51.2 percent (21) were diploma and first degree holders respectively. The rest 12.2 percent (5) of them were at MA/MSc level. In relation to service year, as depicted in item four of table 4, the majority 65.7 percent (138) of teachers, 24.4 percent (10) of the woreda educational expert and personnel have served between 11-15 years. The remaining number of respondents 19 percent (40) of teacher, and 34.1 percent (14) of the woreda educational expert and personnel also have served for 16-20 year. As can be seen from the data, the majority of teachers and educational experts have adequate teaching experiences and the administrative skill in the area they have been entitled to undertake their assignment.

4.2. Environmental Analysis

The initial task of HRP is analyzing and investigating both internal and external environments of an organization in terms of external labor market, internal labor market, organizational capability and organizational strategy.

Table 5 WEOs' Environmental Scanning Practices in the Implementation of HRP

Do your woreda educational offices assess environmental factors for HRP implementation?	Respondents (Woredas)	
	Frequency	Percentage
➤ Yes	11	26.8
➤ No	30	73.2
Total	41	100
If your answer for question No. 1 is yes, which variables are considered?		
❖ Internal labor market	1	2.43
❖ External labor market	2	4.87
❖ Organization capability	3	7.31
❖ Organization strategy	5	12.18
Total	11	26.8

Source: Researcher own survey data, 2023

As it is seen from Table 5 of item one, 30 (73.2%) of the respondents were replied that the South West Shoa Zone Woreda education offices did not undertake environmental assessment in its HRP implementation.

The interview result of the WEO head, supervisor, and principal were the following:

“The environmental scanning conducted by South West Shoa Zone WEO had not been done in scientific and appropriate manner. The practice was done based on subjective data without true and adequate environmental scanning practice. This hindered HR planners to identify and anticipate problems and opportunities which, in turn, enable them to cope up with the ever changing environments by turning threats in to opportunities”.

HRP begins with analyzing and investigating environmental situations in terms of labor market, organizational capability and organizational strategy (Beard well et al., 2004).

Based on the above data, it is possible to conclude that the majority of the respondents agreed that the woreda educational offices considered organizational strategy, internal and external labor

market and organizational capability for the purpose of proper implementation of HRP implementation. In line with this, the woreda educational offices heads that are responsible for the HRP of the woreda educational offices level were asked whether woreda educational offices analyze and investigate internal and external situation in terms of labor market, offices capability and education strategies for the purpose of HRP.

Accordingly, the interview result of the woreda educational offices head, supervisor, and principals were the following:

‘‘The woreda educational offices take in to account its strategies in its HRP activity. Thus, its expansion strategy, projects to be implemented in the future, in addition to its strategy, the upcoming technology and internal labor market in terms of employee turnover are also taken in to account’’.

However, the manager uncovers the problem in line with this: the main problem is that strategies of the education sector are formulated at MOE level and they follow top-down direction on the contrary, forecasting future HR needs and availability started at the grass root level and goes down up direction or each work units are requested to prepare their future man power need and that was finally approved at the MoE level. Hence, while preparing their future HR need availability, work units hardly gets accurate information about the education sector’s strategy and this affects the accuracy of their estimation.

Thus, from the above data one can deduce that conducting sufficient environmental assessment is the primary and critical element of HRP process that plays pivotal role in identifying and anticipating problems and opportunities, it was identified that the South West Shoa Zone Woreda Education Office less likely under took environmental analysis for HRP purpose.

An internal environment of an organization is the preliminary and foremost activity of HR planners in HRP process. Thus internal environment in terms of internal labor market, organizational capability, and organizational strategy needs to be assessed. Job analysis and skill audit also enable HR planners to identify relevant information about the job and the required man power that fit with the task (Donald, 2006).

Table.6 Utilization of Job Analysis and Skill Audit for HRP Purpose

Rating scale	Items (Respondents- Woredas)			
	1. South West Shoa Zone Woreda educational offices use job analysis for HRP purpose		2. South West Shoa Zone educational offices use skill audit for HRP purpose	
	F.	%	F.	%
Strongly agree	2	4.9	2	4.9
Agree	9	22	7	17.1
Undecided	11	26.8	11	26.8
Disagree	14	34.1	15	36.6
Strongly disagree	5	12.2	6	14.6
Total	41	100	41	100

Source: Researcher own survey data, 2023,

F= frequency %= percentage 5= strongly agree, 4= agree, 3= Undecided, 2= disagree, 1= strongly disagree

Respondents were also asked to give their opinion if South West Shoa Zone Woredas education offices under take job analysis for HRP purpose. As depicted in table 6 of item one, 14 (34.1%) of the respondents disagree and 5(12.2%) of them strongly disagree with the utilization of job analysis. So in sum the respondents have agreed that South West Shoa Zone WEO were not utilized job analysis for HRP purpose.

Based on the above data, it is possible to conclude that South West Shoa Zone WEO randomly assign the required manpower for the job since they didn't get relevant information through job analysis. The interview result of the HR manager about job analysis was the following:

“South West Shoa Zone Woreda educational offices use job analysis and skill audit less likely for the purpose of HRP. Accordingly, it has been emphasized by the interviewee that absence of job description for non-managerial position is due to lack of job analysis. The interviewee also revealed that since the South West Shoa Zone Woreda educational

offices did not apply competency based employee placement practice, conducting skill audit is less valuable.”

Job analysis enable HR planners to identify relevant information about the job and the required man power that fit with the task (Donald, 2006).

As depicted in table 6 of item two, 15 (36.6%) of respondents disagree and strongly disagree with the utilization of skill audit for the purpose of HRP. So, the groups of respondents have suggested that South West Shoa Zone Woreda educational offices were not utilized skill audit for HRP purpose.

The interview result of the HR manager about skill audit was the following:

“In South West Shoa Zone Woreda educational offices, since skill audit practice was not carried out the competence gap at departmental and sectional level was not identified. This condition creates not to take an action to fill the gap when deficits are found.”

Skill audit is a method of identifying the competence gap at the departmental and sectional level. The skills required to carry out all the activities at the required time and set of standards are listed out and placed against the skills and competencies possessed by each department and sections where deficits are found, proper actions are taken in order to fill the gap (Donald, 2006).

4.3. Forecasting Human Resource Supply and Demand

Table 7 Forecasting Technique and Possession of HR Professionals

No	Respondents- Woredas		Rating scale					Total
	Item		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	
1	South West Shoa Zone Woreda educational offices use HR demand analysis for HRP purpose	Freq.	3	4	7	17	10	41
		%	7.3	9.8	17	41.5	24.4	100
2	South West Shoa Zone Woreda education offices use HR supply analysis for HRP purpose	Freq.	2	3	9	16	11	41
		%	4.9	7.3	22	39	26.8	100
3	Woreda education offices possess qualified HR professionals/expert/ who handle HRP activities	Freq.	1	5	8	17	10	41
		%	2.4	12.2	19.5	41.5	24.4	100

Source: Researcher own survey data, 2023

Estimating future man power supply and demand of an organization is also one essential element of HRP process. In this regard, respondents were asked to give their opinion as to whether or not South West Shoa Zone Woreda Education Offices use HR supply and demand. As shown above in Table 7 item two, 16 (39%) respondents as well as 11 (26.8%) respondents respectively disagree and strongly disagree imply that Woreda educational offices did not undertake forecasting techniques in order to estimate its HR demand and supply. So, it could be concluded that South West Shoa Zone WEO was not undertaken forecasting techniques in order to estimate its HR demand and supply.

The interview result obtained from Woreda Education Office head, supervisor, and, principals revealed that:

“The organization’s HRP process didn’t fully consider the demand for and supply of employees because for high positions, the supply side exceeds the demand side. Thus, it

can be said that there is some sort of gap between that the woreda educational offices demands and what they currently possesses, particularly in terms of qualification. Accordingly, the gap is mainly due to poor forecasting techniques /absence of statistical forecasting techniques /and government interference means, there were occasions that government interfere the education sector activity regarding this issue.”

Therefore, even though effective HR forecasting is undoubtedly one critical part of HRP process that enables organizations to maintain right the person at the right place and to overcome surplus and deficiencies of the required human resources, it is identified that woredas education offices lack proper HR forecasting practices.

Organizations use HR forecasting techniques in order to estimate future HR demand and supply. But it is worth to remember that there is no one best forecasting technique because the choice and accuracy of estimation is determined by stability and certainty of an organization, number of employees, availability of data, availability of resources and credibility to management (Schoenfeldt, 1999)

As it was shown in Table 7 of item three, 17 (41.5%) of respondents as well as 10(24.4%) respectively disagree and strongly disagree that South West Shoa Zone Woreda educational offices did not possess qualified HR professionals in order to handle effective HRP implementation. So, the respondents have mentioned that South West Shoa Zone WEO were not possessed qualified HR professionals in order to handle effective HRP implementation.

From the above data, one can understand that HR activities were done with non-HR professionals' /experts/ in South West Shoa Zone WEO and the organizations did not actively involve competent HR professionals who handle human resource activities

The interview result obtained from office head revealed that:

“There was lack of competent HR professionals in the organization. Most of the employees who appointed on the managerial positions are qualified in any other subject area discipline from natural sciences except few who are from social sciences rather than human resource management. This affects the efficiency and effectiveness of human resource management activities in woreda educational offices.”

The professional competencies that are important for effective education system management as well as the proficiency of managers in these areas, as part of the overall management development process and involving HR professionals to handle the overall activities of an organizations help to avoid ‘one size fits all’ approaches to educational management as well as the unnecessary deployment of scarce resources (Donald, 2006)

Table 8 Utilization of HRIS and Availability of HR Policy

No	Respondents-Woredas		Rating scale					Total
	Item		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
1	South West Shoa zone woreda educational offices possess sound HR policy	Freq.	10	18	8	3	2	41
		%	24.4	43.9	19.5	7.3	4.9	100
2	South West Shoa Zone Woreda education offices utilize HRIS in HRP process	Freq.	3	4	6	12	16	41
		%	7.3	9.8	14.6	29.3	39	100
3	Is the actual planning aligned with HR policy?	Frequency			Percentage			
	Yes	11			26.8			
	No	30			73.2			
Total		41			100			

Source: Researcher own survey data, 2023

Table 8 of item one revealed that, 18 (43.9%) of the respondents do agree as well as 10(24.4%) respondents strongly agree and in total 28 (68.3%) agree with the presence of good HR policy to guide the HRP practice. From the above data, it is possible to say South West Shoa Zone WEO possess good HR policy manual to maintain and guide human resource planning implementation.

The Education policy of Ethiopia emphasizes training of community based task-oriented frontline and all level education sector workers. Besides, there was a focus on developing appropriate continuing education for all categories of workers in the education sector and appropriate HRP, recruitment and selection methods to have competent, innovative and motivated manpower, strengthening administration and management of education systems is one

of the areas given priority by the policy (TGE, 1994). However, as it is depicted in Table 8 of item three, 30 (73.2%) of the respondents replied that woreda educational offices did not undertake its HRP practices in line with its policy. So that the respondents agreed that the South West Shoa Zone Woreda educational offices did not implement the HRP practices in line with the HR policy.

In the interview session on of the educational office head, supervisor, and, principals:

“South West Shoa Zone Woreda Educational Offices maintaining fairly good HR policy manual, implementing what is written in the manual of HR policy in to action is the main problem and also lacks a strong follow up of its implementation from the top level management to the lower level management of the organization”.

The 1994 Education and Training policy of Ethiopia envisages that through effective implementation of human resource management practices, the vision of the education sector is: to develop and maintain a civil service which is adaptive, affordable, efficient, effective, sustainable and productive in delivering to the public the services required to support the government's priorities; to build and support a body of civil servants who are competent, client oriented, fully accountable for results and resources, authorized to decide and to act, and motivated to develop their own careers; to manage and reward these staff in a way that is fair and open and that recognizes true merit, and actual performance in relation to agreed objectives (TGE, 1994).

With regard to the availability and utilization of HRMIS, majority of the respondents, 16(39%), replied that South West Shoa Zone Woreda Educational Offices did not use HRIS in the HRP process, whereas the rest 4(9.8%) and 3 (7.3%) of the respondents were agreed and strongly agree respectively. This shows that even though automation play an important role to upgrade the efficiency of HR practice activity, South West Shoa Zone Woreda Educational Offices was not utilizing HRIS.

The Human Resource Information System (HRIS) is a software or online solution for the data entry, data tracking, and data information needs of the Human Resources, payroll, management, and accounting functions within a business. Normally packaged as a data base, hundreds of companies sell some form of HRIS and every HRIS has different capabilities (Bardwell, 2004).

4.4. Human Resource Planning Practice with Regard to Succession Planning

Regarding succession planning, South West Shoa Zone Woreda Educational Offices, HRP policy articulates that the educational sector shall put succession plan in place in order to be able to appoint managers of every level at any time. The implementation directives have been based on strategic plan and organizational structure of the education sectors (Education and Training policy and procedure manual, 1994).

Disappointingly, the result of interview depicts that;

“There is no succession planning practice in South West Shoa Zone Woreda Education Office. According to South West Shoa Zone Woreda Educational Offices head the trend shows less employee turnover in higher level posts and due to this reason the organization had not taken an action to put succession planning in place.”

No matter to what extent turnover is low in key organizational positions, putting succession plan in a place further develops leadership and further enhance performance (Dessler, 2009). And it is valuable for South West Shoa Zone Woreda Educational Offices to implement what is written and enclosed in its HRP policy in to action.

Table 9 Degree of Objectives of HRP Attainment

Item		Rating scale					Mean	SD
		5	4	3	2	1		
To fully assess different alternative of man power sources so as to secure qualification for the job	Freq.	5	19	10	4	3	3.46	1.07
	%	12.2	46.3	24.4	9.8	7.3		
To avoid redundancies and surplus	Freq.	2	9	20	7	3	3.00	0.98
	%	4.9	22	48.8	17	7.3		
To develop new managers who replace the existing manager in the future	Freq.	1	19	12	5	4	3.19	1.03
	%	2.4	46.3	29.3	12.2	9.8		
To respond departments man power requirement	Freq.	9	21	6	3	2	3.78	1.04
	%	22	51.2	14.6	7.3	4.9		
To plan proportional accommodations, such as future	Freq.	2	20	13	4	2	3.39	0.92

needs of office space and other work place	%	4.8	48.7	32	9.7	4.8		
To assign the number of employees with the requisite of the organization through placing only the proper	Freq.	2	7	19	10	3	3.39	0.95
	%	4.9	17.1	46.3	24.4	7.3		

Source: Researcher own survey data, 2023

freq= frequency, SD = Standard deviation, 1= strongly disagree, 2=Disagree 3=Less agree 4=Agree and 5=strongly agree

Regarding the objectives of HRP attainment in Table 9, depicts the mean result (3.7805) revealed that, the HRP practice of South West Shoa Zone Woreda Educational offices commonly practiced to respond the man power requirement of different teams. The other objectives like to avoid redundancies and surplus and to develop new managers who replace the existing manager in the future were the least among the less commonly achieved HRP objectives of woreda educational offices (3.000 and 3.1951mean respectively).

From the above data, it is possible to realize that South West Shoa Zone Woreda educational offices did not fulfill the criteria to assign the number of employees at the right place to do the right job at the right time with the requisite of the organization through placing only the proper employees in each job.

In harmony with the data obtained from questionnaire, South West Shoa Zone Woreda Educational Offices HR inventory shows that about 15 (36.6%) of woreda educational offices employees are working in a position that they are not qualified for and of those employees working in wrong positions, majority of them assigned in a position that require lower qualification than what they are currently possess. This shows that the HRP practice of South West Shoa Zone Woreda Educational Offices did not attain the objectives of HRP.

The HR planning and policy function includes preparing for any expansion in educational organization services, assessing different alternative of man power sources so as to secure qualification for the job, adequate knowledge of maintaining the balance between demand and supply of HR requirement of their organization through application of human resource planning, assigning the number of employees with the requisite of the organization through placing only

the proper employees in each job, the dissemination of HR policies, advising senior management, reviewing department budgets, and estimating personnel salaries, etc. (Westera, 2001)

Table 10 Problems That Hinder Appropriate HRP Implementation

No	Item Respondents(Woredas)	Rating scale						
		5	4	3	2	1	Mean	Std
1	Lack of HR specialist	11	20	8	1	1	3.95	.8906
2	Lack of evaluating existing skill supply in the organization	12	22	4	2	1	4.02	.90796
3	Lack of management support	8	19	11	2	1	3.75	.91598
4	Resistant to change in new HR tools	6	15	10	9	1	3.39	1.06953
5	Lack of employee commitment towards HR practice	7	20	9	3	2	3.65	1.01513
6	Technological development or change	7	14	10	6	4	3.34	1.21675
7	Lack of external labor information	6	12	11	9	3	3.21	1.17286
8	Political influence (attitude)	3	10	17	6	5	3.00	1.09545
9	Lack of coordination between HRP section, job placement division and other departments	15	10	9	5	2	3.75	1.22026

1= strongly disagree/Very uncommon (1.49, 2=Disagree/Uncommon (1.50≤ Mean ≤ 2.49) 3=Less agree/Less common (2.50 ≤ Mean≤ 3.49), 4=Agree/common (3.50≤ Mean ≤ 4.49) and 5=strongly agree/Very Common (4.50 ≤ Mean ≤ 5.00)

As it was seen from Table 10, majority of the respondent believed that; lack of HR specialist, lack of evaluating existing skill supply from within organization, lack of management support, lack of employee commitment towards HR practice, lack of coordination between HRP section, job placement division, and other concerned teams and line managers respectively were among the problems that hinder appropriate HRP implementation.

It has been identified that only competent HR specialist is able to handle this critical activity. But, as this study has shown that the (mean 3.95) revealed that South West Shoa Zone Woredas

Educational Offices have given less attention for HRP process and it has been handled by any or ordinarily HR professionals in each work unit. In addition (the mean 4.02) revealed that's South West Shoa Zone Woredas Education Offices HRP section lacks to evaluating existing skill supply in the organization, and other concerned teams. Finally, (the mean 3.75) shows that South West Shoa Zone Woredas Education Offices lack management support, coordination between HRP section, lack of employee commitment to wards HR practice, job placement division and other department from within the organization.

The interview results of the office head, supervisor, and, principals about the problems of HRP were the following:

“Lack of specialists who handle the HRP practices and work load, in addition to this, the organization under takes the HRP activities like maintaining employee’s profile, data analysis, skills inventory and reporting system manually for more than 200 employees including the academic professionals.”

In this era of rapid and continuous change, human resources management is one of the organizational domains that can provide support for employees during internal change processes and help development and paying salaries. HRM plans and implements efficient; processes, policies managers and leaders identify and implement processes for change (Ulrich, 1997)

Table.11 Summaries of Recruitment Methods

No	Items	Frequency	Percentage
A.	Advertisement		
	• Local news paper	-	-
	• Notice board	32	78
	• Television	-	-
B.	College recruiting	-	-
C.	Transfer from other organization	9	22
D	Recruiting through professional associations	-	-
Total		41	100

As it was seen from Table 10, majority of the respondents (78%) replied that South West Shoa Zone Woreda Education Offices usually use notice board for vacancy announcements. In addition to advertisements, transfer from other organization is the second famous method in

which South West Shoa Zone Woredas Education Offices was under taking to acquire new man power. From the above finding, the researcher concludes that South West Shoa Zone Woredas education offices use notice board for advertising vacancies which reduces the chances of matching the right applicant to the right job. If the organization cannot match suitable applicants to jobs, then the whole recruitment process is affected.

The woreda education office heads were interviewed the criteria regarding how they select the recruitment methods and replied that:

“There are of course a number of factors that dictate the selection of best method and type. These include employment type (permanent or temporary), level of organization, volume and accessibility of man power, recruitment cost and area coverage to be accessed by the applicants. Among the methods of vacancy announcement, notice board advertisement is effective means of attracting a pool of candidates and less costly method to staff the vacant posts in the education sector for woredas level.”

The other method of recruitment that South West Shoa Zone Educational Offices practiced for a long period of time is transfer from other organization. The educational organization uses the notice board as a means for promoting the vacant positions for employees. The implication of using the notice board for advertising vacancies is that you may not reach the desired target market of professional applicants. This means that the organization may not attract an adequate number of suitable and qualified applicants for the position, which reduces the chances of matching the right applicant to the right job (Stone, 1998).

4.5. Selection Process in South West Shoa Zone Woredas Education Offices

4.5.1. Registration

In order to make the right preliminary screening as well as selection decision accurate information about the new candidate is one of the most important constituent. Organizations use different means' to gather information about applicant at the time of registration to make preliminary screening at the end.

Table12. The First Mechanism Used to Gather Information about the Applicants

No	Items	Responses	Frequency	Percentage
	What is the first mechanism utilized by South West Shoa Zone WEO to gather information about the applicants while you were employed?	A. curriculum vitae.	-	-
		B. Preliminary interview	25	61
		C. Application (form)	16	39
		D. Both curriculum vitae and application	-	-
Total			41	100
	If your answer for question No. 1 is application form, what about its understandability	A. Very easily understandable	-	-
		B. Easily understandable	-	-
		C. Moderately understandable	29	71
		D. understandable with assistant.	12	29
		E. Not clear at all	-	-
Total			41	100
	If your answer for question No. 2 is understandable, what about content relevancy of the application form?	A. Highly relevant	8	19.5
		B. less relevant	18	44
		C Moderate	15	36.5
		D. not relevant	-	-
		Total	41	100

As indicated in Table12 of item1, 25 (61%) of the respondents revealed that they have provided information for the first time about themselves through the preliminary interview whereas 16 (39%) of the respondents replied that they have provided information about themselves through the application form of the woreda educational offices.

From the above data it was possible to say, since the application form was less used to gather information about the applicants, preliminary interview was not sufficient and satisfactory to gather the basic information's about the candidate to decide whether it is relevant to the vacant post.

In line with these, the study at the hand has tried to look the HR procedure manual which clearly articulates that applicants who fulfill the recruitments was registered for the open positions up on completing the application form of the woreda education offices and presentation of their

document copy including one pass port size photograph. When carefully designed, administered and interpreted, the application form can provide a wealth of information about the candidate and is a real time saver (McMahon, 2006) and (Mondy and Noe, 1990).

As it can be seen from Table 12 of item 2, from those respondents who indicated that they have provided information through application form 29 (71%) of them said the application form was moderately understood and the rest 12(29%) indicated that it is understandable through assistance from the offices personnel.

With regard to the content of the application form more than 44% of the respondents indicated that the form was relevant to the job position and ethical with regard to the requirements to be filled by the applicant.

4.5.2. Providing Information for Applicants about Date and Place of Examination

Even if the employment policy manual of Oromiya Regional State civil service commission states clearly that all applicants was informed about the date and place of the examination following up on registration (Oromiya Regional state Civil Service Commission, 2004).

“The interview result also indicated that, there were a problem of clearly announcing about the examination date and place in South West Shoa Zone Woreda educational offices.”

No matter to what extent the arrival of large pool of applicants, due to the delay and lack of information about the exam date and place, many competent and skill full applicants lost the job opportunity offered by the organization (Stone, 1998).

4.5.3. Preliminary Screening

Regarding preliminary screening process of woreda educational offices the research at hand tried to assess whether there were challenges in this phase or not.

The interview result about the challenges of preliminary screening is the following:

“There were some woreda educational offices which override the stated rule. According to them, in addition to work experience and minimum educational requirements, age also been used as criteria which were not clear by put on HR manual. Moreover, some of the criteria’s are irrelevant and /or discriminatory”.

4.5.4. Employee Selection Test and Interview

Table 13 Responses on Selection Test and Other Criteria

No	Educational level	Interview	Interview and written selection test	Interview and practical selection test	Interview and work experience	Total
1	MA/MSc	1	1	1	-	5(4.3%)
2	College diploma	-	1	3	1	20(17.4%)
3	First degree	14	14	2	3	90(78.3%)
	Total	15 (36.6%)	16 (39%)	6 (14.6%)	4 (9.8%)	41(100%)

Source: Researcher own survey data, 2023

Table 13 revealed that most of the first degree and MA/MSc graduates 15 (36.6%) respondents were only interviewed where work experience is not required. About 16 (39%) of the whole respondents indicated that they have taken interview and written tests to be employed. From the above data it was possible to say, South West Shoa Zone Woreda education offices used interview and selection test as a criteria for selecting candidates.

Problems with regard to the selection test and interview were stated by the woreda education office head. Accordingly: the HR policy manual of Oromiya Regional Government educational offices assigned weights for each selection test is presented as follows: if the entrance exam is only interview 100 weight was given, if the entrance exam consists of interview and written exam 40% for interview and 60% for written exam was given and if the entrance exam consists practical exam and interview 30% and 70% was given for each exams respectively / Oromiya Regional Government HR policy and procedure manual, Nov 2004/.

According to the Oromiya regional state education bureau HR manual (1995), interview committees are usually composed of 5-7 members who are representatives from different units like college representatives, labor union representatives, working unit with the vacant post and external recruitment and placement deputy division. These members are expected to evaluate each candidate according to the evaluation criteria like personality, job knowledge, reliability, communication skill and others which may be decided up on meeting of the specific interview committee. Of the respondent employees included in this study the following information was obtained with regard to selection tests and interview and other criteria used for evaluation.

Selection test is instrument design to measure selected psychological factors (ability to reason, capacity for learning, temperament, and specific aptitudes) and certain physical or motor abilities (manual dexterity, or hand eye coordination). The purpose of this measurement process, at least in education, is to enable one to predict what person was do in the future (Flippo, 1988). Unstructured interview is the least accurate among predictors available (Avery and Campion, 1982), this is because the questions are not drawn from formal job analysis information they may not always be job related. As a result of this; these is a high room for subjectivity that is personal bias. Members in the interview committee can favor some applicants at the expense of others by posing easily responded; less pressurizing, and may be job unrelated questions since there are no standard questions. Hence, a substantial amount of subjectivity, therefore, unreliability was there from unstructured interviewing when used as a tool for evaluation

Table 14 Competency of Interviewers

No	Items	Respondents(Teachers)	Frequency	Percentage
1.	What do you say about the competency level of the interviewers in your WEOs'?	a. Highly competent	12	5.7
		b. Competent	28	13.3
		c. Moderately competent	110	52.4
		d. Weak	60	28.6
Total			210	100

Source: Researcher own survey data, 2023

To discover the competence of interviews, the researcher posed a question to respondents and 110 (52.4%) of the respondents indicated that the competence of interviewers were moderate.

In line with this, opinion of the interviewed woreda education office head responded that:

“The main problem is lack of interviewer training before interviewing and lack of exposure of interviewers in the area. If there is knowledge for the interviews in the area, what he/she simplify or measures is behaviors or traits unrelated to the job or variables in the artificial environment than what he/she really should measure. On the other hand; there was high chance for the interviewer to compare an interviewee with other interviewees and even with him/her than the criteria that position requires. According to

the manager, the interviewer's inability to understand others accurately is probably the most fundamental barrier to select the right candidate."

In addition literature indicates that most interviewers make selection decision after the first few minutes of the interview based on the first impression. A person may have similar or pleasing traits to the interview but that does not mean they can or was do the job (Stone, 1998). From table 14, only 28 (13.3%) of the respondents reflected that the interviewers are either competent or strongly competent.

Based on this the researcher argues that a person cannot conduct interview for the mere reason that either he/she is head of the department or higher official. For a human behavior is so complex, it is quite difficult to elicit the latent behavior by bombarding the applicant with a flood of questions, because an interview by itself is a science as well as an art which requires different tactics to get maximum of the session. Moreover, it involves systematically approaching the applicant so that he/she elucidates what is important for the selection decision without reservation. Therefore, a care full selection and training of interviewer has paramount benefits in making the right choice because wrong selection is costly and consequential.

4.5.5. Evaluation of Time Gaps between Each Selection Tests

Table 15 Summary of Time Gaps between Each Selection Test

No	Items	Rate	Respondents (Teachers)	
			Frequency	Percentage
1	Waiting time before being interviewed but after arrival of interview place	Extremely long	70	33.3
		Long	68	32.4
		Fair	43	20.5
		Short	29	13.8
Total			210	100
2	Items	Rate	Frequency	Percentage
	Waiting time between registration and first selection test	Extremely long	70	33.3
		Long	100	47.6
		Fair	10	4.8
		Short	30	14.3
Total			210	100
3	Items	Rate	Frequency	Percentage
	Waiting time between each selection test	Extremely long	20	9.5
		Long	68	32.4
		Fair	105	50
		Short	17	8.1
Total			210	100
4	Items	Rate	Frequency	Percentage
	Waiting time between the last selection test and final call for placement	Extremely long	98	46.7
		Long	70	33.3
		Fair	16	7.6
		Short	26	12.4
Total			210	100

Source: Researcher own survey data, 2023

According to the data obtained from Table 15, 70 (33.3%) of the total 210 respondents revealed that there was long waiting time before being interviewed and after arrival to the interview place, Accordingly, the major reason for this was the late arrival of interview committee members who may even not arrive at all at times. In addition to this interview questions were prepared after members gathered and this was take much longer time than expected while interviewees are sitting outside the office tired of waiting for the interview. The HR policy manual of the organization clearly states that competitor's /candidates/ was told as per when and where they was notified about successful candidates and reserves at the end of the final selection

test. But, the result obtained from the respondents was against the policy manual. This is an indication that some of the points included in the policy manual were not fully practiced.

The problem of the long waiting time gap between different events during the selection process may causes low movement in selection activities which finally would be a cause to the failure in giving quick responses to placement requirement (Dessler, 1991).

4.5.6. Reference Checks

With regard to reference checks, opinion from the interviewed woreda education office head revealed that:

Most of the respondents are not aware of back ground check to be under taken at any stage of the selection process. This shows that South West Shoa Zone Woreda Education offices did not utilize reference checking, so instead of ignoring reference checking information the organization should request a formal letter from the employee's immediate boss of pre selection tests. Otherwise it is difficult to afford the cost that result from hiring wrong employees due to lack of information.

Prior to making a job offer, a prospective employer is likely to check your references. Many employers was not give out any more information than starting and ending dates of employment and salary information. Others may be willing to discuss your job performance, your work ethic, and your attendance at work, your attitude and other criteria that are important to organization when making a decision on whom to offer the job to. In addition to prior employers, the people you have provided as references may also be contacted (Gupta, 2003).

4.5.7. Employment Formalities

Selected candidates were sent for medical examination and crime free confirmation to complete other employment formalities. Medical examination was ensuring the ability (both physical and mental) of the selected candidate to perform the specific type of job in question. South West Shoa Zone Woreda Education Offices were carried out medical examination in clinic and other checkups like x-rays examination with which it has contractual agreement (Oromiya region Civil Service Commission HR Policy manual, Nov, 2004). As the sample study of 41 employees profile indicates, a (100%) positive response was obtained with regard to medical examination (physical) examination.

One of the woreda education office heads replied through interview as:

The medical examination has a very great role to play in selecting the right person and handing further medical issues of employees. In addition, this examination serve several purposes like prevent the hiring decisions of candidates with serious communicable diseases, physical condition at the time of hire must be known in case of later workers compensation claims and to determine whether the applicant is physically capable of performing the job in question.

In similar way crime free examination from the police department which is under taken for every new entrant is also an important process to handle. With regard to this, the information obtained from woreda education head revealed that:

“In South West Shoa Zone Woredas Educational Offices the crime free investigation result is highly expected to finalize the selected employee placement. Since recruitment and selection is costly process the placement of criminal employee result in unnecessary cost for the organization”.

Table 16 Clarity and Content Relevance of Employment Forms

No	Items	Rate	Respondents	
			Woredas	
			Frequency	Percentage
1.	What do you say about the clarity of the employment form of your educational offices?	Very clear	7	17
		Clear	14	34
		Fair	20	49
Total			41	100
No	Items	Rate	Frequency	Percentage
2.	If your answer for No.1 is clear and fair, what about their content relevancies of the employment form?	Relevant	30	73.2
		Moderately relevant	11	26.8
Total			41	100

Source: Researcher own survey data, 2023

As indicated in Table 16, 20 (49%) of the respondents agreed that the employment form of the organization is fairly clear and the remaining respondents, 14 (34%) and 7(17%) agreed that the form is clear and very clear respectively. With regard to the content relevance of the employment form majority of the respondents 30 (73.2%) of them agreed that the content of the employment form is relevant and important and the remaining others 11(26.8%) believed that the form is moderately relevant and important. Even though every selected candidate will complete the organization's employee life history and personal data collection form, the form was an earlier and it is not as such very clear, so, necessary adjustment shall be made especially with regard to its clarity.

4.5.8. Conditional Employment Agreement or Letter

Change of pay resource are prepared by the recruitment and placement office stating a 45 days probation period employment contract which may be terminated if the competency is below the expectation. With regard to conditional employment letter observation of the employees profile revealed that only two employees were given paper of conditional employment for the probation period in the first three working days since they were employed.

Ten respondents were given the paper in the first week time and the rest thirty one employees were given their letter of employment in two weeks and greater time. These data shows that the recruitment office was not quick enough to deliver employment letters to new entrants which are confirmations to the new employees that they are already accepted as a member of the organization. The interview results obtained from woreda education office head about employment agreement letters were the following

“Employment agreement will contain clauses to give the employer more power and confidence. An employer may benefit from being able to deduct funds owing to the employer from the final wages of the employee at termination of employment. Without the employee's consent (which can be contained in the employment agreement), such deductions are illegal under the Wages Protection Act”.

Employment Agreements; it is sometimes tempting for employers to use an employment agreement that they have had for many years, a generic “template” agreement, or one taken from a mate of a mate. However, as an employer it is vital that the agreement correctly records the specific terms of the employment relationship, as mistakes can be costly (Stone, 1998).

4.5.9. Evaluation of Woredas Education Offices Recruitment and Selection Practice

Hiring the best people is considered as one of the most critical elements for the organization's success. It is obvious that without HR, the organizations can't exist. On the other hand, the ability of an organization in attracting qualified man power determines its success in the educational organization. Selection involves a division of labor in most organization the division of labor works in this way: the personnel department does recruitment, handle the detailed steps in the selection procedure expect for the final employment interview and then recommends to the operating department that a given individual for final selection Megginson (1998).

In light of this, the researcher conducted an interview with woreda education office head on the capacity of woreda education offices in attracting qualified personnel, the interview result revealed that *"the organization was low in attracting qualified employees"*.

4.5.10. Impact of Wrong Selection in the Organization Performance

Though the organization incurs costs as a result of selecting wrong employees, there is no system in the organization to sort out specific costs associated with making such decisions. So, the researcher has tried to gather opinion from managerial and non-managerial employees to rank the cost organizations incurs in the order of its importance.

Table.17 Summary of Wrong Employee Selection Cost

No.	Item(Respondent-Woredas)	F	Percent
A	De motivating the rest of the work	20	48.8
B	Force Cost of training and transfer	6	14.6
C	Cost of rehiring	12	29.3
D	Damage organization reputation	3	7.3
Total		41	100

Poor or inappropriate choice can be demoralizing the individual concerned (who finds him or herself in the wrong job) and de motivating the rest of work force. In light of this as depicted in Table 17, 20(48.8%) and 12(29.3%) of respondents have attached the maximum weight to de motivation element and cost of rehiring respectively. This shows that when incompetent employee is hired, it is not only affects the job of that particular person but also of others,

especially where the job involves sequence of activities where the employee should finish before the next employee acts up on it.

Table 18 Summary Of the Barrier's To Effective Recruitment And Selection Problem

No	Items	Rating scale					Mean	Level of problems
		5	4	3	2	1		
1	Cost of recruitment and selection	6	10	12	8	5	3.29	Less common
2	Interviewer lack of skill and knowledge	1	5	17	7	11	2.46	Less Common
3	Absence of Compensation policy of the organization	6	8	13	9	5	3.02	Less common
4	Organization competition for potential applicant	6	8	16	9	2	3.17	Less common
5	Poor HRP	8	18	10	3	2	3.65	Common
6	Hard to find candidates with specialized skill	20	3	10	3	5	3.73	Common
7	Slow screening, recruitment and selection process	10	20	8	3	0	3.87	Common
8	Weak Nature of the labor market	3	5	18	9	6	2.75	Less common
9	Lack of developing and choosing valid and reliable selection tool	4	6	19	10	2	3.00	Less common
	Grand Mean						3.22	Less Common

Source: Researcher own survey data, 2023

(Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1) ≤ 1.49 mean (very uncommon), $1.50 \leq \text{Mean} \leq 2.49$ (uncommon), $2.5 \leq \text{mean} \leq 3.49$ (less common), $3.5 \leq \text{Mean} < 4.49$ (common) and $4.5 \leq \text{Mean} \leq 5$ very common.

Respondents agree that, though the degree varies, all the factors identified cost of recruitment and selection, compensation policy of the organization, other organization competing for potential applicant, lack of developing and choosing valid and reliable selection tool, lack of interview skill and knowledge, and nature of the labor market are act as barriers to effective

selection process. As the mean result in table 18 revealed, the common problems regarding recruitment and selection practice of the organization were: poor HRP practice (3.65), slow recruitment and selection process (3.87), and hard to find candidates with specialized skills (3.73).

From the above data it is possible to conclude that the loose practice of HRP in the organizations is highly affects the other HR activities like recruitment and selection. In addition the slow recruitment and selection process may lead candidates to shift to other organizations need some types of labor. The other common problem in the studied organization was the interviewer lack of knowledge. In this regard, as the interviewed office head depicted, due to lack of interviewing training the interviewers' were less knowledgeable.

As discussed in Compton and Nankervis (1998), the costs of the extra salaries of the persons involved in the recruitment process, poor HRP practice, and lack of specialized HR professionals along with the costs associated with loss of production and absenteeism can be compared to the problems of recruitment and selection

Table 19 Problems or Constraints of Preparing and Implementing Selection Criteria

No	Items	Responses	Respondents (Woredas)	
			Frequency	Percentage
1	Lack of adequate budget	Agree	9	22
		Undecided	2	4.9
		Disagree	30	73.2
Total			41	100
2	Absence of transparent and clear guidelines	Agree	22	53.6
		Undecided	12	29.3
		Disagree	7	17.1
Total			41	100
3	Giving low attention to appoint qualified employees through selection	Agree	20	48.8
		Undecided	12	29.2
		Disagree	9	22
Total			41	100
4	Lack of attention for orientation programs to new position holders	Agree	26	63.4
		Undecided	8	19.5
		Disagree	7	17.1
Total			41	100

Source: Researcher own survey data, 2023

As it was depicted in item one of Table 19, the employees asked a question to check whether or not lack of adequate budget hinders the preparation and implementation of selection criteria for appropriate practices of selecting the right candidate for the job placement in Woreda educational offices. Hence, 30 (73.2%) of employees believed that lack of adequate budget were not influence the proper preparation and implementation of selection criteria whereas 9(22%) of the employees replied that lack of budget hindered the proper preparation and implementation of selection criteria in South West Shoa Zone Woreda educational offices.

According to the interview result of woredas education head, supervisor, and school principal:

The woreda educational offices have no formal method of request for vacant or new positions. An informal request can be vague and misleading and may not supply the HR manager with the job description and person specification required to establish the selection criteria. This is because of a reliance on the effective communication skills of both the persons giving the verbal request and the HR manager receiving the request. Both parties need to be effective in passing on and receiving correct information.

From the researcher observation and experience, many of the employees didn't know whether sufficient budget is granted for the purpose of preparing and implementing selection criteria. On the other hand the granted budget is not used for the purpose of implementing and preparing selection criteria. So, this could create the difference between the two groups of respondents.

The respondents were also asked a question that absence of transparent and clear guidelines hinders the preparation and implementation of selection criteria. According to the majority of these respondents, 22 (53.6%) of the employees responded that there were no transparent and clear guidelines for preparing and implementing the selection criteria in South West Shoa Zone Woreda educational offices.

Thus, majority of the respondents agreed that there were no transparent and clear guidelines for preparing and implementing selection criteria in the South West Shoa Zone Woreda Education Offices.

From the above responses one can conclude that the educational organization has no formal method of request for vacant or new positions. An informal request can be vague and misleading and may not supply the HR manager with the job description and person specification required to

establish the selection criteria. This is because of a reliance on the effective communication skills of both the persons giving the verbal request and the HR manager receiving the request. Both parties need to be effective in passing on and receiving correct information. The request must set out the exact requirements of the new or vacant position. Job or person specifications should spell out the requirements an individual needs to successfully perform the job as per the job description (Hite & Johnston, 1998).

Regarding to the attention paid by top level management towards the importance of appointing qualified applicants through selection, 20 (48.8%) of employees suggested that low attention paid by the top level management towards appointing the qualified applicants was among the major problems in South West Shoa Zone Woreda education offices and 12(29.2%) of the employees suggested that top level management was giving an attention for the importance appointing the qualified applicants through proper selection whereas the rest nine (22%) of the respondents were suggested that moderate attention were given. Hence, the employees have agreed that due attention was not given to the importance of appointing qualified applicants through proper selection. So based on less attention giving the South West Shoa Zone Woreda Educational Offices lacks competent work forces who handle human resource management activities.

In addition to the above data the researcher has conducted an interview regarding the attention given by top level manager towards the importance of appointing the qualified applicants through proper selection with woreda education office heads.

One of the five woreda educational offices HR manager said:

The attention was given to the vacancy announcement but after a pool of applicants reached the organization for registration to the vacant posed, the screening and selection was carried out by any person or selection committee who are not HR professionals, as a result they might have selected the wrong candidates by rejecting the right candidates which later exposes the organization for extra cost for giving training to the newly selected candidates. The feedback after the placement of the newly selected candidates indicated that the selection process conducted by the selection committee and other officials was not well organized and fair because there were many complaints after the placement. The participation of the selection committee during the selection and

placement was very weak because top level managements were occupied with meeting and other office work. In addition to this most of the selection committee was not HR professionals and the newly placed candidates were not full filling the necessary criteria for the vacant job.

From the above data it is possible to say that since selection was done by any non HR professionals and the newly selected candidates were not full filling the criteria posed by vacant position, the attention given by the top level management was very weak and it was very difficult to select the right candidates to have the competent work force to achieve the goal of the organization in South West Shoa Zone Woreda Education Offices.

As it was seen form item 4 of table 18, a question was forwarded to check whether or not the South West Shoa Zone Woreda Education Offices lack to give attention towards the importance of induction/orientation programs to new recruits and new position holders.

The data revealed that 26 (63.4%) of the respondents believed that the woredas educational offices did not give attention towards the importance of induction/orientation programs to new recruits and new position holders, the interview result also reveals this, while 8 (19%) of the respondents reported that the woredas education offices did give attention toward the importance of induction orientation program so that the offices implement and follow up properly the induction orientation programs for the newly recruited and new position holders. The remaining respondents, 7(17.1%) were suggested that orientation given to newly position was moderate.

Orientation or Induction is the first important step in the process of human resource management. It involves familiarization of the newly appointed employees to the work environment of the organization as well as to the fellow employees. Induction is a socializing process by which the organization seeks to make an individual its agent for the achievement of its objectives. The new employees should be oriented to the organization and to its policies, rules and regulations (Wilson, 1998)

4.6. The Role of secondary school principal in HRM Practices

One of the most crucial activities of the school principal is managing the teaching staff, in the school. In addition to this leadership influence on the staff, the school manager also influences the attitudes, perceptions and function of the staff.

The principle of HRM requires the school appointment and placement, job description, training or staff development without bias nepotism, tribalism, or discrimination. One of the problems of school manager is inadequate staff development and maintenance of staff based on proper of personnel policies.

Therefore, the intention of the research was to examine how secondary school principals currently have practiced the teaching resource management, in their respective school. Based on the following respondents were exposed to rate using the three point Likert type scale of low=1, Moderate =2 and 3 = high.

Table 20 Reponses of Respondents on School Principal Participation in HRM Activities.

No	Item	Respondents				WM	Comparing means by using t-test		
		Teacher N=210		Educational experts and personnel No= 41			p-value	Df	Sig-2
		mean	SD	Mean	SD				
1	Human resource planning	1.62	1.29	1.63	1.12	1.62	.779	249	.437
2	Teaching staff recruitment	1.9	1.07	1.9	1.06	1.9	.33	249	.76
3	Teaching staff selection	1.74	.96	1.76	.87	1.75	.445	249	0.66

Note: p-value calculated at $\alpha= 0.05$ levels

The mean scores from the data analysis were interpreted as follows -< mean 1.85 “low”, mean 1.85-2.75 “moderate”, and mean above 2.75 is “high”

It can be seen from Table 20 item 1 that woreda education offices experts and secondary school teachers were asked to give their response regarding school principal participation in human resource planning practice. The mean score of secondary school teacher’s respondents is 1.62 and that of woreda education offices expert respondents is 1.63. Hence both mean shows that the participation of secondary school principal was low. Also the averages mean 1.62 shows that presence of low practice towards these items. The p-value $0.77 > 0.05$ indicates that there is no statistically significant difference between the two groups of respondents towards the items. The interview made with the secondary school principals, WEO heads and supervisors has objective evidence to corroborate the responses of respondents and revealed that the participation of

secondary schools principals in human resource planning was insufficient. The overall result shows that this practice is performed low.

Regarding to item 2 of the same table participation of secondary school principals in recruitment activities was also rated by each group of respondents. The mean scores of the secondary school teachers and WEO experts were 1.9 rated as moderate. The t-test result with p-value $0.33 > 0.05$ shows that there is no statistically significant difference between two groups of respondents towards the item. Hence, it is possible to say that the participation of secondary school principals in teaching staff recruitment was moderate. In the same way the data obtained from interviews shows that the participation of principal was insufficient.

As to selection of teaching staff, table 20 item 3 depicts that secondary school teachers and WEO experts mean score 1.74 and 1.76 respectively shows that participation is found to be in low condition. The p-value $0.445 > 0.05$ proves that there is no statistically significant difference between two groups of respondents towards the items. This shows that the participation of principal was low. Similarly, the data obtained from principals through interview was evidence to confirm the responses of respondents.

CHAPTER FIVE

SUMMARY OF MAJOR FINDING, CONCLUSIONS AND RECOMMENDATIONS

The general objective of study was to assess the practice and problems of human resource management in South West Shoa Zone Woreda education offices. Accordingly, analysis and interpretation of the data obtained through questionnaires distributed to employees, interview conducted with concerned officials of South West Shoa woreda education offices and relevant secondary source were made in the previous chapter. Based on the analysis and interpretation, conclusions and recommendations of the study were made as follows.

5.1. Summary of the Major Finding

Based on the objectives of the study and the basic research questions the following are major conclusions of the study.

1. To what extent, do the practice of human resource planning activities are practiced in South West Shoa Zone Woreda Education Office in line with the HR policy and strategic goal?
2. How far the process of employee recruitment is practiced in south west Shoa zone woreda education offices is systematic?
3. What is the method and criteria that are used for employee selection practiced in south west Shoa zone woreda education offices?
4. What are the major factors that hinder the effectiveness of human resource planning, recruitment and selection Practices in South West Shoa Zone woreda education office?

To this effect the descriptive survey research design was employed. The study has been made by taking the five woredas education offices and five secondary schools as specific study area. There were a total of 303 population, out of which 297 (98%) of them had been used for the sample study and the researcher believed that it was representative sample size to conduct reliable research. Therefore, about 251 employees were used as a source of data. In addition to these 5 Woreda educational offices head, 12 secondary school supervisor and 24 secondary school principal were interviewed. The data were gathered through data gathering tools like questionnaire, interview and document analysis.

Finally, the data received from the questionnaires were analyzed and interpreted by using percentage, means, standard deviation, frequency calculations, p-values and demonstrated by tables. Consequently, the major findings of the study were presented below.

I. The Extent to HR Planning Are Practiced in South West Shoa Zone WEO

- South West Shoa Zone educational offices less undertook environmental scanning for HRP purpose and less realized competency based placement through conducting skill audit. Because of this, the skills required to carry out all the activities were not identified.
- The South West Shoa Zone Woreda Education Offices did not use Human resource information in the HRP process.
- In addition to this lack of human resource specialist, lack of evaluating existing supply from within organization, lack of management support, lack of commitment towards HR practice, and lack of coordination between HRP sections, job placement division were the problems that hinder appropriate HRP implementation. South West Shoa Zone Woreda education offices possess sound HR policy manual but, more than half of the respondents replied that Woredas educational offices did not undertake the HRP implementation in line with its rules and regulations.
- It was found out that the woredas education offices less undertook forecasting techniques. This condition creates not to maintain the balance b/n demand and supply of HR.
- As the mean result revealed that the common problems regarding recruitment and selection practice of organization were interviewers' lack of knowledge.

II. The Practice of Employee Recruitment in South West Shoa Zone WEO

- South west Shoa zone woreda education offices use notice board for advertising vacancies which reduces the chances of matching the right applicant to the right job.
- On the other hand, the process of human resource management regarding to recruitment process reveals the respondents in the South West Shoa Zone woreda education offices was insufficient and not suitable with the organization goals.
- In addition to this there were problems of clearly announcing about the vacancies.

III. The Methods and Criteria for Employee Selection in South West Shoa Zone WEO

- It was found out that the first mechanism used for gathering information about the applicant was preliminary interview.

- Since the application form was less used to gather information about the applicants, preliminary interview was not sufficient and satisfactory to gather the basic information about the candidate to decide whether it is relevant to the vacant post or not.
- This shows that South West Shoa Zone woreda education offices did not utilize reference checking.
- As the mean result revealed that the common problems regarding recruitment and selection practice of organization were poor HRP implementation, slow recruitment and selection process, interviewer lacks of knowledge and hard to find candidates with specialized skills.

IV. Major Factors That Hindering HRM Practices in South West Shoa Zone WEO

- The findings of the study shows that lack of environmental scanning, lack of job analysis and skill audit, lack of expertise who handle HR practices, lack of recruitment guideline, lack of reference checking, lack of interviewers competency, lack of selection criteria and lack of interview guide line were the major factors that affect the appropriate practices and implementations of human resource management in South West Shoa Zone woredas Education offices.
- The finding of the study ascertained that South West Shoa Zone Woreda Education Office less involved qualified expertise. And did not avoid ‘one size fits all’ approaches. It was found out that the South West Shoa Zone woreda education offices used notice boards for advertising vacancies. This reduces the chances of matching the right applicant to the right job.
- This condition creates additional cost, low job satisfaction, decreased productivity and increased turnover. It was found out that more than half of the respondents’ judge the time gap between different events during selection process was long.
- As the mean result revealed that the common problems regarding recruitment and selection practice of organization were Poor HRP implementation, slow recruitment and selection process

5.2. Conclusions

Based on the findings, the following conclusions were drawn.

The environmental scanning conducted by South West Shoa Zone woredas education offices had not been done in scientific and appropriate manner. The practice was done based on subjective data without true and adequate environmental scanning practice. The HRP implementation in South West Shoa Zone Woredas education offices was not effective due to shortage of trained and competent man power who handles the human resource management activities. From the findings of the study it can be concluded that the Human Resource Planning, recruitment and selection practices were not practically implemented in line with HR rules and regulations goal of South West Shoa Zone woredas education offices. In addition to this the existing practices of teaching staff recruitment and selections are conducted either with poor or absence of pre-recruitment plan. The recruiters were rarely followed the existing rules, regulations and necessary steps of HRM activities. On the other hand there were inappropriate recruitment and selection procedures found and much attention was not given to the secondary school teaching staff manning in general.

As it has been found out in the study that the interviewers lack competency, this situation could create conditions that the interviewers make selection decision inaccurately because of lack of training and experience before interviewing of interviewers in the area.

The data also indicated that there was no reference checking of post-employment found to be made by employing offices. It can be concluded that this process hinders the proper selection of competent work force unless solved. The time gap required between two or more consecutive activity during selection process is very long. This unnecessary long wait was identified as the worst situation encountered by the employees during the selection process and may be a cause to the failure in giving quick responses to placements requirement. From the findings of the study it was possible to conclude that there were no transparent and clear guideline for preparing and implementing the selection criteria in South West Shoa Zone woredas education offices.

5.3. Recommendations

Based on the findings and conclusions of the study the following recommendations were forwarded to the woreda education offices, zonal education department and regional education bureau to improve the practices of human resource planning, recruitment and selection in South West Shoa Zone Woredas Educational Offices.

1. To Woreda Education Offices:

- The woreda educational offices head could carry out environmental scanning in terms of internal labor market, organizational capacity and organizational strategy to avoid division based on subjective data.
- Woreda education office had better to practice job analysis and skill audit analysis to have relevant information about the current and future job and the types of man power actually required to handle the task to realize competency based employee placement practice.
- In order to maintain the right person at the right place in the right time, the woreda education office management committee in collaboration with woreda education office planning team prepares appropriate techniques.
- In order to create competent, motivated and innovative work force in South West Shoa Zone woredas education offices, the management committee had better to select competent HR professionals through competency based employee placement.
- It is useful if the selection committees of the Woreda Education offices make careful selection and training of interviewer and has been highly recommended to avoid the cost of hiring wrong employee selection and job placement and bad consequence of wrong selection.
- In order to reduce or ultimately alleviate the problems encountered during recruitment and selection of teaching staff for secondary school, the school, woreda and zone education offices in collaboration with the regional education bureau could:
 - ✓ Develop clear and transparent criteria and guidelines in which the function and responsibilities of each entity demarcated or revise the existing one to the same case.

- ✓ Place qualified and experienced manpower that can handle the recruitment and selection process so as to employ qualified and competent teacher for secondary school.
- ✓ Arrange short-term training programs on recruitment and selection for educational personnel that are found at all levels of education sector in order to equip them with the necessary skill and commitment in the area.
- ✓ Prepare clear and easily adaptable rules and regulations based on the existing HRM policies for recruitment and selection or redesign the existing ones.

2. To Zonal Education Office:

- The objectives of HRP in South West Shoa Zone woreda educational offices were mostly to full fill the man power requirement of different teams. Therefore, the Zonal educational departments in collaboration with the Woreda education offices heads are suggested to give attention to the less commonly practiced objectives.
- South West Shoa zone education department could prepare awareness creating training, conference and panel discussion with woreda education offices management committee and experts to fill the gap seen on implementation of HR planning, recruitment and selection.
- Zonal education department could follow up the implementation of guidelines of HR practices in woreda education offices while they are planning, selecting and recruiting.

3. To Regional Education Bureau:

- The finding of the study shows that the factors that hinder HRP practices were lack of HR experts, lack of evaluating existing skill supply from within the organization and lack of coordination between concerned teams and office head. Therefore, the regional education Bureau is recommended to provide expertise who handles human resource practices activities and giving intensive and continuous in-service training opportunity to those experts whose qualifications was below the minimum required standard. Widening of the existing program as well as upgrading the qualification of them through correspondence courses. At the same time attention can be paid to quality of training provided by the training colleges and universities.

- In order to attract a pool of competent candidates from the market local newspaper advertisement and college recruiting methods are not sufficient methods. Therefore, the Regional Education Bureau's external recruitment divisions and internal placement divisions are recommended to acquire professionals through professional associations where best people with known caliber or standard could be identified.
- The Regional Education Bureau is highly recommended to prepare transparent and clear guidelines for preparing and implementing selection criteria and allocate sufficient budget for its successful implementation.
- From the findings of the study, it was possible to conclude that lack of recruitment guideline was one of the major factors that affect the appropriate practice and implementation of human resource planning, recruiting and selection in South West Shoa zone woredas education offices. Therefore, the Regional Education Bureau should find means by which woreda education offices get copies of guidelines of human resource practice policy.
- The REB needs to draw attention to the local problems while conducting teacher recruitment and selection or could arrange a mechanism to decentralize these activities at the levels zone and woreda education offices.
- It is clear that one of the most critical tasks of the school principal is managing human resource in the school. Nevertheless, the finding of this study has revealed that the participation of school managers in some of HRM activities was relatively low. As identified earlier some of the main reasons are lack of appropriate qualified and competent school principal, absence of clear directives and procedure and nonexistence of practical systems that invite the school principals to take part in HRM activities. Therefore, so as to enhance an engagement of school principals in HRM activities the following suggested measures could be taken in to consideration. These are:
 - REB together with zone and woreda education offices needs to take necessary measures in assigning qualified and competent as well as committed educational managers in the schools so as to enhance the effective and efficient HRM in the area.
 - The REB together with zone and woreda education offices needs to design strategic system that invites the school principals in the activities of HRM.

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APPENDIX A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be filled by Woreda education office experts:

Dear Respondents;

This questionnaire is designed to collect data for masters with the title *“Practice of human resource Planning, employee recruitment, and selection of South West Shoa Zone Woreda education office.”* The information gathered through this questionnaire will be used for academic research purpose only and kept confidential. To this end, your cooperation in filling and returning this questionnaire has paramount importance for the study. Thus, you are kindly requested to fill out the questionnaire carefully and frankly as much as Possible.

Thank you in advance for your cooperation!

General Direction:

Name of woreda _____

1. Do not write your name;
2. Follow the instruction given for each part;
3. Give brief and concise answer or opinion, if any for open ended questions on the provided space;
4. Put a tick mark (✓) on the space provided for each question

Part one. Background information

Direction: Please put a tick mark (✓) on the space provided for each question.

1. Sex: Male female
2. Age: 18-23 24-29 30-35 36-41 42-47
48 & above
3. Work experience: a. 1-5yrs b. 6 – 10yrs c. 11 -15yrs
d. 15 – 20yrs e. > 21yrs
4. Educational Background
 - a. 12 grade complete or below
 - b. Certificate/TVET
 - c. Diploma (10+3)
 - d. First degree (BA/BSC)
 - e. 2nd degree (M.A/MSc)
 - f. PhD

Part two. Questionnaires related to the major components of HRM

I. Questionnaires related to the educational offices human resource planning

1. Do your woreda educational offices assess environmental factors in human resource planning process?
Yes No
2. If your answer for question No.1 is yes, which factors or variables are considered by your woreda educational offices in the human resource planning process?
 - a. Internal labor market
 - b. External labor market
 - c. Organizational capacity
 - d. Organizational strategy

2.1. Implementation of HRP process

The following are issue related to the implementation of human resource planning process in practice of human resource. Based on the current situation practiced in your organization please put a tick mark (✓) or x in the columns provided under each scale.

Use rating scale: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

No	3. Items related to implementation of human resource Planning process	Rating scale				
		1	2	3	4	5
3.1	My educational offices utilize job analysis for human resource planning purpose.					
3.2	The woreda educational offices utilizes skill inventory (list) for human resource planning purpose.					
3.3	The woreda educational offices use human resource supply analysis for human resource planning purpose.					
3.4	The woreda educational offices use human resource demand analysis for Human resource planning purpose.					
3.5	The woreda educational offices possess qualified human resource professionals (experts) who handle human resource activities.					
3.6	The woreda education offices properly implemented possess sound of human resource policy.					
3.7	The woreda educational office utilizes human resource information system in the process of human resource planning.					

2.2. Objectives of human resource policy

The following are issue related to the objectives of human resource planning in practice of human resource. Based on the current situation in your organization, please put a tick mark (✓) on the space provided for the following item.

Use rating scale: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

No	Do the objectives of HRP practices meet the desire of an organization?	Rating scale				
		1	2	3	4	5
1	To avoid redundancies and surplus					
2	To develop new manager in the future.					
3	To respond departments man power requirement					
4	To plan proportional accommodations, such as future needs of office space and other work place					
5	To secure the optimum qualification for the specific job.					

2.3. Major problems of human resource planning practices

The following are issue related to the major problems of human resource planning in practice of human resource .Based on the current situation in your organization, please put a tick mark (✓) on the space provided.

Use rating scale: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

No	Items related to the major problems for human resource planning practices of educational offices	Rating scale				
		1	2	3	4	5
1	Lack of human resource specialists					
2	Lack of management support					
3	Lack of evaluating existing skill supply within an organization					
4	Resistant to change in new human resource tools and techniques					
5	Lack of employee commitment towards human resource practice					
6	Varying organizational environment					
7	Technological development and change					
8	Lack of external labor information					
9	Political influence(attitude)					
10	Lack of coordination between human resource planning section, internal placement division and other teams					

Part three. Question Related to Recruitment and Selection

The following are issue related to Recruitment and Selection process in practice of human resource. Based on the current situation in your institution, Please answer all question by putting a tick mark (✓) on the space provided.

6. How do you recruit employees for your organization?

- A. Through advertisement
- B. Through educational institution /college recruitment/
- C. Through recruiting job seekers who arrive at woreda education office in search of a job
- D. Through recruiting job seekers who send written inquiries for the woreda education office
- E. Recruiting through professional associations
- If any others, please specify? _____
-

7. If your answer for Q # 6 through advertisement, which channel you are going to disseminate information?

- a. Newspaper c. Notice board
- b. Television advertisement d. Radio e. Web site

8. What was the first mechanism you used to collect information about applicants?

- a. Curriculum vitae c. Application form
- b. Preliminary interview d. Both Curriculum vitae and application form

9. If your answer for question No. 8 is application form, this is because of:

- a. Very easily understandable c. Easily understandable
- b. Moderately understandable d. understandable with assistant

10. If your answer for question No. 8 is application form, to what extent is the content of application form/registration form/ relevant to the position?

- a. Highly relevant c. Moderately relevant
- b. Less relevant d. Not relevant at all

11. What was the selection criterion tool you employed to hire in your organization?

- a. Interview c. Interview and practical test
b. Interview and written test d. Interview and work experience

12. To what extent are the medical examination/physical and mental ability and health /checking/ important in selecting the right person for the position?

- a. Very important b. moderately important
c. Less important d. Not important

13. to what extent crime free investigation from the police department necessary for the selection purposes?

- a. Very important c. Moderately important
b. Less important d. Not important

14. How do you rate the content of the employment forms of Woreda educational offices?

- a. Relevant c. Moderately relevant
b. Totally irrelevant

15. How do you rate the clarity of the information stated on the employment forms?

- a. Very clear c. Clear
b. Fair d. Vague

16. How do you judge the capacity of your woreda educational offices in attracting qualified personnel?

- a. Very strong c. Strong
b. Moderately strong d. Weak

17. What was the reason for woreda educational offices strength in attracting qualified personnel?

- a. Selection policy c. the organization good will
b. Attractive salary

Please, specify if any other reason -----

18. What do you think the impact of wrong selection in the organizational performance?

- a. De motivating the rest of the work force
b. Cost of training and transfer
c. Cost of hiring
d. Damage company reputation

Part Four: Major problems of recruitment and selection

The following are issue related to the major problems of recruitment and selection in practice of human resource .Based on the current situation in your organization, please put a tick mark (✓) on the space provided for.

Use rating scale: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

No	Items related to problems of recruitment and selection	Rating scale				
		1	2	3	4	5
1	Cost of recruitment and selection					
2	Composition policy of the organization					
3	Absence of compensation policy of the organization					
4	Poor resource planning					
5	Hard to find candidates with specialized skill					
6	Slow screening, recruitment and selection process					
7	Weak nature of the labor market					
8	Lack of developing and choosing valid and reliable selection tool					
9	Interviewer lack of knowledge					

Do you have anything to add which is not discussed with regard to recruitment and a selection?

Part Five: Constraints for preparing selection criterion

The following are issue is related to the Constraints for preparing selection criterion in practice of human resource. Based on the current situation in your organization, Please answer the following items by putting a tick mark (✓) on the space provided for each questions.

Use rating scale: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

No	Items related to constraints for selection criterion	Rating scale				
		1	2	3	4	5
1	Lack of adequate budget					
2	Absence of transparent and clear guidelines					
3	Low attention paid by education office head towards the importance of appointing qualified employees through selection					
4	Lack of attention towards the importance of induction/orientation programs to new recruits and new position holders					

Part Six school principal participation in HRM activities

The following issues are related to the school principal participation in the human resource management practices such as, planning, recruitment, and selection. Based on the current situation in your organization, please answer the following items by putting “x” on the space provided for each questions.

Use rating scale 1= low, 2= Moderate, 3= high

No	Item related to school principal participation in HRM activities	Rating scale		
		1	2	3
1	Human Resource Planning			
2	Teaching Staff Recruitment			
3	Teaching Staff Selection			

Thank you

APPENDIX B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Questionnaire to be filled by Secondary school teachers

Dear Respondents;

This questionnaire is designed to collect data for master's with the title "Practice of human resource Planning, employee recruitment, and selection of South West Shoa Zone Woreda education office". The information gathered through this questionnaire will be used for academic research purpose only and kept confidential. To this end, your cooperation in filling and returning this questionnaire has paramount importance for the study. Thus, you are kindly requested to fill out the questionnaire carefully and frankly as much as Possible.

Thank you in advance for your cooperation!

General Direction:

Name of woreda _____

- 1 Do not write your name;
- 2 Follow the instruction given for each part;
- 3 Give brief and concise answer or opinion, if any for open ended questions on the provided space;
- 4 Put a tick mark (✓) on the space provided for each question
- 5 If you want to change any of your response, make sure that you have void unnecessary response.

Part one. Background information

Direction: Please put a tick mark (✓) on the space provided for each question.

- 1 Sex: Male female
- 2 Age: 18-23 24-29 30-35 36-41 42-47
48 & above
3. Work experience: a. 1-5yrs b. 6 – 10yrs c. 11 -15yrs
d. 15 – 20yrs e. > 21yrs
4. Educational Background
- d. 12 grade complete or below d. First degree (BA/BSC)
e. Certificate/TVET e. 2nd degree (M.A/MSc)
f. Diploma (10+3) f. PhD

Part two. Questionnaires related to recruitment and selection

The following are issue related to Recruitment and Selection process in practice of human resource. Based on the current situation in your institution, Please answer all question by putting a tick mark (✓) on the space provided.

1. How do you judge the time gap and the competency of interviewer?
- b. Highly competent c. Competent
c. Moderately competent d. Weak
2. How do you judge the time gap between registration and the first test you take?
- a. Extremely long c. Long e. Fair
b. Short d. Extremely short
3. How do you judge the waiting time before being interviewed and after arrival to the interview place?
- a. Extremely long c. Long e. Fair
b. Short d. Extremely short
4. How do you judge the time gap spent during the interview?
- a. Extremely long b. Long c. Fair

d .Short e. Extremely short

5. How do you judge the time gap between each test you take?

a. Extremely long b. Long c. Fair

D .Short e. extremely short

6. How do you judge the time gap between the last test and final call for placement?

a. Extremely long b. Long c. Fair

d. Short e. Extremely short Important

7. How do you rate the content of the employment forms of Woreda educational offices?

c. Relevant c. Moderately relevant

d. Totally irrelevant

8. How do you rate the clarity of the information stated on the employment forms?

c. Very clear c. Clear

d. Fair d. Vague

Table 6 school principal participation in HRM activities

The following issues are related to the school principal participation in the human resource management practices such as, planning, recruitment, and selection. Based on the current situation in your organization, please answer the following items by putting “x” on the space provided for each questions.

Use rating scale 1= low, 2= Moderate, 3= high

No	Item related to school principal participation in HRM activities	Rating scale		
		1	2	3
1	Human Resource Planning			
2	Teaching Staff Recruitment			
3	Teaching Staff Selection			

Thank you

APPENDIX C

Interview guide for woreda Educational Offices Head, supervisors, and principals

The main objectives of this interview is to assess the practices and problems of human resource planning, recruitment, and, selection in South West Shoa zone woredas Education Offices for academic study in partial fulfillment of the requirement for Master's Degree in school leadership.

1. What environmental factors do you consider in approving the human resource requests of each work unit or team?
2. What mechanisms do you use to make sure that the human resource request of each work unit or team is appropriate?
3. Does the woreda educational offices under take job analysis, human resource inventory analysis or skill audit in order to come up with human resource planning? If no, why?
4. Do you think that the education office of your woreda human resource planning ensure that the demand for and supply of human resources in the organization is matched? If no; why?
5. What method (s) your organizations use in order to estimate future human resource supply of the organization? In your opinion, does this method appropriate?
6. Do you participate in HRM such as planning, recruitment, and selection of employees?
7. What are the processes through which selection opportunities are provided to employee?
8. What are the objectives of HRP?
9. How do you evaluate HRM administration in terms of implementation and evaluation?

Thank you

APPENDIX D

Document Analysis checklist

Name of the institution/ education organization -----

Location of the institution/ education organization -----

Ownership of the institution Government Private

No.	Availability of document	Yes	No	Remark
1	HR policy manual			
2	Vacancy announcement guideline			
3	Registration criteria guideline			
4	Employment formalities			
5	Recruitment and selection criteria guideline			
6	Police department crime free examination result			
7	Employment reference checking result			
8	Work and environmental safety			
9	Employment medical examination result			
10	Interview guideline			
11	Newspaper for vacancy announcement			

Thank you