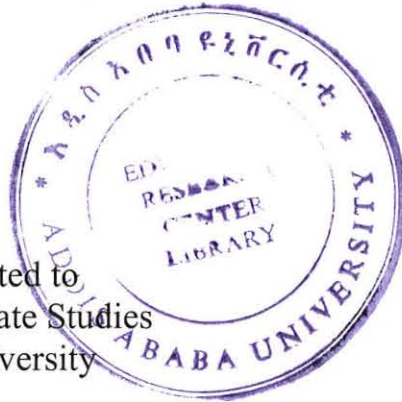


# **An Assessment of Academic Staff Personnel Management in Regional Colleges of Teacher Education**

A Thesis Presented to  
The School of Graduate Studies  
Addis Ababa University

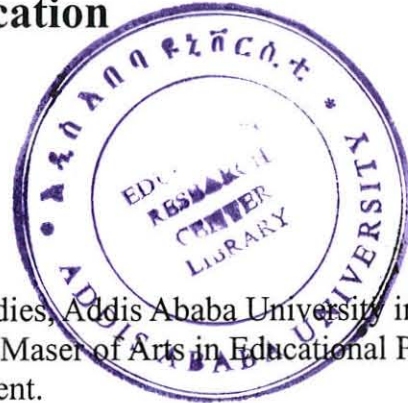


In Partial Fulfilment of the Requirements for the Degree of Maser of Arts  
in Educational Planning and Management

By  
Surafel Zewdie

June 2004  
Addis Ababa

# An Assessment of Academic Staff Personnel Management in Regional Colleges of Teacher Education



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Surafel Zewdie

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## ABSTRACT

*This thesis was based on the findings of the research study entitled "An Assessment of Academic Staff Personnel Management in Regional Colleges of Teacher Education". The main purpose of the study was to investigate the problems attached to the prevailing system of managing the teaching personnel in some selected Regional colleges of Teacher Education, and suggest some practical steps to be taken to improve the situation. To this end, an attempt was made to look in to the current practices and major factors affecting the recruitment and selection of the academic staff, their utilization, and professional development. A descriptive method was employed to reveal the current state of academic staff personnel management in the colleges. The sample colleges were selected from Addis Ababa, Oromia, Amhara, and SPNNR regional states on the basis of purposive sampling technique. The subjects of the study were 82 instructors, 16 authorities in charge of recruiting and selecting instructors and 16 academic heads. The respondents sampling was carried out through purposive and availability sampling. Information was obtained through questionnaires, interview and documents. The result revealed that the sample colleges lacked an appropriate planning of the academic staff needs mainly due to lack of the required skills on part of the staff managers to analyse staff needs in quantitative and qualitative terms. Moreover, most of the authorities didn't get any training or orientation focused on systematic recruitment and selection techniques. Nor had they adequate experience in handling the issue. Academic qualification and cumulative G.P.A. were found to be the prime selection criteria of instructors; the professional assistance rendered by internal and more so by external supervisors was found to be inadequate; and the number of training opportunities for short-term and further education offered to the academic staff was found to be unsatisfactory. Therefore, it is concluded that the recruitment and selection of the academic staff was so inappropriate that the colleges have faced a critical shortage of the required staff in various disciplines; the utilization of the staff is unlikely to make a positive contribution to the effective utilization of knowledge, skill and ability of the instructors. Hence, it is recommended that Regional Education Bureaus and Regional offices of Capacity Building should plan and take the initiative to provide the staff managers with training or orientation that focuses on skills necessary to analyse staff needs, and on systematic recruitment and selection techniques; the colleges ought to revise their terms of recruitment and selection criteria in such a way that experience and technical competence are given weight in the recruitment and selection of instructors; qualified and competent supervisors be assigned at REB level, and staff management should make more effort to periodically assess training needs of the academic staff and find ways to develop their abilities and up-grade their academic level.*

# **CHAPTER ONE**

## **THE PROBLEM AND ITS APPROACH**

This part of the study deals with the background of the study, statement of the problem, significance, scope, research design and methodology, definition of terms, and organization of the study.

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

Any organization plays a great role in establishing relationships among its key components and available resources for the purpose of harnessing and directing towards people to meet organizational objectives. Of all the resources required to attain the intended objectives, however, the most important is the human resource. 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. (Haileselassie, 1999:1).

The ability of an organization in the process of planning, organizing, directing, and controlling the procurement, development, compensation, integration, and maintenance of human resources to the end that individual, organizational, and societal objectives are accomplished depends largely on its efficiency and effectiveness of managing the staff personnel. (Flippo, 1984:5) Like wise, in educational institutions, as social organizations, the need for having an effective management system of the recruitment, selection, training, and utilization of the staff personnel is a critical factor in bringing well qualified employees to the system.

Among the staff personnel in the education system, the teaching force " is the supreme factor" (Aggarawal, 1995: 395). Aggarawal, extending his argument, asserts that any other resources such as a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities (Aggarawal, 1995:395). Emphasizing this point, Webb and Norton (1999:70) state that "successful, effective schools depend directly on the success and effectiveness of those who work in them ".

Hence, it is only when a conducive environment is employed to management of teachers can a sustainable professional improvement of the teaching staff be ensured and consequently quality of education be maintained. It should, therefore, be noted here that if quality performances in a school system are to be developed and maintained, careful attention need to be given to effective personnel management of the teaching staff. This, as Jackson (1972: 76) states, is materialized through proper selection and recruitment. Moreover, it should also be noted that effective utilization of the academic staff and their professional development constitute the most crucial issue in teacher management (Thompson, 1995).

An effective teacher management system, according to Gaynor (1998:10), must assure teachers that they will enjoy conditions of service appropriate to their profession, that they will have access to continuing professional development, and that they will be able to progress along a clear and objective career path. It must also assure that they will be governed by a set of regulations and procedures that are reasonable, transparent, and fairly implemented. Above all, the system must make adequate provision for training and preparing teachers for the classroom and other related activities. Although these functions may seem simple, quite a number of writers

(Gaynor, 1998:1., Thompson, 1995:1) have stressed in their studies that they are far from being achieved in many countries. Sanyal (1991:1-2), in his study entitled "Staff Management in African Universities" states,

*...the notion of management and its components have not received enough attention not only in Africa but in all other developing countries, in any sphere of activity, not to speak of higher education alone. ...The symptoms are however most prominent in the area of higher education.*

In Ethiopian Teacher Education system, too, the issue of effective teacher management has remained a challenge since long. A recently conducted study on the "Quality and Effectiveness of Teacher Education in Ethiopia" (MOE, 2002) has revealed that most teacher educators have only minimal or no appropriate professional preparation in education or practical experience in schools that enable them to perform their key roles in the education of teachers. This is contrary to the profile for teacher educators developed by the MOE which requires that teacher educators have not only specialized academic knowledge but adequate knowledge of professional preparation in education areas including, for example, learner-centred teaching methods.

Hence, such a situation requires proper selection and recruitment of the teaching staff, proper utilization of the available instructors, and an effective strategy for the professional development of teacher educators who have minimal or no appropriate professional preparation in education.

However, though managing the staff personnel has been one of the most challenging tasks for the authorities charged with the responsibility of managing Colleges of Teacher Education in Ethiopia, there has been hardly any systematized research devoted to the question. Therefore, it seems high time to conduct an assessment in the area and systematize the existing situation.

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

In an organizational operation, the human being is considered as the most vital resource in achieving organizational goals. The goals will be achieved only when serious attention is given to the expected contribution of organizational members.

Like any other social organizations, Colleges of Teacher Education need skilled and competent personnel to attain their intended objectives. The success of the institutions in achieving these educational objectives, however, is determined largely by the quality of its teachers since "good education rests in the hands of the teaching force"(Gaynor,1998: v).

A competent teaching force with high qualification and calibre, however, can be secured through careful recruitment and selection. Moreover, in order to make the best use of the existing academic staff, to better achieve the aims of the institutions, their skills and abilities also need to be developed to their full potential. And these tasks, among other things, call for effective management of the teaching personnel.

As a part of the overall educational reform in the country, issues related to teachers' management has been addressed by the 1994 Education and Training Policy of Ethiopia. The policy envisages that "the management of teachers and other educational personnel will be organized, on the basis of professional principles, including professional code of ethics, salary, working conditions, incentives, professional growth and over all rights and duties" (TGE, 1994:30-31). It also envisages certification before being assigned to teach, continuous education and training; and the development of career structure for professional development (TGE, 1994:20-21). However,

given the shortage of skilled manpower and the rapid increase in demand for higher education, the endeavour of securing well qualified teaching force in Teachers Education colleges has become more critical than ever. This situation even seems more acute in the colleges run under Regional jurisdictions. To improve such a situation, better staff management is essential (Sanyal, 1991:5).

Therefore, the purpose of this study is to investigate the problem attached to the prevailing system of managing the teaching personnel in some selected Regional colleges of Teacher Education, and suggest some practical steps to be taken in the near future to improve the situation. To this end the study is aimed at treating the following basic questions:

1. What major methods and criteria are considered in the recruitment and selection of the academic staff in the colleges of Teachers Education?
2. Do instructors in the colleges have the required qualification in the subject area they teach?
3. What is the current status of academic staff utilization and professional development in the colleges?
4. Do teachers in the colleges of Teacher Education receive professional assistance from educational managers and other appropriate professionals?
5. What major problems exist in the personnel management of the academic teaching staff in the colleges of Teachers Education?

### **1.3. Significance of the study**

The study appears to be significant for the following reasons:

- i. It is worth noting that only a little research has been conducted so far on academic staff management in Regional colleges of Teacher Education. Thus, this study will shed light on how much effectively it is being implemented in these colleges.
- ii. Since the study on personnel management of teaching staff has not been given due attention in Regional Teacher Education colleges, this study will help in the collection and compilation of information on the issue.
- iii. The findings of the study may also provide some feed-back to regional education officials and managers on major issues related to effective personnel management of the teaching staff in Regional Teacher Education colleges so that they could optimise the proper personnel management of the teaching force.
- iv. Furthermore, the findings of this study might kindle the interest of other researchers to undertake further study.

### **1.4. Delimitation of the study**

The study was conducted in four Regional colleges of Teacher Education, each from Oromia, Amhara, SPNN Regional States and Addis Ababa City Administration. The rationale behind selecting these regional states was that they constitute nearly 83 per cent of Regional Colleges of Teachers Education in the country.

## **1.5 The Research Design and Methodology**

### **1.5.1 Methodology**

A descriptive survey method was employed in this study to reveal the current state of academic staff personnel management in the Regional colleges of Teacher Education. The appropriateness of this method in describing what is happening currently and to a great many questions in education has been emphasized by Anderson (1990:37), Seyoum and Ayalew (1989:17) and many others.

### **1.5.2 Sample Population and Sampling Techniques**

To make the sample area manageable and representative, four colleges, each from four regional states: Oromia, Addis Ababa, SPNNR and Amhara regional states were selected on the basis of purposive sampling technique. It was purposive because the regional states constitute nearly 83 per cent of Regional Colleges of Teachers Education in the country. Accordingly, out of the total number (12) of regional colleges of Teacher Education, 4(33.3%), namely, Adama, Kotebe, Awassa and Debre Birhan Colleges of Teacher Education, were chosen using purposive sampling technique to secure adequate information. The rationale behind selecting these particular colleges was that they could represent those with relatively small, medium and large academic teaching staff.

With regard to the respondent sampling, instructors were incorporated in the study using purposive sampling technique because they are the ones who are directly affected by the staff management, and, hence, have reliable and adequate information on the issue under study. Accordingly, out of the total 240 instructors in the sample colleges, 82(34.2%) were included in

expectations to assess the overall picture of the staff personnel management in regional colleges of Teacher Education.

#### **1.5.4. Procedures of Data Collection**

The data gathering instruments, which were drafted on the basis of the reviewed literature and the intended data to be collected, were first pilot tested to make essential corrections and maintain their validity before conducting the final study. In order to maximize the rate of return, an attempt was made to distribute the questionnaire at the time convenient for respondents. Moreover, a close follow-up was made to obtain reliable data.

#### **1.5.5. Data Analysis**

To analyze and interpret the data, the following basic statistical tools were used:

- I. Counts and percentage were employed to analyze the relative standing characteristics such as age, sex, experience, academic qualifications and rank of the sample population. The tools were also used to analyze other questions with ordinal and nominal character.
- II. Chi-square was calculated to determine whether or not significant differences exist between the perceptions of the study groups on the personnel management of the teaching staff in colleges. The existing differences were tested for statistical significance at  $\alpha$ : 0.05 level in order to tolerate errors that come due to chance.
- III. Rank order (Weighted mean) was also calculated to determine the responses that require rank ordering.

## 1.6. Definition of Terms

**Academic Teaching Staff:** employees of institutions of higher education engaged in lecturing at third-level institutions. (Deighton, 1971)

**Academic Rank:** a distinct academic position bestowed on lecturers in institution of higher education based on their years of service and achievements while in service, and level of education (MoE, 2003)

**Personnel, education:** the administrative and supervision officials and teachers employed in a school system in order to carry on the education program (Good, 1973: 417).

**Personal Management:** management of the groups of persons involved in the activities of an institution of higher education including academic staff non-academic personnel, and students (Good, 1973: 418).

**Recruitment, teacher:** the process of attracting and persuading capable persons to prepare for and to enter the teaching profession (Good, 1973: 482).

**Staff Development Program:** all efforts of school officials to recruit, select, orient, assign, train, or reassign staff members so as to provide the best possible staff for the operating of the schools, generally used to include both staffing and in-service education (Good, 1973: 448).

## **1.7. Organization of the Study**

The study is organized in to four major chapters. Chapter one deals with the problem and its approach, chapter two, with the review of related literature, and chapter three consists of the presentation, analysis and interpretation of data. In the fourth chapter the summary, conclusion and recommendations of the study are included.

## CHAPTER TWO

### REVIEW OF RELATED LITRATURE

This part of the thesis deals with the literature review related to the problem under the study. It provides a theoretical background on human resource management, human resource planning in education, academic staff recruitment and selection, staff utilization and professional development.

#### 2.1. Major Issues in Human Resource Management

In order to have a clear understanding of the essence of human resource management, it is logical to begin with the definition of the term itself. Mondy R.W. and Noe R.M. (1990:4) briefly define human resource management as "the utilization of human resources to achieve organizational objectives". Human resource management as a clearly defined concept first emerged in 1980s (Armstrong, 1999: 4, Hall et. al.,1986, Mondy and Noe, 1990:4). One of the first explicit statements of human resource management concept was made by Fomburn et. al (1984). They asserted ,

*human resource systems and the organization structure should be managed in a way that is congruent with organizational strategy and that the strategic human resource concepts and tools needed are fundamentally different from the stock in trade of the traditional personnel administrator (Fomburn et. al as cited in Armstrong, 1999:6).*

Until the time of Industrial Revolution in the nineteenth century, 'there was a complete absence of human resource professionals and departments', and human resource functions were handled by the owner of the business or by supervisors directing the work of employees (Hall D.T. et.

al.,1986: 8-9). In the twentieth century, however, three major trends increased 'the emphasis and formality placed on human resource functions in organizations'(Hall, et. al., 1986: 8-9). These were the growth in the size of population, the growth of government regulations on organizations, and changes in the social environment, i.e., the employees and customers of organizations. These trends have firmly established human resource management as an important responsibility to be carried out in all organizations (Hall D.T. et. al., 1986). The primary responsibility of human resource managers, hence, has become coordinating the organizations' human resource actions through a well-conceived human resource management system.

The human resource management system, according to Mondy and Noe (1990), embraces six functional areas of effective human resource management. Human resource planning, recruitment and selection, human resource development, compensation and benefits, safety and health, employee and labour relations, and human resource research (Mondy and Noe, 1990:8). As primary focuses of this study, the first three, i.e., human resource planning, recruitment and selection, human resource development, are discussed hereunder.

### **2.1.1 Human Resource Planning in Education**

Like any other social organizations, educational institutions need skilled and competent personnel with the required number to attain their intended objectives. They, as Hicks (1990:35) pointed out, should be staffed with qualified and competent teachers to bring changes in education and attain goals efficiently. In order to ensure that the institutions have these types of people at the right time, and hence deliver a particular level of out put or service in the future, their management need to make appropriate human resource plans.

Human resource planning, according to Mondy and Noe (1990:146), is "the process of systematically reviewing human resource requirements to ensure that the required number of employees with the required skills is available when they are needed". It is the process used by organizations to (1) analyze business plans to establish future human requirements, (2) estimate future human resource availabilities, (3) reconcile requirements and availabilities, and (4) formulate action plans that will, if properly implemented, contribute to the achievement of business plans and thus to future organizational success (Heineman and et.al.,1996:204).

The aims of human resource planning, according to Armstrong (1999: 313), are to ensure that the organization obtains and retains the number of people it needs with the skill, expertise and competences required; makes the best use of its human resources; is able to anticipate the problems of potential surpluses or deficits of people; can develop well-trained and flexible work force, thus contributing to the organization's ability to adapt to an uncertain and changing environment; reduces its dependence on external recruitment by formulating retention, as well as employee development strategies (Armstrong, 1999: 313).

Accordingly, educational managers, to effectively and efficiently achieve the intended objectives of their institutions, need to plan the human resources the institutions require. To this end, Mbamba, (1992:55) states,

*As planners, education managers have the responsibility for forecasting requirements of the education system, how and when to hit the targeted objectives and how best to secure, allocate and utilize resources.*

It is worthwhile to start with the definition of the term "recruitment" to have a better understanding of the term itself. Different authorities have defined recruitment differently at different times. Among these, Graham (1983:126) defines recruitment as " ... the first part of the process of filling a vacancy; it includes the examination of sources of suitable candidates, making contact with those candidates and attracting applications from them." According to Mondy, et.al (1990:174) recruitment "is the process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, and encouraging them to apply for jobs with an organization."

As can be deduced from the above definitions, recruitment involves assembling a good of applicants from which employees may be selected based on the human resource needs of the organization, and it involves the examination of the vacancy and consideration sources to get suitable candidates.

According to Noe (1996:325), human resource recruitment also refers to any organizational activity that is designed to affect the number of people who apply for vacancies, the type of people who apply for them, and the likelihood that those applying for vacancies will accept positions if offered.

In general, the central idea of recruitment is making candidates interested in a particular job so as to apply for it, there by; the organization may have a wider chance to choose the most appropriate employees from among many applicants.

Different organizations use different strategies for recruiting employees. However, almost all organizations have to make decisions in three areas of recruitment (Noe et.al, 1996:290) which should

- be based on personnel policies which affect the kind of jobs the organization has to offer,
- identify recruitment sources used to select applicants of right kinds, and
- see the characteristics and behaviours of recruiters that affect the perceived fit between the applicants and the job (Noe et.al, 1996:290).

Educational institutions are forced to recruit personnel (teachers) as the number of students enrolment increases from time to time, when vacancies due to voluntary resignation, replacement for ill and old age, death, and also for dismissal due to disciplinary problem, for better paid job, etc.

However, getting the right person for the working is not an easy task for personnel management in any organization more so in higher institutions of learning. It is of challenging task for the very reason that leadership in tertiary level institutions follow, at best, a collegial approach where supervision and control are de-emphasized and individual enjoys a relatively high level of self direction (Ayalew, 1995:150).

In most developing countries, like Ethiopia, educational institutions could not attract competent and qualified teachers because of low salary and absence of other incentives. Education must attract high calibre teaching personnel in order to improve its quality, its work and its product. To

#### **2.2.1.1.1. Internal Sources**

Internal source of recruitment refers to recruitment of applicants from within the organization. In this regard, many organizations prefer to fill job openings for the high level of employees within their personnel who fill the job criteria (Mondy and Noe, 1990:179).

According to Lan, Beard Well and Len Holden (1995:243), human resource inventories and job posting procedures are essential tools used for internal recruitment. Human resource inventories permit organizations to determine whether current employees possess the qualification for filling open positions. Job position is a procedure for informing employees that job openings exist.

As Chabra (1988:274) reveals, there are two important internal sources of recruitment namely transfer and promotion. In an educational institution (school system) internal recruitment may only occur when individuals improve their educational level and are suitable for vacant positions. However, it is fact that there are a number of logical or possible directions on which an instructor can be transferred or promoted within the institutions. Among other possibilities of transfer, a change of major subject because the candidate is capable of performing is a type of involving placement of the instructors to a rank having high pay, increasing responsibilities, more privileged, increased benefit, and greater opportunities. In other words, promotion means advancement of workers to a higher post, greater responsibilities, higher salary and high status.

Different authors identify the advantages and disadvantages of internal recruitment. According to Daver (1995:84) recruiting from within has such advantages as building loyalty among the employee, ensuring stability from continuity of employees, creating a sense of security among

employees, valuable contacts with major suppliers are kept, and encouraging other executives and employees in the lower ranks to look forward to rising to higher levels (Daver, 1995:84).

James (1992:379) also stated the advantages of recruiting from within as,

- Individuals recruited from within are already familiar with the organization and its members,
- Internal recruitment serves as a motivation factor for the employees,
- It is quicker and cheaper than external (James, 1992:379).

To sum up, recruitment of employees from within the organization can enhance the morale of the employees, increase utilization of employees and provides chances for employees to stay in the organization.

Internal recruitment has also its own disadvantage mainly in that it limits the pool of available talents or reduces the introduction of new ideas for the organization. Thus internal recruitment needs serious attention to attract all the competent workers in to the available vacancy.

#### **2.2.1.1.2. External Sources**

External source of recruitment refers to recruitment of applicants from outside the organization. At times, organizations must look beyond themselves to find employees, particularly when they are not in a position to fill their manpower needs from sources within. According to Mondy and Noe (1990:181), the major conditions that require external recruitment are to fill entry level jobs,

to acquire skills not possessed by current employees, and to obtain employees with different backgrounds to provide new ideas (Mondy and Noe,1990:181).

Depending on the qualifications desired, many organizations try to attract employees from a number of external sources of recruitment. However, here under are discussed those which the researcher considers most appropriate to the area under study.

**Educational Institutes:** One of the most important sources for recruiting employees are colleges, universities and other educational institutions like technical and vocational training centres. These institutions represent a major recruitment source for many organizations. Potential professional, technical and management employees are typically found in these institutes (Mondy and Noe, 1990:180, Chabra, 1988:274).Many organizations develop and maintain close relationships with such institutions, and send recruiters to college and university campuses to interview candidates, and those who are successful may again be invited to the organization for further interviews.(Rudrabasavaraj, 1979: 110 )

**The unemployed:** These are the people who may be temporarily out of job for various reasons: either for being fired, left with out jobs by their employees or they themselves may get fed up with their jobs and simply quit. Many organizations attract a good number of qualified applicants from this group, and, hence, are often a valuable source of recruits.

**Competitors and other organizations:** Competitors and other organizations may be the most important source of recruits for positions where recent experience is highly desired. As Mondy and Noe (1990:184) state, the fact that approximately many employees, especially managers and

professionals, are "either actively seeking or receptive to change of positions" or jobs emphasizes the importance of these sources. The authors further indicate that even organizations that have strong policies of promotion from within must occasionally use competitors and other organizations to fill important positions.

### **2.2.1.2. Methods and Process of Recruitment**

Organizations should be able to identify where potential job applicants are available, and then seek to attract them by specific recruitment methods. There are different methods used in both internal and external recruitment.

#### **2.2.1.2.1. Methods used in Internal Recruitment**

Different authors, (Flippo,1984:143,Mondy and Noe, 1990:180, Battey, 1970) identified helpful methods used for internal recruitment which include management and skills inventories and job posting and bidding procedures. Management and skills inventories permit organizations to determine whether current employees possess the qualifications for filling open positions. These methods can be of remarkable value in locating talent internally and supporting the concept of promotion from within.

Job posting is a procedure for informing employees that job openings exist. Job bidding is a technique that permits employees who believe that they possess the required qualifications to apply for a posted job (Mondy and Noe, 1990:184). Such a system is more compatible with adapting the organization to the needs of individuals because it provides flexibility and greater

control over career progress, and often results in better matches of employee and job (Flippo,1984:143).

However, a job posting and bidding system does have some negative features. An effective system requires the expenditure of considerable time and money. When bidders are unsuccessful, someone must explain to them why they weren't chosen (Mondy and Noe, 1990:180). Therefore, care has to be taken to ensure that the most qualified applicant is chosen, otherwise the system will lack credibility.

#### **2.2.1.2.2. Methods used in External Recruitment**

Different authors (Battey, 1970, Flippo,1984:143, Mondy and Noe, 1990:180) identified helpful external recruitment methods. The most common ones include advertising, contacting employment agencies, educational institutes and professional organization, and employee referrals. These methods are effective in attracting individuals with virtually every type of skill.

##### **a) Advertising**

Advertising is the most effective and powerful method to reach the largest possible audience. It communicates the firm's employment needs to the public through media such as radio, newspaper, television, and industry publications. It is the most frequently used method and consists of the necessary information about an organization. In determining the content of an advertising message, a firm must decide on the corporate image it wants to project. Obviously, the firm should give prospective employees a clear and honest picture of the job and the organization. At the same time, the firm should attempt to appeal to the self-interest of prospective employees, emphasizing the unique qualities of the job. The advertisement must tell

well-qualified workers may seek out a specific company to apply for a job. Unsolicited applicants who apply because they are favourably impressed with the firm's reputation often prove to be valuable employees. (Mondy and Noe, 1990:194)

To sum up, the choice of use, that is internal or external and/or the combination of them depends on the organization advantages. The decision on whether to use external source of recruitment or not depends on the availability of the existing personnel service within the organization and the cost of exercises in relation to benefits likely to occur.

### **2.2.2. Staff Selection**

Selection is one of the most significant tasks that managers perform. It is related to assessing the potential candidates by various means, and making a selection followed by an offer of employment. Selection, according to Mondy and Noe, (1990:208) is "the process of choosing from a group of applicants the individual best suited for a particular position". Its purpose is to identify and employ the best qualified individuals for specific positions. It is at this stage that the administrator decides to fill the existing vacancies with people who not only meet established qualification but also appear to be best in the required position to make maximum and effective contribution to over all success of the system (James, 1996:387).

In emphasizing the importance of proper selection, Mondy (1990:208), pointed out that "if mediocre or poor performers are hired, a firm cannot long be successful even if it has perfect plans, a sound organizational structure, and finely tuned control systems". Agarwal, (1993) also states that the effectiveness of an organization's selection process significantly determines the

ability of the organization to achieve its goals and to survive and grow in a dynamic environment. Hence, care must be taken to employ proper selection with a view to placing the right person on the right job.

### **2.2.2.1. The Method and Process of Selection**

The selection process involves a series of steps, which, as Rudrabasavaraj (1979: 114), states, "act as a sequence of obstacles to be surmounted by the candidates and the winning candidate wins the job". The method of selecting academic staff is usually a combination of (i) a written application with a personal statement about competence, experience, career ambition any special expectation and (ii) personal interview of a selected short list of people matching most nearly the need of the job listed in the availability specification.

According to Mondy and Noe (1990:209), the steps include preliminary interview, review of application for employment, administration of selection tests, the employment interview, reference and background checks, the selection decision, and physical examination.

#### **2.2.2.1.1. Preliminary Interview**

Preliminary interview is the first step in which an initial screening of applicants has been conducted to eliminate those who obviously do not meet the position's requirements. At this stage, the interviewer asks a few straightforward questions. For instance, if a college is employing an instructor with an M.A. /M.Sc. degree qualification and considerable work experience, and if an applicant has less qualification or even the required degree in an unrelated field, he/she can be dissuaded at this stage because of unsuitability.

Besides saving time and effort and even costly processing mechanism to eliminating obviously unsuitable applicants, preliminary interview may produce other positive benefits to the organization. It provides the first opportunity for the candidate to know about the organization and the job, and whether he is suitable or not. Furthermore, the personnel executive can create a good impression of the organization on the candidate.

#### **2.2.2.1.2. Review of Application for Employment**

Once applicants are found suitable, the next step involves having them complete application forms for employment. The employer then evaluates the forms to see whether there is an apparent match between the individuals and the position (Mondy and Noe, 1990:219). Most organizations design different application forms for different types of employees-managers, supervisors, professionals, etc., however, they need to be well-designed and properly constructed to reveal a candidate's true qualifications and other required information. Hence, it is compared to the job description to determine whether a potential match exists between the firm's requirements and the applicant's qualifications.

The specific type of information requested on an application for employment may vary from firm to firm, and even by job type within an organization. According to Mondy (1990:219), an application form typically contains sections for name, address, telephone number, physical condition, service, education, and work history. An employment application form must reflect not only the firm's informational needs but also the national Civil Service office requirements.

#### **2.2.2.1.3. Administration of Selection Tests**

Selection tests are often used to gather some more accurate information about the applicant, and thus, assist in assessing his/her qualifications and potential for success. Attwood and Dimmock (1996:45) stated that "selection tests are used to provide standardized, reliable objective measure of applicants' skill".

Evidence suggests that the use of tests is more widespread in the public sector than in the private sector and in medium-sized and large companies than in small companies and that large organizations are likely to have trained specialists to run their testing programs. (Mondy and Noe, 1990:222).

This shows that selection tests should be administered in order to serve as screening tools different tests may be prepared based on the requirements of the position such as performance tests, general intelligence and aptitude tests and personal tests. The tests must be job related in order to reduce subjectivity in the process of selection.

#### **2.2.2.1.4. The Employment Interview**

Once applicants have passed the preliminary interview and scored satisfactorily on selection tests the employment interview is conducted as the next step in the process where most of the action takes place. At this point, the candidates appear to be qualified, at least on paper. The employment interview is a goal-oriented conversation in which the interviewer and applicant exchange information (Flippo, 1984: 158, Mondy and Noe, 1990:231). It is along with letters of recommendation, the primary method used to evaluate applicants. This step is especially

important because the applicants who reach this stage are the most promising candidates. After the employment interview has successfully conducted it may mean that the applicants are the fared well in referenced and background checks.

#### **2.2.2.1.5. Reference Checks**

Information contained in the completed application for employment is at times incorrect or colored to present the applicant in a favourable light. Reference checks provide additional insight into the information furnished by the applicant and allow verification of its accuracy. It is also essential to ensure the information provided by the employees if the previous steps are reliable or not.

Most individuals who apply for jobs have to submit several references. References are normally checked by letter, by telephone, or both. When reference letters are used, the writer usually describes the nature of the job for which the applicant is being considered. Information requested from the reference is typically limited to dates of employment, job title, absentee record, promotions and demotions, compensation, and reason for termination. (Mondy and Noe, 1990:240)

#### **2.2.2.1.6. Background Investigation**

Although a reference check often verifies certain statements on the application blank, it frequently does not. Performing a background investigation of the applicant's past employment history may be helpful in determining whether past work experience is related to the

qualifications needed for the new position. As we previously noted, job titles may not accurately reflect the nature of past work experience. (Mondy and Noe, 1990:241)

#### **2.2.2.1.7. The Selection Decision**

After obtaining and evaluating information about the finalists, the manager must take the most critical step of all: making the actual hiring decision. The other stages in the selection process have been used to narrow the number of candidates. The final choice will be made from among those still in the running after reference checks, selection tests, background investigations, and interview information have been evaluated. The individual with the best overall qualifications may not be hired. Rather, the person whose qualifications most closely conform to the requirements of the open position should be selected. (Mondy and Noe, 1990:241)

#### **2.2.2.1.8. Physical Examination**

After the decision has been made to extend a job offer, the next phase of the selection process involves a physical examination for the successful applicant. Typically, a job offer is contingent on the applicant's passing of this examination. The purposes of the physical examination are several. Obviously, one reason is to screen out individuals who have a contagious disease. The exam also assists in determining whether an applicant is physically capable of performing the work. Finally, physical examination information may be used to determine whether certain physical capabilities differentiate successful from less successful employees. A physical examination can also be used to establish a record of pre-existing physical conditions for insurance and workers' compensation purposes (Mondy and Noe, 1990:242). Generally, physical examination ensures whether the applicant is physically suitable for the job or not.

Besides these methods of selection, several standards should be met to make the process successful. According to Noe. (1996:309), the standard of selection process of many organizations should focus on principles of:

- Reliability - involves measuring characteristics of people to determine who will be accepted for job opening like intelligence, integrity and leadership ability even it is complex.
- Validity - as the extent to which performance on the measure associated with performance on the job.
- Generalization - the degree to which the validity of selection method to established in one context extends to the other context.
- Utility - the degree to which the information provided selection method to enhances the bottom-line effectiveness of the organization.
- Legality - the final standard that any selection process or method should adhere to its legality. (Noe, 1996:309)

## **2.3. Factors Affecting Recruitment and Selection Process**

### **2.3.1. Factors Affecting the Recruitment Process**

There are various factors that affect the recruitment process. They can be sorted as factors internal and external to the organization. The major internal factor that greatly affects the recruitment process is human resource planning. Unless an organization has made an appropriate recruitment plan, it can not attract prospective employees in sufficient number and with the required skills. (Mondy and Noe, 1990:179).

Besides this, an organization's promotion policy can also have a significant impact on recruitment. Basically, an organization can stress a policy of promotion from within its own ranks or a policy of filling positions from outside the organization. Depending on the circumstances, either approach may have merit. (Mondy and Noe, 1990:179)

Factors external to the organization that can significantly affect the firm's recruitment efforts, according to Glueck (1982:248), include the labour market, government and unions restrictions based on laws and regulations, as well as the requirement and candidates preferences. The demand for and supply of specific skills in the labour market greatly affect recruitment in that if there is shortage of labour at recruiting time, it affects the number and the quality of applicants to be hired in the organization (Glueck, 1982:248). In other words, if demand for a particular skill is high relative to supply, an extraordinary recruiting effort may be required. (Mondy and Noe, 1990:178)

Governmental restrictions or legal considerations can also affect who can be recruited. For instance, giving priority to the female applicants and the minority race is one consideration. Another focus on the personal characteristics that recruiters need to be of, because they discriminate or do not relate directly to the performance. Minimum age, minimum wage, and discrimination legislation affects what wages can be offered and under what conditions teenagers may be employed. Therefore, non-discriminatory practices at this stage are absolutely essential. (Glueck, 1982:248, Mondy and Noe, 1990:179)

In addition to the above factors, Mondy (1990:179) considers an organization's corporate image as another important factor that affects recruitment. If the organization has good reputations

earned in establishing credibility with prospective employees, and that if employees believe that their employer deals with them fairly more and better qualified applicants can seek employment with the organization. Generally, an organization "with an untarnished public image is one believed to be a "good place to work," and the recruitment efforts of such a firm are greatly enhanced" (Mondy and Noe, 1990:179).

Finally, recruitment committee can also affect the recruiting process unless it is organized properly. Therefore, great consideration must be given to the composition and the quality of the members within the committee. The recruiting committee members should comprise of people who have the knowledge and experience of recruiting the best applicants out of many candidates.

### **2.3.2. Factors Affecting the Selection Process**

There are also various factors that affect the selection process. Some are internal and the others are external. According to Glueck (1982:288) factors affecting the selection process include labour market within which the organization operates, the sector in which the organization operates, time given for selection process, selection ratio that is number of applicants selected per number of applicants available for selection, inability to predict technological growth that results in employees instability, given priority to the female applicants and minority race of ethnic group (Glueck, 1982:288).

According to Donnely, et.al. (1990:268), on the other hand, the following environmental factors can affect the selection process.

i) Applicant Pool: The number of applicants for a particular job can affect the selection process. The process can be truly selective only if there are several qualified applicants for a particular position.

ii) Marginally Qualified Applicant: If the selection process provides the organization only with marginally qualified workers, the organization may have to develop an extensive training program.

As Ashcroft (1995:83) underscores, "teaching and learning in colleges and universities tend to be complex human processes that depend mainly upon the quality of the interaction between the instructor and learner. The author further states that this in turn depends on well-qualified and well-trained lectures. Thus, the selection process for a teaching post in higher education institutions should be examined carefully to ensure that it is as fair as possible and likely to reveal the best applicant.

## **2.4. Effective Staff Utilization/Assignment**

### **2.4.1. Effective Staff Utilization**

In order to attain their predetermined objective, social institutions require financial, material, as well as trained and motivated human resources. Even though the presence of human resources, particularly competent, qualified and motivated teachers are necessary, the availability of such personnel alone can not guarantee the achievement of predetermined goal. Any organization, whether it is an educational institution or business firm, that has material and financial resources

might fail due to the lack of proper staff utilization. In the words of Castetter (1992:98), staff utilization is

*... devising ways where by the ablest teachers can be more available to more students. It is recognizing staff differences and making teaching assignments accordingly. It is relieving the instructional staff of routine work which can be performed effectively by personnel employed for this purpose, such as clerical and instructional assistants. It is assessing staff competencies and maximizing them for instructional purposes.*

Staff utilization involves all of these things and, “at its best,” represents “a systematic effort to utilize fully and economically the competencies, time, and energies of personnel to the utmost instructional advantage” (Castetter, 1992:98).

A rather specific definition of the term teacher utilization is given by Thompson (1995:53). To the writer, “effective utilization of teachers means that they should be assigned to posts where they are most needed and where at the same time they can give of their best.” Thus, the key idea in teacher utilization is to enable the professionally trained teacher to render more professional service more effectively to more students.

Effective and efficient utilization of human resources in education system requires the professional ethics, knowledge and skills as well as the interest or dedication to work. In relation to this, Megginson (1981:65) stated,

*The main goal of any organization is to use its human resources to the greatest extent feasible in order to achieve its objective. So the concerned authorities must have great consideration in arousing their workers to get them willing toward maximum performance.*

According to Morphet, et al (1984:350) human resources are the life block of an institutions and the effectiveness of an organization is determined by the calibre of its human resources. But this

statement can be true if and only if the efficient utilization of the available human resources is realized within the organization.

Actually effective and efficient utilization of the human resources is influenced by many factors, like the willingness and calibre of the educational leaders and by the process taken during recruitment, selection, assignment and the orientation of the teachers. So, great care is needed for the efficient utilization of the available human resources in the organization. Effective utilization, among others things, calls for staff assignment (Elsbree as cited in Ayalew, 1991:109)

#### **2.4.2. Effective Staff Assignment**

Staff assignment is one of the personnel processes that maximize human recourses through the deployment of talent and competency in the best interest of the total staff and student population, and examination of staff workloads that facilitate effective work performance. Staff assignment, according to California Teachers Association, as quoted by Deighton (1971:605), is “the determination of subjects and grade levels for which teachers are to accept responsibility during specified school term.”

In the educational institutions, the most important skilled actor is the teacher. This is because the strength of an educational system is, for most part determined by quality of its teachers (Ayalew, 1991:109). If this is the case, the assignment of teachers needs to be treated on its own.

In order to make the teaching – learning environment more appropriate to the learners and to maximize the utilization of teachers, assignment should be based on certain principles. Different

scholars group the various requirements to be noted in teacher assignment into general categories with slight differences in naming and their point of view. For instance, Deighton (1971:605) argues that assignment decision must be justified by teacher's qualifications, preferences and correct understanding of the pupils' needs. Campbell et.al. (1983: 174-175), on the other hand, note that "while teachers should be accorded reasonable job protection, in the end, professional competence and not personal convenience must be the major criterion in teacher assignment."

Teachers must be given detailed assignments which enable them to know what to do, when to do, and how to do their work. In order to assign them properly, a correct understanding of their profile is necessary. So it is desirable to know what phases of subject he is specially interested in and qualified to teach. It is also desirable to know what experience and success he has had in various subjects and in participating in directing and supervising extra-curricular activities. This indicates that before assigning teacher to a certain work (subject) a thorough assessment is needed.

In addition to the aforementioned requirements and principles, other scholars also suggest some other devices for the assignment of teachers. For example Smith et al (1961:216) spell out the following principles on which one must be base during assignment of teachers:

- Assign a teacher to the position only where he or she is qualified for all duties assign to it.
- Assign a teacher to a subject matter field only where he or she has broad concentrated preparation.
- Limit each teacher's assignment to not more than two fields on subject matter.

- Assign each teacher to most frequently occurring teaching combination (Smith et. al., 1961:216).

Assignment of teachers should also consider the position of certificate combined with teaching experience, subject matter competence, the teacher general intelligence, educational back ground, physical health, emotional maturity, socio-cultural attitude and value (Douglass, 1963:609).

Weber also identifies specific factor to be taken into consideration in the process of assignment teachers. This includes

- experience of teachers,
- health characteristics of the individual teachers,
- number of preparation per day,
- number of students per grade or section,
- training of teachers,
- qualification of teachers,
- general characteristics of those who make up the classes,
- out side of class responsibilities f teachers,
- age, interests, abilities and aptitudes of teachers. (Weber, 1954:134)

Further more, Smith, et al (1961:211) stated that, during each assignment, it is always more satisfactory to consult the teachers prior to the assignment and explain the circumstances fully.

One of the significant indicators for the utilization of the teaching staff is the work load of teachers (Duret and Hogan, 1998:18). Proper assignment and distribution of manageable teaching load enable teachers to be well prepared and render professional assistance to their students.

Conversely, excessive load brings about physical and mental strain that result in adverse effect on both the performance as well as personal well being of the individual teacher (Ayalew, 1991:117). Hence, distribution of load is one of the key functions in teacher assignment which the staff manager has to carefully handle.

Factors that may affect teachers load can be categorized into “classroom/instructional activities” and “non-classroom responsibilities” (Ayalew, 1991:118). The classroom/instructional activities are those activities that are related to the teaching-learning process that takes place in the classroom. Many educational institutions tend to measure the load from such activities by the total number of periods taught daily or weekly. However, equalizing the number of periods to be taught per week does not necessarily mean equalizing the teaching load. Several factors make variation in the load even when the number of periods is equal (Ayalew, 1991:118).

The other factor that has a direct effect on the distribution of teaching load is the number of preparations required. The number of different class preparation depends on the number of subject fields teachers are given or assigned to teach.

In general, while distributing the teaching load among teachers, all the factors that make variation in the load should be considered. Particularly, the factors that are directly related to classroom teaching – class-size, the number of preparations required, and the number of periods per week – should not be over looked as they have direct effect on the teaching-learning process.

In addition to classroom teaching assignments in subject areas, there are a host of non-teaching responsibilities that must be covered by teachers (Smith et. al., 1966: 217). Teachers are required

to spend considerable time on the non-teaching activities without an equivalent reduction in class load. Such assignments take two forms: school administrative duties and community services (Alexander and Saylor in Ayalew, 1991:124).

The school administrative services include assignment of teachers in such activities as department heads, research coordinators and the like. More-over, they are required to spend time in different committees which demand a share from teachers' time (Ayalew, 1991:124). The community services, on the other hand, include the participation of teachers in social organizations. Teachers can be over loaded when the social activities they participate in are added to the daily teaching load they have. It is, therefore, imperative to have considerations for additional duties of teachers while allocating of teaching load.

## **2.5. Staff Professional Development**

Staff / human resource development programs are the methods of improving employees' knowledge, skills and abilities. Human resource development, as defined by Mondy and Noe (1990:270) is "planned, continuous effort by management to improve employee competency levels and organizational performance through training, education and development programmes". While education consists of activities that are conducted to improve the overall competence of an individual in a specific direction and beyond the current job (Mondy and Noe, 1990:270), training programs are designed to maintain or improve current job performance whereas development programs are designed to develop skills necessary for future work activities (Stoner and Freeman, 1989). The professional development of teachers should then be regarded as:

*A deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of needs (Billings in Bell, 1994:4).*

Training and development programs, if properly carried out, can benefit the organization through increased profitability, improved employee morale and commitment. Different writers (Schermerhorn , 1989, Mondy and Noe.,1990) indicate the process of staff development, of which the major steps include identification of development needs, specifying development objectives, selecting development methods and implementing the program and finally evaluating the effectiveness of the development. These steps are discussed here under.

### **2.5.1. Identification of Development Needs**

The most obvious requirement of staff development is that it should meet a need. In order to establish the need, three types of analysis, an organization analysis, employee analysis and job analysis, have to be carefully undertaken, and a training program is designed to meet that need (Mondy, 1990:276).

#### **2.5.1.1. Organizational Analysis**

As training is intended to further the goals of the organization, an assessment of training needs must begin with an examination of the organization. Organizational analysis "examines the entire firm to determine where training, education, and development should be conducted" (Mondy and Noe, 1990:277). Hence, adequate information about the organization must be obtained and analyzed accordingly.

According to Hall and Goodale (1986:337) information about the organization that is relevant to human resource development falls in to four categories. They are,

(i) Goals of the Organization, i.e., information on the goals and objectives the organization used to identify the scope and content of the training;

(ii) Quality of Human Resources –i.e., analysis to assess the employees available to meet organizational goals. This analysis is comparable to an analysis of physical equipment and materials commonly done in organizations and leads to a human resource inventory and a skills inventory. The human resource inventory contains such information as the number of employees in a job and the number of employees needed in this job, potential replacements for this job within the organization and outside the organization, and training time required for potential replacements and for a novice. This information suggests whether training of current employees is feasible, or whether selection of new employees is a better way to fill the job. Similarly, a skill inventory provides information about the number of employees with specified knowledge and skills, their levels of that knowledge and skill, and the time needed to train employees in that knowledge and skill (Hall and Goodale, 1986:337).

(iii) Degree of Goal Achievement – i.e., the extent to which current employees are performing well enough to achieve organizational goals using such indicators as productivity, accidents, waste, quality of product or service, and employee performance.

(iv) Organizational and Human Factors that Interfere with Goal Achievement – i.e., analysis of the symptoms of poor performance in the organization and potential causes of that poor

performance. Direct measures, such as the amount of turnover, absenteeism, sick leave, grievances, and strikes, can be interpreted as symptoms of a positive or negative organizational culture. In addition, employee attitude surveys, exit interviews, and analysis of employee suggestions can uncover factors that interfere with employee performance. Once the symptoms have been identified, one should try to identify the likely causes. For example, poor employee morale may be traced to the ineffective supervisory skills of a number of managers; this would indicate a need for training (Hall and Goodale 1986:338).

#### **2.5.1.2. Employee Analysis**

This analysis is the assessment of employee performance and the knowledge and skill necessary to reach that level of performance (Hall and Goodale 1986:338). It focuses on the individual employee and deals with two questions: who needs to be trained? and what kind of training is needed? (Mondy and Noe, 1990:278).

According to Hall and Goodale (1986), employees can be analyzed through two ways: a summary person analysis and diagnostic person analysis. In a summary person analysis an assessment is made of how well each employee is performing a given job. In diagnostic person analysis the levels of knowledge and skills that lead to successful job performance are measured in each employee, and required increases are estimated. This information can be collected in two ways. The first is through observation and interviews. Supervisors can observe employees in action or interview them in detail about how they do their jobs and the knowledge and skill they use. Similarly, employees can observe and record their own performance and related knowledge and skill by keeping diaries.

A second approach is through various forms of structured testing. Paper-and-pencil tests of very specific knowledge and skills. Examples are role plays, case studies, various business games, or activities at assessment centers. All of these techniques give employees the opportunity to demonstrate specific knowledge and skills that are necessary for successful job performance (Hall, 1986:340).

### **2.5.1.3. Job Analysis**

Job analysis "is the systematic study of the tasks and responsibilities included in a job, its relationship to other jobs, the conditions under which work is performed, and the personal capabilities required for satisfactory performance" (Hall, 1986:340). It is "the systematic process of determining the skills, duties, and knowledge required for performing jobs in an organization"(Mondy et.al., 1990:105).

There are a number of ways to collect the information required in job analysis. The first is through observing or interviewing employees performing the job. The second is through group interviews with job holders and their supervisors, and the third is through more structured techniques, such as questionnaires or checklists, which include specific questions for the job analyst to ask or lists of work activities for the job analyst or job holder to check as part of the job. The fourth method of job analysis is critical incidents, in which supervisors enumerate employees' work behaviours that contribute to particularly successful or unsuccessful job performance (Hall, and Goodale1986:338).

The information collected in job analysis may be either task-oriented or employee-oriented, depending on the human resource function for which the information is needed. Task-oriented

job analysis focuses on the tasks and responsibilities of the job, its relationship to other jobs, and working conditions, and produces a job description, which is vital to the selection process. Employee-oriented job analysis focuses on the knowledge, list of job specifications. Employee-oriented job analysis is especially crucial to training because it identifies the characteristics that are essential for successful performance.

### **2.5.2. Staff Development Objectives**

A set of clear and concise objectives must then be established for human resource development. These are the desired results of the training-namely, an acceptable level of job performance and indications that trainees have learned important knowledge and skills. Specific learning objectives, if clearly established, leave little doubt of what should be learned from the training. These objectives help the human resource development specialist to determine whether a person has obtained the necessary knowledge or not" (Mondy et.al., 1990:279).

### **2.5.3. Methods Staff Development**

There are many different methods of training. Each has strengths and weaknesses and must be selected to fit the training content, the trainer, and the trainees. Many authors (Beatty, 1977:312, Mbamba, 1992:53-121, Mondy et. al, 1999:254-274) have identified a variety of training methods or techniques. Armstrong (1999: 837-852), however, categorized the wide variety of the techniques in to three, namely, on-the-job techniques, off-the-job techniques, and on-or-off-the-job techniques.

According to the writer, on-the-job techniques include (i) demonstration, i.e., the technique of telling or showing trainees how to do a job and then allowing them to get on with it; (ii)

coaching, i.e., a person-to-person technique consisting of helping people to become aware of how well they are doing and what they need to learn; controlled delegation; using whatever situations arise as learning opportunities; and providing guidance on how to carry out specific tasks as necessary; (iii) mentoring, i.e., the process of using specially selected and trained individuals to provide guidance and advice; and (iv) job rotation or planned experience, i.e., broadening experience by moving people from job to job or department to department (Armstrong 1999: 837-839).

Off-the-Job techniques, on the other hand, are used in internal training courses by organization's personnel and external consultants, as well as in external training courses. These techniques include lectures, talks, discussions, case study, role-playing, simulation, group exercises, group training, workshops, distance learning, and out door learning (Armstrong, 1999: 845-852). In all of the following methods, meaningful material and good transfer of training are major concerns, since the training situation differs from the job situation.

In the on-or-off-the job techniques are included action learning, job instruction, assignments, projects, guided reading, computer-based training, video, interactive radio and multimedia training (Armstrong 1999: 830-845).

#### **2.5.4. Evaluation of Staff Development**

The final step in the process of staff development is evaluation. Once the need for training has been carefully assessed and training has been designed and implemented, there is only one way to demonstrate the effectiveness of this entire process. Evidence of the training's impact must be gathered.

There are four basic kinds of evidence that demonstrate training effectiveness: reaction, learning, behaviour, and result. Each contributes some information about the impact of training.

(i) Reaction

This refers to trainees opinions and attitudes on the particular training programme. Many training departments use questionnaires to collect reactions to training. Participants record their responses to the quality and relevance of the content, the method of training, quality of training aids (e.g., handouts, cases, role-playing scenarios, videotaped presentations), and effectiveness of the trainer.

Reactions to training provide little information about how effective training has been but they do suggest whether the training achieved minimal requirements for success, or if it failed. In spite of their limitations, trainee reactions can help to revise a training program. They provide detail about what was taught, how, and by whom and can suggest making content and presentation changes before the training is repeated. Evaluation forms are most often completed immediately after training, but follow-up evaluations several months after can add information that may be more indicative of learning and actual changes in performance (Hall and Goodale 1986:348).

(ii) Learning

The second kind of evidence of training effectiveness is learning. It is concerned with measuring principles, facts, techniques and attitudes that were specified as training objectives. Evidence of learning can be collected in a relatively objective way by measuring knowledge and skill before and after training and noting the increase. In many cases, pre-training information can be

routinely collected during the diagnostic person analysis, which identifies the level of knowledge and skill of employees eligible for the training and aids in the selection of those to be trained. Testing employees' knowledge and skill after training provides a measure of learning (Hall, and Goodale 1986:348).

### (iii) Behaviour

The third kind of evidence of training effectiveness is changes in job behaviour. Translating learning into performance is a major challenge for the trainee. It is easier to pass a test or incorporate new skills into a role-playing case than it is to apply new knowledge and skill on the job. Hall and Goodale (1986:338) state the major conditions that can facilitate changes in behaviour after training: Employee motivation, recognition of weaknesses, opportunity to experiment, and supportive feedback.

If these four conditions are met, the likelihood that training will lead to changes in behaviour is high. But the only convincing evidence that training has changed behaviour is provided by measuring job performance before and after the training. The measurement of changes in on-the-job behaviour is usually done through observation. Employees can use self-reports to record changes in their job performance. Superiors, peers, and subordinates may also observe and record changes in trainees' job performance. These observations can then be passed on to human resource professionals formally evaluating the training.

#### (iv) Results

Results are the ultimate evidence of training effectiveness. Did training affect sales, dollar volume, absenteeism, turnover, or productivity? Did training in selection interviewing? Did training in selection interviewing result in higher acceptance rates and lower failure rates for new employees? Did technical training lead to reductions in waste and failures in quality control? Did training in employee motivation decrease employee turnover? To measure the impact of training on results, it is necessary to record results before and after the training has occurred (Hall and Goodale 1986:348). Hence, in evaluating human resource development programmes, managers should determine whether the programmes were effective and document their findings (Mondy et.al., 1990:306).

Sanyal (1991:12) also states four major skills that the task of managing staff development needs:

(i) First the manager should be able to define the quality of performance he expects from his staff, (ii) Second, the manager should be able to recognize what can be learned by his staff to improve their performance, (iii) Third, the manager should be able to judge his staff's capacity to improve their abilities and potential strengths, and (iv) Finally, the manager should be able to find ways to his people to develop their abilities on-the-job or through further training. Hence, the manager must be able to create opportunities for his staff to develop themselves.

## **2.6. An Overview of Academic Staff Management of Higher Learning Institutions in Ethiopia**

In Ethiopia, higher education institutes have been provided administrative autonomy in administration of personnel including employment, financial administration, determining internal

organization, and establishing relations with local and international counterparts (Higher Education Proclamation No. 35/2003, Sub-article 7). According to the Proclamation (Sub-article 23), any institution may have the following academic staff:

- a) Professors, associate professors, assistant professors, lecturers, assistant lecturers, and graduate assistants employed for teaching and research; and
- b) other employees considered as academic staff by the decision of the senate or, as the case may be, by the Academic Commission

The recruitment and selection processes are carried out on the basis of the Legislations of Higher Education issued by Ministry of Education and their own regulations (MOE, 1991 E.C.:4). The Regulations give the institutions the autonomy to conduct recruitment and selection of their academic staff. While the recruitment of the staff with the academic rank ranging from graduate assistants to associate professors has to be approved by the Academic Commission of each institution, that of full professors requires the approval of Regional/ National Higher Education Administrative Board (MOE, 1991 E.C.:4).

The Regulations for Administration of Academic and non-academic Personnel of Higher Education Institutions issued by the Ministry of Education (MOE, 1991 E.C.) states the following processes and procedures of staff recruitment and selection:

(i) Preparation for Staff Recruitment and Selection

Prior to conducting staff recruitment and selection, the institutions ought to assess academic staff requirement; determine whether the need could be met by temporary or permanent employment, and make sure that the required budget is available and approved by the concerned authorities.

## (ii) Procedures and Processes of Staff Recruitment

When a vacancy occurs, the institutions should advertise through appropriate media - including the "Addis Zemen", "The Ethiopian Herald" and Radio Ethiopia". The advertisement should include, the department/section of vacant position, job title, scale and initial salary, the required qualification, special skills and experience; the number of the vacant positions, and place of work; the of documents required for application date and place of application, and time, date and place of test administration. (MOE, 1991 E.C.)

## (iii) Staff Selection Processes

The overall staff selection and recruitment process is carried out by staff recruitment and selection committee composed of the academic vice dean of the institution; department of head of the vacant position; an instructor from the department of the vacant position; teacher representative, and head or a representative of Personnel Administration Unit of the institution. The selection processes, on the other hand, commonly applies such tools as application, letters of recommendation, interview, and administration of tests.

The newly employed instructor will be made to fill contract of employment and is formally recruited on two years contract. The contract can be renewed or terminated based up on performance evaluation. It should include job description, salary, leaves, duration of contract and termination of the contract.

Moreover, each instructor joining any higher learning institutions as full-time employee will be awarded an academic rank in accordance with other procedures and criteria set by the Ministry of

Education and the institutions (MOE, 1991 E.C.:4-6). While the academic rank below professorship is awarded by the Senate or Academic Commission of the institutions, the rank of professorship is awarded by their respective Regional Administrative Board (Proclamation No. 35/2003, Sub-article 35-36).

# CHAPTER THREE

## PRESENTATION AND ANALYSIS OF DATA

This part of the thesis deals with the presentation and analysis of the data collected from the sample respondents to seek appropriate responses for the basic questions raised at the beginning of the research. To this effect, a total of 114 questionnaires were distributed to 82 instructors, 16 authorities in charge of recruiting and selecting instructors and 16 academic heads (academic vice deans and department heads). Out of these, 72 (87.8%), 12 (75%) and all (100%) respectively were filled in and collected back. The rate of return of questionnaire was 87.72 percent, regarded as high for a survey study of its kind. The data collected were then tabulated and arranged in tables. Based on the responses obtained, analysis and interpretation of the data are presented following each table.

### 3.1 Characteristics of Respondents

TABLE II  
Description of Respondents by Sex and Age

No.	Item	Respondents							
		Instructors		Authorities in Charge of R&S		Academic Heads		Total	
		No.	%	No.	%	No.	%	No.	%
1	Sex								
	Male	67	93.1	11	91.1	14	87.5	92	92
	Female	5	6.9	1	8.9	2	12.5	8	8
	<b>Total</b>	<b>72</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>100</b>	<b>100</b>
2	Age in Years								
	≤ 25	2	2.8	-	-	-	-	2	2
	26-35	21	29.2	3	25	3	18.75	27	27
	36-45	31	43	5	41.7	8	50	44	44
	46-55	18	25	4	33.3	5	31.25	27	27
	<b>Total</b>	<b>72</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table II deals with two characteristics, i.e. the sex and age, of the study population. The data in item 1 indicates that males constitute an overwhelming majority (92 %), while females make up a small minority (8%). A close observation of the data reveals the imbalance existing in teaching profession between males and females at college level.

With respect to age category, 71 (71%) of the respondents fall within the age range of 26-45, while 27 (27%) fall within the range of 46-55. The remaining 2 (2%) were 25 years and below. Therefore, the majority of the respondents were matured enough age wise to provide reliable information.

**TABLE III**  
Description of Respondents by Years of Service

Item	Respondents											
	Instructors		Authorities in Charge of R&S						Academic Heads			
			In teaching		In administration		As a recruiter		In teaching		In current position	
Years of Service	No	%	No	%	No	%	No	%	No	%	No	%
≤ 5	9	12.4	1	8.3	7	58.3	10	83.3	-	-	14	87.5
6-10	31	43.1	4	33.3	4	33.3	2	16.7	4	25	2	12.5
11-15	19	26.4	2	16.7	1	8.4	-	-	5	31.25	-	-
≥16	13	18.1	2	16.7	-	-	-	-	7	43.75	-	-
<b>Total</b>	<b>72</b>	<b>100</b>	<b>9</b>	<b>75</b>	<b>12</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>16</b>	<b>100</b>

In Table III respondents' years of service as an instructor, an administrator, and as a recruiter was treated. Accordingly, 9 (12.4%) instructors and 1 (8.3%) of the authorities in charge of recruitment and selection served for five years or less, while 50 (69.5%) of the instructors, 6

(50%) of the authorities and 9 (56.25%) of the academic heads served between 6-15 years. On the other hand, 13 (18.1%) of the instructors, 2 (16.7%) of the authorities and 7 (43.75%) of the academic heads served for 16 years and above. As can be seen from the data, the majority of the instructors have ample teaching experience accumulated over years. Experienced instructors usually need less time for preparation and planning than inexperienced instructors. They can also create better teaching and learning atmosphere by implementing various teaching methods acquired over years in order to arouse students' interest towards learning. Therefore, this varied experience of instructors need to be considered in assigning instructors to teaching, research and other activities.

On the other hand, as shown in the same table, only 2 (12.5%) of the academic heads served between 6-10 years in their current position, while 14 (87.5%) served for 5 years or less. In general, the overwhelming majority had no appreciable experience as an academic head. Therefore, this will have its own impact on the management of the college in general, and the utilization of instructors in particular.

Similarly, almost all the recruiters had no such experience in recruiting and selecting academic staff as shown in the same table that quite a great majority 10 (83.3%) served for 5 years or less, while only 2 (16.7%) between 6-10 years. Therefore, this could have negative impact on the recruitment and selection of appropriate and competent instructors.

According to the data, however, the portion of those who had the first, second and doctorate degree was 32.7%, 52.2% and 3.3% respectively. On the other hand, 8.6% had the academic rank of assistant professor and above, 51.4%, lecturer and 21.6%, assistant lecturer and graduate assistant. Therefore, from this data, it can be concluded that though the composition varies from one institution to the other, it seems encouraging that the colleges under the study had the required composition at a second degree level. However, they had a far reaching composition below the standard at doctorate degree or academic rank of assistant professor and above.

### 3.2. Regarding Recruitment and Selection of the Academic Staff

Table V  
Identification of the Manpower Requirements of the Academic Staff

Items	Responses						DF	Table Value of $x^2$	Calculated $x^2$
	Authorities		Instructors		Total				
	No	%	No	%	No	%			
1. Whether or not the colleges attempt to identify staff requirements in advance									
a) Yes	5	41.7	27	37.5	32	38.1			
b) No	7	58.3	45	62.5	52	61.9			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>0.07573</b>
2. If colleges fail to identify, the reasons could be									
a) Lack of ample time to identify	-	-	-	-	-	-			
b) Lack or shortage of competent people to analyse staff needs	3	42.9	6	13.3	9	17.3			
c) Lack of prior information on the expected number of students to be enrolled	3	42.9	13	28.9	16	30.8			
d) I don't know	1	14.2	26	57.8	27	51.9			
<b>Total</b>	<b>7</b>	<b>100</b>	<b>45</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>3</b>	<b>7.815</b>	<b>5.639</b>
3. If colleges identify, factors considered to determine required staff									
a) estimated number of students	3	25	-	-	-	-			
b) student contact hours in a particular discipline	5	41.7	-	-	-	-			
c) level and methods of instructions	-	-	-	-	-	-			
d) academic rank of staff members	-	-	-	-	-	-			
e) a critical analysis of the actual utilization of time by instructors	-	-	-	-	-	-			
f) No Response	4	33.3	-	-	-	-			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>			

$\alpha = 0.05$

In an attempt to investigate whether the colleges determine the future man power requirements of the academic staff, a question was posed to instructors and authorities in charge of recruitment

and selection of the academic staff under item one of Table V. As shown in the table, a great variation was observed in responses of the two study groups. About 42 % of the authorities affirmed that their college estimated the man power requirements of the academic staff in advance for at least three years, while 58.3% refused to accept the idea. On the other hand, the majority of instructors (62.5 %) reported that their institution didn't identify the academic staff needs in advance.

A chi-square test was calculated to check whether or not perceptual difference exists between the two study groups. Accordingly, the result revealed that for 1 degree of freedom at 0.05 level of significance the critical value of  $\chi^2$  was by far greater than the calculated  $\chi^2$  implying that there is no statistically significant difference between the perception of the instructors and authorities in charge of recruitment and selection of the academic staff. Therefore, based on the responses of the majority, it sounds logical to infer that the institutions did not identify the man power requirements of the academic staff in advance. This in turn has its own adverse effect on the recruitment and selection of the academic staff in quantitative and qualitative terms.

In item two of the same table, those who claimed that their institutions did not project the man power requirements of the academic staff in advance were further asked to indicate the possible reasons for the failure to identify the future academic staff requirements. Accordingly, though the majority (51.9%) of the total respondents preferred to be indifferent, the rest 30.8% and 17.3% reported respectively that it was due to the lack of information on the expected number of students enrolled in the next three years and lack or shortage of personnel/ managers who have the necessary skills to analyse staff needs. Therefore, though much was not known about the

possible reasons for the failure to identify the future academic staff requirements, it could be the colleges' failure to estimate the number of students expected to be enrolled in advance and shortage of personnel/ managers who have the necessary skills to analyse staff needs.

In item three of the same table, some of the factors to be considered in determining the required number of the academic staff were treated. As the literature states,(Sanyal, 1991:5-6) in quantitative terms, the academic staff requirements of higher education institutions is usually estimated and projected on the basis of student contact hours in a particular discipline, level and methods of instructions (e.g. lecture, tutorial, practical work, etc.) and on the basis of a critical analysis of the actual utilization of time by instructors.

With this notion, the authorities in charge of recruitment and selection of the academic staff were asked to indicate on the basis of what factors was the needs projected. Accordingly, considerable portion (62.5 %) of the respondents reported that it was on the basis of student contact hours in a particular discipline, and 37.5 % said that it was by estimated number of students. On the other hand, level and methods of instructions, academic rank, and actual utilization of time by instructors were not completely considered in determining the required number of the academic staff. There fore, from this data, it can be inferred that there was lack of appropriate planning of staff needs in quantitative terms.

In general, due attention was not given to human resource planning and identification of future human requirements. However, it should be noted here that, as many writers (Mondy et al; P.153, Flippo, 1984: 138) affirmed that educational managers need to determine the future human resource requirements by estimating as closely as possible how many and what type of

employees their institution will need in each job category in order to achieve the intended objective.

Table VI

Views on Approaches in Recruiting and Selecting the Academic Staff

Items	Responses						D F	Tabl eVal ue of x <sup>2</sup>	Calc ulate d x <sup>2</sup>
	Author ities		Instruct ors		Total				
	N	%	N	%	N	%			
1. Internal capabilities are exhaustively sought before external recruits are employed.									
a) Always	4	33.3	28	38.9	32	38.1			
b) Sometimes	7	58.3	37	51.4	44	52.4			
c) Not at all	1	8.4	7	9.7	8	9.5			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>0.182</b>
2. Methods mostly applied to recruit staff from external sources									
a) Through consultation with educational institutions candidates graduate from									
Yes	4	33.3	32	44.4	36	42.9			
No	8	66.7	40	55.6	48	57.1			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>0.519</b>
b) Open advertisement									
Yes	11	91.7	65	90.3	76	91.7			
No	1	8.3	7	9.7	8	8.3			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>0.023</b>
c) In consultation with professional associations									
Yes	-	-	4	5.6	4	4.8			
No	12	100	68	94.4	80	95.2			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>0.7</b>
d) Personal contacts with employers									
Yes	1	8.3	3	4.2	4	4.8			
No	11	91.7	69	95.8	80	95.2			
<b>Total</b>	<b>12</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>0.395</b>
3. If open advertisement used, focal items specified in it*									
a) Description of ability specification	9	81.8	47	72.3	56	73.7			
b) The rewards in specific terms	5	45.5	28	43.1	33	43.4			
c) A brief note on the institution and its programmes	-	-	7	10.8	7	9.2			
d) Instructions for applying for the job	7	63.6	49	75.4	56	73.7			
e) Others	-	-	-	-	-	-			

$\alpha = 0.05$

\* Multiple Responses

Table VI treats items related to methods and procedure applied to recruit and select the academic staff. Under item one of the table, both groups of the study were asked whether their institution used to seek internal capabilities before recruiting applicants from outside. In educational institutions internal recruitment may only occur when individuals improve their educational level and are suitable for vacant positions. However, it is fact that there are a number of logical or possible directions on which an instructor can be transferred or promoted within the higher education institutions. Among other possibilities of transfer or promotion, a change of major subject because the candidate is capable of performing is a type of involving placement of the instructors to a rank having high pay, increasing responsibilities, more privileged, increased benefit, and greater opportunities. Accordingly, quite a great majority (90.5 %) of the total respondents responded affirmatively. However, a considerable portion (52.4%) of these respondents showed a reservation that it only took place some times. On the other hand, 9.5% of the total respondents denied the presence of such an experience of seeking internal capabilities before external recruits are employed.

A chi-square test was calculated to detect perceptual difference between the two study groups. The result revealed that there was no statistically significant variation between the responses of the instructors and authorities. There fore, based on the responses of the majority, it is safe to infer that the colleges have the trend of filling a position through promotion or transfer before applying external recruitment. This is quite encouraging because it, among other reasons, encourages other employees in the lower ranks to look forward to rising to higher levels and creates a sense of security among employees (Daver, 1995: 84).

In item two of the same table, the methods of external recruitment of the academic staff were treated. As shown in the table, the data disclosed that the academic staff were mostly recruited through job advertisement and through educational institutions they graduate from as depicted by 91.65% and 33.3 % respectively of the authorities. Moreover, 90.3 % and 44.4 % respectively of the instructors shared this opinion. The chi-square test result also revealed that there was no statistically significant variation between the responses of the instructors and authorities. Therefore, it can be observed that the management relies largely on a single method of recruitment.

In item three of the same table, those who responded that their institution applied a job advertisement method were further asked to specify the most important elements /information included in it. Accordingly, as depicted by the majority of the respondents all the most important elements were included in advertisements. However, surprisingly enough none of the authorities and a few (10.8%) of the instructors indicated the inclusion of a brief note on the institution and its programmes in job advertisements. However it should be noted here that as advertisement is the most effective and powerful method to reach the largest possible audience, in determining the content of an advertising message, the institutions should give prospective employees a clear and honest picture of the job as well as the organization (Mondy and Noe, 1990:186).

Further more, when asked whether all job openings were posted or publicized with appropriate media before positions were filled up, quite a considerable portion (62.8%) of the total respondents showed their agreement, while 25 % showed their disagreement on the idea. This is an encouraging trend as far as job advertisement is concerned.

Table VII

Rank Order of Conditions Most Attracted Instructors to Apply

<b>List of Mechanisms</b>	<b>Weighted Mean</b>	<b>Rank</b>
Better promotion opportunities	6	1
High status and prestige attached with the job	3.89	2
Better working conditions	3.44	3
Merit awards	2.11	4
Better salary	1.89	5
Housing allowance	0.33	6
Health insurance benefit	-	-
Transport allowance	-	-

Table VII treated the mechanisms used to attract well-qualified and competent academic staff. The instructors were asked to identify the factors most attracted them to apply for working at the college by indicating the rank order according to the extent each condition attracted them. Accordingly, they ranked 'better promotion opportunities', and 'high status and prestige attached with the job' as the factors that attracted them to apply to their institutions. 'Better working conditions', 'merit awards' and 'better salary' were ranked from three to five respectively. On the other hand, all instructors denied the presence of 'house allowance', 'health insurance benefit', and 'transport allowance' as attracting mechanisms.

Therefore, from this data, it can be said that the institutions were trying to attract teaching personnel only for the presence of better promotion opportunities. This, however, might not be the sole mechanism for them to compete for this scarce high level of manpower with other organizations.

Table VIII

## Criteria Used to Select the Academic Staff

Items	Responses																								
	High Consideration						Average Consideration						Low Consideration						Not Considered						
	Au th	%	In st	%	To t	%	A u t	%	In s	%	T ot	%	A u t	%	In s	%	T ot	%	A u t	%	I n s	%	T ot	%	
a) academic qualification	12	100	61	84.7	73	86.9	-	-	11	15.3	11	13.1	-	-	-	-	-	-	-	-	-	-	-	-	-
b) cumulative G.P.A.	12	100	68	94.4	80	95.2	-	-	4	5.6	4	4.8	-	-	-	-	-	-	-	-	-	-	-	-	-
c) past experience in teaching	3	25	12	100	15	17.9	5	41.6	2	34.7	3	35.0	4	33.3	29	40.3	3	39.3	-	-	6	8.3	6	7.1	7.1
d) interview	-	-	-	-	-	-	4	33.3	6	8.3	10	11.0	5	41.6	27	37.5	3	38.2	3	25.1	3	54.9	4	50.2	50
e) letters of recommendation	-	-	8	111	8	9.5	-	-	1	25.8	1	21.8	6	50.4	10	13.9	1	19.6	6	50.6	3	50.6	4	50.2	50
f) aptitude test	-	-	-	-	-	-	-	-	-	-	-	-	1	1.4	8	11.1	9	10.7	1	91.7	6	87.3	7	88.4	88.1
g) practical test	-	-	-	-	-	-	-	-	-	-	-	-	3	25.3	3	4.2	6	7.1	9	75.9	6	95.8	7	92.8	92.9
h) others	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

In table VIII, the criteria used to select and employ instructors were treated. According to the data in the table, almost all (86.9%) and 95.2% of the total respondents expressed their agreement that qualification and cumulative G.P.A. respectively were the major criteria used to select the academic staff at the colleges. On the other hand, 'experience in teaching' and 'interview' were given low consideration as depicted by 41.6 % and 33.3 % respectively of the authorities as well as by 40.3 % and 37.5 % respectively of the instructors. Besides these, with the exception of 6 (7.1 %) of the total respondents didn't hesitate to disclose that aptitude and practical test were not considered in the employment process. Therefore, from these data, it can be observed that the criteria used to select and employ the academic staff in the colleges are not appropriate and comprehensive enough to attract those candidates who fulfil the necessary requirements for a college instructor other than academic qualification and G.P.A.

With regard to the people responsible in handling the recruitment and selection issues, the data obtained through the interview held with college managers revealed that the issues in almost all the colleges were handled by a committee established from different departments and units of the college. This is quite an encouraging practice that the colleges have substantial autonomy in recruiting and selecting relevant academic staff to their institutions.

However, effective staff recruitment and selection can mainly be affected by the composition of the committee, the number, appropriateness and quality of members in the committee (Feldman and Arnold, 1983:493). In the attempt to investigate this issue, a question was posed to the authorities in charge of recruitment and selection of the staff. Accordingly, as responded by the majority (83.3%) of the total respondents, it was found that the committee is composed of academic vice dean, department head, an instructor from the respective department, teachers'

representative, and head/ member of the administrative personnel. Hence, it is formed as per the composition suggested in the Administrative Directives of the Academic and Non-academic Personnel of Higher Education Institutes issued by the Ministry of Education (MOE 1992 E.C.: 7). This is an encouraging trend because, as Feldman and Arnold (1983:493) state, "Group recruitment method is more advantageous in order to achieve a successful result." The very reason, as the authors underline, is that groups of people have more information, knowledge and experience than a single man. They, moreover, can make more accurate judgment than an individual.

In relation to the recruiters' competence in systematic recruitment and selection techniques, it was found that almost all (80 %) of the respondents responded an invariably "No". Hence, one can conclude that very little attention was given to equip the authorities in charge with recruitment and selection techniques like effective interviewing, psychological tests, etc. which undoubtedly could increase the chance to choose and employ instructors best suited for the vacant positions.

### 3.3 Regarding Academic Staff Utilization

TABLE IX

Teaching Load Allotment and Criteria Used

No	Item	Respondents						D F	Table Value of $x^2$	Calcul ated $x^2$
		Instructo rs		Academi c Heads		Total				
		No	%	N o	%	N o	%			
1	Teaching load determined by									
	a) Administrative Board	-	-	-	-	-	-			
	b) Academic Vice Dean	2	2.8	-	-	2	2.27			
	c) Department Head	4	5.6	2	12.5	6	6.82			
	d) Dept. head with members of the dept	66	91.6	14	87.5	80	90.91			
	<b>Total</b>	<b>72</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>88</b>	<b>100</b>	<b>3</b>	<b>7.815</b>	
2	Criterion mostly used in assigning instructors*									
	a) Academic Qualification	63	87.5	16	100	79	89.77			
	b) Academic Rank	64	88.9	16	100	80	90.9			
	c) Teaching Experience	18	25	8	50	26	29.55			
	d) Instructor's preference	14	19.4	4	25	18	20.45			
	e) Administrative decision	9	12.5	-	-	9	10.23			

$\alpha = 0.05$

\* Multiple Responses

In table IX, items related to period allotment were treated. As shown in item one, 80 (90.91%) of the total respondents revealed that allotment of periods for each instructor was done by department heads with members of the department. On the other hand, very few 6 (6.82%) of the total respondents reported that the decision was made only by department heads. A chi-square test was calculated to check whether perceptual difference exists between the two study groups. Accordingly, the result revealed that for 4 degree of freedom at 0.05 level of significance the critical value of  $x^2$  was found to be greater than the calculated  $x^2$  implying that there is no statistically significant difference between the perceptions of the two study groups. Therefore,

based on the responses of the majority, it sounds logical to infer that it was department heads and members of each department jointly decided on the number of period allotment.

In item two of the same table, criterion mostly used in assigning instructors was treated. Accordingly, as disclosed by 89.77% and 90.9% of the total respondents qualification and academic rank were the criteria mostly considered in assigning instructors to levels (years) of a course. The next two factors, which were reported by 29.55 % and 20.45 % of the total respondents, were experience and instructor's preference respectively. On the other hand, a smaller portion of instructors (10.23%) reported that administrative decision was the criterion used in the assignment of instructors. Therefore, based on the responses of majority, it is safe to infer that qualification and academic rank were the criteria mostly used in assigning instructors. However, it should be noted here that assignment decision must be justified by instructor's qualification, experience, personal preferences and professional competence (Deighton, 1971, Campbell et al, 1983., Adesina, 1990).

TABLE X

## Instructor's Assignment with Respect to Subject Area of Specialization

No	Item	Respondents (Instructors)	
		No	%
1	Instructors who were assigned to teach their		
	a) Major areas	63	87.5
	b) Minor areas	5	6.9
	c) Both major and minor areas	2	2.8
	d) Neither major nor minor areas	2	2.8
	<b>Total</b>	<b>72</b>	<b>100</b>
2	Reasons for the assignment		
	a) It is one's major/minor area	65	90.3
	b) Shortage of qualified instructors in the area	6	8.3
	c) Simply assigned by depart. or any other authority	-	-
	d) Personal interest	1	1.4
	e) Other	-	-
	<b>Total</b>	<b>72</b>	<b>100</b>

In item one of table X, assignment of instructors with respect to subject area of specialization was treated. As shown in the table, the majority 63 (87.5%) of instructors were assigned to teach in their major areas of specialization, while small proportion 5 (6.9 %) reported that they were assigned to teach in their minor areas. Only 2.8% of the instructors were assigned to teach in both major and minor areas. On the other hand, a small portion (2.8%) of the instructors reported that they were assigned to teach neither their major nor their minor areas of specialization.

This trend is encouraging because the assignment of instructors in a subject which they have adequate training can minimize load even when the total working hours remain the same and hence help to realize maximum effectiveness of the teaching force.

With regard to instructors' participation in non-classroom responsibilities, it was found that instructors' participation as department heads was assumed by relatively small number (15.28%)

of instructors. On the other hand, a great majority of the instructors (76.39 %) reported that they took part in different committees organized in the colleges and 43.06% in various community services out-side institution. This shows that majority of the instructors spent considerable time on non-classroom activities.

In order to investigate whether these non-class room responsibilities and other factors such as the number of preparation or courses and class-size were considered while distributing teaching load, instructors and academic heads were asked to rate the factors according to the degree of their agreement. Their responses are summarized in the table below.

TABLE XI  
Factors Considered in Determining Teaching Load

No	Item	Respondents	Responses												DF	Table Value of $x^2$	Calculated $x^2$
			SA		A		UD		D		SD		Total				
			No	%	No	%	No	%	No	%	No	%	No	%			
1	Non-classroom responsibilities are not considered in distribution of teaching load.	Aca. heads	4	25	6	37.5	-	-	5	31.25	1	6.25	16	100	4	9.488	8.939
		Instructors	43	59.7	17	23.6	2	2.8	7	9.7	3	4.2	72	100			
		<b>Total</b>	<b>47</b>	<b>53.5</b>	<b>23</b>	<b>26.1</b>	<b>2</b>	<b>2.3</b>	<b>12</b>	<b>13.6</b>	<b>4</b>	<b>4.5</b>	<b>88</b>	<b>100</b>			
2	Class-size is not considered in distribution of teaching load	Aca. heads	5	31.25	7	43.75	-	-	3	18.75	1	6.25	16	100	4	9.488	5.233
		Instructors	41	56.9	15	20.8	2	2.8	9	12.5	5	7	72	100			
		<b>Total</b>	<b>46</b>	<b>52.3</b>	<b>22</b>	<b>25</b>	<b>2</b>	<b>2.3</b>	<b>12</b>	<b>13.6</b>	<b>6</b>	<b>6.8</b>	<b>88</b>	<b>100</b>			
3	The number of preparation/courses is not considered in distribution of teaching load	Aca. heads	-	-	2	12.5	-	-	5	31.25	9	56.25	16	100	4	9.488	4.389
		Instructors	6	8.3	7	9.7	5	6.9	29	40.3	25	34.7	72	100			
		<b>Total</b>	<b>6</b>	<b>6.8</b>	<b>9</b>	<b>10.3</b>	<b>5</b>	<b>5.7</b>	<b>34</b>	<b>38.6</b>	<b>34</b>	<b>38.6</b>	<b>88</b>	<b>100</b>			

$\alpha = 0.05$

SA = Strongly Agree

A = Agree

UD = Undecided

A = Disagree

SD = Strongly Disagree

As it can be seen in item one of Table XI, the majority (79.6%) of the total respondents agreed that the non-classroom responsibilities were not considered in distribution of teaching load while 18.1% showed their disagreement. The chi-square test result revealed that for 4 degree of freedom at 0.05 level of significance the critical value of  $\chi^2$  was greater than the calculated  $\chi^2$  implying that there was no statistically significant difference between the perception of the instructors and academic heads. Therefore, it sounds logical to infer that the contributions of instructors in the non-classroom responsibilities were not considered while distributing teaching load. This in turn has its own adverse effect on the instructors as well as the classroom instruction because such responsibilities share considerable time and energy of the instructors.

With regard to item two, 68 (77.3%) of the total respondents have shown consensus that class-size was not considered in distribution of teaching load. A small proportion of the total respondents (20.4%) reported that it was considered; while 2.3% seem to prefer ambivalence. This could be due to lack of appropriate information on how teaching load was distributed. The chi-square test result also revealed that there was no statistically significant difference between the perception of the instructors and academic heads. Therefore, based on the responses of the majority, it is fair to infer that no consideration was given to class-size while distributing teaching load.

Item three treated respondents' level of consensus with regard to the consideration given to the number of preparation/ courses in distribution of teaching load. Accordingly, it is quite encouraging that substantial number (77.2%) of the total respondents reported that the number of preparation was considered in distribution of teaching load, while about 20 % of the total respondents revealed that it was not considered. The remaining 5.7% prefer to be indifferent. The

chi-square test result revealed that there was no statistically significant difference between the perception of the instructors and academic heads. Therefore, it is fair to infer that the number of preparation was considered in distribution of teaching load.

### 3.4. Regarding the Professional Development of the Academic Staff

TABLE XII

Conditions of Professional Assistance for Instructors

No	Items	Respondents						D F	Tabl e value of $x^2$	Calcul ated $x^2$
		Academic Heads		Instructor s		Total				
		No	%	N o	%	N o	%			
1	Do instructors get adequate professional support?									
	a) Yes	10	62.5	21	29.2	31	35.2			
	b) No	6	37.5	51	70.8	57	64.8			
	<b>Total</b>	<b>16</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>88</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>6.376<sup>1</sup></b>
2	If "Yes" the professional assistance is mostly rendered by *									
	a) Department head	10	100	14	53.8	24	66.7			
	b) Acad. Vice Dean	4	40	5	19.2	9	25			
	c) Senior instructors	8	80	18	69.2	26	72.2			
	d) REB officials	2	20	3	11.5	5	13.9			
	e) Others	-	-	-	-	-	-			

$\alpha = 0.05$

<sup>1</sup> = Significant difference

\* Multiple Responses

In Table XII, items related to professional support for instructors were treated. In response to item one, 31 (35.2%) of the total respondents affirmed that the professional assistance rendered to instructors was adequate. However, a considerable portion (64.8%) reported that instructors did not get adequate professional support from educational managers and supervisors. The chi-square test result revealed that for 1 degree of freedom at 0.05 level of significance the critical value of

$\chi^2$  was less than the calculated  $\chi^2$  implying that there was statistically significant difference between the responses of the academic heads and instructors. Despite the variation in responses, substantial proportion of the total respondents (64.8%) revealed that the professional support was inadequate.

In item two of the table, those who responded affirmatively were further asked to specify the providers of the assistance. Accordingly, the limited professional assistance was found to be given by internal (department head, and senior staff) than external supervisors. Surprisingly, only a very small proportion (13.9%) of the total respondents acknowledged that they received professional assistance from supervisors at Regional level. In an open-ended question the respondents strongly stressed that the supervisors at Regional level didn't have the required qualification and lack the necessary competence to give the assistance. This was also substantiated by the data obtained through the interview held with the officials at the REB. They also reported shortage of manpower and inadequate budget as major impediments for the failure to give such assistance.

**TABLE XIII**  
**Training Opportunities Offered to the academic staff (2000/1-2002/3)**

No	Mode of Training	Respondents	Responses										D F	Table value of $x^2$	Calculated $x^2$
			High		Satisfactory		Low		No Response		Total				
			No	%	No	%	No	%	No	%	No	%			
1	Short training on the job	Aca.hea	4	25	6	37.5	2	12.5	4	25	16	100	3	7.815	10.297*
		Instruct	7	9.7	12	16.6	39	54.3	14	19.4	72	100			
		<b>Total</b>	<b>11</b>	<b>12.4</b>	<b>18</b>	<b>20.5</b>	<b>41</b>	<b>46.6</b>	<b>18</b>	<b>20.5</b>	<b>88</b>	<b>100</b>			
2	Long term, off the job	Aca.hea	3	18.7	5	31.3	4	25	4	25	16	100	3	7.815	7.285
		Instruct	4	5.6	12	16.6	42	58.3	14	19.5	72	100			
		<b>Total</b>	<b>7</b>	<b>8</b>	<b>17</b>	<b>19.3</b>	<b>46</b>	<b>52.2</b>	<b>18</b>	<b>20.5</b>	<b>88</b>	<b>100</b>			

$\alpha = 0.05$  \* = Significant difference

In Table XIII, items related to the number of training opportunities offered in the past three years were treated. As can be seen in item one, the number of short-term training opportunities offered to the academic staff in the past three years was rated by a substantial portion 39 (54.3%) of the instructors as being low, and only 7 (9.7%) and 12 (16.6%) considered it as high and satisfactory respectively. Conversely however, it was rated by the great majority (62.5%) of the academic heads as high and satisfactory.

The chi-square test result also revealed that there was statistically significant difference between the responses of the two study groups. This variation in perception could be due to either the academic heads were privileged for the short-term training or they often deprived instructors of the opportunity for the training in one way or the other. What ever the reason could be, despite the perceptual difference between the two study groups, substantial portion 41 (46.6%) of the

total respondents revealed that the opportunities for short-term training were low. Yet, it should be noted here that every instructor requires such a training to up-date his/her knowledge, and to improve his/her competence as well as the college's effectiveness.

With regards to the opportunity offered for further education, 27.3% of the total respondents agreed that the opportunity was high and satisfactory. However, substantial number (52.2%) of the total respondents rated it as low. The rest 20.5% remained undecided. The chi-square test result revealed that there was no statistically significant difference between the perception of the academic heads and instructors. Therefore, it could be said that the opportunity for further education, as perceived by the majority of the respondents, was inadequate.

In general, from the foregoing discussion it could be inferred that the overwhelming majority of the instructors did not have much chance to participate in short-term training and further education programmes. This could also reveal that the management's effort to find ways for the academic staff to develop their abilities on-the-job training and through further education was low.

With regards to training needs assessment and programme selection, both groups of the study were asked to show their degree of agreement. Accordingly, a small minority (15.9%) of the total respondents reported that training needs are periodically assessed and effectively implemented, On the other hand, a great majority (61.4%) of the total respondents refused to accept the idea. The rest (22.7%) preferred to be indifferent. Therefore, it is safe to infer from the data that there was no such a system in place to track each instructor's short-term and long-term training.

Similarly, only 11.4% of the total respondents showed their agreement on the idea that their external training programmes were carefully chosen after collecting enough information about their quality and suitability. Conversely, quite a great majority (64.7%) didn't hesitate to deny the presence of such a trend in their colleges. The latter idea was also substantiated by the data obtained through the interview held with some instructors. In the interview, it was revealed that little or no effort was made by the management to collect adequate and reliable information about the quality of external training programmes.

# CHAPTER FOUR

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this section of the thesis, the summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful to alleviate the problems are presented.

### 4.1 SUMMARY

The purpose of this study was to assess the personnel management, particularly, the recruitment, selection, utilization and professional development of the academic staff in some selected Regional colleges of Teacher Education. To meet this purpose the study was conducted in four selected colleges of Teacher Education. The necessary information was gathered mainly through questionnaire. Interviews were also conducted with some college managers and teacher education officials from each Regional Education Bureau to elicit information with regard to issues that required clarification. The data obtained were analyzed by using relevant statistical tools such as percentages, Chi-square and rank-order. Based upon the analysis made, the major findings of the study are summarized hereunder.

4.1.1. The majority of college instructors, academic heads and authorities in charge of recruitment and selection were males whose ages fall within the range of 26 to 45.

- 4.1.2. Substantial proportion (87.6%) of the instructors, 66.7% of the authorities in charge of recruitment and selection, and all (100%) the academic heads served for more than six years in the teaching profession.
- 4.1.3. Quite a great majority (87.5 %) of the academic heads served for five years or less in their current position.
- 4.1.4. Out of the total size of the academic teaching staff in the sample colleges, 88.2% had the requisite qualification.
- 4.1.5. The composition of instructors' academic level was found to be 32.7% with a Bachelor degree, 52.2%, with a Masters and 3.3% with a Doctorate degree. With regard to their academic rank, 8.6% had the academic rank of assistant professors and above, 51.4%, lecturers, and 21.6%, were assistant lecturers and graduate assistants. The composition in both cases was found to be below the standard set by Ministry of Education. Therefore, from this data, it can be concluded that though the composition seems encouraging with regard to those having a second degree and academic rank of lecturer, the colleges had a far reaching composition below the standard at doctorate degree or academic rank of assistant professor and above.
- 4.1.6. The sample Teacher Education Colleges lacked an appropriate planning of the academic staff needs in quantitative terms as revealed by a substantial proportion (61.9%) of both the instructors and authorities. This was due to the colleges' failure to estimate the number

of students expected to be enrolled in advance and shortage of personnel/ managers who have the necessary skills to analyse staff needs.

4.1.7. Factors such as instructors' utilization of time, level and methods of instruction were not considered in estimation of the academic staff requirements. Though rarely exercised, the projection was made only on the basis of student contact hours in a particular discipline.

4.1.8. The majority (90.3%) of instructors were employed through the job advertisement method of recruitment. The other methods were rarely applied.

4.1.9. Considerable portion (75%) and 48.6% of instructors were most attracted to apply for working in their institution by the 'better promotion opportunities' and 'high status and prestige attached with the job' respectively. On the other hand, better/attractive salary as attracting mechanism was reported only by a small number (19.4%) of instructors.

4.1.10. Academic qualification and cumulative G.P.A. were found to be the prime selection criteria of instructors.

4.1.11. Staff recruitment and selection issues were handled by a recruiting committee composed of members from different units of the college. However, quite a great majority (80%) of the committee members didn't get any training or orientation in systematic recruitment and selection techniques.

- 4.1.12. Assignment of instructors to different levels/ year/ of a course, and allotment of teaching loads were carried out by department heads and members of each department jointly.
- 4.1.13. Qualification and academic rank were the mostly used criteria in assigning instructors to various levels of a course.
- 4.1.14. The majority of the instructors spent considerable time in non-classroom responsibilities. On the other hand, many instructors were found to take a second money earning activity due to the erosion of the purchasing power of their salaries, and hence, they gave little time to the colleges.
- 4.1.15. Factors like class-size, and non-classroom responsibilities were not given due consideration while distributing teaching load.
- 4.1.16. The professional assistance rendered by internal and more so by external supervisors was found to be inadequate.
- 4.1.17. The number of training opportunities for short-term and further education offered to the academic staff was found to be unsatisfactory.
- 4.1.18. Training needs of the academic staff were not periodically assessed and carefully implemented.

## 4.2 CONCLUSIONS

On the basis of the preceding findings, the following conclusions are drawn:

4.2.1. Almost all the sample colleges lacked an appropriate planning of their academic staff requirements in advance. This implies that the recruitment of instructors was operated without proper analysis of staff needs that could enable the management to decide on how many instructors to be employed and what their qualifications should be. One of the major reasons was lack of the required skills on part of the staff managers to analyse staff needs in quantitative and qualitative terms. Hence, the recruitment of the academic staff was so inappropriate that the colleges have faced a critical shortage of the required staff in various disciplines.

4.2.2. The success of management policy depends on the implementation capacity of the institutions (Sanyal,1991:2). Hence, prior to putting any recruitment and selection process under operation, the authorities in charge of the scheme need to have the required level of knowledge, skill and/or experience to effectively and appropriately select competent instructors from a pool of candidates. However, the study disclosed that most of the authorities in the sample colleges didn't get any training or orientation focused on skills necessary to analyze staff needs, systematic recruitment and selection techniques such as effective interviewing and psychological tests. Nor had they adequate experience in handling the issue. Hence, it can be concluded that there was little accuracy and fairness in evaluating a candidate's pre-determined abilities and assessing his/her competence. This, in turn, has widened the chance to employ mediocre or poor performers, which

adversely affect the institutions to achieve their objectives in particular and the quality of education in general.

4.2.3. Creation and maintenance of mechanisms /conditions of attracting (and retaining) competent and high calibre instructors is an important element of good staff management. However, it was found that many instructors were attracted to apply for working in the sample colleges for the better promotion opportunities provided, and for the high status and prestige attached with working in higher institutions. It was only the former mechanism that was offered by the management. Salary and other conditions were found to be unattractive. This resulted in the colleges' failure to compete for the consumption of this scarce high-level manpower with other organizations by applying only a single attracting mechanism.

4.2.4. In almost all the colleges, academic qualification and cumulative G.P.A were used as the prime selection criteria of instructors. The terms/ conditions of employment didn't give equal weight to "experience" and technical competence. Consequently, the institutions have lost the opportunity to alleviate the shortage of their academic staff by attracting and employing those who have extended experience in teaching.

4.2.5. Instructors can benefit from frequent and regular professional support from supervisors. In the colleges under the study, however, due to shortage of competent supervisory personnel and lack of adequate budget, the professional support to be offered to instructors by academic heads and by supervisors at Regional level found to be inadequate.

4.2.6. The assignment of trained, experienced and committed instructors contributes much to the attainment of educational objectives. As instructors differ in their qualification, competence, experience and interest, all these need to be considered in assignment decisions. However, the criteria mostly used in instructor assignment were found to be qualification and academic rank. The use of qualification and academic rank alone is unlikely to make a positive contribution to the effective utilization of knowledge, skill and ability of the instructor.

4.2.7. Instructors' participation in non-classroom responsibilities such as in administrative duties, various committees and community activities were not given due consideration in determination of teaching load/ student contact hours. Assigning an instructor on such duties without fair arrangement to balance the load can adversely affect the proper utilization of the time and potential of the instructor in carrying out different activities such as lecturing, research, consultancy, student advice, seminar/tutorial work etc. On the other hand, it was found that many instructors, due to the erosion of the purchasing power of their salaries, take a second money earning activity, and hence, they gave little time to the colleges. These resulted in under-utilization of staff time and potential.

4.2.8. The provision of both long and short-term trainings was found to be unsatisfactory. Many instructors did not have much chance to participate in short-term training and further education programmes. This implies that there was inadequacy of further training opportunities for instructors to upgrade their academic level and rank particularly in senior positions of teaching and research. Thus, it can be concluded that the management's effort

to periodically assess training needs of the academic staff and find ways to develop their abilities on-the-job training and through further education was low. The critical shortage of the academic staff in senior positions is also mainly the result of this weakness of the management.

### **4.3 RECOMMENDATIONS**

Based on the major findings and conclusions drawn, the following recommendations are suggested:

4.3.1. To improve the staff management on recruiting and selection of instructors, the concerned managers should be provided with training or orientation that focuses on skills necessary to analyse staff needs in quantitative (the required number) and qualitative (the skill, expertise and competencies required) terms, and on systematic recruitment and selection techniques such as effective interviewing and psychological tests. The Regional Education Bureaus and Regional offices of Capacity Building should plan and take the initiative to extend such training.

4.3.2. It is well known that terms of employment affect the quality of candidates to the profession. Therefore, the colleges ought to revise their terms of recruitment and selection criteria in such a way that experience and technical competence are given equal weight in the recruitment and selection of instructors. This would open a way for the institutions to employ more experienced and competent instructors, and to alleviate the shortage of the academic staff.

4.3.6. Increasing instructors' competence through training will enable them do the job better.

Trained and motivated instructors are more likely to feel committed to their profession.

Hence, in order to enhance instructors' access to continuing professional development, the staff management:

- a. should make more effort to periodically assess training needs of the academic staff and find ways to develop their abilities on-the-job training and up-grade their academic level through further education.
- b. ought to give due emphasis to organizing a series of seminars/ work shops in order to familiarize the staff with modern principles, theories and methods of instruction and conducting research. Resource persons can be invited from the Addis Ababa University and other institutions.

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## Appendix-I

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT**

### I. QUESTIONNAIRE TO BE FILLED BY INSTRUCTORS

**Dear Instructor,**

The purpose of this questionnaire is to collect information, ideas and opinion of college instructors about the current personnel management of the academic staff in Regional colleges of Teacher Education. To this end, you are given an opportunity to express your opinion pertaining to the existing personnel management of the academic staff at your college. Your observations would be of great help to the success of this study. Therefore, you are kindly requested to extend your cooperation by frankly responding to the given questions.

Be sure, your responses will be kept strictly confidential and will be used for academic purpose only.

Thank you for your cooperation!

Name of the College: \_\_\_\_\_

#### I. Personal Data

(Please put an "X" mark in one of the boxes provided).

1. Age

- a) Less than 25 years                       c) 36 - 45 years   
b) 25 - 35 years                       d) 46 - 55 years                       e) More than 55

2. Sex

- a) Male                       b) Female

3. Your highest academic qualification

- a) Below diploma (12+2)                       d) Second degree   
b) Diploma (12+2)                       e) Doctoral (PhD) degree   
c) First degree

4. Total years of service in teaching

Employment	Less than 5 yrs	6-10 yrs	11-15 yrs	Over 15 yrs
In this college				
In other organization				
Total				

5. Your current academic title

- a) Professor                       d) Lecturer   
 b) Associate Professor                       e) Assistant Lecturer   
 c) Assistant Professor                       f) Graduate Assistant

**II. Questions Pertaining to Staff Recruitment, Selection, Utilization and Development**

1. On what basis do you work in the college you are working now?

- a) Part-time                       b) Full-time

2. What conditions attracted you *most* to apply for working at this college? (From the list of a few factors given below, indicate the conditions attracted you most by ranking 1,2,3...)

- a) Better promotion opportunities \_\_\_\_\_  
 b) Better salary \_\_\_\_\_  
 c) Merit awards \_\_\_\_\_  
 d) Better working conditions \_\_\_\_\_  
 e) Personal interest in the job \_\_\_\_\_  
 f) High status and prestige attached with the job \_\_\_\_\_  
 g) House allowance \_\_\_\_\_  
 h) Transport allowance \_\_\_\_\_  
 i) Fair administration \_\_\_\_\_  
 j) Other reason (please specify and rank) \_\_\_\_\_

3. How did you get your employment in the college?

- a) Through educational institution you graduated from   
 b) Job (newspaper) advertisement   
 c) Through professional associations   
 d) Personal contacts with employers   
 e) Friends or relatives   
 f) Other source (please specify) \_\_\_\_\_

4. If a job advertisement method is applied, which of the following information is included in it?

- a) A description of the ability specification
- b) The rewards in specific terms
- c) A brief note on the institution and its programmes
- d) Instructions for applying for the job
- e) Others (Please specify) \_\_\_\_\_

5. Does the college identify/estimate/project the man power requirements of the academic staff in advance for at least three years?

- a) Yes  b) No  c) Not sure

6. If your response to the above question is "No", which of the followings, do you think, could be the main reason?

- a) Lack of ample time to identify staff needs
- b) Lack or shortage of personnel/managers who have the necessary skills to analyse staff needs
- c) Lack of information on the expected number of students enrolled in the next three years
- d) Not sure

7. Did the college provide you with a job description when you first joined the institution?

- a) Yes  b) No

8. If your response to the above question is "Yes", to what extent does it correspond to what you are actually doing/ to your actual job?

- a) Highly corresponds  c) Doesn't correspond at all   
b) Moderately corresponds

9. Do you think that internal capabilities to fill a position through promotion or transfer are exhaustively sought before external recruits are employed?

- a) Yes, always  b) Yes, but sometimes  c) Not at all

10. The followings are some of the factors to be considered in selecting and employing instructors. By putting an "X" mark, please indicate to what extent they are considered in selecting and employing instructors at your college. The numbers indicate,

- |                         |                          |
|-------------------------|--------------------------|
| 4. Highly considered    | 2. Low consideration     |
| 3. Averagely considered | 1. Not considered at all |

No.	Items	Choices			
		4	3	2	1
10.1	Academic qualification				
10.2	Cumulative G.P.A.				
10.3	Past experience in teaching				
10.4	Interview				
10.5	Letters of recommendation				
10.6	Aptitude test				
10.7	Practical test (simulate the job)				
10.8	Interest in teaching				
10.9	If any other, please specify and indicate the extent of consideration				
10.10					
10.11					

11. Listed below are a series of statements that describe selected Recruitment and Selection practices. The statements may or may not be totally characteristics of your institution, but please try to indicate the degree of your agreement or disagreement by putting an "X" mark and show how often a given statement is true when applied to your college. The numbers indicate,

5. Strongly Agree  
4. Agree

3. Undecided/Uncertain  
2. Disagree

1. Strongly disagree

No.	Items	5	4	3	2	1
11.1	In this college, the Civil Service personnel policies and regulations (e.g., recruitment, promotion, transfer) are consistently followed in dealing with personnel matters.					
11.2	In this college, the manpower requirements (in terms of skill mix and hiring strategies) of the academic staff are identified well in advance for at least three to five years.					
11.3	In this college, all job openings are posted or publicized with appropriate media before positions are filled up.					
11.4	Recruits are subject to rigorous selection procedures (i.e. use of in-depth interview and/or standardized tests and thorough document review) relation to their job positions before they are employed.					
11.5	Generally, I feel that favouritism and nepotism have dominated in this college while filling up some positions.					
11.6	Department heads are invited to observe or evaluate the					

	abilities of candidates during selection process.					
11.7	Recruiters (eg. employment committee members) are well trained or well oriented in systematic selection techniques like effective interviewing, psychological tests, etc.					
11.8	Internal capabilities (to fill a position through promotion or transfer) are exhaustively sought before external recruits are employed.					
11.9	Employees' files are properly maintained and secured; the college has a well-established database for personnel information.					
11.10	The college's employment policies are well designed and widely shared.					
11.11	Promotions and transfers are based on friendly relationships with superiors (or influential political figures) rather than performance.					
11.12	Those individuals best qualified to help achieve organization's goals are employed.					

12. Currently you are teaching in

- a) Your major area                       c) Both major and minor areas   
b) Your minor area                       d) Outside your field of training

13. You are teaching the subject because

- a) It is your field of training/specialization   
b) There is shortage of qualified instructors   
c) You are simply assigned by the department or by any other authority   
d) Other (please specify) \_\_\_\_\_

14. Number of periods/hours you are assigned to teach per week \_\_\_\_\_

15. In your institution, who decides on the number of teaching loads for each instructor?

(You may give more than one response)

- a) Administrative Board                       d) Department Head with members  
b) Academic Vice Dean                       of the department   
c) Department Head                       e) Other (Please specify) \_\_\_\_\_

16. What is/are the criterion/criteria **mostly** used in assigning instructors?

(You may give more than one response)

- a) Academic qualification                       d) Instructor's preference   
b) Teaching Experience                       e) Administrative decision   
c) Competence                       f) Others(please specify) \_\_\_\_\_

20.5	An instructor who has two or more preparations is given lighter load					
20.6	The number of preparations/ courses is <i>not</i> considered in distribution of teaching loads					
20.7	Department heads are given lighter loads					
20.8	Instructors who serve in different committees are given lighter loads					
20.9	Non-classroom responsibilities are <i>not</i> considered in teaching load distribution					

21. Do instructors get adequate professional assistance from educational managers and/or other appropriate professionals?

- a) Yes                       b) No

22. If your response to the question above is 'yes', the professional assistance is *mostly* provided by

- a) Department head                       c) Senior Instructors   
b) Academic Vice president                       d) Region Education Bureau officials   
d) Others (please indicate) \_\_\_\_\_

23. Do you think the assistance given is adequate and of good help to instructors' professional development?

- a) Yes                       b) No

24. If your response to question 23 above is 'No', would you please state some of the reasons?

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

25. Does the college have a staff development unit?

- a) Yes                       b) No

26. Does the college have clear criteria for selecting instructors for further education?

- a) Yes                       b) No

27. How do you rate the number of training opportunities offered in the past five years to the academic staff? (Put an "X" mark in the space provided)

Modes of Training	Choices/ Ratings		
	High	Satisfactory	Low
• On-the-job/short term/ in-service training			
• Further Education			

28. In the past five years, as far as you know, most of the opportunities for further education are obtained

- a) by the Ministry of Education       c) through the college's effort   
 b) by the Regional Education Bureau       d) through personal effort   
 e) Others (please specify) \_\_\_\_\_

29. By putting an "X" mark, please try to rate the management's effort to find ways for the academic staff to develop their abilities on-the-job training and through further education

Modes of Training	Management's Effort		
	High	Average/ Satisfactory	Low
- On-the-job/short-term training			
- Further education			

30. The following are a series of statements related to professional development of instructors. Please indicate the degree of your agreement or disagreement using an "X" mark and show to what extent they are considered at your college. The numbers indicate,

5. Strongly Agree                      3. Undecided                      1. Strongly disagree  
 4. Agree                                  2. Disagree

No.	Items	Choices				
		5	4	3	2	1
30.1	Opportunities for in-service training (eg. refresher training, academic work shop, etc.) is satisfactory					
30.2	Opportunities for further education is high					
30.3	All instructors in this college are encouraged and helped to acquire competency or higher qualification related to their jobs.					
30.4	There is a well-designed and widely shared training policy in this college.					
30.5	Top management is willing to invest considerable time and resources to ensure the development of the teaching staff through training					
30.6	Training needs are periodically assessed and effectively implemented (system is in place to track each employee's short-term and long-term training need).					
30.7	Selection criteria for further education are fair and transparent in this college.					
30.8	External training programs are carefully chosen after collecting enough information about their quality and suitability.					

31. In your opinion, what are the major problems in academic staff recruitment and selection process and utilization of instructors?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

32. In your opinion, what are the major problems in the professional development of instructors?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

33. What do you suggest to alleviate the problems you mentioned above?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

## Appendix-II

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT**

### **I. QUESTIONNAIRE TO BE FILLED BY AUTHORITIES IN CHARGE OF RECRUITING AND SELECTING INSTRUCTORS.**

**Dear Respondent,**

The purpose of this questionnaire is to collect information, ideas and opinion about the current personnel management of the academic staff in Regional colleges of Teacher Education. To this end, you are given an opportunity to express your opinion pertaining to the existing personnel management of the academic staff at your college. Your observations would be of great help to the success of this study. Therefore, you are kindly requested to extend your cooperation by frankly responding to the given questions.

Be sure, your responses will be kept strictly confidential and will be used for academic purpose only.

Thank you for your cooperation!

Name of the College: \_\_\_\_\_

#### **I. Personal Data**

1. Age
  - a) Less than 25 years
  - b) 25 - 35 years
  - c) 36 - 45 years
  - d) 46 - 55 years
  - e) Above 55 years
2. Sex
  - a) Male
  - b) Female
3. Your highest academic qualification
  - a) Below diploma (12+2)
  - b) Diploma (12+2)
  - c) First degree
  - d) Second degree
  - e) Doctoral (PhD) degree
4. How do you characterize your current position?
  - a) Top/Senior management
  - b) Middle level management
  - c) Line management
  - d) Professional employee/Instructor
  - e) Ordinary / clerical employee
  - f) Other ( please specify) \_\_\_\_\_

5. Total years of service

Employment	Less than 2 yrs	2-5 yrs	6-10 yrs	11-15 yrs	Over 15 yrs
As an instructor (if any)					
In administration					
As a member of recruitment/ selection committee					

**II. Questions pertaining to staff Recruitment and Selection**

1. Who is responsible in the recruitment (i.e., in the examination of the vacancy, in exploring recruitment sources, in attracting and encouraging employees to apply) of the academic staff at your college?
  - a) The Region Education Bureau
  - b) The Senate/Academic commission
  - c) A committee established from different departments
  - d) Personnel or Human Resource department
  - e) Any other (Please specify) \_\_\_\_\_
  
2. Who is responsible in the selection (i.e., in the process of choosing from a group of applicants) of the academic staff at your college?
  - a) The Region Education Bureau
  - b) The Senate/Academic commission
  - c) A committee established from different departments
  - d) Personnel or Human Resource department
  - e) Any other (Please specify) \_\_\_\_\_
  
3. If your response to the above question is "c" i.e., "A committee established from different departments", which of the following does the composition of the committee include? (You may give more than one answer)
  - a) Academic Vice Dean
  - b) Department head of the vacant position
  - c) An instructor from the respective department
  - d) Teachers' representative
  - e) A member of the Administrative personnel unit
  - f) Others (please specify) \_\_\_\_\_
  
4. As a recruiter/ selector, did you get any formal training or a sort of orientation in systematic recruitment and selection techniques like effective interviewing, psychological tests, etc.?
  - a) Yes
  - b) No

5. If your response to the above question is "Yes", do you think the training or the orientation is adequate to handling the recruitment and selection issues effectively?
- a) Yes                       b) No
6. Does the college identify/estimate/project the academic staff (man power) needs/ requirements in advance for at least three years?
- a) Yes                       b) No
7. If your response to the above question is "Yes", which of the following factors are considered to determine the required number of the academic staff? (You may give more than one response)
- a) By estimated number of students
- b) On the basis of student contact hours in a particular discipline
- c) On the basis of methods of instructions (eg. lecture, tutorial, practical work, etc.)
- d) On the basis of levels of staff members (professor, asst. prof., lecturer, etc.)
- e) On the basis of a critical analysis of the actual utilization of time by instructors (for lecturing, research, student advice)
- f) Others (Please specify) \_\_\_\_\_
8. If your response to the above question is "No", which of the followings, do you think, could be the main reason?
- a) Lack of ample time to identify staff needs
- b) Lack or shortage of personnel/managers who have the necessary skills to analyse staff needs
- c) Lack of information on the expected number of students enrolled in the next three years
- d) Not sure
9. Which of the following method/s is/are mostly applied at your college to recruit the academic staff? (You can give more than one response)
- a. Through educational institution they graduate from
- b. Job (newspaper) advertisement
- c. Through professional associations
- d. Personal contacts with employees
- e. Others (Please specify) \_\_\_\_\_
10. If you apply a job advertisement method which of the following information you include in it? (You can give more than one response)
- a) A description of the ability specification
- b) The rewards in specific terms
- c) A brief note on the institution and its programmes
- d) Instructions for applying for the job
- e) Other (Please specify) \_\_\_\_\_



S. N	Items	5	4	3	2	1
14	In this college, the Civil Service personnel policies and regulations (e.g., recruitment, promotion, transfer, disciplining) are consistently followed in dealing with personnel matters					
15	In this college, all job openings are posted or publicized with appropriate media before positions are filled up.					
16	Recruits are subject to rigorous selection procedures (i.e. use of in-depth interview, standardized tests and thorough document review) relation to their job positions before they are employed.					
17	Department heads are invited to observe or evaluate the abilities of candidates during selection process.					
18	Internal capabilities (to fill a position through promotion or transfer) are exhaustively sought before external recruits are employed.					
19	Employees' files are properly maintained and secured; the college has a well-established database for personnel information.					
20	The college's employment policies are well designed and widely shared.					
21	Those instructors best qualified to help achieve the institution's goals are employed.					
22	All in all, complete and accurate information is available for making recruitment and selection decisions.					

23. In your opinion, what are the major strengths of the academic staff recruitment and selection practiced at the college?

- a) \_\_\_\_\_  
b) \_\_\_\_\_

24. In your opinion, what are the major weaknesses of the academic staff recruitment and selection practiced at the college?

- a) \_\_\_\_\_  
b) \_\_\_\_\_

25. What strategies or solutions do you suggest to improve the major weaknesses you listed above?

- a) \_\_\_\_\_  
b) \_\_\_\_\_

### Appendix-III

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT**

#### **I. QUESTIONNAIRE TO BE FILLED BY ACADEMIC VICE DEANS AND DEPARTMENT HEADS**

**Dear Respondent,**

The purpose of this questionnaire is to collect information, ideas and opinion of college heads about the current personnel management of the academic staff in Regional colleges of Teacher Education. To this end, you are given an opportunity to express your opinion pertaining to the existing personnel management of the academic staff at your college. Your observations would be of great help to the success of this study. Therefore, you are kindly requested to extend your cooperation by frankly responding to the given questions.

Be sure, your responses will be kept strictly confidential and will be used for academic purpose only.

Thank you for your cooperation!

Name of the College: \_\_\_\_\_

#### **I. Personal Data**

(Please put an "X" mark in one of the boxes provided).

1. Age
  - a) Less than 25 years
  - b) 25 - 35 years
  - c) 36 - 45 years
  - d) 46 - 55 years
  - e) More than 55
  
2. Sex
  - a) Male
  - b) Female
  
3. Your highest academic qualification
  - a) Below diploma (12+2)
  - b) Diploma (12+2)
  - c) First degree
  - d) Second degree
  - e) Doctoral (PhD) degree

4. Total years of service

Employment	Less than 5 yrs	6-10 yrs	11-15 yrs	Over 15 yrs
In teaching				
In your current position				
Total				

**II. Questions pertaining to staff Utilization and Professional Development**

1. Number of periods (hours) you teach per week (*If any*) \_\_\_\_\_

2. In your institution, who decides on the number of teaching loads for each instructors?  
(You may give more than one response)

- a) Administrative Board                       c) Department Head   
 b) Academic Vice president                       d) Other (Please specify) \_\_\_\_\_

3. What is/are the criterion/criteria **mostly** used in assigning instructors?  
(You may give more than one response)

- a) Academic qualification                       d) Instructor's preference   
 b) Teaching Experience                       e) Administrative decision   
 c) Competence                       f) Others(please specify) \_\_\_\_\_

4. In assigning instructors, teacher's responsibilities apart from class room instruction are taken in to account.

- a) Yes                       b) Not at all

5. The followings are some of the factors to be considered in determining teaching load. Please indicate the degree of your agreement or disagreement using an "X" mark and show to what extent they are considered at your college. The numbers indicate,

5. Strongly Agree  
4. Agree

3. Undecided / uncertain  
2. Disagree

1. Strongly disagree

12. How do you rate the number of training opportunities offered in the past five years to the academic staff? (Put an "X" mark in the space provided)

Modes of Training	Choices/ Ratings		
	High	Satisfactory	Low
• On-the-job/short-term training			
• Further Education			

13. In the past five years, as far as you know, most of the opportunities for further education are obtained (You can give more than one response)

- a) by the Ministry of Education
- b) by the Regional Education Bureau
- c) through the college's effort
- d) through personal effort
- e) Others (please specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. By putting an "X" mark, please try to rate the management's effort to find ways for the academic staff to develop their abilities on-the-job training and through further education

Modes of Training	Management's Effort		
	High	Average/ Satisfactory	Low
- On-the-job/short-term training			
- Further Education			

15. The following are a series of statements related to professional development of instructors. Please indicate the degree of your agreement or disagreement using an "X" mark and show to what extent they are considered at your college. The numbers indicate,

- 5. Strongly Agree
- 4. Agree
- 3. Undecided
- 2. Disagree
- 1. Strongly disagree

No.	Items	Choices				
		5	4	3	2	1
15.1	Opportunities for in-service training (eg. refresher training, academic workshops, etc) is satisfactory					
15.2	Opportunities for further education is high					
15.3	All instructors in this college are encouraged and helped to acquire competency or higher qualification related to their jobs.					
15.4	There is a well-designed and widely shared training policy in this college.					
15.5	Top management is willing to invest considerable time and resources to ensure the development of the teaching staff through training.					
15.6	Training needs are periodically assessed and effectively implemented (system is in place to track each employee's short-term and long-term training need).					
15.7	Selection criteria for further education are fair and transparent in this college.					
15.8	External training programs are carefully chosen after collecting enough information about their quality and suitability.					

16. In your opinion, what are the major problems in the utilization of instructors?

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17. In your opinion, what are the major problems in the professional development of instructors?

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18. What do you suggest to alleviate the problems you mentioned above?

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## **Appendix-IV**

### **ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **A key Informant Interview to College Managers**

1. Who is responsible in the recruitment and selection of the academic staff at your college?
2. Has the management ever organized or provided any formal training or a sort of orientation in systematic recruitment and selection to the concerned college managers? If yes, in what specific areas? If not, why?
3. What methods do you use to publicize job openings before positions are filled up? Do you think they are appropriate and adequate enough to attract as many applicants as possible?
4. Does the college exercise an in-built supervision?
5. Does the management find ways for the academic staff to develop their abilities through further education? If yes, how do you rate the Bureaus effort to do so? If not, why?
6. Do you think that all instructors give their full time to the college? If not, what do you think are the reasons?
7. Are training needs of the academic staff periodically assessed and effectively implemented? If no, why? If yes, what is/are the mechanisms used to track each instructor's short and long-term training?
8. In your opinion, what are the major strengths and weaknesses of academic staff management at your college pertaining to,
  - recruitment and selection of instructors,
  - staff utilization, and professional development?
9. What strategies or solutions do you suggest to improve the major weaknesses you mentioned?

## Appendix-V

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT**

**A key Informant Interview to Teacher Education Experts/Heads  
in Regional Education Bureau**

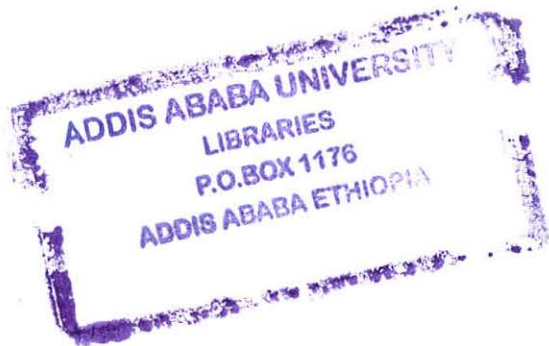
1. What is/are the major roles of the Regional Education Bureau in the management of the academic staff of Regional Colleges of Teacher Education in,
  - the recruitment and selection of the staff
  - their professional development
2. Do you / the REB/ provide a supervisory support to the academic staff of the colleges? If not, why? If yes, do you think the assistance given is adequate and appropriate?
3. Has the REB ever organized or provided any formal training or a sort of orientation in systematic recruitment and selection to the concerned college managers? If yes, in what specific areas? If not, why?
4. Does the Bureau find ways for the academic staff to develop their abilities through further education? If yes, how do you rate the Bureaus effort to do so? If not, why?
5. In your opinion, what are the major strengths of academic staff recruitment and selection process at your college?
6. What are the major weaknesses of academic staff recruitment and selection process at your college?
7. What strategies or solutions do you suggest to improve the weaknesses you mentioned?

This thesis has been submitted for examination with my approval as a university advisor.

**Name:** Haileselassie Woldegerima /Assistant Professor/

**Signature:** 

**Date of Approval:** \_\_\_\_\_



## Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Surafel Zewdie

Signature: 

Date of Submission: MAY 31, 2004