

**AN ASSESSMENT OF HUMAN RESOURCE MANAGEMENT
PRACTICES AND PROBLEMS IN TEACHER'S TRAINING
COLLEGES,
(OROMIA REGIONAL STATE)**

**BY
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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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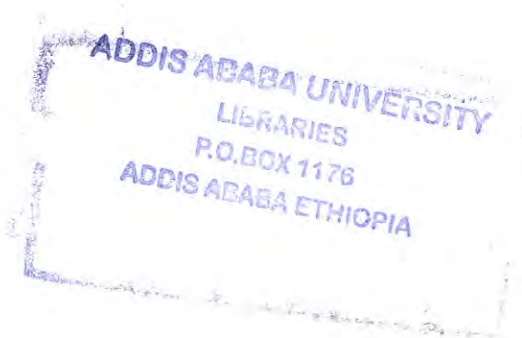
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PLANNING AND MANAGEMENT**

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Acronym

ES-Educational Streams

EFDR- Ethiopian Federal Democratic Republic

HPD-Heads of Personnel Divisions.

HRD=Human Resource Development

HR - Human Resource.

HRM -Human Resource Management..

MoE - Ministry of Education.

OEB - Oromia Education Bureau.

ROEB -Oromia Regional Education Bureau..

TTC -Teachers Training College

ABSTRACT

The purpose of this study is to assess human resource management practices and problems in Oromia Regional State teachers' training colleges and to forward some possible solutions that may alleviate or minimize the problems. In order to attain the objective of the study, a descriptive survey method was employed. Data were gathered through questionnaires and interviews. Besides, various documents pertinent to the problem under study were also used as secondary sources of data. The data were analysed using the appropriate statistical tool such as percentage.

The findings of this study revealed that Problem in organization process of activities and human resources, problem in planning for HR requirements, problem in recruitments, lack of orientation program, lack of promotion, poor employees' treatment and the poor relationships between the employees and the management were found as the major problems in the colleges.

Besides, inadequate salary, absence of benefits and the internal and external influences imposed by authorities were found to be additional problems encountered by colleges in managing their human resources.

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CHAPTER ONE

The Problem and Its Approach

1.1. Introduction

History tells us that, different forms of management existed in different socio-economic formations. The forms of management used were subjected to changes in the basic element of the production forces in the social production due to changes in the relations of production. This may tell us that there had been development in management from time to time in the history of mankind, due to the more growing of division of labour, science and technology. This may be resulted in our today's complex, dynamic and global society interdependent on each other. Therefore, leaders of different levels have to have management knowledge to serve society effectively and efficiently. As defined by Jordan Peter (1995:16), " The success or failure of any organization is highly dependent up on how it efficiently and effectively utilizes the existing resources. Staff members are the lifeblood of any organization. "

As the study is limited to the Oromia Regional State Teachers' Training Colleges it is better to explain what this region looks like and how TTCs have effect on the region's demand for education. Oromia is the largest region in Ethiopia in terms of population size and geographic area. There are 24 zones (17 rural and 7 urban), 284 districts and 7000 kebeles in the region. The population of the region is estimated to be 25,817,132 of which 49.90% are males and 50.10% are females. Out of the total regional population, 86.98% resides in the rural area while the remaining 13.02% is living in the urban centres. The urban-rural distribution of Oromia region indicates that the overwhelming majority of the population is living in rural areas. The female population is greater than that of males'.

One of the major resources of the region is labour. Out of the total size of the population of the region, 43.12% is in the age group of 15- 44 years. The region is said to be endowed with natural resources while the living standard of the

people is one of the lowest in the country as indicated per capital income of US 120 dollar. (CSA, 1994: 315).

There are organizations in Oromia Regional State, of which some may have HRM problems to achieve the objectives for which they have been established. Teachers' training colleges are one of the organizations that faced such problems. Therefore, in order to overcome these problems managers should give more attention to Human Resource Management as it significantly affects the institution's objectives.

According to Wether and Davis (1993: 6), in most cases managers being responsible for the execution of organizational policies, devising operational plans and managing human resource to facilitate smooth operation, it becomes the core responsibility of these managing groups. Effective human resource management may contribute significantly to the success of most modern organizations. Thus, good management is needed for Organizations that enables them to meet their objectives 'with minimum possible costs. Invancevich and Glueck (1989:7) defined *Personnel/Human resource management* as "the function performance in organizations that facilitates the most effective use of people to achieve organizational and individual goals."

It is recognized every where that human resource in an organization, whether in developed or developing nations in both private and public owned organizations is a key to the development and success of an organization. Therefore, human resource management helps to make the best utilization of individual employee in an organization. It focuses on managing the individual employees in order to bring development. Effective practice of human resource management creates competent and motivated employees for the achievement of organizational objectives in the future. But lack of efficient human resource

management system and under utilization of human resource could be one of the reasons for poverty in developing countries.

The continuity of the organization and its continued growth and prosperity are assured may through human resource management. It is also widely accepted that the human resource in an organization should be given more emphasis than any resources. Because, HR is a key for starting operations and it is a means for the success of an organization. Therefore, effective management of resources helps organization to achieve its objectives and to be competent with others.

According to Raymond A. Noe (2000: 7), human resource management practices include determining human resource needs, attracting potential employees, choosing employees from the environment, teaching employees how to perform their job and preparing them for the future, rewarding employees evaluating their performance, and creating a positive work environment

As stated earlier, the Oromia government Teachers' Training colleges are one of the organizations exist in the region. The colleges are established for the definite objectives by the executive committee of the Regional State Pursuant to Article 54 (6) of the constitution of the Region. The objectives are as follows:

1. To train and prepare teachers teaching various subjects in grade 5-8 and other education personnel equipped with the necessary skills that will enable them to contribute to the socio economic development of the region.
2. To propagate teaching profession and promote as well as disseminate scientific knowledge.
3. To provide education and training free from ethnic, nationality, sex, religious and other prejudices that can fully develop the personal, social and professional proficiency of citizens and advocate the

respect for human dignity by promoting mutual understanding tolerance and friendship.

4. To develop positive attitude for work and encourage active participation in the socio-economic development activities of the society.
5. To conduct research and studies on different fields and disseminate fruitful result of thereof.
6. To produce skilled teachers capable of enriching the school curriculum by relating and integrating the teaching-learning process with the objective reality to meet the socio-economic development of the society. (Megeleta Oromia, 2005: 2).

In order to achieve these objectives the colleges must use effectively all of the assets. Even though it is vital to achieve maximum effectiveness in the use of finance, building and equipment, the key to success is the effective management of its human resource.

On the contrary, comparing to the human resource management theory and principles there are rumours about HRM problems in Oromia teachers' training colleges. So this study will try to investigate the practices of human resource management in some sample teachers' training colleges to compare with some theoretical and principles of human resource management.

1.2. Statement of the Problem

Though, the quality problem affects education at all levels, its impact sounds more at the lower education level. This level, the primary level, is where the foundation of future learning and development must be laid down. As poor foundation results in totally poor building, poor basic education also undoubtedly results in poor achievements of educational benefits. Therefore, the issue of quality must be at the heart of all expanding teachers' training institutions. As it is already said, the purpose of training teachers is to fully

develop the teacher's skills and abilities to enable them effectively impart certain skills and develop other capabilities in pupils and then make them learn by themselves.

The success of an organization is highly dependent up on the effective and efficient utilization of resources. These are human, material, financial, and technological and information resources. However, as it mentioned in the previous section the human element is the most vital of all resources. Therefore, it is the human resource, which should be strongly developed to get the best out of the rest of the resources. The human resources of any organization represent the most critical resources, which have the capacity to inhibit or to enhance organizational development. With reference to Oromia, even though there is no research so far made on the problems encountered in the implementation of HRM principles and practices, the current rumours have indicated that there are HRM problems in most of existing teachers' training colleges of the region. Thus, the study tries to explore possible solutions to overcome the problems and to promote the existing human resource management practice.

1.3. Objective of the Research

1.3.1. General Objective

The general objective of the research is to make general assessment on human resource management practice and problems encountered in managing HR in the Oromia Regional State Teachers' Training Colleges and to come out with possible suggestions and recommendations.

1.3.2. Specific Objective

The specific objectives of the research are:

1. To assess whether there exist adequate and qualified teaching and non-teaching staff,
2. To assess whether the performance appraisal of staff is done regularly,

3. To identify whether the staff members are provided with training program,
4. To assess the compensation and benefit facilities available to motivate the staff.

In the process of this study, attempts were made to address the following basic questions:

1. What are the major functions that the colleges perform in the process of HRM? /Planning, recruiting, selection, orientation, training and development, performance appraisal and promotion/.
2. How adequately is the activities of the colleges are organized?
3. To what extent do the colleges utilize their human resources in the process of achieving their objective?
4. Do the colleges effectively adopt the principles of HRM? If not, why?
5. What other issues and factors needed special attention regarding the HRM practice in the Oromia Regional State teachers' training colleges?

1.4. Delimitation of the Study

At present there are 71 teachers training colleges in Oromia Regional State of which 6 are the Government colleges while the rests are private colleges. The scope of this study, however, is limited to the Government teachers' training colleges.

1.5. Limitation of the study

The limitation of the study was the reluctance of some respondents to partially fill-in and returns the questionnaires on time. Besides, the poor handwriting of some respondents was the problem encountered in the process of data collection.

1.6. Research design and Methodology

1.6.1. The Research Method

Since the study aims at identifying and describing the teachers' training colleges' human resource management practice and problem.,(Ayalew and Seyoum, (1998:17) and John W. Best and James V. Kahn (1999:105) in their

writings have stated more about this method). This method was used with the assumption that it would help to exhibit the current state of problems, as it exists.

1.6.2. Sources of Data

The study was used primary and secondary sources of data. The primary data sources included the non-teaching and teaching staff members from the sample of three colleges who are indirectly or directly the main interacting forces of the teaching process. It also included Heads of Education Streams and Head of Personnel Division in the colleges who, because of their position, are expected to be the academic leaders.

Finally, policy framework and guide lines set by the MOE or OEB, the quarterly reports of line departments have been included in the study as secondary sources of data since they are the official documents of the government institutions directly responsible to guide training in the region.

1.6.3. Sampling

Currently there are six public teachers' training colleges in Oromia Regional State. These are Asela, Nekemte, Jima, Metu, Adema and Robe teachers' training colleges. From the six available colleges, Asela, Adema and Nekemte colleges were chosen randomly. This is because all have the same objectives and similar background in providing the training.

Table 1 that shows the total population and sample size for teaching and non-teaching staff

Respondent	College							
	Adema		Nekemte		Assele		Total	
	Popul- ation	Sample	Popul- ation	Sample	Popul- ation	Sample	Popul- -ation	Sample
TS	68	41	71	43	59	35	198	119
NTS	33	20	116	70	99	59	248	149
Total	101	61	187	113	158	94	446	268

Ts=Teaching Staff, NTS= Non-teaching Staff.

Random sampling technique was applied for Teaching and Non-teaching Staff so that every teaching and non-teaching staff members would have equal chance of being chosen. This is because teaching and non-teaching staff members are the main actors and the main supportive forces respectively for the training process in the colleges. In order to make the representation reasonable, the sampling was included 60% of respondents available in the sample colleges for each group.

Table 2 that shows the total population and sample size for Educational officials with whom interviews were conducted

Respondent	College							
	Adema		Nekemte		Assele		Total	
	Population	Sample	Popul- ation	Sample	Popul- ation	Sample	Popul- -ation	Sample
HES	5	3	5	3	4	2	14	8
HPD	1	1	1	1	1	1	3	3
Total	6	4	6	4	5	3	17	11

HES= Heads of Education stream, HPD= Head of Personnel Divisions

For Heads of Education stream, random sampling technique was also applied. The sampling has included 50% of the Education streams available in the

sample colleges. This is because heads of Education streams are the main leading forces for the training process in the colleges. On the other hand, for the Head of Personnel Divisions the available Personnel had taken, as the head of personnel is the main actor for supporting training in the colleges.

1.6.4. Procedures for data collection

Primary data were collected through questionnaire and interview. The questionnaire was distributed and filled by the teaching and non-teaching staff respondents. The reason why questionnaires was used as the data collection tools was because questionnaire is the most appropriate for collecting data from larger and locationally scattered samples. Accordingly, sets of questionnaire consisting of open-ended and close-ended items were distributed among the teaching and non-teaching staff members.

The questionnaires for non-teaching staff were in Amharic so that every respondent can understand the message fully and forward adequate information. But questionnaires for teaching staff were in English because the teachers could well understand, speak and write English. In addition, semi-structured interview was conducted with head of personnel division and heads of education streams of the sample colleges.

1.6.5. Pilot-Testing

The draft of the questionnaire was first distributed to 5 heads of education streams of the Adema College and their dean. On the basis of the feedbacks collected from the respondents, ambiguities were cleared up; necessary corrections were made and the research questionnaire was improved. This means some multiple questions were changed to the rating scale, and the language for some questionnaires was improved.

1.6.6. Data Analysis

Based on the nature of the problem and the data collected, statistical instrument was employed in this study for data analysis and interpretation purpose. Percentage was used to analyse the responses of respondents. The information obtained through interview from heads of education streams and heads of personnel division, and document assessing was included in the analysis and interpretation of the data.

1.7. Definition of Operational Terms

Development (HRD)- is the process of increasing the employees' skills for the work in the colleges.

Employee benefits- are the different compensations that were given to the employees in order to initiate them for the work. Fore example, bonus, transportation facilities and salary increment.

Employee relations - refer to the relationships between employees and their managements in TTCs.

Extent- refers to the exhaustive utilization of HR in TTCs.

Human Resource Forecasting- implies the predicting of the demand and availability employees in the future in TTCs.

Human Resource Management- refers to the process of leading the organization's human resources in order to achieve the desired objectives in TTCs.

Human Resource Planning- is the process of taking into consideration about an organization's human resource needs in TTCs.

Management- is the colleges' top and middle level leaders (Deans, Heads of education streams and heads of personnel divisions) who are directing the utilization of resources in the colleges.

Orientation- refers to introducing the new employee about the colleges; work, over all job procedure and the colleges' objectives to the new employee for the first time after the employee has been hired.

Performance evaluation- is the activity of measuring the employees' performance results in the colleges.

Recruiting- refers to the employment of job applicants with the necessary skill in the colleges.

Selection- is the process of choosing the best applicants who are most likely to meet the criteria of the job opening.

Training – is a process by which the colleges were provided special learning to their employees in order to increase the employees' awareness about the work.

Teacher Training colleges - are the junior colleges in the Oromia Regional State that provide training and prepare teachers to teach in various subjects in grade 5-8.

Chapter two

Review of the related Literature

2.1. Human Resource Management in the Organization

2.1.1. Definition of Organization and some important points for organizing

Organization is defined as the relationship among people, tasks, and activities so that all the organization's resources are integrated and coordinated to accomplish its objective effectively. Thus, the management expects to do four important functions in order to meet what is defined about the Organization.

These are as follows:

I. Identifying the total works

This refers to identifying the total works / tasks/ needed to achieve goals; dividing the total tasks in to smaller tasks then to jobs.

II. Grouping the works /tasks/ or departmentalisation

Departmentalisation refers to grouping together all closely related and similar activities/tasks/, dividing and distributing to each individual.

III. Span of control

Span of control refers to deciding how many jobs should be included in each department. This key decision specifies the number of jobs that the department manager will responsible for coordinating.

IV. Delegation of authorities and responsibilities

Delegation of authorities and responsibilities refers to:

- The right to make decisions with out to obtain approval from higher up.
- Delegating the right to act, issue order and exact obedience from others.
- The activities that the Managers must decide how much authority the jobholders should have, to do their jobs (Ivancevich, Donnelly and Gibson, 1983:167-169).

Therefore, organizing is defined as the process of identifying and grouping the work to be done, defining and developing responsibility and authority, and

establishing relationships for the purpose of enabling people to work most effectively to accomplish the predetermined goals or objectives.

According to Prasad and Bannerjee, (1985:3) definition, organization/institution means determining the activities necessary for implementing a plan of action and assigning such activities to groups of individuals. Again according to Chandan (2003:203-204) definition, the word organization/institution is a system of deliberately coordinated activities or efforts of two or more persons. As a result, Organization is not a one-time effort.

2.1.2. The origin of Human Resource Management

We have now lived for a decade or more with the concept of human resource management. The term came to prominence in the UK during the 1980s, especially the second half of the decade. It aroused /produced /considerable interest in the academic community because it offered a potentially distinctive new approach to replace the traditional system of British industrial relations which, in any case, was under heavy attack from the government (Brian Towers, 1998:1).

On the other hand, Human resource management has changed substantially over the past few years. Historically, personnel or human was viewed as a maintenance function not critical to the strategic success of the organization. Complex changes in the external environment of organizations in the 1970s chief among them government regulation and a sagging /a falling /economy-led to a revitalized role for human or personnel management with greater emphasis on its strategic importance to organization effectiveness. This changing role is reflected in the increasing use of the term human resource management to refer to the field. There is a growing awareness of the need to better integrate the various functions and activities of personnel and human resource management into a unified whole to achieve harmony with the

organization's strategic mission (Stella, M.N., Myron, D. F., Mc Afee, R.B., 1988:1).

In addition, Cushway, (2001:4) has suggested that, the precise, origins of what we would understand by human resource management could be debated. It could be argued that it originated the first time any group of people were organized to achieve a common purpose. In the 1950's and 1960's personnel managers began to be appointed and establishment officers in the public sector. Their main role was often a kind of gatekeeper. They would ensure that all the correct procedures were followed and that employment contracts and other legal documents were issued, maintain personnel records, negotiate with the trade unions and advise on disciplinary matters. Much of the credit for this recognition should go to the human relations movement which drew attention to the importance of people to the organization something which seems to have rather been taken for granted or not recognized up to then. Perhaps people were regarded as a resource but it was an expendable one, as World War I depressingly illustrated. Similarly, the growth in the recognition of individual rights in the workplace has led to greater emphasis on developing systems and procedures that meet individuals needs and expectations not just those of the organization. The net effect of all of this is that the human resource function has grown and developed to such an extent that it is- commonly thought of as having assume the function of the line manager. With the general movement towards empowerment of employees, this has meant that there has recently been an increased emphasis on delegating human resource responsibilities to line managers rather than relying totally on a central function.

2.1.3. Definition of Human Resource

How well any organization/institution in this global economy depends highly on the performance of it's the work force, organization/institution plays a centre role in providing goods and services to the market. This could be possible through the effective utilization of human resource.

Therefore, what is Human Resource? Different authors define HR from different prospective, but all authors do not deny the core meaning of Human Resource. Thus, before defining human resource management it is essential to define each of the terms that are combined together and constitute the name Human Resource Management.

According to Rosemary, T. and Christopher, M.(1994:6) definition, human resources include all the individual employees who contribute to the operations of an organization, whether they are employed full-time, part- time, on a temporary or permanent basis. There fore, human resources are the employees in the organization who are performing the organizational activities. They come to an organization through employment system. These resources need a special care in the organization by their managements because people are an organization's most precious resource. Over the period of a career with the organization, employees accumulate a wealth of precious information about products, systems, customers, working practices, and so on. They also develop skills and expertise that are both expensive to replace and may be lost to a competitor if the person leaves. If an organization has to lose a large number of people in a short period of time due to economic factors, the loss of the skill base can make it very difficult to effect a recovery for that organization when the economic situation improves. In the other word, if an organization doesn't well treat its employees it loses its employees gradually due to the failure of HRM, and this loss of the skill base in turn can make it very difficult to effect a recovery for those organizations when they want. Therefore, human resource is concerned with people dimension in the management, who are the working force in the organization.

2.1.4. Definition of Management

According Lallan,P. and. Bannerjee, A.M. (1985:1-3) and Richard M. H. (1982:1) expressions, " Management has been popularly defined as getting things done through the people. In more complex terms, to attain these predetermined

goals, and then evaluating the results for the purpose of determining future action. "

On the other hand, Rao ,V.S.P and Narayana , P.S., (1987:1-2 and 4-6) and John M.I., James H. D.and James L. G. (1983:8-14) have expressed that the term management *has* several meanings, depending on context and purpose. Almost every one has opinions about what management is? As a result there is no definition of mgt on which every one agrees. There is no universally accepted standard definition of management. In fact the nature of management is such that it is virtually impossible to provide a single sound formula covering all the important accepts of management. Mgt is extensive and formulating a comprehensive definition of it creates certain difficulties.

2.1.5. Definition of Human Resource Management

There are a number of factors that contribute towards the success of an organization. These factors include capital, equipment, manpower and so on. While all these factors are important, the human resource factor is the most significant one, since it is the people who have to use all other resources. Without the productive efforts its workers and the material resources would be of no use. Further more, if the people who are in charge of these resources were not sufficiently qualified, then the utilization of these resources would not be optimal.

According to chandan (2003:272) and Bezahik Bekele and Alemayehu Tadesse (2006:1-2) explanations, Human resource management (HRM) involves the management function through which managers recruit, select, train and develop organization members. While most large organizations have a separate personnel department with a personnel manager who is responsible for the company's personnel related activities, all managers, in the organization are, in a sense, personnel managers since they all get involved in such personnel activities as recruiting, interviewing, selecting and training. Therefore, the

human resource management function has been come increasingly important in to day's fast changing world.

Again several scholars in the field of human resource management define HRM in different ways. How ever all agree on a point that human resources are the most important assets that any organization has and their effective mgt is the key to any organizational success. Thus, Bezeahik Bekele and Alemayehu Tadesse (2006:1-2) have defined Human resource management as,

It is a process, which involves all management decisions, and actions that affect the nature of the relation ship between the organization and its employees. Human resource management can also be broadly defined as the philosophies, procedures and practices related to the management of people.

The core elements of the HRM process include four integrated basic categories of functions. The first categoriēs of activities are those that have been undertaken before and during employees enter in to organizations, such categories of activities recruitment, selection and induction. The second category activities are those that help to ensure the calculated development human resources, the evaluation of their performance, the development and rewarding of human resource. HR functions under this category are performance appraisal, training and development, rewarding, career and succession planning, participation, grievance handling, discipline and others. The third categories of HR functions are those that are under taken when employees exit their organization. Retirement and dismissal are some of the main examples of HR activities in this category.

Finally, at the centre of all these elements of HR functions is the task of human resource planning an activity that touches every aspect of other human resource management functions.

The useful point in understanding the HRM concepts is recognizing that its intentions, activities, process and results are not bound to organizational boundaries but are far reaching to individual and societal well being. As a result, practicing HRM requires understanding not only organization specific situations and issues but also other external factors and situations, such as government regulation, current mgt philosophies, work force, characteristics and culture, technology, community interests social values and laws, etc. (Bezeahik Bekele and Alemayehu Tadesse, 2006:1-2).

On the other hands, Cushway (2001:5-6) explained that, Human resource management is, therefore, part of the process that helps the organization achieve its objectives. Once the general direction and strategy have been established the next stage is to formulate organization objectives and develop these into action plans. The objectives cannot be attained with out the required resource, which of course includes people. Human resource management should be part of the process which determines what people are required, how to use them, how to get them and how to manage them. It should be fully integrated with all the others mgt processes.

Again, in the same authors expression, Cushway (2001:5-6), Human resource mgt is defined as " a series of activities which: First enable working people and their employing organizations to agree about the objectives and nature of their working relationship and, secondly, ensures that the agreement is fulfilled." This definition stresses the mutual nature of the employment relation ship and emphasizes that it is only by reciprocity that both the individual and the organization are likely to achieve their objectives.

2.1.6. Human Resource Management Activities/ Functions

2.1.6.1. Human Resource Planning

According Rao, V.S.P. and Narayana, P.S. (1996:27) definition," Planning is concerned with future. It anticipates and precedes or comes first before action.

It is basically concerned with determining the objectives of the organization and the means for achieving them. It is choosing an effective course of action from among various alternatives."

Therefore, planning is a primary function of management because all other functions depend up on how the organization plans to achieve its objectives.

Planning for human resource is one of the first activities of human resource management. Human resource planning is the process of defining future human resource objectives and the strategies for achieving those objectives. Human resource planning is a complex activity consisting of two key- elements. Forecasting and program planning. For casting involves predicting future human resource supply and demand. Program planning involves developing a set of integrated activities to meet human resource objectives. This includes the integration of human resource planning and overall strategic planning. Strategic plans determine human resource needs, but at the same time the quality and quantity of human resource available determine the strategic objectives an organization is able to pursue or follow (Stella M.Nkomo, Myron D. Fottler and R. Bruce Mc Afee, 1988:51).

According to Rosemary Thomson and Christopher Mabey (1994:8-9) and Barry Cushway (2001:21-22) definition, human resource planning is the systematic and continuing process of analysing an organization's human resource needs under changing conditions. The key aspects of human resource planning from this definition are that:

- It is systematic and parts a conscious and planned process rather than something that happens almost by accident.
- It is a continuing process, because the organization and its objectives, and the environment in which it operates are constantly changing.
- It is both short term and long term but with an emphasis on the need to plan for longer- term survival (and growth).

- The resources requirements will need to be assessed in both qualitative and quantitative terms.
- The level of resources will depend on what can be afforded,
- The resources should be at the level required for organizational effectiveness.

On the other hands, Lallan, P.and. Bannerjee, A.M (1985: 89-91) and Lloyd, L.B. and Leslie, W. R.(1987:112- 113) defined, Human resource planning as the process of getting the right number of qualified people in to the right job at the right time. Say differently, HRP is the system of matching the supply of people- internally (existing employees) and externally (those to be hired or searched for) - with the openings the organization expects to have over a given time frame.

Thus, the long- term success of any organization ultimately depends on having the right people in the right jobs at the right time. Organization objectives and the strategies to achieve these objectives have meaning only when people with the appropriate talent, skill and desire are available to carry out those strategies. In short, HR Planning:

- Is the process of matching the Supply of people with the job requirements over a specific period of time.
- Is the need to reconcile the demand and supply of labour with the particular requirements of an organization.

A. Types of lanning.

According to Lallan, P.and BannerJee, A.M. (1985: 88) Planning has taken on various forms, resulting from differences in time periods, geographical area, institutions affected, extent of activities covered, mode of exciting plans, etc.

a. Long-term plans: - Perspective plans which looks ahead for 10 years or more.

b. Medium-term plans: - Plans that covers economic programmes for not more than 5 years. It acts as a link between the long and short- term plans.

- c. Short-term plans:- Is concerned with determining the short range activities necessary to accomplish long-term results. This plan is essentially step for setting individual performance plans expressed as operational plans.

B. Purpose of human resource planning.

According to Cushway (2001:23-24), the main reasons for undertaking human resource planning are to ensure that the organization;

- is able to attract and retain staff in sufficient numbers and with the appropriate skills to be able to operate effectively and achieve its corporate objectives.
- fully utilizes the staff employed,
- is able to ensure that employees receive all the training and development necessary for effective performance in their current roles and develop the flexibility to be able to undertake other roles as the need arises.
- is able to anticipate and meet changes in the demand for its services or in the labour supply.
- is able to meet future human resource requirements from its own internal resources.
- insures that equal opportunities for promotion and development are available to staff.
- Keeps control of human resource costs and effectively anticipates the staffing costs of any new initiatives.

C. Human resource Planning processes

Any human resource planning process has to take account of the organization's likely future demand for labour and of the potential supply of labour. It can therefore, be considered under the main headings of:

- Demand for casting- which entails estimating the organization's future staffing requirements in terms of numbers and skills, by reference to its

aims and objectives and taking account of changes in working practices and activity levels.

- Supply forecasting- which entails estimating the likely future labours supply, both from within the organization taking account of employee wastage, current skills mix, performance, etc and from outside the organization taking account of the potential pool of staff with the right levels of knowledge and skill (Cushway, 2001: 25-26) and (Lloyd ,L. B. and Leslie, W.R.,1987: 113).

Therefore, HR planning processes are a continual processes rather than a one-time event. After organizational strategic plans have been formulated, the HR planning can be under taken. The strategic planning which considers both the external and internal environment, is the determination of the over all organizational purposes and goals and how they are to be achieved. In the other hands, HR planning processes are the most important broad tasks required in order to design and implement a HR planning system, which have four steps are described as follows:

- I. **In puts.** In order to develop plans, and for-casts of future needs, planners must identify and analyse the goals and intention of organizations. To develop plans, various processes of the external environment must be measured. These various processes of external environment include: general economic conditions, social norms and values the political and legal climate, or the size and composition of the labour supply.
- II. **Analysis of current HR skills.** Analysis of current HR skills considered with an analysis of what is currently available within the organization interims of human resources and an inventory of skills, potential, age, time in current position, and salary for each employee is taken. These data or inventories are used to form a base line or current level of HR abilities, which would be available for future requirement.

- III. Forecasting.** Forecasting is determining the number and types of HR required for the future period, developing budgets that reflect the costs of securing or developing the necessary workers such as for recruiting new personnel, the need to develop policies and guide line which would be of help to decision makes how future replacement will be selected and finally, identifying the specific data for the implementation of plans which includes current programmes level, ages, turn over ratios, or salary levels.
- IV. Implementation.** Once the forecast of future needs for various periods have been made, the plan must be implemented such as the recruitment of HR to fill the vacancies (Cushway, 2001: 25-26) and (Lloyd ,L. B.and Leslie, W.R., 1987: 113-114).

2.1.7. Staffing the Organization

Once adequate human resource planning has taken place to determine how many people and the types of skills needed to further the organization's objectives, staffing activities must be considered.

The materials in this section cover the activities in staffing: Recruiting, selection, orientation, training and development, performance appraisal systems, compensation and benefits, and promotion, demotion and firing (Ian, B.and Len, H.(1994:190-191), James, M.J.(1992:23-24) and cushway (2001:53-54).

2.1.7.1. Recruitment

Many authors, for example Lloyd, L. B. and Leslie, W.R. (1987:134), Ian, B. and Len, H.(1994:192), James, M.J. (1992:23-25) and cushway (2001:56-57) have defined recruitment as the process of seeking and attracting a pool of people from which qualified candidates for job vacancies can be chosen. The Magnitude or size of an organization's recruiting effort and the methods to be used in that recruiting effort are determined from the personnel planning process and the requirements of the specific jobs to be filled.

Regardless of whether the job to be filled has been in existence or is newly created, its requirements must be defined as precisely as possible for recruiting to be effective. In this regards, job analysis provides information about the nature and requirements of specific job. Human resource planning determines the specific number of jobs to be filled while recruitment is concerned with providing a pool of people who are qualified to fill these vacancies. There fore recruitment is the first step in hiring process which the goal is to attract qualifies people whose skills and experience meet the demands of the job the organization wants to fill.

A. The recruitment Process

According to Cushway (2001:57), there are various stages in the recruitment process. There are:

1. Identifying the need to recruit;
2. Identifying the job requirements;
3. Deciding the sources of potential recruits;
4. Deciding the selection method;
5. Short listing candidates;
6. Selecting the successful candidate;
7. Notifying candidates of the out comes;
8. Appointing the successful candidate.

Identifying the need to recruit- refers to the employer activities that when the vacancy occurs the first issue is whether there is a need to fill it.

Identifying job requirements- refers to the stage of the job, and the characteristics required of the person in order to perform the job to the necessary standard. Under this stage of process some points should be considered:

1. Job description

Job description facilitates determining how successful performance of the job is to be measured or is a written synopsis of the nature and requirements of a job. It concentrates on the job and it explains what the job is and what the duties, responsibilities, and general working conditions are. Job description can be used for recruitment, job evaluation, training and development, performance appraisal organization review etc.

According to Roger, c., Michael, C., George, G. and Anita, C.(1993:60-62) expression, Job description is a document that lists the area of responsibilities attached to a job and the functions that the jobholder is expected to carry out.

2. Job specification - Concentrates on the characteristics needed to perform the job. It describes the qualifications that the incumbent must possess to perform the job. It is the characteristics required of the jobholder. In other words, it is the description of the qualifications that a person holding a job must possess to perform the job successfully (Lloyd, L.B. and Leslie, W.R., 1987:90).

3. Job analysis - is the process of determining and reporting relevant information relating to the nature of a specific job. It is the determination of the tasks, which comprise of or include the job and of the skills, knowledge's, abilities and responsibilities required of the holder for successful job performance (Lloyd, B. and Leslie, w. R., 1987:89 and 521). According to Lloyd, L. B. and Leslie, W.R.(1987:162) description, both job description and job specification are developed through job analysis.

Again, according to Cushway (2001:38) definition, "Job analysis is a process used to determine and describe the content of jobs in such a way that a clear understanding of what the job is about is communicated to any one who might require the information for management purposes."

B. Recruitment Sources

According to Lloyd, L. B. and Leslie, W. R.(1987:134), and Cushway (2001:62-68) an organization may fill a particular job either with some one already employed by the organization (internal sources or with some one from the outside (external sources).

Internal Sources

If an organization has been effective in recruiting and selecting employees in the past one of the best sources of talent is its own employees. This has several advantages. First, an organization should have a good idea of the strengths and weaknesses of its employees. If an organization maintains a skills inventory, this can be used as a starting point for recruiting from within. In addition, performance evaluations of employees are available. The employee knows the recruiting from within as promotion. In general, more accurate data are available; concerning current employees, thus, the chance of making a wrong decision should be reduced.

Not only does the organization know more about its employees but also the employees know about the organization and how it operates. Thus, when recruiting is done from within the organization, the employees' dissatisfaction with the organization is reduced. There is also a significant positive effect on employee motivation and morale when it creates promotion opportunities or prevents layoffs. This makes the employees know that they are considered for opening and makes them having an incentive for good performance. On the other hand, if outsiders usually are given the first opportunity to fill job openings, the effect can be the opposite. However, the disadvantages to recruiting from within that successful people are promoted until they finally reach a level at which they are unable to perform adequately.

External Sources

External recruiting is often needed in organization that is growing rapidly or has a large demand for technical, skilled or managerial employees. The

advantages of recruiting from outside is that the pool of talent is much larger than when recruiting is restricted to internal sources. Another advantage is that employees hired from outside can bring new insights and perspective or perceptions to the organization. In addition, it is often cheaper and easier to hire technical, skilled, or managerial people from the outside rather than training and developing them internally.

One disadvantage to external recruitment is that, attracting, contracting, and evaluating the potential employees are more difficult, more over, the employees hired from the outside need a longer adjustment or orientation period.

C. Methods of recruitment

According to Lloyd, L.B. and Leslie, W.R.(1987:137-143) and James, J.(1992:23), many different methods are available for recruiting personnel. In addition, to an organization selects its recruiting methods on the basis of the general circumstances it faces, such as the number and type of vacancies, the general state of the economy, the labour environment and government requirements. The exact reasons why specific methods are chosen by a particular organization are difficult to identify. Some of the methods are job posting, job bidding and advertising.

- **Job posting** - is a method of making employees aware of job vacancies. Notices of available jobs are posted in central locations throughout the organization and employees are given a specified length of time to apply. The job notice specifies the job title, rate of pay, qualification and the other necessary criteria.
- **Job bidding** - which is closely associated with job posting, requires employees to bid for a job, based on seniority, experience, or other specific qualifications.
- **Advertising** - is one of the most widely used methods of recruitment. It is commonly placed on the newspapers and in trade and professional publications. Other, less frequently used media for advertising include

radio and television. More over, the recruiting in most large and middle-sized organizations is the responsibility of human resource department or personnel department.

2.1.7.2. Selection

Selection is the process of choosing the appropriate individual from the applicants for job. According to Lloyd, L. B. and Leslie, W.R.(1987:160) definition,

Selection is the process of making choose the individual who can most Successfully perform the job from the pool of qualified candidates. Job analyses, human resource planning and recruitment are the necessary pre requisites to the selection process.

Thus, a break down in any of the processes can make even the best selection system ineffective. In addition, selection is by its very nature, a discriminatory process. The purpose of the process is to discriminate in favour of the people who will perform well in the vacant job and to reject those who will perform poorly. It is therefore, a process in which people have to make judgments on the other people, often with only scant/limited information to help them (Rosemary Thomson and Christopher, M., 1994:98).

A. Steps in the selection process

According to John, S.(2005:164-200), the following are, the steps in the selection process, which a number of applicants have produced, from recruitment. These are as follows:

- Short- listing the candidates for the next stage,
- Setting up tests for the short- listed candidates' such as ability test, aptitude test and personality- test (Psychological- emotional),
- Interviewing the candidates,
- Choosing the successful candidate,
- Obtaining reference (although this is come times carried out before interview),

- Offering the position, confirming in writing and gaining acceptance,
- Organizing the induction process,
- Evaluating the result.

a. Sort- Listing

Short- listing involves reducing the number of applications received down to an appropriate sized list of candidates to be invited for interview.

b. Interviewing the candidates.

Interview is controlled conversation between an applicant for a job and the employer, or some one representing the employer, designed to test the suitability of the applicant for the job in question. There are questions based on job analysis that help to judge the candidate's competence.

c. Choosing the successful candidate

Choosing the successful candidate should follow the same process that applies to short- listing. Only the candidates who match the essential aspects of the person specification should be considered.

d. Obtaining references

Once a decision is reached on the chosen candidate, it is normal to make approaches to past employers to check the accuracy of information provided by the applicant. It is to obtain information about a candidate from a source who knows the person's capabilities well enough to be able to comment on them. Having said all this, references should be treated as just one part of the selection tests because decision should not be based on the reference alone.

e. Offering the position

Once satisfactory references have been obtained, the offer of employment can be made to the successful candidate. The offer of employment should contain the following details:

- Job title,
- Starting date,
- Starting salary and agreed details on salary progression,

- Any help, if appropriate,
- Details may also be supplied of other organization benefits if not given before hand. This can include medical and pension scheme.
- Details of confirmation of the offer (the candidate is usually asked to sign their agreement on the copy of the letter).

In addition, according to Cushaway (2001:80-81), the key information the prospective/potential employer should seek from any previous employer includes:

- How long the applicant was employed,
- The job that was undertaken,
- The salary or paid,
- The number of day's absence,
- How satisfied the employer was with the applicant's performance,
- Whether re- employment would be considered and if not, why not.

f. Evaluating the selection process

Evaluation takes two forms:

- Judging how successful the selection process has been.
- Examining the process to judge the effectiveness of each stage.

For a post- room clerk or receptionist, you may be fairly sure within a few weeks. For an organization manger, should have a good idea after a year is up and objectives are reached.

B. Conducting successful interviews

There are a number of rules to be followed when conducting selection interviews. These are as follows.

A. Before the interview

1. Ensure that candidates are adequately briefed about the organization and the job (although you may wish to test their knowledge of both). Ensure that you prepare for the interview by reading through the relevant

- applications and have available all necessary documentation including the job description and the personnel specification.
2. Arrange a venue that is free from interruption and, if necessary, have telephone calls diverted.
 3. Ensure that you, any other interviewers and the candidates know that time, date and venue.
 4. Ensure that enough time is set aside for the interviews and allow time for discussing applicants and for any possible overrun.
 5. Formulate some questions in advance and ensure that all-important aspects are covered.
 6. Where more than one interviewer is involved, decide who will chair the interview and who will ask what questions.
 7. Try to ensure that all those involved in interviewing have been trained in the process.
 8. Give some thought to the seating arrangements and to the kind of interview you wish to conduct-sitting on sofas around a coffee table gives different impression to that conveyed by a row of interviewers behind a desk.
 10. Make appropriate arrangements for the reception of applicants, in particular giving them somewhere to sit.

B. During the interview

2. Try to stick to the time table-it seems often to be the norm that interviews overrun.
3. Follow a clear structure during the interview so that there is an obvious beginning, middle and end.
4. Start by welcoming the candidate and try to put him or her at ease,
5. Introduce yourself and any other interviewers.
6. State the purpose of the interview and describe how it is to be conducted

7. Try to ask a question that is open-ended and encourage discussion basically questions that begin with whom? What? Where? When? Why? And how or phrases such as "tell us what you think about..."
8. Ensure that you avoid questions that could be construed a discriminatory.
9. Avoid just going back over the application form repeating the information that is already there- a common fault. However clarify anything that is not clear.
10. Listen carefully to the replies, remembering that the candidate should do most of the talking.
11. Ask the interviewee to supply examples of the kinds of things he or she has done to get a clear idea of current and past experience.
12. Keep notes of what is said, and if a number of candidates are being interviewed it is a good idea, in the absence of a photograph.
13. At the end of the interview invite the candidate to ask any questions about the job or the organization
14. Tell the candidate when to expect to hear the outcome.

C. After the interview

1. Discuss and record your conclusion.
2. Notify the candidates of the outcome as soon as possible-you may wish to delay telling any reserve candidate until the first choice has accepted but this delay should not be too long.
3. Negotiate the salary and terms of employment with the successful candidate and prepare contract of employment.

2.1.7.3. Orientation

As it has defined by Lloyd, L. B. and Leslie, W. R.(1987:192), orientation is the introduction of new employees to the organization, work unit, and job. Therefore, employees received orientations from their fellow workers are usually unplanned and unofficial, and it often provides the new employee with misleading, and in accurate information. This is one of the reasons the official

orientation provided by the organization is important. An effective orientation has an immediate and lasting impact on the new employee and can make difference between a new employee's success and failure.

Again, James, M. J. (1992:28-29) has expressed that a good orientation can help a new employee realize his or hers full promise. Among the things an effective program can do are:

1. To make an excellent first impression/feeling. This is when most new comers develop their attitudes toward the organization, the job and their supervisors.
2. Lead to better morale and motivation. It can prevent the errors, misunderstanding and discontent/dissatisfaction that poor communication can cause.
3. Present accurate information. It's to every one's advantage that a new employee fully understands the organization's rules and practices, and the benefits offered in turn. Poor communications can lead to serious misunderstanding later.
4. Improve learning. The well- briefed employees are less likely to make mistakes and will require less training and supervision on the job.

Therefore the orientation is:

- To let the new employee know what the organization expects of him or her. There are the basic policies and procedures. Usually found in employee handbooks and policy manual.
- To let the employee know what the organization offers.
- To provide information on whom to see for help or information.
- To introduce the new employee to co-workers, supervisors, and the workplace.

2.1.7.4. Training and development

A. Training

According to Lloyd, L. B. and Leslie, W. R. (1987:198-199) and Roger, C., Michael, C. and George, G. and Anita, C. (1993: 76-84) definition, training is a learning process that involves the acquisition of skills, concepts, rules, or attitudes to increase the performance of employees. It is the narrowest of the terms and usually refers to a set of specific skills that the person needs for his job. The quality of this initial training can have a significant influence on the employee's productivity on the job and attitude toward the job and it keeps employees to improve performance.

On the other hand training must be directed toward the accomplishment of some organizational objective such as more efficient production methods improved quality of products / services, or reduced operating costs. This means that an organization should commit its resources only to these training activities that can best help in achieving its objectives. Determining specific training activities in a particular organization requires a systematic and accurate analysis of training needs. In general training needs can be determined in three ways:

1. Organizational analysis
2. Functional - Unit or departmental analysis, and
3. Individual employee analysis.

At the organizational level records on absenteeism turn over, tardiness and accident rates provide objective evidence of problems within the organization. When problems occur these records should be examined carefully to determine if the problems could be partially resolved through training.

- Employee attitude and customer surveys can also be used to determine training needs at both the organizational and departmental levels.
- At the individual level performance appraisal information is also an excellent source for determining training needs. Regardless of the

methods employed a systematic and accurate analysis of training needs should be undertaken before any training is conducted.

In addition, Shaven, T. and Alfred, Y.(2000:161-162), Ian, B. and Len, H. (1994:336) and. Anderson, A.H. (2000:275) have defined training as a process to change employees' behaviour at work through the application of learning principles. Or it is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve short-term specific organization objectives or to achieve effective performance in an activity or range of an activity.

Ian, B. and Len, H.(1994:336) and John, S. (2005:376)have requested the aims and objectives of training that it is to develop the abilities of the individual and to satisfy the current and future needs of the organization. Thus, the aim of training is to keep the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Moreover, the authorities' set out three specific training objectives:

1. To develop the competence of employees and improve their performance.
2. To help people grow with in the organization in order that, as far as possible its future needs for Human resources can be met from with in the organization
3. To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensemble that they become fully competent as quickly and economically as possible.

According to John, S. (2005:376-382) expression, the needs to be a systematic approach to training is best explained through an analysis of the training cycle. These are as follows:

1. Assessing training needs - A training need arises due to the identified gap between the required knowledge, skills and experience for the individual

carrying out the work and that actually posed by the employee concerned. This identification of training needs process can trace place in a number of ways:

- When an employee starts a new job an analysis will be carried out which examines the job requirements (through the job description and specification) and match that against the employee's existing profile. No candidate is ever perfect so there will always be a number of gaps to fill, especially if it is an internal transfer or promotion or if there is a new employee.
 - Through the annual appraisal process where the employee and their manager sit down together and draw up a list of areas where training can help the employee to perform better, after agreeing on the existing job requirement and the employee's actual performance.
 - Where a specific incident occurs which demonstrates a major gap. For example a number of customers complain close together will indicate customer-care training is required for employee concerned. If a member of staffs takes up a grievance against a manager's attitude or actions then this could indicate that the manager concerned needs some form of training on handling staff.
2. Planning and carrying out the training- Inherent with in the planning process is the decision on a number of issues:
- Should the training take place on - the - job or off- the - job?
 - Should it be held in the organization or out sourced to training provider?
 - Which techniques should be used?

On-job-training- is appropriate where immediacy and realism/practicality are essential. It provides instant/immediate entry in to the job, the trainees work, learn and develop expertise at the same time, they can see while results of their actions and they can usually be effectively supervised while they are learning. They also learn the social aspects of the job, the informal culture and the small details that are often omitted from training manuals or job descriptions.

Off- the-job training- which takes place usually in a training school or appropriate facilities away from the immediate work place, has the advantage of allowing the trainee to concentrate on learning the new job with out distraction and for the training to be delivered systematically is skilled and experienced trainers.

Out sourcing- the training is an alternative chose when the training skills required are not present with in the organization. This applies with managerial, professional and technical training where the specialist training organization has built up a reputation for running special courses.

3. Styles and techniques of training -Many of the styles and techniques to be described can apply only to of- the-job situations but some can also apply to on- the- job training. Another way to divide the techniques is between those have considerably active learning ingredients such as action training, computer-based learning or working with case studies, and those that are essential passive, such as demonstrations, lectures and videos.

4. Evaluating the training

The last part of the cycle is vital to the whole process. Unless there can be reasonable proof that the training actually added value, then it becomes easy to dismiss it as wastage of time and resources. This evaluation may involve in observing improve in performance such as productivity, service, quality, customer relations. It can also be evaluated by questionnaires (feedback forms), Test or examination on formal courses/lessons, interviews of trainees post course and structured exercise.

B. Development

Cushways (2001:112) has defined development as, " The process concerned with giving individuals the necessary knowledge, skills and experience to enable them to undertake greater and more demanding roles and responsibilities."

Again, Ronger, C., Michel, C.,George. G. and Anita, C.(1993:84) have defined development as it is more career related, braider term and concerns itself with

achieving employee (or self) potential within a framework that goes beyond the current job.

2.1.7.5. Performance Appraisal

Lloyd, L. B. and Leslie, W.R., 1987:242-243), Rao, V.S.P. and Narayana, P.S. (1987:467), Roger, C., Michael, C., George, G. and Anita, C. (1993:94) and Lallan, P. and Bannerjee, A.M (1981:118) have defined performance appraisal as the process which evaluates a member of staff's performance in the workplace on a formal basis or it is a process of evaluating the performance and qualifications of the employee in terms of the requirements of the job for which he is employed for purposes of administration including placement selection for promotions providing financial rewards and other benefits. In short it is the process of determining or reviewing the objectives and performance and communicating to an employee how he is performing the job.

Therefore, an effective appraisal system is an on going process, not a once a year occasion. On the other hand, the appeal/application procedure is an important part of the appraisal procedure; staff should have the right of appeal to a superior if they disagree with any of the appraiser's comments.

According to Rosemary Thomson and Christopher Mayne (1994:203-304) Lallan, P. and Bannerjee, A.M. (1981:118-119), Rao, V.S.P and Narayana, P.S. (1987:468), the objectives of performance appraisal should therefore be:

- To evaluate results and plan for better performance,
- To understand the gap in knowledge, skill and training needs,
- Identify men with potential to man higher positions in the future or to identify suitability for promotion,
- To help the employee to know where he/she stands,
- To provide an adequate feedback to each individual for his job performance,

- To serve as a basis for improving or changing behaviour toward some more effective work habits,
- To provide useful information and data for the managers to judge the future job assignments of employees working under them.

On the other hand, there are numerous methods of performance appraisal such as ranking method, grading methods Goal setting or MBO etc. Under Grading method, the worth of an employee is placed in a system of grading (outstanding, excellent, good, satisfactory, poor) and the employee is assigned the grade which best describes his level of performance.

Under checklists method, various statements are made describing various types of behaviour for a particular factor of the job. Each statement will have a scale value and the ratter is asked to list out the statement, which describes the rates at best, after wards, the statements and their values are averaged (Rao, V.S.P and Narayana, P.S. (1987:472 - 473).

Again, according to Lloyd, B.and Leslie, W.R. (1987:246-247), goal setting or Management by objectives (MBO) is the performance appraisal method, which focuses on the results. Therefore, the MBO process typically consists of:

1. Establishing clear and precisely defined statements of objectives for the Work that is to be done by an employee.
2. Developing an action plan indicating how these objectives are to be achieved.
3. Allowing the employee to implement this action plan.
4. Measuring objective achievement.
5. Taking corrective action, when necessary.
6. Establishing new objectives for the future.

If a MBO system is to be successful, several requirements must be met. First, objectives should be quantifiable and measurable; objectives whose attainment cannot be measured or at least verified should be avoided where possible. Objectives should also be challenging and yet achievable, and they should be

expressed in writing and in clear, concise, unambiguous language. MBO also requires that employees have considerable input into the objective setting process. Active participation by the employee is also essential in developing the action plan.

2.1.7.6. Compensation and Benefits

Compensation is a motivation activity to attract, hold (regain) or and motivate good employees. It is a source of motivation. It is also used for eliminating morale problems caused by inequitable pay, giving your firm a good reputation/name, improving the quality of employees' performance and raising their service level. (James, M. J., 1991: 251, Stella, M.N., Myron, D. F. and McAfee, R.B., 1988:117 and John, M.I., James, H.D. and James, L.G., 1983:227).

On the other hands, Lloyd, L B. and Leslie, W.R. (1987:296-297) have defined compensation as , all the extrinsic rewards that employees receive in exchange for their work, which composed of the base wage or salary, any incentives or bonuses, and any benefits. The basic wage or salary is the hourly, weekly, or monthly pay that employees receive for their work. But incentives are rewards offered in addition to the base wage or salary and usually directly related to performance, while benefits are rewards that employees receive as a result of their employment and position with an organization. Paid vacations, health insurance, and retirement plans and non- cash additions to basic salary are examples of benefits.

According to Cushway (2001:155-157), wage tends to be a fixed hourly or weekly rate with time and a half and double time being paid for overtime, weekend and holiday working, and with additional productivity bonuses, while salary is the amount the individual can expect to receive on a regular basis (paid monthly) regardless of performance with no additions for service (productivity) or overtime. Therefore, the reasons for paying benefits are:

- to attract and retain staff of the right calibre/ quality,

- to promote the welfare of staff and to maintain their level of satisfaction with and commitment to the organization.
- To meet the actual and perceived/ supposed needs of employees.
- To demonstrate to the world that the employer is and caring/ concerned o

2.1.7.7. Promotion, Demotion and Discharge

Advancement to a position of greater authority and responsibility is a promotion. For most people, promotions do not occur often. The social and psychological fulfilments inherent/inbuilt in a promotion are meaningful to many employees. Often with promotion there is an increase in pay. The promotion decision is similar to the selection decision in many respects. The manager attempts to match the best person with the job. In some organizations, promotions are based on merit and/or seniority. Seniority on a job or in the organization is used by some organizations because it shows loyalty/ dependability/ to employees. On the other hand, management prefers to base promotions on merit. A merit determination can be based on the performance evaluations collected on the candidate over a period of time.

On the other hand, if a person is not able to perform adequately on a job, he or she may be demoted or discharged. A demotion is likely to bring about dissatisfaction and discouragement, since losing status and some cases pay is interpreted by money as a form of punishment.

Discharge is the most drastic/severe/ staffing action that a manager can take. It is used only for the most serious offences/ faults. When a person is discharged, he or she loses all seniority standing and privileges/ human rights. Since discharge is such a drastic form of extinction/disappearance, the manager should do careful documentation and consideration of the events justifying discharge. Altercation/disagreement, theft, gambling, in subordination, and inability to perform the job are the most common causes of discharge action (John, M.I., James, H. D.and James, L.G., 1983:227-228).

2.1.8. Employee Relation

Employee relations are activities, which seek greater organizational effectiveness through the enhancement/improvement of human dignity/ self-respect and growth... managers, and employees leaning to approach work in a cooperative rather than adversarial or unhelpful manner (Milkovich, G., 1985:414).

Alternatively, Stella, M.N., Myron, D.F. and Bruce, M. (1988:167) have suggested that the organization should make harmonious/ agreeable relationship with its employees and should treat them like family members in order to influence the employees towards performing the job to achieve the intended objectives.

Moreover, an organization will not operate effectively unless it has a stable and relatively or fairly harmonious relationship with its employees. Conflict and disaffection or unfriendliness will lead, almost inevitably, to high staff turnover, poor attendance, lack of involvement and other indicators of poor performance. In view of that, employee participation in setting organizational objectives and action plan increase the performance of an organization (John, S., 2005:242).

CHAPTER THREE

3. Presentations and Analysis of Data

This chapter deals with the presentation, analysis, and interpretation of the data gathered through questionnaires, interview and from some related documents. Among the 268 copies of questionnaire distributed, 257 (95.90%) were filled in and returned. The data were presented using tables. The data gathered through the interview were also presented and analyzed by relating to the responses obtained through the questionnaire where necessary.

3.1. Characteristics of Respondents

Table 3: Distribution of the respondents by sex

Sex	Respondents					
	Teaching Staff		Non-teaching Staff		Total	
	No	%	No	%	No	%
Male	102	89.47	125	87.41	227	88.33
Female	12	10.53	18	12.59	30	11.67
Total	114	100	143	100	257	100

As shown in the Table 3, male and female proportion of teaching staff in this study accounted for 89.47 percent and 10.52 percent respectively. Among the non-teaching staff 84.41 percent and 12.59 percent were males and females respectively. When comparing TS and NTS, the number of females who was participated in teaching activities was some how less than who was participated in non-teaching activities. On the contrary, the number of males who was participated in teaching activities was some how greater than who was participated in non-teaching activities. In fact, at region level the proportion of male teachers (88.33 percent) in the teachers' training colleges was greater than that of their female counterpart. This may indicate that less attention was given

to females regarding initiating them for education and yet less attention was given to them for employment opportunities in the colleges.

Table 4. Distribution of Respondents by Qualification

Qualification	Respondents					
	Teaching Staff		Non Teaching Staff		Total	
	No	%	No	%	No	%
Below diploma	-	-	26	18.18	26	10.12
Diploma	15	13.16	115	80.42	130	50.58
BA/B.SC	64	56.14	5	3.50	69	26.85
MA/M.SC	35	30.70	-	-	35	13.26
PhD	-	-	-	-	-	-
Total	114	100	143	100	257	100

Table 4 indicates that From TS, the highest qualification was BA/B.SC, which was 56.14% while the least qualification was Diploma, which was 13.16%. On the other hand, From NTS, the highest qualification was Diploma, which was 80.42% while the least qualification was BA/B.SC, which was 3.50%. Therefore, the education level of the most of the non-teaching staff members was below first-degree while most of the teaching staff had good educational background. On the other hand, the education levels of most of the non-teaching staff members were very low while there were better qualifications for teaching staff members.

Table 5: Distribution of Respondents by Years of Service

Years	Respondents					
	Teaching Staff			Non teaching staff		
	Frequency	%	Cumulative percent	Frequency	%	Cumulative percent
Below 5	28	24.56	24.56	33	23.08	23.08
5 -10	37	32.46	57.02	69	48.25	71.33
Above 10	49	42.98	100	41	28.67	100
Total	114	100	-	143	100	-

Table 5 Shows that the highest years of service for most of the non-teaching staff (48.25%) was between 5 to 10 years. On the other hand, most of the colleges' non-teaching staff members had experience less than or equal to 10 years. Among the teaching staff, most of the staff members (42.98%) served the teaching profession for greater or equal to 10 years, which point out that the teachers, did have longer experience in the profession.

In general, these data show that the majority of teaching and non-teaching staff members (57.02% and 71.33% respectively) did have an experience less than or equal to 10 years in their profession. This may indicate that the teachers training colleges' staff members did have low experience in their profession or some of those employees who had long experience might be left the colleges due to poor HRM practices. Employees having well experience may enhance the activity implementation of the colleges. Therefore, lack of having well experienced employees may have its own impacts on implementation of the colleges' activities.

3.2. The major functions that the colleges perform in the process of Human Resource Management

Table 6. Type of plan for Human resources

No	Question	Item	Respondents			
			Teaching staff		Non-teaching Staff	
			No	%	No	%
1	What type of human resource plan do the colleges have for human resources requirement?	Short term plan	58	50.88	65	45.45
		Middle term plan	27	23.68	32	22.38
		Long term plan	17	14.91	20	13.99
		Short and middle term plan	12	10.53	24	16.78
		All the three terms plans	-	-	2	1.40
Total			114	100	143	100

Table 6 shows that the majority of the respondents (50.88 percent and 45.45 percent of teaching and non-teaching staff members respectively) reported that the colleges were focused on short term plan for human resources requirements. Next to the highest proportion, respondents chose the middle term plan (23.68 percent and 22.38 percent of teaching and non-teaching staff-members-respectively)

Table 7. Items related to the Human Resources Planning Process

No	Questions	Responses															
		Strongly Agree				Agree				Disagree				Strongly disagree			
		Teach -staff		Non- teach staff		Teac h staff		Non-teach staff		Teach staff		Non-teach staff		Teach- ing staff		Non-teach staff	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	The human resources planning process of your college has focused on Scanning the internal environment	4	3.51	2	1.40	19	16.67	19	13.29	63	55.26	87	60.84	28	24.56	35	24.48
	The human resources planning process of your college has focused on scanning the external environment	6	5.26	7	4.90	20	17.54	31	21.68	47	41.23	59	41.26	41	35.96	46	32.17

With regard to question 1 in Table 7, 55.26 percent and 60.84 percent of teaching and non-teaching staff members respectively reported that the human resources planning process of the colleges was not focused on analysing the internal.

Again, question 2 in Table 7 shows that 41.23 percent and 41.26 percent of teaching and non-teaching staff members respectively stated that the human resources planning process of the colleges was not focused on analysing the external environment.

Table 8. The human resource planning activities of the colleges

No	Question	Item	Responses							
			SA		A		DA		SDA	
			No	%	No	%	No	%	No	%
1	The human resource planning activities of the college have reconciled the demand and supply of labour with the particular requirement of colleges	TS	14	12.28	19	16.67	58	50.88	23	20.18
		NTS	10	6.99	38	26.5	80	55.94	15	10.49

The current human resource planning issues of the colleges that described in Table 8 indicates that the majority of teaching and teaching staff members of the colleges' which account for 50,88 percent and 55.94 percent respectively reported that the human resource planning activities of the college did not reconcile the demand and supply of labour with the requirements.

Table 9: Sources of Recruitment

No	Questions	Items	Responses			
			TS		NTS	
			No	%	No	%
1	Which recruitment source has mostly been applied in your college?	Internal	51	44.75	58	40.56
		External	52	45.61	80	55.94
		Both	11	9.45	5	3.50
		Total	114	100	143	100
2	Which recruitment sources do you think is more important for your college?	Internal	63	55.26	64	48.95
		External	43	37.72	70	44.46
		Both	8	7.02	9	6.29
		Total	114	100	143	100

Table 9 shows that 45.61 percent and 55.94 percent of the teaching and also non-teaching staff members respectively indicated that the colleges gave more priority to sources of external recruitment than to internal ones.

Furthermore, Table 9 reveals that the majority of the teaching and non-teaching staff members (55.26 percent and 48.95 percent respectively) agreed that the internal recruitment is more important for the colleges than external recruitment.

Table 10: Question related to Job Description.

No	Question	Items	Responses			
			Teaching staff		Non-Teaching staff	
			No	%	No	%
1	Do you have a job description?	Yes	28	24.56	42	29.37
		No	86	75.44	101	70.63
Total			114	100	143	100

The above Table 10 depicts that the majority of respondents (75.44 percent and 70.63 percent teaching and non teaching staff members respectively) reported that they had no job description. On the other hand, 24.56 percent and 29.37 percent teaching and non-teaching staff members respectively were reported that they had job description, which may indicate that the least number of colleges' employees had job description while the majority of employees did not have job description.

Table 11. Provision of Staff Development Program

No	Questions	Items	Responses			
			Teaching Staff		Non-Teaching Staff	
			No	%	No	%
1	Do your college have provided training program to its employees in order to improve employees' capacity?	Yes	45	39.47	56	39.1
		No	69	60.53	87	60.8
2	If there is training program in your colleges, what kind of training do you get?	On job training (Trainees work, learn and develop expertise such as seminar and workshop)	31	27.19	34	23.7
		Off job training (training far from work place such as in country and out of country training)	14	12.28	22	15.3
		No training	69	60.53	87	60.8

As indicated in Table 11, the highest proportion of the teaching and non-teaching staff members (60.53 percent and 60.84 percent respectively) assured that the colleges were not provided training to their employees. On the other hand, 39.47 percent and 39.16 percent of the employees from teaching and non-teaching staff members respectively had a chance to participate in training program.

Further more, Table 11 shows that most of the teaching and non-teaching staff members (60.53 percent and 60.84 percent respectively) reported that they were not gotten any types of training.

Table 12: Orientation Program

No	Questions	Items	Responses			
			Teaching Staff		Non-Teaching Staff	
			No	%	No	%
1	Who do/does give orientation for the new employees about the organization work unit and job in your colleges?	By their fellow workers	93	81.58	110	76.92
		By the colleges	11	9.65	32	22.38
		No orientation	10	8.77	1	0.70
Total			114	100	143	100

Table 12 indicates that the majority of the respondents (81.58 percent of teaching staff and 76.92 percent of non-teaching staff members) did not have taken formal orientation when they joined the colleges for the first time. On the other hand, 9.65 percent of teaching and 22.38 percent of non-teaching staff members reported that they were gotten formal orientation from their colleges when they joined the colleges for the first time which was showed that probably the least number of the colleges' employees had gotten formal orientation. On the contrary, 8.77 percent of teaching staff and 0.70 percent of non-teaching

staff members disclosed that there was no orientation program by the colleges for the newly employed employees.

Table 13. Employees' Performance Evaluation

No	Questions	Items	Responses							
			SA		A		DA		SDA	
			No	%	No	%	No	%	No	%
1.	The college has conducted performance appraisal continuously for evaluating its employees in the work place on a formal bases	TS	10	8.77	27	23.68	45	39.47	32	28.07
		NTS	13	9.09	29	20.28	61	42.66	40	27.97

Table 13 indicates that the highest proportion of teaching and non-teaching staff members (39.47 percent and 42.66 percent respectively) disclosed that the colleges were not conducted performance appraisal system regularly. In addition, 28.07 percent of teaching and 27.97percent of non-teaching staff members were strongly agreed that the colleges were not conducted performance appraisal system regularly. However, 8.77 percent and 23.68 percent of teaching staff members were strongly agreed and disagreed respectively that the colleges were conducted performance appraisal system regularly. Besides, 9.09 percent and 20.28 percent of non-teaching staff members were also strongly agreed and disagreed respectively that the colleges were conducted performance appraisal system. This may indicate that some of the colleges' departments were conducted performance appraisal system.

3.3. The Organization process of activities and human resources of the colleges

Table 14. Questions related to the process of organization of activities and human resources of the teachers' training colleges

No	Question	Responses															
		Strongly agree				Agree				Disagree				Strongly disagree			
		TS		NTS		TS		NTS		TS		NTS		TS		NTS	
		N	%	No	%	No	%	No	%	No	%	N	%	No	%	N	%
1.	The activities necessary to achieve the goals are well identified	20	17.54	10	6.99	28	24.56	24	16.78	46	40.35	77	53.85	20	17.54	32	22.38
2	All closely related activities or tasks are well organized before assignment to each individual employee	17	14.91	16	11.19	31	27.19	25	17.48	46	40.35	78	54.55	20	17.54	24	16.78
3	Qualified personnel are well identified for each job.	25	21.93	19	13.29	26	22.81	31	21.68	45	39.47	69	48.25	18	15.79	24	16.78
4	Jobs that each department head is required to coordinate are well specified.	19	16.67	27	18.88	28	24.56	41	28.67	44	38.60	54	37.76	23	20.18	21	14.69
5	Authority delegated to each unit head is adequate to discharge responsibilities.	18	15.79	24	16.78	32	28.07	40	27.97	46	40.35	63	44.06	18	15.79	16	11.19

As indicated in table 14 under number 1, the majority of the non-teaching staff (53.85 percent) reported that the activities necessary to achieve the goals were not well identified in the colleges. The teaching staff members who were also supported this idea (the idea of non-teaching staff) were constituted only 46 percent.

Table 14 under number 2 further shows that the highest proportion of non-teaching staff members (54.85 percent) believed that in the colleges all closely related activities or tasks were not well organized before assignment to each individual employee. On the other hand, the teaching staff that supported the idea of non-teaching staff members constituted 40.35 percent.

Further more, Table 14 under number 3 discloses that the majority of teaching and non-teaching staff members (39.47 percent and 48.25 percent respectively) reported that in the teachers' training colleges qualified personnel were not well identified for each job.

With regard to item 4 in Table 14, the highest proportions of teaching and non-teaching staff members (38.60 percent and 37.76 percent respectively) believed that jobs that each department head is required to coordinate were not well specified.

Table 14 under number 5 further shows that 40.35 percent of teaching staff and 44.06 percent of non-teaching staff members reported that authority delegated to each unit head is not adequate to discharge responsibilities.

3.4. The extent of effectiveness in using human resource in the college

Table 15. Questions related to the Management Background

No	Questions	Items	Responses							
			SA		A		DA		SDA	
			No	%	No	%	No	%	No	%
1.	The colleges has:									
1.1	Professional top-level managements who are specialized in the management Profession.	TS	5	4.39	27	23.68	48	42.11	34	29.82
		NTS	2	1.40	18	12.59	86	60.14	37	25.87
1.2	Well experienced top level management in their current position	TS	4	3.51	21	18.42	53	46.49	36	31.58
		NTS	2	1.40	24	16.78	79	55.24	38	26.57
1.3	Professional administrative personnel who are specialized in the management Profession.	TS	6	5.26	30	26.32	53	46.49	25	21.93
		NTS	2	1.40	15	10.49	92	64.34	34	23.78
1.4	Well-experienced administrative personnel in their current position.	TS	4	3.51	54	47.37	21	18.42	35	30.70
		NTS	2	1.40	79	55.24	32	22.38	30	20.98

Table 15 reveals that the majority of respondents (42.11 percent and 60.14 percent teaching and non teaching staff members respectively) suggested

that the Oromia teachers' training colleges did not have professional top-level managements who are specialized in the management academy.

The rest of the scales (the respondents' responses on SDA and A) did show that some of the teaching staff members might believe that a person who specialized in the other field might be able to manage the college.

In addition, Table 15 reveals that a large proportion of teaching and non-teaching staff members (46.49 percent and 55.24 percent respectively) reported that the colleges did not have well experienced top-level management in their position. On the other hand, 3.51 percent and 1.40 percent of teaching and non-teaching staff members respectively were strongly agreed while 18.42 percent and 16.78 percent of teaching and non-teaching staff members respectively were agreed that the colleges had well experienced top level management in their current position.

Further more, Table 15 under 1.3 shows that the majority of the respondents (46.49 percent and 64.34 percent of the teaching and non teaching staff members respectively) suggested that the colleges did not have professional administrative personnel. On the contrary, 5.26 percent and 1.40 percent of teaching and non-teaching staff members respectively were strongly agreed while 26.32 percent and 10.49 percent of teaching and non-teaching staff members respectively were agreed that the colleges had Professional administrative personnel.

With regard to item 1.4 in Table 15, the highest proportions of teaching and non-teaching staff members (47.37 percent and 55.24 percent respectively) reported that the colleges had well experienced administrative personnel. On the contrary, 3.51 percent and 1.40 percent of teaching and non-teaching staff members respectively were strongly agreed while 18.42 percent and 22.38 percent of teaching and non-teaching staff members respectively were disagreed that the colleges had well-experienced administrative personnel for their current position. On the other hand, 30.70 percent and 20.98 percent of teaching and non-teaching staff members respectively were strongly

disagreed that the colleges had well-experienced administrative personnel for their current position.

Table 16. Question related to Salary

No	Question	Item	Responses			
			Teaching staff		Non Teaching staff	
			No	%	No	%
1.	How do you satisfy with the salary you earn when compared with the job you are engaged in?	Yes quite adequate	11	9.65	8	5.59
		Need some increment	33	28.95	52	36.36
		Not adequate at all	71	61.40	83	58.04
Total			114	100	143	100

Table 16 shows that the majority of respondents (61.40 percent and 58.04 percent of teaching and non-teaching staff members respectively) disclosed that the salary had been paid, was not adequate at all. On the other hand, 9.65 percent and 5.59 percent of teaching and non-teaching staff members respectively reported that they have been paid adequate salary while 28.95 percent and 36.36 percent of teaching and non-teaching staff members respectively reported that some salary increment is needed.

Table 17. Question related to Employee Treatment

No	Question	Item.	Responses							
			Very poor		Poor		Good		Very good	
			No	%	No	%	No	%	No	%
1	What do you observe about your college employee treatment?	Ts	35	30.71	54	47.37	15	13.16	10	8.77
		NTS	42	29.37	65	45.45	20	13.99	179	11.89

Table 17 depicts that the majority of the respondents (47.37 percent of teaching and 45.45 percent of non teaching staff members) reported that there was poor employee treatment or there was improper handling and care for staff members in the colleges. 30.71 percent and 29.37 percent of teaching and non-teaching staff members stated that the employee treatment by the colleges was very poor while Only 13.16 percent and 13.99 percent of teaching and non-teaching staff members stated that the employee treatment by the colleges was good. These variations were probable indicated that some of the colleges' department may treat their subordinates well while the majorities were not.

Table 18. Question related to Promotion

No	Question	Item	Responses			
			Teaching staff		Non- teaching staff	
			No	%	No	%
1	Is there employee Promotion in your college?	Yes	18	15.79	26	18.18
		No	96	84.21	117	81.82
		Total	114	100	143	100

Table 18 indicates that the highest proportion of the respondents (84.21 percent and 81.82 percent of teaching and non teaching staff members respectively) disclosed that there was no employee's promotion in the Oromia Region public teachers training colleges. On the contrary, 15.79 percent and 18.18 percent of teaching and non-teaching staff members respectively disclosed that there was employee's promotion in the Oromia Region public teachers training colleges. This was indicated that there might be employees' promotion in some departments.

Table 19. Basis for Employee Promotion

No	Question	Item	Responses			
			Teaching staff		Non-teaching staff	
			No	%	No	%
1	If your response to question 4 is yes, then what is the basis for promotion in your college that you may have observed?	Political case: employees' good attitude to wards the party in power.	32	28.07	30	20.98
		Employee prior performance and potential to do the job.	21	18.42	38	26.57
		Seniority and experience as the basis for promotions.	58	50.88	70	48.95
		Other	3	2.63	5	3.50
		Total	114	100	143	100

Table 19 reveals that the majority of the respondents (50.88 percent and 48.95 percent of teaching and non-teaching staff members respectively) stated that the basis for the rarely existing employee promotion in the colleges was seniority and experience while 18.42 percent and 26.57 percent of teaching and non-teaching staff members respectively stated that employee prior performance and potential to do the job had been given more attention.

Table 20. Effectiveness of Human Resource Utilization

No	Question	Item	Responses			
			Teaching Staff		Non teaching staff	
			No	%	No	%
1	Is there proper human resources utilization in the college to accomplish its objectives?	Yes	47	41.23	51	35.66
		No	67	58.77	92	64.34
	Total		114	100	143	100

As it indicated in the table 20, the majority of teaching and non-teaching staff members (58.77 percent and 64.34 percent respectively) reported that there was improper human resources utilization in the Oromia Region State public teachers' training colleges. On the contrary, 41.23 percent and 35.66 percent of teaching and non-teaching staff members respectively stated that there was proper human resources utilization in Oromia Region State public teachers' training colleges. These indicated that some there might be proper human resources utilization in some departments while there was no in the others.

Table 21. Question related to Employees' Dismissals

No	Question	Item	Responses			
			Teaching staff		Non teaching staff	
			No	%	No	%
1	Is there employees' dismissal in your college?	Yes	78	68.42	98	67.83
		No	36	31.58	46	32.17
	Total		114	100	143	100

Table 21 indicates that the majority of the respondents (68.42 percent and 67.83 percent of teaching and non teaching staff members respectively)

suggested that there were employees' dismissal in the Oromia Regional State teachers' training colleges. On the contrary, 31.58 percent and 32.17 percent of teaching and non-teaching staff members respectively disclosed that there were no employees' dismissal in the Oromia Regional State teachers' training colleges. These idea differences revealed that some of the respondents might not know the actions undertaken in some colleges.

Table 22. Basis for Employee Dismissal

No	Question	Item	Responses			
			Teaching staff		Non teaching staff	
			No	%	No	%
1	If your response to question 8 is yes then what is the basis for the dismissal?	Political case: employees' bad attitude towards party in power.	27	23.68	48	33.57
		Employees' poor performance	29	25.44	28	19.58
		Employees' poor discipline.	48	42.11	61	42.66
		Others	10	8.77	6	4.19
Total			114	100	143	100

Further more, Table 22 reveals that the majority of the respondents (42.11 percent and 42.66 percent of teaching and non teaching staff members respectively) stated that the bases for the employees' dismissal in the colleges were Employees' poor discipline. On the contrary, 25.44 percent and 19.58 percent of teaching and non-teaching staff members respectively disclosed that the bases for the employees' dismissal in the colleges were due to employees' poor performance.

3.5. The adoption of principles of human resource management

Table 23. The Adoption of Principle of Human Resource Management

No	Question	Item	Responses									
			Very poor		Poor		Satisfactory		Good		Very good	
			No	%	No	%	No	%	No	%	No	%
1	The relations between employees and the colleges management are:	TS	30	26.32	49	42.98	21	18.42	9	7.89	5	4.39
		NTS	34	23.78	66	46.16	24	16.78	9	6.29	10	6.99

As indicated in Table 23, the majority of teaching and non-teaching staff members (42.98 percent and 46.16 percent respectively) reported that the relationships between employees and their managements were poor. 18.42 percent and 16.78 percent of teaching and non-teaching staff members stated that the relationships between employees and the colleges management were satisfactory while Only 7.89 percent and 6.29 percent of teaching and non-teaching staff members stated that the relationships between employees and the colleges management were good. These disparities were indicated that some of the colleges' department might treat their subordinates well while the majorities were not.

On the other hand, 26.32 percent and 23.78 percent of teaching and non-teaching staff members respectively stated that the relationships between employees and the colleges' management were very poor while 4.39 percent and 6.99 percent of teaching and non-teaching staff members respectively stated that the relationships between employees and the colleges' management were very good.

Table 24. Items related to the Work Environment

No	Question	Item	Responses			
			Teaching staff		Non-teaching staff	
			No	%	No	%
1	Do you have a healthy and safe work environment?	Yes	56	49.12	65	45.45
		No	58	50.88	78	54.55

Table 24 shows that the majority of teaching and non-teaching staff members (50.88 percent and 54.55 percent respectively) suggested that there was no healthy and safe working environment for the employees in the public teachers' training colleges of the Oromia Region. On contrary, 49.12 percent and 45.45 percent of teaching and non-teaching staff members respectively reported that there was healthy and safe working environment for the employees in the public teachers' training colleges.

Table 25. Question related to Employees' Desire.

No	Question	Item	Responses			
			Teaching Staff		Non-teaching staff	
			No	%	No	%
1	In your opinion do you have the desire to stay in the college?	Yes	43	37.72	59	41.26
		No	71	62.28	84	58.74
Total			114	100	143	100

Table 23 reveals that the majority of the teaching and non-teaching staff members (62.28 percent and 58.74 percent respectively) reported that they did not have the desire to stay in the colleges with the existing conditions. But 37.72 percent and 41.26 percent of the teaching and non-teaching staff members respectively did have the desire to stay in college with the hope that there may be changes in the future.

CHAPTER FOUR

4. Summary, Conclusion and Recommendations

This chapter presents summary of the findings, conclusions drawn from the findings and recommendations given based on the conclusions. The major purpose of this study was to assess the human resource management practice in the Oromia Regional State Teachers' Training Colleges. The focus of this study was to identify problems encountered in managing human resources and to forward some possible solutions to alleviation or minimization. To accomplish this purpose, the study was carried out in the three Teachers' Training Colleges. The data relevant to the study were gathered through questionnaire from teaching and non-teaching staff members in the sample colleges who were selected on random sample basis. To obtain supportive data, interviews were also made with education streams and head of personnel division who were selected on random and availability sampling basis respectively. In addition, relevant documents were also used as secondary sources of data. Prior to the final study, the questionnaires set for the teaching and non-teaching staff in the sample teachers' training colleges were piloted and modified for administration. The data obtained were then analyzed using the relevant statistical tool such as percentage.

4.1. Summary of the Findings

Based on the results of the data analysis, the major findings of the study are presented here under.

1. The majority of the teaching and non-teaching staff members (45.61 percent and 55.94 percent respectively) disclosed that the colleges gave priority to external recruitment than going to internal ones.
2. It is clear that job description is a document that lists the area of responsibilities attached to a job and the functions that the jobholder is expected to carry out. But the majority of the respondents reported that they did not have job descriptions.

3. The colleges were not provided training program to its employees. On the other hand, the finding revealed that the majority of the respondents were never participated in any kind of training opportunities.
4. The teachers' training colleges were not provided formal orientation to their new employees. This means, the majority of the colleges' newly employed employees were obtained the unofficial orientation from their fellow workers.
5. In the Colleges, Employees' performance appraisal was not conducted regularly.
6. In the teachers' training colleges, the employees were paid inadequate salary.
7. In the teachers' training colleges, there was improper handling and care for the staff members.
8. There was almost no employee promotion the colleges. However, the rarely existing employee promotion was also based on seniority and experience.
9. The finding of this research revealed that the teachers' training colleges were not properly utilized their human resources. There were employees 'dismissals in the colleges, which were mostly based on employees' poor disciplines.
10. This finding was indicated that the relationships between the employees and their management in the public teachers' training colleges of the region were adverse rather than cooperative manner.

4.2. Concussions

Based on the major findings the following conclusions have been reached.

Recruitment is the first step in hiring process that the goal is to attract qualified people whose skills and experience meet the demands of the job the organization wants to fill .The finding of this research, however, revealed that the colleges' recruitment process was not appreciated from the majority sides of their employees. The more focusing on external recruitment may be the less access to get human resources with particular requirements by the colleges. Focusing on the external recruitment by the colleges might be resulted in a longer adjustment period for the employees hired from the outside and the loss of chances for existing employees from being promoted.

Official orientation to new employees, job description, training and development are very important to the employees in order to perform the jobs. The finding of this research, however, revealed that the majority of the TTCs employees did not have job description, did not get official orientation and did not participate in any kind of training opportunities. These might have their own impacts in undertaking activities. Fore example, as this study revealed in the TTCs it might difficult to: evaluate the employees' performance, understand the gap in knowledge, skill and training needs of employees, identify the potential workers for higher positions in the future, help employees to know where they stand and Provide adequate feed back to each individual for his /her job performance as employees' performance appraisal was not regularly conducted.

Proper human resource management practices make the staff members having a sense of belongingness for the colleges. The finding of this research, however, indicated that there might be problems in the TTCs that might be due to the lack of professional managers in the colleges. This might be resulted in the lack of interest and commitment by employees for the jobs.

4.3. Recommendations

Based on the major finding and conclusion drawn from the study, the following recommendations are forwarded:

1. Using both sources of recruitment as alternative as much as possible is important rather than depending often on the external sources. Teachers training colleges, however, gave much emphasis for the external sources of recruitment. Thus, it is recommended that the colleges may assess the advantages and disadvantages of both the internal and external sources of recruitment rather than depending often on the external sources.
2. Job description is important in order to under take job evaluation, training and development, and performance appraisal. The finding of this research, however, revealed that teachers training colleges did not provide job description to their employees. Hence, it is suggested that teachers training colleges should provide job descriptions to their employees that helps to measure performances in order to making the necessary decisions when required.
3. Since job orientation helps to introduce new employees to the colleges, work units and jobs, it is suggested that teachers training colleges should fully exercise job orientation programs.
4. Training helps employees in directing towards the accomplishment of some organizational objective such as improving quality of services. Hence, it is advisable that the teachers training colleges should undertake adequate assessment in order to determine the contribution of training for their employees' performance then providing training when necessary.
5. Performance appraisal is important in determining or reviewing the objectives and performance, and communicating to an employee how he is performing the job. As observed in the study, however, in the TTCs performance appraisal was not conducted regularly. Thus, it is recommended that TTCs should conduct performance appraisal regularly.

6. Proper human resource management such as properly handling and caring for staff members, providing benefits (salary increments, promotion, paid vacations, transportation service), good employee relationships and so forth are undoubtedly important factor inducing workers to stay with in the colleges. Hence, it is advisable that the teachers training colleges should practice HRM properly in order to accomplish their intended objectives.

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APPENDIXES

Appendix A

QUESTIONNAIRE TO BE FILLED BY OROMIA REGIONAL STATE GOVERNMENT TEACHERS TRAINING COLLEGES' STAFF.

General direction

The study focuses on an assessment of Human Resource Management Practice and its problems in Oromia Regional State public Teacher's Training Colleges.

It is hoped that the findings would be of significance to pin point the major bottlenecks encountered while conducting the diploma programs in the colleges and suggest some relevant remedial approaches. So that the college will be able to establish sound capacity in every aspect and render quality programs, and enable it to be a centre of excellence through proper Human Resource Management to achieve its predetermined objectives. Respondents of the questionnaire are expected to forward honest and appropriate responses.

Please mark “√” or write brief answers whenever necessary.

2. Please give only one answer to each question unless you are requested to do otherwise.
2. No need of writing your name.

Thank you for your cooperation!

Questionnaires for Teaching and non-teaching staff

Part I. Biographical Data

1. Sex: Male. 2. Female
2. Education qualification: 1. < Diploma (12 +2 or 10+3) 2. Diploma (12 +2 or 10+3) 3. B.A/B.SC 4. MA/M.SC 5. PhD
3. Number of service years: 1. < 5year 2. 5-10 years. 3. >10 years

Part II.

I. Questionnaires related to the major functions that the colleges perform in the process of HRM

A. Questionnaires related to the college's the human resources planning

1. What type of human resource plan do the colleges have for human resources requirement?
 - a. Short term plan
 - b. Middle term plan
 - c. Long-term plan
 - d. Short term and Middle term plan
 - e. Short, Middle and Long term plans
2. Rate the following points related to the human resources planning process.

No	Questions	Choices			
		Strongly agree	Agree	Disagree	Strongly disagree
1	The human resources planning process of your college has focused on scanning/Analysing/ the external environment				
2	The human resources planning process of your college has focused on scanning/Analysing/ the internal environment				

3. The human resource planning activities of the college have reconciled the demand and supply of labour with the particular requirements of an organization.
 - a. Strongly agree
 - b. Agree
 - c. Dis-agree
 - d. Strongly dis-agree

B. Questionnaires related to recruitment of the colleges

1. Which recruitment source has mostly been applied in your college?
 - a. Internal
 - b. External
 - c. Other

2. Which recruitment source that you think is important for your college?
 a. Internal b. External c. Other
3. Referring to item No "2" above, then explain some reason (s) for your choice.
-
-

4. Do you have a job description? a. Yes b. NO
5. Do the college have provided training program to its employees in order to improve their capacity? a. Yes b. NO
6. If there is training program in your organization, what kind of training do you get? a. On-job training b. Off-job training c. There is no training
7. Who has given the newly employed employees orientation about the organization work unit and job in your colleges? a. By their fellow workers b. By the college c. There is no orientation
8. The college conducted performance appraisal system continuously for evaluating their employees in the work place on a formal basis.
 a. Strongly agree b. Agree c. Disagree d. Strongly disagree

II. The Organization process of activities and human resources of the colleges

1. Rate the following activities related to organization process of activities

No	Questions	Choices			
		Strongly agree	Agree	Dis-agree	Strongly disagree
1.	The activities necessary to achieve the goals are well identified.				
2	All closely related activities or tasks are well organized before assignment to each individual employee				
3	Qualified personnel are well identified for each job.				
4	Jobs that each department head is required to coordinate are well specified.				
5	Authority delegated to each unit head is adequate to discharge responsibilities.				

III. Questionnaires related to human resource in the college

1. Rate the following points related to the human resource in the college.

No	Items	Choices			
		Strongly agree	Agree	Dis-agree	Strongly dis-agree
1	The college has:				
1.1	Professional top-level managements who are specialized in the management Profession.				
1.2	Well experienced top level management in their current position				
1.3					
1.4	Professional administrative personnel who are specialized in the management Profession.				

2. How do you satisfy with the salary you earn when compared with the job you are engaged in?

- a. Yes quite adequate
- b. Need some increment
- c. Not adequate at all

3. What do you observe about your college's employee treatment?

- a. Very poor.
- b. Poor
- c. Good
- d. Very good.

4. Is there employee promotion in your college? a. Yes b. No

5. If your response to Questions "4" is yes, then what is the basis for promotion in your college that you may have observed?

- a. Political case: employee's good attitude towards the party in power.
- b. Employee prior performance and potential to do the job.
- c. Seniority and experience as the basis for Promotions.
- d. Other. (If any)

6. Is there a proper utilization of human resources in the college to accomplish its objective? a. Yes b. No

7. If your answer to item No " 6 " is no, please explain the problems that you have observed.

8. Is there employee's dismissal in your college? a) Yes b) No

9. If your response to item "8" is yes, then what is the basis, for the dismissal?

- a. Political case: employee's bad attitude towards the party in power.
 - b. Employee poor performance
 - c. Employee poor discipline.
 - d. Others, (If any).
-

IV. Questionnaires related to the adoption of principles of human resource management

1. Rate the issues pertaining to the adoption of principles of human resource management in the college

No	Items	Choices				
		Very good	Good	Satisfactory	Poor	Very Poor
1	The relations between employees and college's managements are:					

2. Do you have a healthy safe work environment? a. Yes b. No

3. If your answer is no 2 is no, please explain your reasons.

4. In your opinion, do you have the desire to stay in the college?

- a. Yes
- b. No

Appendix B

Part III. Questionnaires for Heads of education streams and head of personnel division of the college.

The questionnaires related to the status of Human Resources Management practices.

1. Do the colleges' plans for human resources have matched the supply of people with the job requirements?
2. Does the college give priority to internal recruitment (promotion and transfer) before going to external sources?
3. Does the college have provided training to its employees in order to influence employees' on the job?
4. employees and improve their performance?
5. Does the college have conducted performance appraisal system Continuously for evaluating the performance and qualifications of their employees?
6. Is there employee demotion in your college?
7. Is there orientation program in your college?
8. Are there training and development in your college?
9. How your organization does identify training needs?
10. Do you think the college managements have applied managerial principles in terms of human resources management?

Declarations

I, the undersigned, declare that this thesis is my work and that all sources of materials used for this study have been duly acknowledged.

Name: Mideksa Tessi Mechesa

Signature: _____

Date: