

**LEADERSHIP PROBLEMS IN MANAGING HUMAN
RESOURCES IN WOREDA EDUCATION OFFICES OF AFAR
REGIONAL STATE**

Ali Hussein Waissa

**A thesis submitted to the College of Education and Behavioral
Studies of Addis Ababa University in partial fulfillment of
the requirements for the degree of Masters in Educational
Planning and Management**

Advisor: Ato Melaku Yimam

June-2013

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

Leadership Problems in Managing Human Resources in

Woreda Education Office of Afar Regional State

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ABBREVIATIONS

BPR	Business Process Reengineering
EFA	Education Funding Agency
ESDP	Education Sector Development Plan
HR	Human Resource
HRA	Human Resource Administration
HRD	Human Resource Development
MDG	Millennium Development Goal
REB	Regional Education Bureau
UPE	Universal Primary Education
WEO	Woreda Education Office

Abstract

This study was conducted to assess the problems of leadership in managing human resources in selected woredas education offices of Afar regional state and propose the possible recommendations that the researcher believes that would bring a positive change to improve the overall situation in education sector of the region. In doing so, the study used quantitative and qualitative data from primary and secondary sources and structured and semi structured interview, questionnaire, and personal observation, as data collection tools employed. The collected data analyzed using descriptive statistics such as frequency and percentage; moreover the Pi-value from the calculated chi-square test was used to check whether there is a significance opinion differences among the respondents'. The assessment was done based on the ten competencies that leaders should acquire to manage the human resource of their organization. The result obtained from the study shows most of woreda education leader's exhibits Laissez-Fair style of leadership, which doesn't seem to be effective in organization that doesn't have well trained and highly professional expertise, the human resource of woreda education offices have been managed by two different offices in such a way that lacks coordination and clearly identified responsibilities, the human resource and leaders of woreda education offices are not playing their role as a leader in managing human resource of the woreda education offices. And to alleviate the problem the researcher recommend that leaders of woreda education offices should get an updated training that introduce them with the contemporary concept of the human resource management, the structure of the newly implemented BPR should be reconsidered and finally heads of woreda education offices should have at least the basics of the strategies and visions of the sector so that they can envision, lead and effectively utilize the capacity of their subordinates for the success of their office and the education sector of the region.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

The success of an organization is significantly dependent up on the leaders' ability to utilize both human and non-human resources effectively and efficiently. Of all assets of organizations, human resource is the core and the most important assets that integrates and operates on all other resources to produce the needed products and services. People set overall strategies and goals, design work systems, produce goods and services, monitor quality, allocate financial resources, and market the products and services. So effective and efficient utilization and managing of human resource determine the fate of the organization and this is the reason why leaders of successful organizations recognize that their competitive edge in today's world place is their people (John Bratton&Jeffrey Gold, 2000).

According to Shaun (2006) human resource departments of organizations have been played different roles. Human resource departments spend much of their time operating on personal issues, providing a personal service to specialists and executives. For example, if control of personnel is the main consideration, the role of HRM will be principally concerned with issues such as the reduction of absenteeism, labor budgeting, headcount, etc., with HR as the 'policeman'. Other traditions in HRM include organization development, in which HRM helps the company to adapt to change, and strives to have a beneficial influence on relationships through the application of the social sciences to people management problems by using job redesign and job satisfaction schemes and communication techniques (transformational work in HRM). In some organizations, HR departments perform a kind of low-level administration, dealing with routine requests from managers for recruitment, transfers and termination (the 'transactional' work of HRM), whereas in other organizations they are concerned with strategic planning, developing long-term personnel plans and industrial relations strategy.

Before 1980s' human resource managers were usually called as personnel managers and were only expected to provided limited services to the organization—keeping track of job applicants, maintaining employee paperwork, filing annual performance evaluations and maintain the personnel records of the people working in the organization. But as time passes

the fast growing of our world and competitiveness of today's global economy have been requesting a new strategic way of managing the organizations' manpower. (Shaun, 2006) Accordingly the concept personnel management is changed to human resource management, so that the role of leadership in managing human resources is also considerably changed.

As it is mentioned previously effective human resource management is the main factor that makes difference and add value for the success of organization, especially, in organizations that their human resource is the main and foremost resource; the role of leaders in managing human resource has non-replaceable effect on the organizational overall achievement.

Organizations require a supply of available resources; human, material, financial and time in order to accomplish their objectives. Of all the resources required to attain the intended objectives of organizations; however, the most important is the human resources. It is only people who can grow and develop and be motivated to achieve certain desired ends. The importance and contribution of human resource planning, recruitment and selection in ensuring organizations to have the right people, at the right time and doing the right job to deliver operational excellence, employee development and contribute the overall success of ambitious educational organizations (Bratton and Gold,2000).

Education is one of the sectors in which its human resource is the main determining factor for the achievement of its objective. Along with the importance of human knowledge and employees' development, education sector should have a well-organized effective human resource management.

According to the report presented by The Federal Democratic Republic of Ethiopia Ministry of Education, (1994) the education sector of the Afar Regional State faced many problems; to alleviate this problem one wing of Educational Sector Development Program IV (ESDP-IV) designed a strategy. Although, the strategydesigned to overcome the nationwide poverty alleviation long term plan. For the sake of convenience its outcome directly affects,on one way,the pastoralist vulnerable school aged children's (listed underthe first three bulleted statements) and on the other way the school leadership and other employees of the education sector.(The last bulleted statement)

- ✚ To access equitable quality education for pastoral and agropastoral region children. Boarding schools, low cost pensions, mobile schools, etc. should be introduced and strengthened.

- ✦ Attention will have to be given to their design to facilitate the continuation of studies for learners who have completed ABE and find it difficult to join formal schools.
- ✦ Up-grading the existing formal schools, constructing new 1st and 2nd cycle primary schools and providing the schools with basic facilities will also be given special attention in ESDP IV.
- ✦ Furthermore, strengthening the capacity of officials and experts working at REB and WEO by organizing different capacity development programs, up-grading the academic level of facilitators and teachers, as well as, REB and WEO officials and experts of the emerging regions by arranging: in-service summer programs, distance programs, etc.

In intent of creating conducive environment to the successful implementation of the above mentioned and other education sector programs that have been taken place in the region, the regional education bureau has been doing different reformation on the structures at the regional and woreda level. The currently implemented reformation program, Business Processing Reengineering (BPR); has structured in such a way that the human resource of woreda education offices is managed by two different organizations; woreda education office and woreda capacity building and civil service office.

In the BPR, woreda education offices have three process units; namely, teachers' development core process unit, curriculum development core process unit and education quality assurance core process unit. The teachers' development core process unit has three professional experts and one process owner, and is mainly responsible in performing staffing activities of teachers in all elementary schools found in the woreda.

On the other hand, woreda capacity building and civil service offices have four process units; ICT development process unit, reformation programs implementation process unit, human resource development process unit and human resource administration process unit. Of the process units in woreda capacity building and civil service office; human resource development and human resource administration process units are responsible for the development and administration of human resources in all sectorial offices of the woreda. So, all the supportive and administrative staffs of woreda education offices and supportive staff of elementary schools in the woreda administered by the human resource administration process

unit; besides, human resource development process unit is responsible in conducting skill gap assessment and provide different capacity building trainings based on the assessment conducted.

Although the federal and regional governments have been trying hard to improve the educational status of the region and achieve the objectives of the programs, the change is hardly seems getting better as it is expected and the sector is suffering from different problems that are hindering the progress. The education sector of the region is far from achieving the objectives of the program and lagging behind when it is compared with the performance of other regional states. "Participation of school age children is still low, student score in national examinations also low in contrast to other regions" (Afar Region Education Bureau, 2012; GEQAEA, 2008). The problem might be, among other things, most importantly, human resource management. Therefore, this study is intended to identify whether the human resource management in Afar woreda education office have contributed for the poor performance of regional education sector.

1.2 Statement of the Problem

Every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. The teacher, therefore, is the most indispensable entity in the school. He/she is the greatest aid to learning. Thus as far as possible, he/she should be thoroughly trained and supported in his work.

Ethiopian educational system has been facing multivariate challenges throughout the starting of modern education. As Getnet (2010) and Bussert (1982) put it one of the problems is expectation of higher administrative officers. There were problems of ineffectiveness of principals in Ethiopia that were associated with the Woreda education office and with the regional education bureaus. In addition to district or Woreda education office, elements like rules, regulations and policies, financial and supply delivery problems, numerous reporting requirements, ultimately teacher transfer and delay in employment of teachers suggested as constraining elements in principal instructional leadership process. According to Temesgen (cited in Alemayehu, 2011) the greater constraining factor of educational leaders in Ethiopia is high degree of financial and supply delivery problems and delay in assigning substitute and development teachers.

One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education at all levels. However, our country's education is entangled with complex problems of relevance, quality, accessibility and equity. Inadequate facilities, shortage of competent manpower, overcrowded classes, shortage of books and other teaching materials, are bringing a negative impact on access and quality of education, with all the above listed problems the managing problem of leaders in education sector create another bottleneck for the effective and efficient utilization of scarce resources. (UNESCO, 2006), (MoE, 1994).

Among other things, inefficient and ill utilization of human resource would be one of the factors that aggravate the problem; because it is clear that the leadership role of managers have a great influence on achieving the organization vision through directing, motivating and developing the performance of employees.

On the contrary, the document, which deals with Ethiopian Education and Training policy (1994) gives a remedial solution of the education sector as follows:

Educational Organization and Management

- ✚ Clear guidelines, stating the rights and duties of all involved in education, will be issued to ensure participatory and proper professional relations in their activities.
- ✚ Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.
- ✚ Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women.
- ✚ Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmes, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students.
- ✚ 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 overall rights and duties.

In Afar regional state, though the enrollment of the children has shown increment, it is not as desired in reference to MDG 2 and 3. For example, the regional education bureau annual statistical abstract shows that the net enrollment for primary education for 2010-2011 was low, 42.5, the repetition increased from 11% in 2006-07 to 14% in 2009-2010 and dropout rate increased from 32 to 41 for the same year (Afar REB, 2012).

The achievement score of students in national learning assessment has also been decreasing. The third national learning assessment revealed that grade 4 students' achievement score not only is below national average but also decreased from the 2nd national assessment. In the second national learning assessment the regional average was 49.64% while national average had been 48.48 % (National Organization for Examination (NOE), 2004). In the third national learning assessment the regional average was 39.3% which was below national average, 40.9% (General Education Quality Assurance and Examinations Agency (GEQAEA, 2008).

The Ethiopian government has embarked on a decentralization process, which will bring decision-making power to Woreda level. Accordingly, the success of all education sector programs implemented in the region are predominantly depends on the execution ability of woredas'. So the woreda education offices are accounted for both the success and failure of the programs, hence to investigate the problem existed in the region it is reasonable to assess and investigate the problem from its base and at the grass root level.

Therefore, the main objective of the study is to investigate the leadership problem in managing human resources of Afar regional state selected woreda education offices.

In line with the objective, guiding questions to the study are:

- a. To what extent do educational managers of Woreda education offices in Afar Regional State play leadership role in managing human resources?
- b. How qualified are the process owners of the units that involve in managing human resource of woredas education offices for the position they hold?
- c. What is the dominant leadership styles of HRM demonstrated in influencing subordinates to get work done under their supervision?

- d. What are the major challenges facing Woreda education offices in managing human resource effectively?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the leadership problem in managing human resources of Woreda education offices of Afar regional state and propose the possible mechanisms that will alleviate the problem and bring a positive change to improve the overall situation.

1.3.2 Specific Objectives

This research has the following specific objectives:

- a. To assess the leaders' ability in managing human resource.
- b. To evaluate the assessment result and examine how the managing capacities of leaders affect the achievements of Woredas' education offices.
- c. To propose workable recommendations that uplift Woredas education offices' ability in effective utilization of human resource.

1.4 Significance of the Study

Since there is no any research had been made to assess and evaluate the leaders' ability regarding effective and efficient utilization of human resources in the Afar regional state, this study will have the following significances:

- ✚ The study intends to identify major problems and put them in priority order of significance so that REB and Woreda cabinet would take necessary remedial measure.
- ✚ It may create some awareness in educational leaders, so that teaching learning process may receive due attention.
- ✚ May initiate others to undertake further study, because there seems no research conducted on the issue specifically in the Afar regional state
- ✚ The researcher will try to put direction to resolve the existed problem, so professionals and officials of the regional education bureau can evaluate the recommended directions and use it by tailoring it to fit their demand.

1.5 Scope of the Study

The scope of this study is limited in examining the style of leadership the leaders of selected Woreda education offices exhibiting and roles they are playing in managing human resources. And from the broad concepts of human resource management discipline emphasis given to the following ideas: those are staffing functions, employee retention, skill-development, compliance handling and adjustment procedures, the leaders potential capabilities in managing change within the organizations, decision making activities and the overall challenges in managing human power.

1.6 Limitations of the Study

Although this research was carefully prepared, I am still aware of its limitation and shortcoming on the total population of the study; the research was conducted in only 10 selected woredas of Afar regional states and since there are 32 woredas in the region the study might not represent the situation in the whole region.

1.7 Definition of Key Terms

Human Resource Management: is a body of knowledge and a set of practices that define the nature of work and regulate the employment relationship. HRM covers staffing, rewards, employee development, employee maintenance and employee relation.

Leadership: is the process in which an individual influences other group members towards the attainment of group or organizational goals. This definition is useful as it leaves open the question of whether leadership is exercised in a forceful or a facilitative manner. It does suggest, however, that the leader in some way motivates others to act in such a way as to achieve group goals.

In the organizational research domain, leadership is often defined as “the interpersonal influence exercised in situations and directed, through the communication process, toward the attainment of a specified goal or goals”. Leadership has the following particular characteristics these are: leadership is a process; it involves influence; it occurs within a group context; and it involves goal attainment.

Woreda educational leaders: the phrase as a working definition of the research refers to educational managers (or management team) of the Woreda education offices; Woreda education head and the three core process unit owners of the offices.

Woreda experts: are professionals and semi-professional employees who are working in the core process units of woreda education offices

1.8 Organization of the study

The paper is organized and presented in five chapters. As a result, the first chapter deals with the introductory section of the study so that it gives general background about the topic and related matters. Then, the next chapter (chapter two) also provides review of related literatures, it deals with the concepts of leadership roles, styles, qualities, human resource management and related issues would have been discussed.

The third chapter of the paper describes the research method, such as data collection, population sampling, data analysis and interpretation techniques, and research design strategies briefly presented in their respective orders. In the fourth chapter the collected raw data had been analyzed, interpreted and presented. Finally, the fifth chapter devoted for summary, conclusion, and recommendation topics of the research, so that those issues that had been discussed earlier would be summarize in the final chapter. Besides, all the materials those considered as a source or supportive documents; such as questionnaires, tables which constitute the final and intermediate results of the problem is attached in the reference and annex section of the paper.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

The purpose of this study is to evaluate the leaders' ability in effective utilization of human resource in Afar regional state selected Woreda's education offices. In doing so the researcher has reviewed literatures related to the study, more specifically books, journals and other materials focused on the concept of human resource management, leadership style and the roles of leadership in managing human resource management and related issues given special attention to be reviewed by the researcher.

2.1 Concept of Leadership

The term leadership was controversial and ambiguous by its nature since the word had been used for different purposes among different institutions and individual scholars. As explained by Alemayehu (2011) the word leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. Leadership is about articulating visions, embodying values and creating the environment within which things can be accomplished.

Leadership is the process in which an individual influences other group members towards the attainment of group or organizational goals. (Shackleton, 1995). This definition is useful as it leaves open the question of whether leadership is exercised in a forceful or a facilitative manner. It does suggest, however, that the leader in some way motivates others to act in such a way as to achieve group goals. (Torrington, Hall and Taylor, 2005)

In the organizational research domain, leadership is often defined as "the interpersonal influence exercised in situations and directed, through the communication process, toward the attainment of a specified goal or goals" (cited in Goethals, Sorenson and Burns, 2004). Leadership has the following particular characteristics these are: leadership is a process as a process it has a beginning and ending points. It involves influence or leadership and influence considered as synonymous terms that serve as two sides of the same coin. It also bases within group contexts that means in the level of organization, and it involves goal attainment, which is planned to be implemented by employees for the purpose of attaining organizational goal.

2.2 Leadership Styles

2.3.1. Autocratic Leadership Style

As quoted by Armstrong (2006) autocratic leadership style is closely associated with the classical approach to management period the manager who follows this style is dogmatic and leads by the ability to withhold or give rewards and punishment, i.e. motivation is through incentives and fear. In this style, decision-making is solely by the manager, in other words, the leader retains all authority and responsibility. In the extreme case, the manager makes the decision and announces it to the work group. There is no opportunity for input into the decision making process by the subordinates and communication is primarily downward. Variation of this approach find the manager making process making the decision and then “selling” it to employees or making the decision and allowing the group the opportunity to ask questions. The autocratic leader is task oriented and places the little value on showing consideration to subordinations as a leadership technique.

The autocratic leadership style thrives in highly structured, hierarchical chain-of-command environments such as the military or very bureaucratic organizations. This type of leader exercises almost absolute power and commands strict compliance and conformity. The autocratic leader generally has a well-defined and controlled disciplinary process with an emphasis on punishments for noncompliance. This leader determines prescribed policies, procedures, rules, and goals. He or she is the decision maker and such self-directed decisions are final. In this environment, little interaction or communication is expected among associates. Out-flowing information is highly restricted while in-flowing communication is well filtered and defensive. (Torrington, Hall and Taylor, 2005)

This style is used when the situation requires immediate compliance with the directions and there is no reason to solicit much input. Managers relaying heavily on the coercive style manage by controlling subordinates tightly and tend to influence with discipline.

There are situations where managers are compelled or forced to use this leadership style when there is a need to influence subordinates in favor of organizational objectives which has an effect on individual. And when subordinates are new, they need to be directed. When the situation calls unilateral decision making perhaps there is no enough time for quality input

from subordinates or subordinates may lack information. This leadership style also has limitation on employees ideas will not be solve organizational problems, which in some cases subordinates may have better ideas than superiors about a particular problem, it also demotivate employees, it suppresses individual initiative and this leads to poor decision making processes.

Authoritative leadership style is referred to as “firm but fair.” Managers relying heavily on the authoritative style tend to manage by providing clear instruction, soliciting some input (while leaving no doubt as to who is boss), monitoring behavior, and motivating with both discipline and rewards. They see influence as a key part of the manager’s job.

2.3.2. Democratic/Participatory Leadership Styles

In this leadership style, the managers involve subordinates in making organizational decisions, shares problems with them and shares authority to reach a decision. Subordinates take part in the decision making process through consultation.

Democratic leadership is sometimes referred to as enlightened leadership. An individual manifesting this type of leadership recognizes each person’s self-worth and esteem. The leader’s actions are based upon trust, integrity, honesty, equality, openness and mutual respect. Democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. (Torrington, Hall and Taylor, 2005)

The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions. The ultimate goal is to democratically attain commitment to and ownership of decisions. He/she has high performance and quality expectations and recognizes that the only way to attain them is through a committed workforce. Employees participate in establishing goals—both common goals for the good of the organization and goals for their own personal self-growth, learning and development. The role of the leader/manager is to guarantee each employee’s success in accomplishing these goals.

It is used in situations where people come first and tasks second. Managers relying heavily on the affiliated style see the manager's job as one of maintaining a pleasant working environment and providing job security and other benefits. They want to be liked and they tend to provide little direction, especially feedback about unsatisfactory performance. Therefore, where participation is advantageous to fulfill organizational goals leaders relying heavily on the democratic style tend to believe that individuals and groups function best when allowed to work together and, therefore, tend to feel that close supervision or very detailed instructions are not necessary. These managers tend to hold many meetings, reward adequate performance, and dislike disciplining employees.

The leader delegates a great deal of authority while retaining ultimate responsibility. Active two way communication (upward and downward) exists. Its limitation, on one hand, subordinates may be too involved to influence the manager even when there is no need, on the other hand, the manager may not be able to influence the subordinates to the extent needed. (Armstrong: 2006)

2.3.3. Laissez-Fair/Free-Rein Leadership Style

In this leadership style, leaders generally give the group complete freedom provide the necessary materials, participate only to answer questions, and avoid decision-making whenever possible. The leader either sets limits and the followers work out their own problems, or the individuals set their own goals. In this style, leaders depend largely on subordinates to set their own goals and the means of achieving them, and they see their role as one of aiding the operation of followers by furnishing them information and acting primarily as a contact with the group external environment, i.e. the leaders role is to serve as a logistics specialist or representative of the group outside the groups. The leaders deny responsibility abdicates authority to the group.

The laissez-faire leader is one who believes in freedom of choice for the employees, leaving them alone so they can do as they want. The basis for this style of leadership is twofold. First, there is a strong belief that the employees know their jobs best so leave them alone to do their jobs. Second, the leader may be in a political, election-based position and may not want to exert power and control for fear of not being reelected. Such a leader provides basic but minimal information and resources. (Torrington, Hall and Taylor, 2005)

There is virtually no participation, involvement, or communication within the workforce. Understanding of job requirements, policies, and procedures are generally exchanged from employee to employee. Because of this, many processes are out of control. No direction is given and the laissez-faire leader functions in a crisis or reaction mode. If there are goals and objectives, employee agreement or commitment is just assumed. Even if goals and objectives are shared, rarely is there a defined plan to accomplish them.

The application of laissez-faire style can be found with individual or groups that the manager views as being knowledgeable, independent, or motivated. Additionally, if the work group is composed of high achievers, or highly research oriented, the style has potential benefits. It gives quite freedom for subordinates, much responsibility and guidance come out of subordinates. It permits self-starters to do things as they see fit without leader. Its limitation described as if the group aimlessly drift in the absence of direction from leader, and it may make things out of control.

2.3.4. Situational Leadership Styles

Whilst behavioral theories help managers in developing particular leadership behaviors, they give little guidance as the studies ignore situations under which the styles can be used. The situational leaders have dealt with specifying the conditions under which certain leader traits and behaviors can be effective (Sharpe, 2007). In this section, some major studies that contributed to the development of leadership styles such as continuum of leadership, contingency, situational leader participation and path goal models are presented and analysed below.

One important leadership skill is to utilize the appropriate leadership style for each unique situation. An analogy is that when we plant a crop, there are available numerous varieties of seed and formulations of fertilizer. There is no best variety for all situations nor is there a best fertilizer formulation for all situations. Given, however, that we have all of the information about the field and the crop, we can select the best variety and the best fertilizer formulation.

As have been shown in studies of leadership style, an effective leader is a leader who has flexibility behavior. Good leaders know how to involve people, must also be adept at assessing the situation and choosing the most appropriate leadership style to meet the needs of the situation. For these behavior leaders need to have excellent traits, flexible pattern of behaviors, and skills and knowledge of leadership theories. These traits, skills and behaviors,

ofcourse, can be developed by instruction and experience. Goleman(2000) clearly stated that most effective executives found to use a collectionof leadership styles as needed. Though mastering many styles and being flexibility is tough to put into action, it can be learned thereby pays off inperformance. Similarly, there is no best leadership style for all situations but there is a best style or combination of styles for every unique leadership situation. You must first understand the different leadership styles and be able to select and utilize the appropriate style depending upon the situation, the individual you are leading and the relationship you have with that person. Leaders relying heavily on the often prefer to perform technical activities. These managers have very high standards for themselves and expect the same of others. These managers usually expect their employees to develop a keen sense of personal responsibility. They often have little concern for interpersonal relations and may reassign work if employee ability or willingness hampers performance.Managers using a coaching style see themselves as developing their employees and have high standards of performance. They delegate authority and allow followers flexibility in setting goals and completing tasks. They provide strong support when needed.

2.3 Concept of Human Resource Management

The concept of human resource management has been changed in respond to the need of the organization from time to time. This the reason why many different management experts and academicians have developed theories and concepts on what leadership essentially is all about, what makes a person a good leader, how leaders could become better leaders, etc.

In the contemporary world, HR managers are expected to play a critical role and cover the following five functional areas.

2.3.1. Staffing

As explained by scholarly sources it is a managerial process incorporates the different series of activities that one should follow during staffing function. The managerial function of staffing is defined as filling and keeping filled positions in the organization structure through identifying work force requirement, inventorying the people available, recruiting, selecting, placing, promoting, appraising, compensating, training and developing both candidate and comment job holders to accomplish their tasks effectively and efficiently. (Addis Gedefaw, 2005)

Staffing is an ongoing managerial process that begins with finding the right people through appropriate planning, recruiting, and selecting. But staffing doesn't end once employees are hired; management must keep and develop the staffs technical and professional knowledge through short and long term trainings, appraising's, compensating, and implementing employment decisions that determine such things as promotions, transfers, and layoffs.

On the dynamic process of staffing the obtaining of people with appropriate skills, abilities, knowledge and experience to fill jobs in the work organization; Pertinent practices are human resource planning, job analysis, recruitment and selection. After an organization's structural design is in place, it needs people with the right skills, knowledge, and abilities to fill in that structure. People are the organization's most important resource, because people either create or undermine an organization's reputation for quality in both products and services. Here is also a list of activities that will be done on the human resource units they are working on preparation of the following documents:-

Job description: - the written record of duties, responsibilities and requirements of a particular job. It gives information of about the title, locations, duties, working conditions and hazards. It is the description of job quality characteristics.

Job specification: - it is a statement giving the requirements of personnel who should be made responsible for a given job. It gives information regarding the characteristics, qualities (physical, psychological and demographic), qualifications, experience, etc. of the worker who is most suitable to carry out the activities mentioned in the job description. So it is a statement specifying the characteristics of the worker occupying the position. (Shaun, 2006)

Sources of supply are the places, agencies, and institutions to which recruiters go and seek potential candidates that will fill the vacant positions of the job needed. The sources of supply are generally categorized in to two, internal and external.

In addition, an organization must respond to change effectively in order to remain competitive. The right staff can carry an organization through a period of change and ensure its future success. Because of the importance of hiring and maintaining a committed and competent staff, effective staffing is crucial to the success of all organizations.

Staff planning is the process by which management determines how an organization should move from its current manpower position to its desired manpower position. One can also define human resource planning as the process of determining the need of the provision of adequate human resources to the job in the organization. It is designed to ensure that the personnel need of the organization will be constantly and appropriately met. Through planning management strives to have the right number and the right kind of people at the right place, at the right time, to do things which would result in achievement of maximum long term benefit for both the individual and the organization.

Basically a human resource plan consists of the following five phases or steps.

- ✦ Determining future human resource requirement of the organization. It is the process of forecasting the quantity and quality of employees which expected to attain the organizational goal.
- ✦ Determine future human resource availability. In this step the human resource department assesses different institutions, that working for developing potential workers, and examining the qualities, meeting standards, etc. of prospective employee's throughout the region.
- ✦ Conducting external and internal environmental scanning. It is a step of making assessment through the international as well as national labor market of employees.
- ✦ In this step the human resource department expected to give invaluable decision about the measuring the number of employees and make it ready the department to prepare itself for recruitment and selection of new employee according to the minimal standards. Secretly the department prepares the selection criteria and taken to use if the right time comes.
- ✦ The final step takes the necessary action/implementation to use (Shaun, 2006)

After developing the model of human resource planning the manger will try to audit the human resource content of the organization to decide on the quality and quantity of workers that might stay with the organization for the future plan. Following the human resource audit the manger is also responsible to conduct job analysis to determine the vacant position available in the organization.

2.3.2. Recruitment and Employee Selection

Direct method recruitment; on this process the recruiters are sent directly to the colleges, universities, education institutions, and contact the graduating students and select the best among them. The recruiters also contact the prospective employees directly, the recruiters may hold conference and seminars for the prospective employees and encourage them to apply for vacancies, and the recruiters may participate in job exhibitions or job fairs to attract prospective employees.

On the indirect method the organization encourage prospective employees to apply for vacancies through advertisements in newspapers, magazines, journal, websites etc. Generally the advertisements for top-level position are given in national newspapers and for lower level and workers advertisements are given in regional newspapers.

Selection is the procedure, which is concerned with securing and extracting relevant information about an applicant. The objective of the selection process is to help the organization in determining whether the applicant has the required qualifications for a specific job or position and in hiring the best candidate among all the applicants.

Having qualified and well trained personnel, to perform various jobs is a very basic necessity for any organization. Training becomes necessary because of changing technology, up production of skills and knowledge of the workers, the need to increase the productivity of the workers etc. so as to retain the competitive edge.

Training and development seem to indicate the same meaning but a detailed examination would reveal some differences. Training is a process of leaving a sequence of programmed behavior, which help the trainees in improving their job performance and better apply their knowledge whereas development covers not only performance improvement activities but also those, which enhance personality, gain better attitudes, values and behavior. The scope of development is wider than training. To understand the difference between training and development more clearly we need to look at their impact on the learning dimensions. (Addis Gedefaw, 2005)

2.3.3. Rewards

The design and administration of reward systems practices include job evaluation, performance appraisal, and benefits.

The key to an effective reward system is an understanding of what it is that employees need and expect from the work situation. Traditionally, employers have taken the rational economic man approach, resting on assumptions that laborers is exchanged for financial gain, usually in the form of wages or salary. This was an exchange or transactional relationship in which laborers was exchanged for payment, a reward extrinsic or independent to the actual work. But money is not the only incentive and modern employment contracts spell out the details not only of wages but other benefits, an important one being job security. (Collings and Wood, 2009)

While many employees regard wages as an essential, they also regard it as equally important that these wages are secured on a regular basis. In times of economic uncertainty, the protection afforded by job security becomes highly valued. This means that, in times of recession, job seekers will tend to opt for securer jobs, even if this means foregoing some pay; this will make public sector jobs more sought after at such a time. Ironically, employees' quest for job security may work against the need for organizations to be quick to react to fluctuations in demand, limiting their capacity to be flexible. The financial responsibilities of modern living mean that most employees will deem it necessary that there is a long term basis to their ability to provide family support and meeting financial commitments.

2.3.4. Employee Development/Performance Appraisal

Performance appraisal is a process of evaluating an employee's performance of the job assigned. Performance appraisal is a step which tells the management how effective their process of recruitment, selection and training are. It basically involves the estimation of the value, excellence and quality of the personnel of the organization. Performance appraisal is also called as merit ratings, employee evaluation, progress report, staff assessment etc.

People work in organizations for the sole purpose of earning enough money to live comfortably and satisfy all their needs. Wage and salary administration is the establishment and implementation of sound policies and practice of employee compensation. Compensation

is just the reward for the work done by an employee and it should be balanced so as to keep the parties, the employer and the employee happy and satisfied. Compensation includes the money paid as reimbursement. The organization human resource management unit should analyze training requirements to ensure that employees possess the knowledge and skills to perform satisfactorily in their jobs or to advance in the organization. Performance appraisal can identify employee key skills and 'competencies'.

2.3.5. Employee Maintenance

Employee maintenance is the administration and monitoring of workplace safety, health and welfare policies to retain a competent workforce and comply with statutory standards and regulations.

2.3.6. Employee Relations

Under this heading may be a range of employee involvement/ participation schemes in union or non-union workplaces. In a union environment, it also includes negotiations between management and union representatives over decisions affecting the employment contract.

In order to perform these lists of activities Human Resource Management of an organization can be structured in such a way that best suit the demand, environment and culture of the organization. Moreover managers of the organization should follow and practice different style of leadership to manage human resource of their organization.

2.4 Roles of Leadership

In respond to the continuous change in the concept of human resource management the role of leaders in managing human resource of organization has also changed, subsequently a numerous models about leadership roles are developed by different academicians in different time. (Akbar Ali; October 2012 Vol.4, No.6).

Although different models are available in the literature, the researcher chose to assess the leaders' skill of playing their role in managing human resource using the recently developed "CLICKS PRIDe" model that encompasses the ten competencies which are very advanced and innovative and really fulfill the need of each leader to accomplish his/her well-defined role the organization. (Michael Armstrong, 2006)

The name “CLICKS PRIDE” is given for the model by taking the first letters of the ten competencies comprise in the model. These ten competencies are Communication, Learning, Influence, Confidence, Knowledge, Strategy, Priorities, Relationship, Integrity and Delegation. (Akbar Ali; 2012 Vol.4, No.6)

As cited in Akbar Ali the ten competencies of the leader, his/her well-defined role in the respective organizational contexts will be reviewed and presented as follows: (2012 Vol.4, No.6)

2.4.1. Communication

Now a day, organizations function by means of the collective action of people, yet each individual is capable of taking independent action which may not be in line with policy or instructions, or may not be reported properly to other people who ought to know about it. Good communications are required to achieve coordinated results.

Organizations are subject to the influence of continuous change which affects the work employees do, their well-being and their security. Change can be managed only by ensuring that the reasons for and the implications of change are communicated to those affected in terms which they can understand and accept. Especially leaders should have best communicative skill, because they are managing human resources of the organization.

Central to most contemporary perspectives in the study of leadership and communication is the notion that leadership is symbolically or socially constructed. In other words, leadership is viewed as an ongoing “conversation” between leaders and followers in which “talk” or communication can be conceived of as doing the work of leadership, that is, reducing uncertainty and ambiguity and facilitating a group toward accomplishing shared goals and objectives. Thus, whether in communicating his or her vision of the future to a large group of followers or in conducting his or her every day and routine interactions with others, the leader is inescapably involved in the communicative processes of managing meaning and “framing” reality.

Akbar Ali, in his article which is published on 2012, mentioned different scholars’ point of views working on the communicative skill of leaders and he states that leader should be

“Pumping Station” not a “bottle neck.” so that the ideal leaders equipped with themselves a good interpersonal communication skills.

In the leadership literature there is an increasing emphasis on the importance of interpersonal communication skills. Effective communication skills include not only the delivery of messages but also willingness to listen once ideas with patience.

2.4.2. Learning

As stated by Akbar Ali contemporary management practices indicate that many leading companies have recognized the strategic importance of human resources and have adopted an investment perspective toward these resources. There is recognition of the importance of having superior quality (qualified) human resources, so that in order to get those professionals each and every organization going on the field of competition. He also mentioned the description stated by the management scholar Edward Lawler as follows:

To be competitive, organizations in many industries must have highly skilled, knowledgeable workers. They must also have a relatively stable labor force since employee turnover works directly against obtaining the kind of coordination and organizational learning that leads to fast response and high-quality products and services.

Different research findings that have been conducted in different time and geographical coverage shows the level of importance of creating organizational learning systems. For instance, Ji Hoon Song in 2008 did his PhD Dissertation on the integrative determinants of organizational performance improvement: the impact of dimensions of learning organization and dynamic knowledge creation. In his study he has identified the structural pathways of the learning organization cultural aspects and knowledge creation process as they relate to determinations of the perceived organizational performance improvement in the Korean context.

2.4.3. Influence

Influence and power are inextricably linked. In fact, some scholars think that understanding power and the use of influence might be the most important concepts in all of leadership. Power is defined as the capacity to cause change. Influence is the degree of actual change in a target person's attitude, values, beliefs, and behaviors.

Leadership involves influencing other people to facilitate the performance of collective work. To be effective, a leader must influence others to carry out requests, support proposals, and implement decisions. In large organizations, a leader must be able to influence superiors and peers as well as subordinates. The success of an attempt by one person (the “agent”) to influence another person (“the target”) will depend to a great extent on the agent’s influence behavior. The most common form of influence behavior in organizations is a “simple request” based on legitimate power. Target compliance is likely for a simple request that is clearly legitimate, relevant for the work, and something the target person knows how to do. However, if the requested action would be unpleasant, inconvenient, irrelevant, or difficult to do, then a “proactive influence tactic” may be necessary to gain target compliance or commitment.(Torrington, Hall and Taylor, 2005)

In addition to the type of tactics used by the agent, the outcome of any particular influence attempt is affected by other examples such as the power and authority of the agent, the type of influence objective, the perceived importance of the request, cultural norms about the use of the tactics, and the amount of mutual trust and friendship between the agent and target. An influence tactic can result in resistance if it is not used in a skillful manner, or if it is used for a request that is improper or unethical. Effective leaders understand what tactics are appropriate in a particular situation and how to use them.

Educational leaders are those people who guide, manage, and, when need be, transform schools. Sometimes educational leaders have been chosen and given power (superintendents, principals, chancellors) and sometimes they are people within the school community who gain power or influence through their personalities and actions (students, parents, and teachers). In some few cases, people outside the school system or community lead through their ideas (influential authors, for instance). Schools present unique challenges to their leaders, and understanding educational leadership requires a deep and detailed understanding of how schools work. A school principal is certainly at the core, if not always the leader, of a school. (Torrington, Hall and Taylor, 2005)

2.4.4. Confidence

Self-confidence is the fundamental basis from which leadership grows. As reflected by Akbar Ali's article in his advanced leadership model confidence served as one of the competency that leaders should have at hand on their ordeal. So that they can play the role expected from them. He also underlined the paramount importance of one's own confidence to measure the leader's ability; when he has made a comparative study on role played by leaders of public and private sector organization in Pakistan.

Confidence is the cornerstone of leadership. A leader that is technically qualified for the position, but lacks confidence, will find it difficult to lead others. Trying to teach leadership without first building confidence is like building a house on a foundation of sand. It may have a nice coat of paint, but it is ultimately shaky at best. In reality, self-confidence is a more important asset than skill, knowledge, or even experience. Without confidence, you will find it difficult to make tough decisions, lead meetings with authority, get people to communicate with you candidly, and be open to feedback, particularly when it is of the constructive type. Without confidence, you will second guess your decisions and find yourself becoming defensive, when challenged. (Peter Barron Stark, 2012, <http://www.peterstark.com/2012/role-confidence-leadership/>).

Generally, when a leader exhibits confidence, it makes it easier to trust that leader, and people want to work with leaders they trust.

2.4.5. Knowledge

Knowledge is increasingly claimed to be a key critical resource and source of competitive advantage in the modern global economy, especially with the rise of the service economy, the growth in the number of "knowledge workers", the increasingly rapid flow of global information, and the growing recognition of the importance of intellectual capital and intellectual property rights.

A newly emerging economic world order is experiencing profound changes in the way we manage our most precious resource that is human talent. Modern management concepts are

evolving from practitioners not from the theoreticians, its foundation had not theoretical academic or research based sources. Leading (and being led) is more a function navigation and networking than the traditional command-and-control systems with which we are familiar.

Most smart executive managers have seen beyond the limitations of an information society, technology-enamored strategies and the dot.com phenomenon. Modern leaders do not fear the speed of change; they embrace an agenda of learning. They know that effective management is not a matter of having the most knowledge; it is about knowing how to use it. It is not enough to know modern management concepts; you must show ability in how they get implemented

Akbar Ali, pointed out that "Knowledge is increasingly claimed to be a key critical resource and source of competitive advantage in the modern global economy, especially with the rise of the service economy, the growth in the number of "knowledge workers", the increasingly rapid flow of global information, and the growing recognition of the importance of intellectual capital and intellectual property rights." And he introduced in his own innovative model naming Advanced Leadership Model.

2.4.6. Strategy

John Bratton and Jeffrey Gold in their book titled *Human Resource Management Theory and Practice* defined human resource planning as:

Strategy for the acquisition, utilization, improvement and preservation of an organization's human resources. And if business strategy and plans find their expression in measurable financial, marketing and production targets, the manpower plan represents a response of the personnel function to ensure that the necessary supply of people is forthcoming to allow the targets to be met (2000).

Likewise, Akbar stated that leaders of an organization to have predesigned plan and well organized strategic activity map to execute the man power efforts strategically. The leadership group spends time working on issues of long-term importance, including common policies, common direction, and organizational development/improvement initiatives.

An effective HR strategy is one that works in the sense that it achieves what it sets out to achieve. In particular, it:

- ✚ Will satisfy business needs;
- ✚ Is founded on detailed analysis and study, not just wishful thinking;
- ✚ Can be turned into actionable programs that anticipate implementation requirements and problems;
- ✚ Is coherent and integrated, being composed of components that fit with and support each other;
- ✚ Takes account of the needs of line managers and employees generally as well as those of the organization and its other stakeholders.

According to Michael Armstrong a good strategy is one which actually makes people feel valued. It makes them knowledgeable about the organization and makes them feel clear about where they sit as a group, or team, or individual. It must show them how what they do either together or individually fits into that strategy. Importantly, it should indicate how people are going to be rewarded for their contribution and how they might be developed and grow in the organization. (2006)

He added HR strategies need to be congruent with the existing culture of the organization, or designed to produce cultural change in specified directions. This will be a necessary factor in the formulation stage but could be a vital factor when it comes to implementation. In effect, if what is proposed is in line with 'the way we do things around here', then it will be more readily accepted. However, in the more likely event that it changes 'the way we do things around here', then careful attention has to be given to the real problems that may occur in the process of trying to embed the new initiative in the organization.

'Benchmarking' (comparing what the organization does with what is done elsewhere) is a valuable way of identifying areas for innovation or development that are practiced to good effect elsewhere by leading companies. But having learnt about what works and, ideally, what does not work in comparable organizations, it is up to the firm to decide what may be relevant in general terms and what lessons can be learnt that can be adapted to fit its particular strategic and operational requirements. The starting point should be an analysis of the business needs of the

firm within its context, culture, structure, technology and processes). This may indicate clearly what has to be done. (Armstrong, 2006)

There are several factors that would have been considered in the discussion of strategic human resource investment decisions. These will include management's values, views of risk, the economic rationale for investment in training, utility theory, and alternatives to human resource investments. Investments in training are covered in this section because they are fundamental to the capacity building of human capital. Firms also invest in many other human resource practices with the expectation that there will be impacts on performance and financial returns.

2.4.7. Priorities

Competition organization performance and effectiveness require priority to be set and efficient allocation of the organization's scarce resources in order to meet its objective and maximize the impact of its actions. Priority setting and resource allocation can be used as tools to enhance agency performance and effectiveness.

A leader should be capable to prioritize the activities (Akbar Ali) prioritization organizational activities are in effective way of utilizing scarce resources. The leader could have potential power to achieve his/her organizational goal with limited resources in priority setting activities.

The main objective of priority setting is to ensure that resources are not too spread out, which would have the consequence of many objectives being pursued but of low or no impact.

Priority setting targets activities that have a high impact on the organizations welfare. Furthermore, prioritization was also identified to significantly reduce internal stress and improve productivity. As a result; priority setting is identified as an effective tool for using limited resources effectively and to protect the market economy system. (United nation, Prioritization and resource allocation as a tool for agency effectiveness, 2013)

2.4.8. Relationship

The HR function provides guidance and training and will develop and help to introduce and maintain formal processes; but it does not do line managers' jobs for them. However, in their role as industrial relations specialists, HR practitioners may deal directly with trade unions and their representatives. They are also likely to have a measure of responsibility for

maintaining participation and involvement processes and for managing employee communications. They could and should play a major role in developing employee relations strategies and policies that aim to:

- ✚ Achieve satisfactory employment relationships, taking particular account of the importance of psychological contracts;
- ✚ Build stable and cooperative relationships with employees which recognize that they are stakeholders in the organization and minimize conflict;
- ✚ Achieve commitment through employee involvement and communications processes;
- ✚ Develop mutuality – a common interest and understanding in achieving the organization's goals through the development of organizational cultures based on shared values between management and employees;
- ✚ Clarify industrial relations processes with trade unions and build harmonious relationships with them on a partnership basis.

Relationship building expresses it as a leadership role which is the sum of five sub roles which include supporting, harmonizing, energizing, tension relieving and facilitating. A good leader/Manager should be able to establish and maintain cordial relationships with the people in the organization. In these capacities HR practitioners can make a major contribution to the creation and maintenance of a good employee relations climate.

2.4.9. Integrity

Integrity is defined in Wikipedia as:

A) Quality of being honest and up-right in character.

B) Condition of being complete.

Most leaders recognize the importance of having a reputation of integrity, even if their lives do not reflect it. Politicians work hard at making claims that their opponents are bereft of character. Sports icons spend thousands creating and protecting an image of honesty. They realize their “believability” translates into millions of dollars in endorsements. The article entitled “The Role of Leadership in Human Resource Management – Proposing Conceptual Framework of Advanced Leadership Model” Akbar Ali, had been quoted Petric (2000), who identifies the challenge of holding contemporary business leaders accountable for enhancing the intangible strategic asset of integrity capacity in organizations.

2.4.10. Delegation

Delegation of authority is one vital organizational process. It is inevitable along with the expansion and growth of a business enterprise. Delegation means assigning of certain responsibilities along with the necessary authority by a superior to his subordinate managers. Delegation does not mean surrender of authority by the higher level manager. It only means transfer of certain responsibilities to subordinates and giving them the necessary authority, which is necessary to discharge the responsibility properly. Delegation is quite common in all aspects of life including. (Gaurav Akrani, 2010, Delegation of Authority principles and importance of Delegation)

Successful delegation involves turning the right tasks over to the right people for the right reasons, with the resources and authority to act. It requires giving employees enough information, authority, and resources to get the job done the way it needs to be done.

Delegation skills are critical to a leader's ability to manage time. Leaders do not have to do everything. Their role is to ensure completion, monitor ongoing progress, and affirm that interventions produce results. A leader's effectiveness is maximized by assigning appropriate tasks and projects to staff nurses and other administrative support personnel.

As it is described by Gaurav Akrani, 2010 there are several reasons that a leader should delegate others', some of the objectives are:

- ✚ To reduce the excessive burden on the superiors i.e., executives and managers functioning at different levels.
- ✚ To provide opportunities of growth and self-development to junior executives.
- ✚ To create a team of experienced and matured managers for the organization. It acts as a technique of management and human resource development.
- ✚ To improve individual as well as overall efficiency of the organization.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research methodology

This study adopted descriptive research method. The descriptive research technique used to assess and describe the roles that leaders of selected Woreda education offices of Afar regional state played in managing human resources. The researcher used survey studies since it help to provide information on large groups of people, with very little effort, and in a cost effective manner. Furthermore, it allows researchers to assess a wider variety of behaviors and other phenomena than can be studied in a typical naturalistic observation study. (Henn, Weinstein and Foard: 2006) (Scott, Vanderstoep and Johnston: 2009) (Marczyk, DeMatteo, and Festinger: 2005)

The reason for employing this method is that it used to describe the important features of the data in the survey and generalization of the results is made in a very controlled way indicating the areas covered and within the given scope.

“New Leadership qualitative scholars tend to embrace post-positivism and use qualitative methods to complement or extend quantitative findings. Scholars from emergent perspectives of leadership, often characterized by postmodernist sensibilities, view qualitative inquiry as the way to frame and address questions that cannot be answered by quantification.” (Marczyk, DeMatteo, and Festinger: 2005)

Although, there is no consensus exists about whether qualitative or quantitative methods sufficiently describing the leadership behavior of the subjects in education sector the researcher uses both methods for the sake of validity and reliability of the data. Bernard M. Bass, editor of the Handbook of Leadership published every decade, says that more and more “there are efforts to ‘triangulate’ quantitative and qualitative research for increasing confidence in both” (cited in Marczyk, DeMatteo, and Festinger: 2005). Scholars agrees that there is a growing appreciation of the need for both methods in leadership research.

Through thorough analysis of empirical data content analysis would have been conducted for collected data from all sources. This involves transforming qualitative open-ended survey responses into quantitative data. This may involve developing coding procedures, establishing the reliability of the coding procedures, and developing careful data screening and cleaning procedures.

3.2. Data Source

The data for the study were drawn from both primary and secondary sources. However, the study is mainly depend on the primary sources of data. The researcher employed the questionnaire, structured interview, and observation as instruments of data gathering because it is best used to elicit the respondents' perception. The primary data were collected from the selected Woredas' education office leaders, process owners of the two process units structured by the recently implemented BPR in woreda capacity building and civil service offices and all professional and semi- professional employees of the Woredas education offices. Moreover elementary schools principals and vice principals of the selected Woredas will be the sources of the research primary data sources, which the study mainly relies on.

The secondary data were collected from different documents, such as policies and strategies of the regional bureau, regional statistical abstracts, annual reports, ESDP (Education Sector Development Program) manuals, journals, and others written documents will be reviewed.

The reasons why the researcher depends on both qualitative and quantitative data sources will be explained as follows.

- ✦ To explore a phenomenon that has not been studied before (and that may be subsequently developed quantitatively).
- ✦ To add rich detail and nuance that illustrates or documents existing knowledge of a phenomenon, generated quantitatively.
- ✦ To better understand a topic by studying it simultaneously (triangulation) or concurrently with both methods (mixing quantitative and qualitative methods at the same time or in cycles, depending on the problem).
- ✦ To advance a novel perspective of a phenomenon well studied quantitatively but not well understood because of the narrow perspectives used before. (Marczyk, DeMatteo, and Festinger, 2005)

3.3. Sample Size and Sampling Techniques

Afar regional state has five Zones and 32 Woredas. Ten Woreda Education offices two from each zone are selected for the survey. Although the number of woredas selected for the study are not believed to represent the overall situation in the region, the Woredas from each zonal administration were selected randomly by using quota method. Accordingly, the target population comprises four clusters. The target population and sample from each categories are presented in the following table.

Table 1: Sample size from Woreda education and capacity building offices

No	Zone	Selected Woreda	Informants from the selected Woredas				% of the sample from the population
			WEO leaders	Process owners	WEOexperts	Total	
1	Awsi	Dubti	4	2	7	13	100%
2		Ayssiat	4	2	7	13	100%
3	Qilbet	Ab-ala	4	2	7	13	100%
4		Dalol	4	2	7	13	100%
5	Gebi	Awash	4	2	7	13	100%
6		Amibara	4	2	7	13	100%
7	Fenti	Gulina	4	2	7	13	100%
8		Ewa	4	2	7	13	100%
9	Hari	Dalifage	4	2	7	13	100%
10		Dewe	4	2	7	13	100%
Total			40	20	70	130	

As it is presented in table 1 the first cluster includes Woreda education offices heads and three process owners of the office (each Woreda education office has three process units, and all owners of the process units in the selected ten Woreda education offices are included in the sample, forty in number) and the second cluster has professional and semi-professional staff from each Woreda education offices, excluding the leaders of Woreda education offices, and this cluster would have 70(seventy) participants. Since the administrative and supportive staff of woreda education offices are managed by the process units in the woreda capacity building and civil service office, the third cluster is encompasses process owners of human resource development and administration process units of woreda capacity building and civil service offices, in this cluster two process owners from each woreda and a total of 20 were included in the survey.

Table 2: Sample size from elementary schools

No	Selected Woreda	No of elementary schools in the Woredas(Population)	No of selected elementary schools	Informants from the selected schools			% of the sample from the population
				Principal	V/Principal	Total	
1	Dubti	24	12	12	12	24	50.00
2	Ayssiat	11	6	6	6	12	54.55
3	Ab-ala	10	5	5	5	10	50.00
4	Dalol	19	9	9	9	18	47.37
5	Awash	14	7	7	7	14	50.00
6	Amibara	27	14	14	14	28	51.85
7	Gulina	14	7	7	7	14	50.00
8	Ewa	12	6	6	6	12	50.00
9	Dalifage	13	7	7	7	14	53.85
10	Dewe	14	7	7	7	14	50.00
Total		158	80	80	80	160	50.63

As it is indicated in table 2, among 156 elementary schools in the selected Woredas principals and vice principals of proportional and randomly selected 80 elementary schools would be grouped as the fourth cluster, in this cluster 160 principals and vice principals of elementary schools will be counted in the sample. The total sample size of the population comprises four different groups and a total number of the population expected to be 290 individuals. Those varieties of clusters help the researcher to evaluate the validity of his data from different angles.

3.4. Data Gathering Tools and Collection Procedures

The primary data collection instruments will include the following techniques (tools):-

3.4.1. Interview of key informants (in-depth interviews)

Structured interviews were made with the selected ten Woreda education office leaders and HRD and HRA process owners in woreda capacity building and civil services office.i.e. 60 informants were participated in the interview. The purpose of having interview is to assess the

leadership problems in managing human resources. The researcher believes that many different kinds of knowledge, skills and attitudes can be assessed through interviews basically to understand the role and problem of leadership among different managerial levels in Afar region. In any of the interviews, semi-structured interview guide were prepared to manage the necessary questions that have to be covered. The informants were interviewed based on the structured interview questions which are indicate in annex 2 and annex 3. Twenty interview sessions were conducted, two in each woreda, and the response of the informants for every question were written and organized for the analysis.

3.4.2. Questionnaires

Questionnaires were used to generate the necessary information from large number of respondents. This is a particularly important method for appropriate data collection technique that involves determining the content and structure such as open-ended, Likert scales type of the questions. So, Likert scale and open ended questions were used to assess the roles and main obstacles of the selected Woreda education office leaders in human resource; Woreda education office experts and elementary school principals in the selected Woredas were included in the questionnaire. The items of the question are prepared based on guiding questions and reviewed literatures. It has two parts, the Likert scale, in which 26 different items that are used to assess the style of leadership that is dominantly practice and the ability and extent of playing leadership role in managing HR of woreda education offices. The second part of the questioner is open ended question in which there are two questions that respondents were asked to put their opinion on the problem and give their suggestion to alleviate the problem.

Significantly, the survey would be subjected to a procedural analysis in which it is administered to numerous individuals to determine whether (a) it is clear and understandable and (b) the questions get at the type of information that the researcher planned and designed to collect. When the study uses Likert scales it is favored for evaluating certain response patterns to see whether there is a problematic response that emerges by restricted variability in responses for instance, all items rated high, all items rated low, or all items falling in between.

3.4.3. Observation

Observation is one of the tools which help to have thorough understanding of the subject matter in face to face interaction. So that the researcher see things in their natural settings and

report the subjects detailed views and perspectives with a given sources of data. The nature of the research question (using how and what) led the researcher to use observation. As indicated by Creswell (1998) the explorative nature of the research topics, the need to present detailed view of the topic, the study supposed to be assessed in participants' natural settings.

3.4.4. Documents

Checklists were prepared and collected information from personnel and REB records and documents to gather information about the qualification of the educational leaders, recruitment, placement, promotion and complaint procedures and decisions had been made would be examined through and other official documents.

3.5. Techniques of Data Analysis

The quantitative and qualitative data collected from different sources by using the above mentioned data collection tools were analyzed using both quantitative and qualitative methods. Quantitative data collected from the two respondents' categories, the school principals and experts of Woreda education offices will be analyzed using descriptive statisticssuch as frequency and percentage; moreover chi-square test will be used to check whether there is a significance opinion difference between the two respondents' categories of the questionnaire, school principal and experts of Woredaeducation offices.

This is done by grouping the data collected from the respondents in to three i.e.; positively responded for agree and strongly agree, Neutral for undecided and negatively responded for disagree and strongly disagree, then p-value is calculated and compered with $\alpha=0.05$; for 95% confidence interval and with the degree of freedom equals 2. The expectancy value of the total data from the two respondent categories is calculated and the p-value of chi-square test for the actual and expected data is done for the data using Microsoft excel. Then finally the qualitative data collected from the open ended question of the questionnaire and semi structured interview will be analyzed and triangulated with the qualitative data.

4. DATA PRESENTATION AND ANALYSIS

This chapter consists of descriptions and analysis of the data collected through different techniques. The first part describes the general characteristics of the respondents'. Then, the main theme of this study namely the leadership problems in managing human resources of selected Woredas of Afar regional state focusing on various detailed dynamics is discussed. In so doing, the data gathered through semi-structured questionnaires the homogeneity of the respondent's opinion was checked by Chi-square test and are triangulated with data acquired through semi structured in-depth interview of the key informant.

4.1. Characteristics of the Respondents

Two hundred and ninety respondents participated in the survey. More specifically 40 woreda education office leaders, 20 HRD and HRA process units owners of woreda capacity building and civil service office and 70 experts of the selected Woredas' education offices and 160 Principals and Vice principals of 80 elementary schools in the selected Woredas were part of the study. However, 8 experts' of Woreda education offices and 18 school principals were not responded the questionnaire properly, so the response obtained from 62 Woreda education offices experts and 142 school principals is included and used for the purpose of the research. In addition to this 30 process owners and 10 heads of the selected woreda education offices and 20 HRD and HRA process units' owners of woreda capacity building and civil service office were participated in the semi structured interview. So total of 224 respondents participated in the survey. The general characteristics of key informants of the survey based their Socio-demographic factor is presented in this part of the study.

Table 3: Description of respondents by educational qualification and gender

No	Occupation / Position	Educational Qualification										Total
		10 /12/comp lete		Certificate		Diploma		BA,BED, BSC		MSC /MA		
		M	F	M	F	M	F	M	F	M	F	
1	WEO leaders	6	2			2	0	26	4			40
2	process unit owners							18	2			20
3	WEO experts			12	3	12	4	34	5			70
4	School principals					43	12	92	13			160
Total		6	2	12	3	57	16	170	24	0	0	290

As depicted in the Table3, 20.00% of the woreda education leaders are only high school graduates, 5.00% of them have diploma and 75.00% of the leaders have university degree. All of the process owners in the woreda capacity building and civil service office are degree holders. Of the experts in woreda education offices 21.43% have certificate, 22.86% have college diploma and 55.71% of them degree holders. 34.38% of school principals have diploma while the rest (65.62%) have degree.

Generally 2.76% of the respondents are high school graduates and maximum educational qualification for 5.17% of the respondents is certificate while 25.17% of the respondents have acquired college diploma and majority (66.90%) of them are degree graduates.

In terms of the gender distribution 15.52% are female and 84.48% of the respondents are male; when we go through in detail 85.00% of the woreda education leaders are male and only 15.00% are female, of the HRD and HRA process units' owners of Woredas capacity building and civil service offices only 10.00% are female. Similarly only 17.14% are female and 82.86% are male. The percentage of female school principals is 15.63% and 84.38% are male

Table 4: Respondents' characteristics based on Age and year of experience

No	Item	Range	Respondents Categories				Total
			WEO leaders	Process units owners	WEO experts	Principals	
1	Age	20-30	9	3	28	34	74
		31-40	22	11	36	92	161
		41-50	7	6	5	28	46
		Above 50	2		1	6	9
2	Work Experience	Below 5	8	2	13	5	28
		5-10	12	6	21	42	81
		11-15	6	4	28	62	100
		16-20	9	5	6	46	66
		Above 20	5	3	2	5	15

As it is seen from Table 4 25.52% of the respondents were in between the age of 20 and 30, more than half of the respondents 55.52% were aged in the range between 31 and 40, the age some 15.86% respondents fall in the range 41-50, and only 3.10% of the respondents are above the age of 50.

As shown in the above table work experience of respondents somehow distributed normally; small proportion; 9.66% and 5.17% of respondents have experience less than 5 years and above 20 years of experiences respectively. While 27.93% and 22.76% of the respondents have work experience between 5 to 10 and 16 to 20 years of work experience correspondingly; and 34.48% have work experience from 11 to 15 years.

4.2. Leadership Style

In chapter two it is described that there are different types of leadership that are practiced by leaders and the effectiveness of the style of leadership that the leader exhibits depends on the environment it is deployed.

Respondents were asked to show the level agreement or disagreement for the statements that are stated to know which of the four style of leaderships that leaders of woreda education offices dominantly practicing. The reaction of the respondents for the statement is presented in the following table.

Table 5: Leadership Style

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders retains all authority and responsibility	WEO experts	1	4		45	12	62
		Principals	3	18	1	108	12	142
2	WEO leaders relies more on punishment and rewards	WEO experts		10		45	7	62
		Principals	2	25	2	98	15	142
3	Leaders of WEO exhibited participatory management style	WEO experts	3	7		43	9	62
		Principals		24		99	19	142
4	WEO leaders create conducive working environment	WEO experts	1	12		38	11	62
		Principals		24	5	98	15	142
5	WEO leaders gives complete freedom to subordinates	WEO experts	7	32		17	6	62
		Principals	28	62	2	42	8	142
6	WEO leaders don't want to participate in decision-making unless requested	WEO experts	7	32		17	6	62
		Principals	28	62	2	42	8	142
7	Leaders of WEO tries to act based on the situation	WEO experts		2	1	48	11	62
		Principals	6			124	12	142
8	WEO leaders manage their subordinates based on their behavior	WEO experts		2	2	44	14	62
		Principals		8		124	10	142

As it is seen in table 5, respondents of different categories were asked to react for similar items and it has been found that only 8.02% of WEO experts and 14.78% of school principals were reacted positively while 91.94% of WEO experts and 84.51% of school principals were reacted negatively for the item that states leaders of WEO leaders retains all authority and responsibility (Item 1). Similarly 16.13% of WEO experts and 19.01% of school principals were reacted positively while 83.87% of WEO experts and 79.58% of school principals were reacted negatively for the statement states that WEO leaders relies more on punishment and rewards (item 2 of table 5). This indicates only 12.10% of WEO experts and 16.90% of school principals were said that leaders of WEO have been practicing an Autocratic leadership style. The pi-value obtained from the Chi-square test of the two respondent categories for the above two items are 0.33 and 0.56 which is far greater than 0.05; and the result of the chi square test shows that there is no significant difference between the response obtained from the two respondent categories,

As it is shown in table 5; 62.90% of the Woreda experts and 63.38% of school principals has shown their agreement for the statements states that WEO leaders gives complete freedom to their subordinates and leaders of WEO don't want to participate in decision-making unless requested (item 5 and 6 of table 5). The pi-value obtained for the calculated Chi-square test is 0.63 for both the statements in item 5 and 6; which is much greater than 0.05 and this tell us that we are 95% confident that there is no significant opinion difference among the two respondent categories responded for the above two items. More generally it is understood that 62.90% of the Woreda experts and 63.38% of school principals were said that their leaders dominantly practicing Laissez-Fairs leadership style.

Only small proportion of respondents; 16.13% of Woreda experts and 16.90% of school principals has shown their agreement for the statements states Leaders of WEO exhibited participatory management style (item 3 of table 5). Likewise 20.97% of Woreda experts and 16.90% of school principals has shown their agreement for the statements stated in item 4 of table 5. This shows in average 17.72 % of the respondents believed that third leaders have been practicing democratic leadership style.

Insignificant percentage of respondents; only 3.32% of WEO experts and 4.93% of school principals, generally 4.08% of the informants believed that their leaders have been leading their human resource depending on the situation behavior of their subordinates.

Generally the data collected from the respondents has revealed 63.38% of the respondents believed that their leaders are Laissez-Fairs, 17.72% of the respondents has responded that they have leaders who have practicing democratic leadership style, while 14.50 % and 4.08% of the respondents said that their leaders are practicing autocratic and Situational leadership style respectively.

Moreover, majorities of respondents mentioned in the open ended items of the questionnaire, that one of the prevalently seen problems of Woreda education in managing the human resource is the Laissez-Fairs leadership style of the Woreda education heads, similarly process owners of the three process units of Woreda education offices discloses the Laissez-Fairs leadership style of the heads.

4.3. Roles of Leadership in Managing Human Resource

4.3.1. Communication

As it is clearly described in chapter two, communication is one of the skills that an effective leader should acquire to play the role expected in managing human resource of the organization.

Respondents were asked to show their agreement or disagreement for the statement that positively stating the communication skill of Woreda education leaders. The reaction of the respondents for the statement is presented in the following table.

Table 6: Communication

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	<i>Leaders of WEO have good interaction with the subordinates</i>	<i>WEO experts</i>	9	37		13	3	62
		<i>Principals</i>	23	81	2	23	13	142
2	<i>WEO leaders have good understanding and communication skill</i>	<i>WEO experts</i>	9	37		13	3	62
		<i>Principals</i>	23	81	2	23	13	142

As it is shown in Table 6, 9 (14.52%) of experts of Woreda education offices and 23(16.20%) of school principals were strongly agree with the statement that states positively about the communication skill of Woreda education leaders. Most of the respondents; 37 (59.68%) of experts and 81 (57.04%) of school principal agreed with the stated statement, some 13 (20.97%) of experts and 23 (16.20%) of school principals were showed theirdisagreement on

the stated statement, another 3 (4.84%) of experts and 13 (9.15 %) of school principals were strongly disagree with the statement.

Generally, majority (about $\frac{3}{4}$) of the respondents, which is 46 (74.19%), of experts in Woreda education offices and 104 (73.24%) of school principals have positively responded for the statement claimed Woreda education leaders have good understanding and communications skill. And 16 (25.81%) of experts and 36 (25.35%) of school principals have reacted negatively for the statement.

Chi-square test is done to see if there is any significant difference between the two informant categories; the Woreda education office experts and schools principals, on their response to the statement. The P value obtained from the calculated Chi-square test is 0.64, which far greater than 0.05; and this shows that there is no any evident to say there is significant difference between the respondent opinions on the positively stated statement about the communication skill of their leaders.

The observation during interview with the leaders of Woreda education offices also confirms that most of the leaders of Woreda education offices are easily understandable and have good communication skill.

4.3.2. Learning

Literature reviewed in chapter two of this study shows how it is important to have need assessment and prepare trainings the fills the gap observed during the assessment. And it is mentioned that organizations should think the expense incurred to cover the training cost as an investment.

Respondents were asked to show their level of agreement on the statement that is constructed to assess the learning behavior of the selected Woreda education offices and see the role of leaders of Woreda education offices in creating learning environment; statements that stated, there is a continuous skill gap assessment conducted on employees of woreda education offices and training are prepare to fill the skill gap observed during the need assessment. The reaction of the respondents is analyzed based on two ideas; the organization culture of conduction training need and skill gap assessment, and preparation of training the fill the gap and empower their subordinates. The respondent's reaction for the statements stated that their leaders were continuous skill gap assessment and trainings are prepared based on the need assessment that have been conducted is presented in the following table.

Table 7: Learning

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	Training need assessment is regularly conducted	WEO experts		1	1	54	6	62
2	Teacher's performance is regularly evaluated	Principals		2	8	83	49	142
3	Training was helpful to improve performance	WEO experts		2	3	39	18	62
		Principals	64	58	2	18		142

The above Table 4.3.2 is an excerpt that shows only insignificant number of respondents, which is 1 (1.16%) of the experts and 2 (1.14%) of school principals were responded positively (strongly agree and agree) for the statement stated that there had been skill gap assessment conducted in their respective offices and schools. almost all of the respondents, 60 (96.77%) of experts and 132 (92.96%) of school principals were reacted negatively (disagree and strongly disagree) to the statement that claim there were a continuous skill gap assessment conducted in their offices and schools.

The respondents were also asked to react of the statement claim that the leaders of woreda education offices were providing education and trainings that fill their skill gap and enable them to contribute their share for the success of their organization. Most of the respondents 39 (62.90%) and 18 (29.03%) of the woreda education experts were strongly disagree and disagree for the stated statement respectively. In the contrary and 49 (34.51%) and 85 (58.45%) of the schools principals were showed their strong agreement and agreement for the above statement respectively. As it is clearly observed the two respondent categories reacted very differently for the claim stated above; however the researcher got back and communicated with school principals; and it confirmed that the school principals were reacting for the claim perceiving that they were asked whether they were provided with different trainings and got the chance to upgrade their educational qualification. And they react positively because they have got the chance to be admitted in the summer program of different universities. Besides they have got different training that were proposed and organized by the regional education bureau, however the trainings were not based on the training need they have.

Moreover the result obtained from the interview conducted with leaders of woreda education offices revealed that they didn't even thought that it was their duty to assess the skill gap of

their subordinate and prepare trainings based on the assessment conducted. However they have mentioned that they were coordinating different trainings that are planned and implemented by the regional education bureau, but woreda education offices haven't got the chance to demand the training they needed; generally all the trainings were supply driven. Besides, in the open ended question of the questionnaire most of the respondents mentioned that woreda education offices have the problem of creating good learning culture and recommended that leaders of woreda education offices should get training on the concepts and practices contemporary HRM so that they could utilize and manage human resources effectively.

The data obtained through interviewing the process owners of HRD and HRA process units of woreda capacity building and civil service offices shows, Although, most of the interview participants have the knowhow that they have the duty to conduct continuous skill gap assessment, they haven't practiced it in reality. And during the discussion on the interview they have put the reason as, they have assigned to manage and administer human resources of different sector offices in the woreda, so it is very difficult to fulfill their duty as expected. And they have shown their concern and suggested that there should be some form of assessment on the impact and amendments on the structure of the newly implemented reengineering program.

Generally, the information obtained from all sources has revealed leaders of Woreda education offices were not failed to identify the skill gap of their employees and as a result they couldn't have created good learning organization.

4.3.3. Influence

As it is described in the second chapter leaders should positively influence his/her subordinate and should play their role to bring a positive change in attitude and behavior of employees of their organization. Based on this the ability of Woreda education offices in influencing their subordinates were explored as follows.

The respondents were asked to react for the statement that states leaders of Woreda education offices are influential and capable of bringing positive change in the behavior of their subordinates and the overall performance of their organization. The reaction of respondents for the claim stated above is presented in the following table.

Table 8: Influence

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	<i>WEO leader have the ability to make their subordinate follow their direction</i>	<i>WEO experts</i>	2	11		42	7	62
		<i>Principals</i>	7	23	4	73	35	142
2	<i>WEO leader are influential</i>	<i>WEO experts</i>	2	11		42	7	62
		<i>Principals</i>	7	23	4	73	35	142

As can be seen in the above Table 8; 7 (11.29%) of experts and 35(24.65%) of the school principals strongly disagreed with the statement that claim leaders of Woreda education offices are positively influencing their subordinates; similarly 42 (67.74%) of the experts and 73 (52.11%) of the school principals have shown their disagreement to the claim. In the other side, only small number of respondents, 11(17.74%) of the experts and 23(16.20%) of school principals were agreed with the claim.

Generally majority of the respondents 49(79.03%) of experts and 109(76.76%) of the school principals reacted negatively to the claim. Less than quarter of the respondents; 13(20.97%) of experts and 30(21.13%) of the school principals were positively reacted to statement. Moreover, the minute of evaluation conducted recently has raised the problem that leaders of woreda education offices in playing their role to put a positive influence and envision their subordinates

The p-value calculated Chi-square test is 0.41, which much greater than 0.05 and this tells us there is no evidence that shows there is significant opinion difference among respondents of the two categories; the school principals and experts of woreda education offices.

4.3.4. Confidence

As it is discussed in the second chapter, leaders should have self-confidence and it is mentioned that confidence has tremendous effect on the leaders' ability to play its role in managing human resource of the organization he is working for.

To evaluate the level of self-confidence of woreda education offices leaders, Respondents were asked to express their opinion on statement that claim woreda education office leaders lacked self-confidence. The respond obtained from the informants is depicted in the next table.

Table 9: Confidence

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders lack self-confidence	WEO experts	6	34	2	15	5	62
		Principals	21	71	5	37	8	142

As it is presented in Table 9; majority of the respondents reacted positively, 9.68% of experts and 14.79% of the school principals strongly agreed and similarly 34 (54.84%) of experts and 71 (50.00%) of the school principals agreed to the statement that is claiming leaders of woreda education offices lack confidence on themselves. However significant number of respondents 15 (24.19%) of experts and 37 (26.06%) of the school principals disagreed, and 5 (8.06%) of experts and 8 (5.63%) of the school principals had shown their strong disagreement to the claim.

Generally, 40 (64.52%) of experts and 92 (67.11%) of the school principals reacted positively, in the contrary 20 (32.26%) of experts and 45 (31.69%) of the school principals responded negatively to the statement that is stated above.

The Chi-squared test is done to see the homogeneity of data obtained from the respondents regardless of their categories; the p- value obtained from the Chi-square test that calculated using excel is 0.71, which much greater than 0.05. The result of test tells us there is no significant difference in the response of the informants in the two categories.

From the observation of the researcher and the interview conducted with process owners in woreda education offices, majority of heads of woreda education office lack confidence, as it is mentioned by the interview participants the reason for this is that they had not clear understanding on the sectors' national strategy and other technical issues in education sector.

4.3.5. Knowledge

In the second chapter of this study, knowledge of leaders is the key competency that they have to acquire to play their role in managing human resource of their organization.

Statement that are stated to assess the knowledge of woreda education office leaders based on, the leaders readiness to entertain new and innovative ideas, ability to learn from the past, so as to prepare and act accordingly for the future were prepared. The respondents were asked to

react to two statements that claims; leaders of woreda education offices have designed strategy by being cognizant of the past, present and the future, learn from their past failure and achievement so that they are able to use their experience in their future planning and execution, and leaders of woreda education offices are open to new and innovative ideas and ways of thinking, brooks curiosity and ongoing learning. The reaction of respondents to the corresponding statements is presented in the next table.

Table 10: Knowledge

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	<i>WEO leaders learn from their past experience and use it to plan and act accordingly</i>	<i>WEO experts</i>	1	4	1	49	7	62
		<i>Principals</i>		13	7	98	24	142
2	<i>WEO leaders are open to new and innovative ideas</i>	<i>WEO experts</i>	1	3	0	52	6	62
		<i>Principals</i>		11	5	95	31	142
3	<i>WEO leaders brooks curiosity and ongoing learning</i>	<i>WEO experts</i>	1	3	0	52	6	62
		<i>Principals</i>		11	5	95	31	142

As it is clearly shown in Table 10, 7 (11.29%) of experts and 24 (16.90%) of the school principals has shown their strong disagreement and 49 (79.03%) of experts and 98 (69.01%) of the school principals disagreed to the first statement that that claim their leaders have designed strategy by being cognizant of the past, present and future, learn from their past experience and use it to plan and forecast the future and act accordingly. Similarly 6 (9.68%) of experts and 31 (21.83%) of the school principals strongly disagree and 52 (83.87%) of experts and 95 (66.90%) of the school principals disagree with the statement that states leaders Woreda education offices are open to new and innovative ideas and ways of thinking, brooks curiosity and ongoing learning.

Generally, majority of the respondents; 56 (90.32%) of experts and 122 (85.92%) of the school principals have reacted negatively to the claim that states leaders of Woreda education offices have designed strategy by being cognizant of the past, present and future, learn from their past experience and use it to plan and forecast the future and act accordingly; similarly, 58 (93.55%) of experts and 126 (88.73%) of the school principals responded negatively for the statement presented in item 2 of the above Table claiming that leaders Woreda education offices are open to new and innovative ideas and ways of thinking, brooks curiosity and ongoing learning.

The p-value obtained from Chi-square test that is calculated using Microsoft excel, for the first and second questions are found to be 0.33 and 0.56 respectively, which are lesser than 0.05. And this indicates there is no significant opinion difference among respondents in the two categories.

Similar opinions are expressed during the interview with leaders of woreda education office and process unit owners of HRD and HRA of capacity building and civil service office of the selected woredas, besides in the open ended item of the questionnaire respondents disclose that the leaders' resistance to change and new ideas is one of the main problems of Woreda education offices.

4.3.6. Strategy

As it is been discussed in the second chapter, leaders should think, plan and manage their human resource strategically for the overall achievement of their organization. Human resource of organizations should be planned strategically and aligned with the long term plan of the organization, and leaders are expected to plan their human resource strategically and play their role in managing human resource of their organization.

Respondents were asked to react for the statement that stated leaders of Woreda education offices have planned and managed human resource strategically based on the long term plan of the offices. The responses obtained from the informants tabulated and shown in the following table.

Table 11: Strategy

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders plans their human resource based on the organizational long term planning	WEO experts		5	3	39	15	62
		Principals			14	79	32	142

As it is depicted in Table 11, 54 (87.10%) of the experts and 111 (78.17%) of school principals were reacted negatively to statement that claim leaders of Woreda education offices have planned and managed human resource strategically based on the long term plan of the offices. To put the opinion of respondents in detail 15 (24.19%) of experts and 32 (22.54%) of the school principals has shown their strong disagreement and 39 (62.90%) of experts and 79 (55.63%) of the school principals disagreed to the statement that states Woredaeducation leaders were planning their human resource strategically to achieve the long

term plan of their offices. And only 5 (2.45%) of all the respondents have agreed with the claim.

In addition to in the open ended part of the questionnaire,significant number of the respondents unveiled that there were vacant positions that desperately need professional for the position that found in the organizational structure, the researcher also learnt that there are vacant positions, and leaders of Woreda education offices replayed that they have no enough budget to hire person for vacant positions, this can be taken as an evidence for leaders of Woreda education offices were not planning their human resource in line with the strategic plan and structure of their office. Besides, most of Woreda education leaders who haveparticipated in the interview accepted that they had the problem in planning human resource of their respective offices in accordance with the strategic plan.

The p-value for the Chi-squared test done is 0.31, which much greater than 0.05; and from this we can say that there is no clear evidence that shows the existence of significant difference among the respondent opinion.

4.3.7. Priority

In the second chapter of this study the leaders’ ability of prioritizing the activities based on their relevance and urgency, is one of the key competency that enables leaders to play their role in efficient utilization and proper management of the human resource of their organizations. In order to assess the ability of leaders of Woreda education offices in prioritizing activities and assigning the proper human resource of the activities that are given priority, respondents were asked to show their opinion on the statement that stated leaders of Woreda education offices have prioritized activities so that they are able to assign appropriate human resource for the selected activity. The responses obtained from the informants are tabulated and presented in the following table.

Table 12: Priority

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders have prioritized organizational activities according to the situation	WEO experts	0	9	2	39	12	62
		Principals	5	19	9	80	29	142

As it is shown in the above Table 12 (19.35 %) of experts and 29 (20.42%) of the school principals has shown their strong disagreement, and 39 (62.90%) of experts and 80 (56.34%) of the school principals disagreed to the statement that states Woreda education leaders usually prioritized activities and assign the necessary man power for the activities that have got greater priorities. In the contrary 0 (0 %) of experts and 5 (3.52%) of the school principals were strongly agreed and 9 (14.52%) of experts and 19 (13.38%) of the school principals agreed to the above stated statement.

Generally, majority of the respondents, 51 (82.26%) of the experts and 109 (76.76%) of school principals were reacted negatively to statement shown in the above table. In addition to the responses obtained from the questionnaire, most of the Woreda education leaders admitted their little understanding and ability in identifying the prior need of their office.

In order to see the homogeneity of the data obtained from respondents, Chi-squared test is performed and the p-value obtained from the calculation is 0.58, which is larger than 0.05; from this result it can be deduced that there is no significant difference between responses of the two categories.

4.3.8. Relationship

Good relationship among employees of an organization is very essential to play in team for the success of their common goal. Especially leaders are expected to have better relation with their peers and subordinate.

To examine the relationship that leaders of Woreda education offices have with others, respondents were asked to react to the statement that is presented as leaders of Woreda education offices have good relationship with their peers and subordinate. The reaction shown from the respondents is tabulated and presented in the table below.

Table 13: Relationship

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders have good interpersonal relationship	WEO experts	9	27	1	16	9	62
		Principals	17	63	14	37	11	142
2	Leaders of WEO have good crisis/disturbance handling ability	WEO experts	9	27	1	16	9	62
		Principals	17	63	14	37	11	142

As it is depicted in Table 13, more than half of the respondents 36 (58.06%) of experts and 80 (56.34%) school principals were showed their agreement for the statement presented in the table. To express it in more detail, 9 (14.52%) of experts and 17 (11.97%) of the school principals showed their strong agreement and 27(43.55%) of experts and 63 (44.37%) of the school principals agreed to the statement that states Woreda education leaders have good relationship with others. In the contrary significant number of respondents 9 (14.52%) of experts and 11 (7.75%) of the school principals were strong disagreed and 16 (25.81%) of experts and 37 (26.06%) of the school principals disagreed to the above stated statement. We can easily identify that leaders of Woreda education offices have good relationship with some and bad with others, however in the open ended part of the questionnaire significant number of respondents mentioned partiality is one of the major problems that their organization faces in managing its human resources.

The p-value for the Chi-squared test is 0.10, which is larger than 0.05; from this result it can be deduced that there is no significant difference between responses of the two categories.

4.3.9. Integrity

Leader should be honest and proves his trust worthiness for his peers and subordinate. It is discussed in the second chapter that integrity is one of the key competencies that leaders should acquire to play their role in managing human resource of the organization they are working for.

In order to comprehend reputation of integrity of leaders of Woreda education offices, the respondents were asked to react for the statement that claim leaders of Woreda educations are trust worthiness in doing with in the subordinate and they are also honest, authentic with himself, with others/ subordinates, and doing the things he had said. The reaction shown from the respondents is tabulated and presented in the table below.

Table 14: Integrity

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders are trustworthy	WEO experts	2	9	1	39	11	62
		Principals	7	19	5	84	27	142
2	Leaders of WEO are trustworthy and authentic	WEO experts	2	9	1	39	11	62
		Principals	7	19	5	84	27	142

From Table 14, it clearly seen that most of the respondents react negatively for the claim; from the Woredaexperts11 (17.74%) strongly disagree whereas 39 (62.90%) disagree with the statement that stated leaders of Woreda education offices are straight, trustworthy and authentic. Likewise 27 (19.01%) of school principals strongly disagree and 84 (59.15%) of them had said they disagree with the claim Woreda education leaders are straight, trustworthy and authentic.

As it is depicted in Table 2.3.9 only small number of respondents, 11 (17.74%) of Woreda education offices and 26 (18.31%) of school principals were reacted positively for the claim.The p-value for the Chi-squared test is 0.75, which is larger than 0.05 and it shows the homogeneity of responses obtained from the two informant categories.

4.3.10. Delegation

Leaders are not expected to accomplish every task by themselves. Instead, good leaders distribute power and responsibilities to the responsible bodies in the organization. In the second chapter, it is conferred that delegation is the crucial thing that leaders should do to effectively and efficiently utilize and manage their human resource.

To assess the practice of delegation in Woreda education offices, respondents are asked to express their opinion and level of agreement for the statement that claim leaders of Woreda education offices usually distributes power, delegate and share responsibilities to subordinates; the respondent reaction for the claim is presented in the table below.

Table 15: Delegation

No	Item	Respondents	Responses					Total
			SA	A	UD	DA	SD	
1	WEO leaders usually distributes power and share responsibilities to subordinates	WEO experts	1	2	1	51	7	62
		Principals	3	7	5	98	29	142

As it presented in Table 15, majority of the respondents react negatively for the claim; 7 (11.29%) of experts and 29 (20.42%) of the school principals showed their strong disagreement and 51(82.26%) of experts and 98 (69.01%) of the school principals disagreed to the statement that states Leaders of Woreda education offices usually distributes power, delegate and share responsibilities to subordinates. In the contrary insignificant number of respondents 1 (1.61%) of experts and 3 (2.11%) of the school principals were strongly agreed

and 2 (3.23%) of experts and 7 (4.93%) of the school principals agreed to the above stated statement.

The p-value for the Chi-squared test is 0.62, which is larger than 0.05; this shows that there is no significant difference between responses of the two categories.

As it is observed from the personnel recorders of woreda capacity building and civil service office, the two human resource support process units (HRD and HRA) are the two those comprises with employees with least educational qualification and work experience, as stated in the BPR implementation guideline, the minimum requirement to be assigned as an expert (officer) of the two support process unit is being high school graduate and 4 years for relevant work experience.

The interview made with the process owners of the two human resource units of the woreda capacity building and civil service office shows the following truths:

- ✚ Most of the activities that are done in the HRA process unit are to carrying out hiring process , maintaining employee paperwork, filing annual performance evaluations and maintain the personnel records of the people working in the organization. More over the HRD process unit is not well organized and have enough man power to perform the activities expected form the department; to conduct skill gap assessment and gap the bridge and improve the performance and effectiveness of employee.
- ✚ As it mentioned from the participants the only relation they have with the teacher's development process units of woreda education office is that they are responsible for the development and administration of the process owner and professionals in the process and they are not concerned about the teachers in the elementary schools of the woreda.
- ✚ Most of the evaluation and recruitment process of the woreda education offices is done by the leaders of woreda education offices and come to the woreda capacity building and civil service offices only for keeping the procedure and approval.

When we see the educational qualification of heads of woreda education offices most of them are able to complete secondary education. And one of the major issues that the researcher observed during the discussion most of the woreda education leaders are not well aware of the role they have to play in managing their human resources.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study intended to assess the problem of leadership in managing human resource of selected Woredas education offices of Afar regional state. The assessment was conducted using the ten very pertinent and famous competencies that effective leaders should acquire to play the roles expected from them and effectively utilize and properly manage the human resource of their esteemed organization. The major findings resulted from survey conducted in the ten selected woredas education offices of Afar regional state are summarized in this section of the study.

Leadership style: Majority of the respondents (62.90% of the woreda experts and 63.38% of school principals) disclosed that the Woreda education office leaders have been exercising dominantly laissez-faire leadership style.

The Roles of leadership in managing human resources

In this study ten competencies that leaders should have for the effective utilization and management of their human resources were taken as bases to assess the quality of leaders of the ten selected woreda education offices, accordingly the result from the study is presented based on these ten competencies.

Communication: It was revealed that the woreda education leaders have good communication skill.

Learning: One of the major problems disclosed in this study is, the woreda education offices were not found to a learning organization, and leaders of woreda education neither conducting training need assessment nor providing training to fill the skill gap of the employees.

Influence: Majority of the respondents (79.03% of experts and 109(76.76%) of the school principals agreed that their Woreda education office leaders were not influential. The respondents also believed that the leaders were not capable of leading their subordinates towards meeting the objective of the office.

Confidence: As Majority of respondents asserted leaders of Woreda education office lack confidence

Knowledge:As it is presented in chapter four almost all leaders of woreda education offices were not open to new and innovative ideas and they didn't entertain and appreciate innovative ways and ongoing learning. They haven't designed strategy by being cognizant of the past, present and future, learn from their past experience and use it to plan and forecast the future and act accordingly.

Strategy:Most of woreda education offices didn't plan and manage their human resource strategically; so most of the time positions that need to have professional remains vacant.

Priority:The respondents believed that activities were not planned and sorted based on their priorities and effect it brings on the overall achievement of their offices-

Integrity:Leaders should get trust of their subordinates; however the Woreda education leaders under the study were not found straight, trustworthy and authentic. And their subordinate didn't have belief on them and their inconstancy.

Delegation :The data analyzed in the chapter four of this study shows practice of delegation in woreda education offices is very low; leaders of Woreda education offices didn't usually distributes power, delegate and share responsibilities to the concerned and appropriate person whether in the same or other process units.

Additional finding obtained in this study are:

- ✚ Most of the activities that are done in the HRA process unit are to carrying out hiring process , maintaining employee paperwork, filing annual performance evaluations and maintain the personnel records of the people working in the organization.
- ✚ HRD process units in the woreda capacity building and civil service offices are not well organized and have enough man power to perform the activities expected form the department; to conduct skill gap assessment and gap the bridge and improve the performance and effectiveness of employee.
- ✚ Leaders of woreda education offices are taking more of the power in evaluation and recruitment process and woreda capacity building and civil service offices are involved only for keeping the procedure and get approval.
- ✚ The educational qualification of heads of woreda education offices most of them are able to complete secondary education.
- ✚ Most of the woreda education leaders are not well aware of the role they have to play in managing their human resources.

- ✦ Although all the process owners in both woreda education and capacity building civil service offices have first degree in different fields, only process owners HRD and HRA of capacity building civil service offices are graduated with fields that have relation with management, so most of the process owners in woreda education office haven't had at least the basic concepts of human resource management.

5.2. Conclusion

The study sought to examine leadership problems in managing human resource of woreda education offices in Afar national regional state. By combining qualitative and quantitative methods, the study gathered data from 290 participants (10 office heads, 30 process owners and 70 experts of woreda education office, 20 process owners of woredas capacity building and civil service offices and 160 school principals from 80 elementary schools in the 10 selected woredas. It was guided by the following four major basic questions:

- To what extent do educational managers of woreda education offices in Afar Regional State play leadership role in managing human resources?
- How qualified are the process owners of the units that involves in managing human resource of woredas education offices for the position they hold?
- What is the dominant leadership styles of HRM are demonstrated in influencing subordinates to get work done under their supervision?
- What are the major challenges facing Woreda education offices in managing human resource effectively?

A total of 204 woreda education experts and school principals filled in questionnaires prepared in accordance the literature and ABE standards. The quantitative data were analyzed in percentage, and the information obtained from the two respondent categories are tested with X^2 -test for their homogeneity. Interview guides were prepared and administered to the leaders of woreda education office and process owners of human resource development and human resource administration of the woreda capacity building and civil service offices. Qualitative data were organized in line with basic questions and analyzed integrating with quantitative data. Based on the analyses of the quantitative and the qualitative data presented in the preceding section, and the conclusions drawn from the study are given below.

- ✦ The woreda education leaders under the study failed to play their roles as desired to be. The respondents under their jurisdiction disclosed that the leaders lacked the

ability to assess the skill gaps of employees and facilitate training accordingly; they didn't plan and manage their human resource strategically. Furthermore they lacked confidence, to delegate responsibilities and authority to subordinates duly, not entertain and appreciate innovative ways and ongoing learning, and not influential.

- ✚ The highest educational achievement of heads of woreda education offices is high school complete and most of them have no clear understanding about the vision, mission and objective of the sector they are leading. Although all the process owners of woreda education have first degree, most of them are graduated in fields that haven't relation with management. Besides they haven't got training that enable them to understand the basics of management and more specifically human resource management.
- ✚ Laissez-faire leadership style is a style of leadership the woreda education office leaders have been dominantly practicing.

From this study the researched has identified the following major challenges facing woreda education offices in managing human resource effectively:

- ✚ The heads of woreda education offices have lower educational qualification and are assigned only by their political achievement. Moreover they are lack of clear understanding on the vision, Goal of the sector and strategy that the education sector of the region striving for.
- ✚ Leaders of woreda education offices have no most of the competencies that makes them to play their role in managing human resource of the sector.
- ✚ Skill gap of the employees including woreda education leaders is not assessed and identified, so that they couldn't get training that enable them to solve the problem that it is prevailed in the education sector of the region.
- ✚ The newly implemented reengineering program has make the managing of human resource of the woreda education office to be done by two different offices and this create additional problem on the existed. As it is seen in the study human resource administration and human resource development process units of the woreda capacity building and civil service offices are expected to manage human resource of other woreda offices; for instance human resource of health and education offices are administered by a single officer. Moreover the teacher's development process unit of the woreda education offices is not performing at least the major tasks that should be done to effectively manage human resource of primary schools in the woredas.

5.3. Recommendation

All the problems exhibited in managing human resource of selected woreda education offices of Afar regional state seriously affects the success of their organization, and more generally it contribute the biggest share for the poor achievement of the regional education sector.

So the regional government and education higher officials have to understand the seriousness of the identified problems and act accordingly to alleviate the problem and harness the education sector in the region. In doing so the researcher draws the following recommendations.

Recruiting and assigning of leaders

The regional education bureau and other concerned bodies need to recruit and assign competent leaders based on their merits. Better to assign leaders who have at least the basics of management and know how on the technical issues.

Trainings

Woreda education leaders should get short and long term training, so that they could understand the contemporary concepts human resource management, the role they have to play and the competency they have to acquire to efficiently fulfill their duty and responsibility in managing human resource of their offices. Moreover continuous evaluation and follow up should be done on the quality of their leadership and the overall achievement they have brought in their organization.

Different trainings that update and refresh leaders with new and existed strategy of the education sector, and on different programs and plan that are under execution by the federal and regional governments.

Structure

The BPR implemented in the region should see and revise the structure that makes the managing process of human resource of woreda education office to be undertaken at two different offices. In addition to this the concerned bodies should see the job description, responsibilities and the minimum educational qualification and experience that employees should have to be placed in the human resource process units.

Lastly but not the least the researcher recommend that the regional education bureau and other sectors should encourage researches that conducted in this are so that they will get the chance to identify the problem and take appropriate action on it.

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ANNEXES

Annex-1

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for Woreda Education Office expertise and school principals

The main purpose of this questionnaire is to collect information to make investigation on Leadership Problems in Managing Human Resource in Woreda Education Offices of Afar Regional State.

Therefore, your responses to each question will have significant importance for the study. Hence, you are kindly requested to answer all the questions.

General Direction:

1. Please do not write your name.
2. Be confident and feel free to give your answer.
3. Give your answer by putting “✓” in the given boxes whenever there are alternatives.
4. Write your opinion briefly for the open ended questions.

Thank you

I. Background of the Respondent

1. Woreda _____
2. Current position _____
3. Sex: Male ☐ Female ☐
4. Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ Above 50 ☐
5. Level of Educational Qualification : Below 10/12 grade ☐ 10/12 complete ☐
Certificate ☐ Diploma ☐ BA, BED, BSC MSC ☐
6. Total Experience in years : Below 5 ☐ 5-10 ☐ 11-15 ☐
16-20 ☐ Above 20 ☐

Please put “✓” to indicate the level of your agreement or disagreement on the correspondingly stated Statements.

Abbreviations: Strongly Agree –SA, Agree –A, Undecided–UD, Disagree–DA and Strongly Disagree–SD

No.	Items	Rating				
		SA	A	UD	DA	SD
1	<i>Woreda education leaders are rigid, retains all authority and responsibility and relies more on punishment and rewards</i>					
2	<i>Leaders of Woreda education offices exhibited participatory management, delegates and create conducive environment so that their subordinates fulfill responsibility</i>					
3	<i>Woreda education leaders gives complete freedom to staffs and are not participate in decision-making unless requested</i>					
4	<i>Woreda education leaders tries to act based on the situation and behavior of the subordinate</i>					

No.	Items	Rating				
		SA	A	UD	DA	SD
5	<i>Woreda education leaders are rigid, retains all authority and responsibility and relies more on punishment and rewards</i>					
6	<i>Leaders of Woreda education have good interaction, understanding and communication with his/her subordinates</i>					
7	<i>There had been continuous assessment on the skill gap of employees of woreda education offices.</i>					
8	<i>We usually got trainings that will help us in bridging the skill gap we had and improve our performance.</i>					
9	<i>Woreda education leader are influential so that capable of making others to follow their direction and contribute for the success of their organization</i>					
10	<i>Leaders of Woreda education offices lacked self-confidence.</i>					
11	<i>Woreda education leaders have designed strategy by being cognizant of the past, present and future, learn from their past experience and use it to plan and forecast the future and act accordingly</i>					
12	<i>Leaders of Woreda education are open to new and innovative ideas and ways of thinking, brooks curiosity and ongoing learning</i>					

No.	Items	Rating				
		SA	A	UD	DA	SD
13	<i>Leaders of Woreda education offices are strategic oriented and are participating in organizational long term planning</i>					
14	<i>Woreda education leaders have prioritized organizational activities according to the situation</i>					
15	<i>Leaders of Woreda education office have good interpersonal relationship and crisis/disturbance handling ability.</i>					
16	<i>Woreda education leaders are straight, trustworthy and authentic.</i>					
17	<i>Leaders of Woreda education offices usually distributes power, delegate and share responsibilities to subordinates</i>					

Please write your opinion for the following open ended questions.

1. What are the major problems of your organization in managing and effective utilization it's Human Resource?

2. What is suggestion to alleviate the problems?

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview guide for leaders of woreda education offices

First, I would like to thank you for your willingness and giving your time for my interview. This interview is intended to collect data on problems human resource management in your woreda education office. Its use is for academical pupose. Confidentiality of the interviewees will be maintained

1. How do you recruit and select employees and teachers for your woreda?
2. Do you think the recruitment and placement procedures you applied enable the right person placed in the right place?
3. How do influence employees to get work done? What rewards you give best performer and what measure you take on those who fail to do their duty?
4. What strategy you use to get the commitment of your subordinates?
5. Do you have well qualified and committed employees? If not, why?
6. What are the challenges encountered your woreda to obtain and retain qualified employees (budget, remoteness of the woreda,)?
7. What do you think of the major challenges in managing human resource of your office and what do you recommend to alleviate the problems?

Thank you again

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview guide for HRD and HRA process units of woreda capacity building and civil service offices

First, I would like to thank you for your willingness and giving your time for my interview. This interview is intended to collect data on problems human resource management in your woreda education office. Its use is for academical pupose. Confidentiality of the interviewees will be maintained

1. How do you recruit and select employees for your woreda education office?
2. Do you think the recruitment and placement procedures you applied enable the right person placed in the right place?
3. Do you think that you and your process unit has been doing what is expected from you?
4. How do you follow up and evaluate the employees in woreda education office?
5. What do you think about the currently implemented business process reengineering program? Do you think it create good condition to manage the human resource of woreda education offices?
6. What do you think of the major challenges in managing human resource of your office and what do you recommend to alleviate the problems?

Thank you again

Declaration

I declare that this thesis is my original work it has not been presented for the award of a degree in this and any universities, hence, all sources and materials used for this thesis have been duly knowledge.

Name: Ali Hussein Waissa

Signature _____

Date of submission _____

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

Name: Ato Melaku Yimam

Signature _____

Date of submission _____