

**PRACTICES AND PROBLEMS OF HUMAN
RESOURCE UTILIZATION IN DIRE DAWA
EDUCATION SECTOR**

BY

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



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EDUCATION SECTOR**

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ABBREVIATIONS

EdAd - Educational Administration

DF – Degree of Freedom

HRM – Human Resource Management

MOE – Ministry of Education

RCBB – Regional Capacity Building Bureau

REB – Regional Education Bureau

TVET – Technical and Vocational Education and Training

ABSTRACT

The major purpose of the study was to assess the practices and problems of human resource utilization, assessing the current practices of human resource utilization, identifying major factors affecting human resource utilization in Dire Dawa Provisional Administration education sector.

To achieve the purpose a descriptive survey study method was employed. In the study four major groups of samples encompassing 22 principals, 12 supervisors, 156 teachers and 50 administrative and support staff participated.

Questionnaires were the major instruments used to collect data. Moreover, analysis of documents and interviews were used to elicit additional information. Analysis was made both quantitatively and qualitatively and it revealed that the practice of human resource utilization in the Regional Education Bureau was not effective in both teachers and administrative and support staff utilization.

In the attempt made to identify factors affecting human resource utilization, inappropriate assignment of both teachers and other workers, shortage of competitive teachers and other education personnel, poor practices in teachers and other administrative and support staff training and the like were found to be the major problems. Moreover, failure of the regional education sector to attract and retain competitive teachers and other administrative and support workers was found to be among the major factors hampering the human resource utilization.

Regarding the effects of improper utilization of human resource, shortage of competent and committed administrative workers and teachers, most of the positions in the education bureau being vacant, most of the workers in the education bureau as well as in schools and most of teachers being aged etc were the major observed effects of improper human resource utilization. Simply, these imply that because of its poor practice inhuman resource utilization, the education sector was not in a position to attract and retain young, energetic and competent teachers and other workers.

Some practical measures to be taken to improve the practice of human resource utilization were suggested, which would enable the sector to attract and retain qualified, competent and committed teachers and other education personnel.

THE PROBLEM AND ITS APPROACH

1.1 Background Of The Study

Organizations require a supply of available resources-time, finance, material and human-in order to accomplish their purposes. Of all the resources required to attain the intended objectives of organizations, however, the most important is the human resources. It is only people who can grow and develop and be motivated to achieve certain desired ends. The attaining of targets for the organization is in their hands and it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing (Riches and Colin, 1989:1). Thus, creating an organization which facilitates conditions for effective and efficient performance of workers, and staffing the organization with appropriate people has become the most primary task of management of an organization.

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

Among the human resources in the educational systems, the teaching force is the supreme factor (Aggarwal, 1995:395). Extending his

argument the writer asserts that any other resources such as a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities.

From the foregoing discussion, it is possible to say that the strength of a school system is, by and large, determined by the quality of its employees, especially teachers. Emphasizing this point, Webb and Norton (1999:70) state that “successful effective schools depend directly on the success and effectiveness of those who work in them”.

Hence, it is only when a conducive environment is employed to the management of teachers can a sustainable professional improvement of the teaching staff be ensured and consequently quality of education be maintained. It should, therefore, be noted here that if quality performance in a school system are to be developed and maintained careful attention need to be given to effective human resource management, particularly effective utilization of the teaching staff. As Jackson (1972:76) states, this is materialized through proper selection and recruitment.

However, as Ayalew (1991:109) rightly put it “...the availability of qualified and competent teachers alone will not guarantee goal attainment of the school, unless they are utilized effectively”. Moreover, Thompson (1995) states that effective utilization of the academic staff and their professional development constitutes the most crucial issue in teacher management.

An effective teacher management system must assure teachers that they will enjoy conditions of service appropriate to their profession, that they will have access to continuing professional development, and they will be

able to progress along a clear and objective career path (Gaynor, 1998:10). It must also assure that they will be governed by a set of regulations and procedures that are reasonable, transparent, and fairly implemented. Above all, the system must make adequate provision for training and preparing teachers for the classroom and other related activities. Although these functions may seem simple, quite a number of writers (Gaynor, 1998:1; Thompson, 1995:1) have stressed in their studies that they are far from being achieved in many countries.

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

Hence, such a situation requires proper recruitment and selection of the teaching staff, proper utilization of available teachers, and an effective strategy for the professional development of teachers. However, though managing the academic and other personnel has been one of the most challenging tasks for the Regional Education Bureau, there has been hardly any systematized research devoted to the management of human resource particularly, to the utilization of the available human resource in the education sector of the Dire Dawa Provisional Administration. Therefore, it is important to conduct an assessment in the area and systematized the existing situation.

1.2. Statement of the Problem

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

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

A competent teaching force with high qualification and ability, however, can be secured through careful recruitment and selection. Moreover, in order to make the best use of the existing academic staff, to better achieve the aims of the institutions, their skills and abilities also need to be developed to their full potential (Kemp and Nathan, 1989:173). And these tasks, among other things, call for effective management of the teaching personnel.

Issues related to teachers’ management has been addressed by the 1994 Education and Training Policy of Ethiopia. The policy envisages that “the management of teachers and other educational personnel will be organized, on the basis of professional principles, including professional code of ethics, salary, working conditions, incentives, professional growth and overall rights and duties” (TGE, 1994:30). It also envisages certification before being assigned to teach, continuous education and training, and the development of career structure for professional development (TGE, 1994:20)

Even though, the attainment of educational objectives largely depends on the quality of the teaching staff, the administrative and support staff also play a major role in the attainment of the educational objectives. These staff paves the road for the teaching staff towards the intended goals of the educational institution. They provided the teaching staff with the necessary professional support and supervision; they also provide them with materials and financial support. Moreover, they facilitate the professional development of teachers, and the like. Hence, a competent and highly qualified administrative and support staff are needed by the educational institutions. Administrative and support staff with high qualification and ability, however, can be secured through careful recruitment and selection. Moreover, in order to achieve the aims of the institutions, it is necessary to utilize them to the maximum.

However, given the shortage of skilled work force and the rapid increase in demand for education, the endeavor of securing well-qualified teaching and other personnel in educational institutions has become more critical than ever. Therefore, the purpose of this study was to investigate the practices and problems attached to the prevailing systems of utilizing the human resource in education sector in Dire Dawa Provisional Administration and suggest some practical steps to be taken in the near future to improve the situation. To this end, the study was aimed at treating the following basic questions:

1. Do teachers, administrative and support staff in the Provisional Administration have the required qualification and specialization in the subject area they teach or in the position they are assigned?
2. What major criteria were considered in the assignment of teachers, administrative and support staff at different levels?
3. What is the current status of human resource utilization in the education sector in the Provisional Administration?

4. What major problems exist in the efficient utilization of the existing human resource in the education sector in the Provisional Administration?
5. Do teachers, administrative and support staff at different levels receive appropriate professional assistance from educational managers and other appropriate professionals?
6. Do teachers, administrative and support staff at different levels receive appropriate trainings?

1.3. Purpose of the Study

The major purpose of this study was aimed at the identification of the practices and problems of human resource utilization in the education sector in Dire Dawa Provisional Administration. More specifically the purposes of the study were to:

- Identify the practices of human resource utilization in education sector
- Identify major problems in relation to human resource utilization in education sector in the Provisional Administration
- Examine the consequences of improper utilization of human resources
- Suggests some possible strategies that improve human resource utilization in the Provisional Administration

1.4. Significance of the Study

The study appears to be significant for the following reasons:

- I. No research has been conducted so far on human resource utilization in the Provisional Administration in general and that of the education sector in particular. Thus, this study shades light on how much effectively it is being implemented in the Provisional Administration.

- II. Since the study on human resource utilization was not given due attention in the Provisional Administration education sector, this study will help in the collection and compilation of information on the issue.
- III. The finding of the study may also provide some feedback to Regional Education Bureau officials and planners on major issues related to effective utilization of human resources in the education sector that will help them to design objective plans for optimizing the use of the existing human resources.

1.5 Delimitation of the Study

This study aimed at identifying the practices and problems of human resource utilization in the education sector in the region with particular emphasis to teachers' utilization. Hence, this study limits itself to the study of the utilization of teachers, administrative and support staff excluding the utilization of educational officials at the top level, and other lower level workers like drivers, messengers, janitor and guards.

The study also limited to governmental schools in the Provisional Administration because mostly the problem of human resource utilization observed in governmental schools rather than in private and missionary schools.

1.6 Limitations of the Study

The following factors created some limitations on the study.

1. Unavailability of up-to-date literature that could provide valuable information on the utilization of human resources in education sector.
2. Unwillingness of some teachers and administrative and support staff to fill in and turn back the questionnaires.

3. Lack of recently organized and well-prepared documents and statistical data on the number and profiles of teachers and administrative and support staff in both schools and the REB have created some limitation on the study.

1.7 The Research Design and Methodology

1.7.1 Method of the Study

Researchers agreed that method of research to be implemented is highly governed by the nature of the problem to be investigated. The type of the information needed determines the method to be applied. Among the different types of research methods the descriptive survey method is more appropriate to collect information of behavior, social conditions, economic aspects, attitudes and opinion, factual and explanatory issues, etc. (Ackroyd and Hughes, 1983 as cited in Burton, 2001). Moreover, the appropriateness of this method in describing what is happening currently and to a great many questions in education has been emphasized by Anderson(1990:37), Seyoum and Ayalew(1989:17). Therefore, for this particular study, focus on assessing the practices and problems of human resource utilization in Dire Dawa education sector, descriptive survey research method was adopted.

1.7.2 Source of Data

In this study, the primary sources of data were teachers, school principals and/or department heads of the REB, supervisors, administrative and support staff and REB officials. Moreover, different documents were used to secure relevant information and statistical data as secondary sources.

1.7.3. Sample Population and Sampling Techniques

1.7.3.1 Study area and Sample Schools

The area chosen to conduct this study is the Dire Dawa Provisional Administration education sector. It is selected as the study place because it is least touched in research work and due to the researcher's experience in the area for which collection of data would be at ease.

In the Provisional Administration there were one TVET college, three secondary schools (one preparatory and two general secondary schools) and 59 primary schools (20 in urban and 39 in rural areas). All the three secondary schools and the TVET College were selected to be included in the sample by availability sampling method. From the 59 primary schools 18 schools (10 from urban and 8 from rural) were selected by stratified random sampling method. Moreover, the REB was taken to be included in the sample by the availability sampling method.

1.7.3.2 Sample Selection

The total population of the study was grouped in to four major categories. Principals of sample schools and department heads of REB as one category, teachers of sample schools as the second category, supervisors as the third category and administrative and support staff of sample schools and REB as the fourth category.

Principals of all the sample schools were selected to be included in the sample by purposive sampling techniques. Four department heads from REB were selected, from the available seven department heads, by using convenient sampling method. That is, by taking those who were around their office during data collection, to provide information concerning administrative and support staff by substituting four of the principals included in the sample.

Teachers of the sample schools were stratified in to different strata. Primary (urban and rural), secondary, and TVET were used as strata. From 451(349 in urban and 102 in rural) teachers in the sample primary schools, 96(about 21%) were selected by systematic sampling method from each school based on the proportion of each school's teachers to the total number of teachers in the sample schools. That is, 71 teachers from urban sample schools and 25 from rural sample schools, which were about 20% and 25% respectively of their respective strata. From secondary schools, 39(15%) teachers were selected from the total 260 teachers by the same method mentioned above. Similarly, from 105 TVET teachers, 21(20%) were selected to be included in the sample by using systematic random sampling method.

All the 12 supervisors were selected by availability sampling method. Moreover, 50 (about 20.66%) of the administrative and support staff were selected from a total 242 in the sample schools and REB. More precisely, 18(25%) were selected from 72 support staffs in 18 sample primary schools. That is one support staff worker was selected from each sample school by purposive sampling method based on educational level of qualification and experience. This is, because the researcher assumed that qualified and experienced workers understand the questionnaire well and provide more relevant data for the study. BY the same method and assumption, 8(about 22.22%) workers were selected from 36 administrative and support staff of the secondary schools. Similarly, 10(about 16.39%) workers were selected from 61 TVET administrative and support staff workers by the same method. On the other hand, from 73 administrative staff in the REB, 14(about 19.18%) were selected by the same method and assumption in order to draw relevant information.

Table 1.1: Distribution of Samples in the Sample Schools and REB

No	Sample Schools and REB							
	Sample Groups	Population size	REB	TVET	Secondary	Primary	Sample size	
							No	%
1	Principals and/or heads	22	4*	1	3	18	22	100
2	Teachers	451	-	21	39	96	156	34.59
3	Supervisors	12	12	-	-	-	12	100
4	Administrative/ support staff	242	14	10	8	18	50	20.66
	Total	727	27	30	50	126	240	33.01

* Department heads of REB were used only to provide information on administrative and support staff by substituting four of the principals included in the sample.

1.7.4. Procedures and Instruments for Data Collection

1.7.4.1. Procedures

The following procedures were followed in order to collect the necessary information and data about human resource utilization in education sector in the Dire Dawa Provisional Administration:

- Related and relevant literatures were assessed to get more information on the issue under study.
- Available statistical data from different sources were collected and analyzed.
- Appropriate data gathering tools (instruments) were constructed and pilot testing were conducted to check their appropriateness.
- The instruments were corrected based on the information obtained from pilot testing.
- The instruments were administered to the identified sample members for the study.
- The data obtained from the sample members were tabulated, analyzed and interpreted using appropriate statistical tools.

1.7.4.2. Data Gathering Instruments

The following data gathering instruments were employed to collect appropriate and necessary data/information.

- **Questionnaires:** both closed and open-ended questionnaires were used to collect data from teachers, schools principals and/or department heads of REB, supervisors, administrative and support staff.
- **An interview:** structured interview was constructed and conducted with the REB administrative and finance head, educational program and supervision head, and teachers and other personnel education and training expert.
- **Document analysis:** document analysis was made to review various related literature and research findings related to the problem under investigation and other documents in the REB and schools were analyzed to get the necessary information/data.

1.7.5. Method of Data Analysis

In order to analysis the collected data, first a frequency matrix was designed to aggregate the collected quantitative and qualitative responses into row data of different categories of respondents. Accordingly, the following statistical techniques were employed to analyze the data.

- **Percentage:** this method was employed to analyze various characteristics of the sample population, age, sex, experience, academic qualification, etc. It was also be used to analyze questions with ordinal and nominal character.
- **Mean:** was also calculated to determine the responses that require rank ordering.
- **Chi-square:** was employed to analyze items that were supposed to be measured on nominal and ordinal scales to decide whether significant differences exist or not between and among the study groups on different issues related to the study.

1.8 Definition of Terms

Class-size: the number of students assigned to and enrolled in specific class under the direction of a specific teacher. (Deighton, 1971:157)

In-service training: any attempt to improve current or future teacher performance by increasing teacher's ability to perform through learning usually by changing the teacher's attitude or increasing his/her skills and knowledge. (Aswathappa, 2002:17)

Profession: an occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics. (Good, 1973:440)

Professional development: growth in knowledge, growth in skills, growth in judgmental and growth in the contributions teachers make to a professional community. (Anderson, 1995:41)

Teaching load: include all the activities which take the time of the teacher and which are related either directly or indirectly to his professional duties, responsibilities and interests. (Monroe, 1956:1454)

1.9 Organization of the Study

The study is organized in to four chapters. The first chapter deals with the problem and its approach. The second chapter deals with review of the related literature. It encompasses some basic concepts, research findings and principles of human resource utilization in general and that of education sector in particular. Chapter three deals with presentation, analysis and interpretation of data. The fourth chapter deals with summary, conclusions and recommendations. Moreover, references, questionnaires and some necessary documents were attached to the last part of the thesis.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The purpose of this study was to analyze the practices and problem of human resource utilization in Dire Dawa education sector. The review of the literature related to the problem under study is, therefore, presented in this chapter focusing on the issues related to education.

2.1. Human Resource Management (HRM)

According to Gomez-Mejia, et al. (2005:414), the heart and sole of particularly every organization is its employees. An organizations workforce represents one of its most potent and valuable resources. Although plant, equipment and financial assets are also resources required by organizations, employees are particularly important. Human resources provide the creative spark in any organization-people design and produce the goods and services, control quality, market the products, allocate financial resources and set overall strategies and objectives for the organization. Without effective people it is simply impossible for an organization to achieve its objectives (Gupta, et al. 2003:3; and Kleiman, 2003:4)

Hence, the extent to which a work force is managed effectively is a critical element in improving and sustaining organizational performance. Tayeb (1997:8) indicates that for any organization to perform its tasks efficiently and achieve its objectives, the management of its most crucial resource, the people, is of utmost importance. Managing people is one of the most difficult aspects of organizational management. It means dealing with people who differ physically and psychologically. The essence of HRM is that aspect of organizational management concerned with the management of organizations workforce.

According to Gunnigle et al. (1997:9), the core activities of HRM include:

1. Strategy and Organization: contributing to Organizational strategy, organization structure and process, influencing culture and values, and developing personnel strategies and policies.
2. Employee resourcing: incorporating human resource planning, recruitment and selection, deployment and termination of employment.
3. Employee development: incorporating training and development, management development, career development, and performance management.
4. Reward management: incorporating the selection of reward strategies and the administration of payment and benefit systems.
5. Employee relation: incorporating industrial relations, employee involvement and participation, communications, health, safety and welfare, and employee services.
6. Employment and personnel administration: incorporating the administration of employee records, employment policies and practices, working conditions, and personnel information systems.

The industrial revolution profoundly changed the nature of work, much as information technology is doing now. A century later, the scientific revolution in management started looking at the problems that had been caused during the industrial revolution, and tried to find solutions. In the early 20th century, disciplines spanning a diverse range from engineering to psychology looked at the question of managing people in the work place. The origins of the disciplines we now call personnel management and HRM is found here, as are the prototype arguments for the existence of human capital (<http://www.thoemmes.com/economics/hrman.htm>).

The push towards this seemingly ideological approach to personnel management increased in the late eighties (Rennie,2003). The causes were

increasing competitive pressures, increased globalization and a generally harsher business environment. These factors caused managers to want to enhance internal corporate effectiveness and thus improve competitiveness. Managers wanted to maximize the efficiency of all resources, including the human resource (<http://www.gabbai.f25.com/management/HRM/British-HRM.html>).

HRM has different connotations for different people and defined by different scholars in different ways. Among these different definitions, for the purpose of this study the researcher limits itself to the following comprehensive definitions.

According to Gupta et al. (2003:3), HRM can be defined as:

...that part of management process which develops, and manages the human elements of undertaking considering the resourcefulness of the organization's own people in terms of total knowledge, skills, and creative abilities, talents, aptitudes and potentialities for effectively implementing.

In simple words, according to the writer, HRM means employing people, developing their resources, utilizing, maintaining and compensating their services in harmony with the job and organizational requirements.

Similarly, according to Dickson (1998), HRM combines administration with the management of resources. Integration is, therefore, one of the key features of HRM. The first role played by human resource management is being a support system. It can provide guidance and supervision for people management in the work place. The second role is that of human resourcing. This means that it will include necessary tasks such as training, development, recruitment, and planning. The next role is strategic management, playing an important part within the corporate strategy.

Generally, HRM can be defined as that part of management concerned with:

- All the decision, strategies, factors, principles, operations, practices, functions, activities and methods related to the management of people as employees in any type of organization;
- All the dimensions related to people in their employment relationships, and all the dynamics that flow from it; and
- Adding value to the delivery of goods and services and to the quality of work life for employees, hereby helping to ensure continuous organizational success in transformative environments (<http://www.hrsgb.org.za/HR-scope-and-definition.html>).

2.2. Importance of Human Resource Management

Good human resource practice can first result in the increased ability of an organization to attract and retain the best people. Planning alerts the organization to the types of people it will need in the short, medium, and long-run. Quality recruitment and selection activities identify the best people for available jobs and make sure they are placed in appropriate positions. Performance evaluations and training develop individuals who require skills, knowledge and attitudes different from those they currently have. Good HRM practice can also motivate organizational members to do outstanding work. It can encourage worker commitment to and involvement in work and the organization. The ability to advance in the organization, to experience career growth and development, and to receive rewards commensurate with performance can encourage high performance and positive attitudes toward work. (Rao and Rao, 2000:7; and Kleiman, 2003:4)

Moreover, Gupta et al. (2003:10) summarizes the importance of HRM into four stems. These stems may have an important contribution to the

achievement of the organizational objectives to fulfill its social responsibility. These are:

1. HRM helps to obtain the required human resource and develop them in using and motivating effectively;
2. It helps to design and develop an effective organization that will respond to change;
3. It helps to create and maintain cooperative climate at relationships within the organization; and
4. It has the opportunity to meet the organizations social and legal responsibility.

Similarly, Rao and Rao (2000:18) summarize the purposes of HRM as follows. According to them HRM helps the organization:

1. To achieve /reach/ its goals;
2. To employ the skills and abilities of the work force efficiently;
3. To provide the organization with well trained and well-motivated employees;
4. To increase to the fullest the employee's job satisfaction and self-actualization;
5. To develop and maintain a quality of work life which makes employment in the organization a desirable personal and social situation;
6. To communicate personnel policies to all employees;
7. To help maintain ethical policies and behaviors;
8. To manage change to the mutual advantage of individuals, groups, the organization and the public.

In short, the purposes of HRM are (a) to attain economically and effectively the organizational goals, (b) to serve to the highest possible degree the individual goals, and (c) to preserve and advance the general welfare of the community (Rao and Rao, 2000: 20).

Even though, scholars state the significance of HRM in different ways, conceptually their explanations have some elements in common. In all situations, the purpose of HRM depends on workers development, as well as on creating conducive and cooperative working environment, which enables to achieve organizational goals in effective and efficient manner. Moreover, it links organizational goals and employees needs to be mutual and compatible, that is, one set need not be gained at the expense of the other.

2.3. Human Resource Planning

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

According to E.W. Vetter, as cited in Gupta et al. 2003:12, human resource planning is:

the process by which a management determines how an organization should make from its current manpower position to its desired manpower position. Through planning management strives to have the right number and the right kinds of people at the right places at the right time to do things which result in both the organization and the individual receiving the maximum long-range benefits.

Similarly, Kleiman (2003:61) defines human resource planning as the “process of identifying and responding to organizational needs and charting new policies, systems, and programs that will assure effective HRM under changing conditions.” According to the author purposes of human resource planning, then are (i) to enable organizations to anticipate their future HRM needs and (ii) to identify practices that will help them meet those needs.

From the above two definitions, it is possible to generalize that (a) human resource planning refers to foreseeing the human resource requirements of an organization, (b) identifying sources for future supply of human resources, (c) making necessary adjustments between the demand and supply of human resource, (d) making necessary adjustment between human resource supply and demand and organizational plan, and (e) foreseeing the possibility of developing the supply of human resource in order to match it with requirements by introducing necessary changes in the functions of HRM.

2.4. HRM and Organizational Effectiveness

Organizational effectiveness can be determined from various aspects. HRM and utilization is one of the major factors that determine the effectiveness of an organization. Effective organization attracts and retains skilled and committed manpower as well as utilizes them to the maximum by motivating and creating conducive working environment. On the other hand, this committed manpower contributes to the effectiveness of the organization.

Gordon (1986:704) states that, the effectiveness of HRM practice can be determined by the effectiveness of the organization. According to the writer organizational effectiveness depends on (1) employees characteristics, including job performance, (2) managerial policies and practices, (3) organizational characteristics such as structure and technology, and (4) characteristics of the internal and external environment. Effective HRM addresses each of these characteristics, and in turn influences organizational effectiveness. Gordon further states that, high turnover rate, high absenteeism rate, low workers moral and inefficient production as some indicators for organizational infectiveness.

2.5. Human Resource Utilization

2.5.1. Administrative and Support Staff Utilization

For organizations in order to achieve their desired goals/objectives, they require skilled manpower along with financial, time and material resources. The mere existence of these resources, however, will not guarantee the goal attainment of the organization. In reality, having plenty of the necessary resources, there are organizations that fail to achieve their preconceived purposes. Their failure can partly be attributed to ineffective utilization of the available resources in general, and that of the human resources in particular. Hence, proper utilization of the human resource is a necessity for the success and effectiveness of organizations. But what does it mean by the term human resource utilization? What does it refer to? Answer to these questions makes it clear for better understanding.

According to Graham and Bennett (1990:147), human resource utilization begins with a description of manpower planning, followed by the analysis and description of jobs. It comprises recruitment, selection, transfer, promotion, demotion and separation, together with the relevant legislation. Appraisal, training and development, which together are sometimes called the development process, complete the subject of utilization.

Hence, from the words of these scholars, it is possible to understand that human resource utilization refers to the effective and efficient processes of recruitment, selection, transfer, promotion, separation, appraisal, training and development of human resources in a given organization. So, in order to utilize the human resources properly organizations have to give a considerable attention to the above listed human resource management functions.

2.5.2. Teachers Utilization

Just like other organizations, profit making or non-profit making, schools also need skilled and committed manpower in order to realize their desired goals. Schools as social organizations require well trained, motivated and committed work force (both academic and non-academic staffs) in order to serve their purposes. Aggrawal (1995:395) states that, as a social organization, schools to achieve their goals “require premises and equipment, but human resources are vital to them and a teacher is the supreme factor.” This indicates that the human resource, particularly the teaching staff is the one which has the power to realize schools objectives. Therefore, without adequate and competent staff schools cannot realize their purposes for which they are established. In support to this, Otto and Sanders, as cited in Ayalew (1991:109), state that “...the effectiveness of the school in achieving its objectives is largely dependant upon the professional competence of the staff...”

The availability of adequate and competent teachers determined what a given school looks like. But having adequate and competent teachers alone is not the determinant factor for the effectiveness of a school. In addition to their availability, how well the teaching staff is utilized also determine the effeteness of the school. Mondy et al. (1994:4) state that, the strength of a school can be determined by its proper utilization of teachers at the right time and right place in attaining the desired goals. Similarly, Ayalew (1991:109) also states that, the availability of qualified and competent teachers alone, however, will not guarantee goal attainment of the school, unless they are utilized effectively.

Webb, et al. (1987:168) define staff utilization as the personnel process that maximizes human resources through the (1) deployment of talent and competency in the best interests of the total staff and student population;

(2) identification of staff talent and assignment of individual employees to facilitate an effective instructional program; (3) assessment of roles, including the identification of inhibitors and facilitators to permit optimal utilization of resources to achieve primary goals; (4) recognition of individual staff differences and implementation of leadership styles, that best fulfill the potential of all personnel; (5) utilization of available research, tools, and skills to provide the best possible working conditions; and (6) development of a healthy climate that fosters the maximization of human potential.

According to this definition, staff utilization refers to almost all activities that contribute and facilitate the attainment of educational objectives. Among these appropriate assignment of teachers, staff talent and interest assessment, recognition of individual differences, identification and provision of necessary financial and material resources, creation of conducive working environment to enable staffs to use their talent to the maximum to realize the objectives of their respective school.

Similarly, Castetter (1962:98) defines staff utilization as devising ways whereby the ablest teachers can be more available to more students. It is recognizing staff differences and making teaching assignments accordingly. It is relieving the instructional staff of routine work which can be performed effectively by personnel employed for this purpose, such as clerical and instructional assistants. It is assessing staff competences and maximizing them for instructional purposes.

Thus, staff utilization involves all of these things and “at its best” represents “a systematic effort to utilize fully and economically the competencies, time and energies of personnel to the utmost instructional advantage”. Therefore, to Castetter, staff utilization means the effective and efficient use of staff members to attain the desired goals of a school.

Thompson (1995:53) defines the term teachers utilization more specifically as “assigning of teachers to posts where they are most needed and where at the same time they can give of their best.” Thus, the key idea in teacher utilization is to enable the professionally trained teachers to render more professional services more effectively to more students. In general, teacher utilization is a crucial function in the management of teachers and it represents assigning or placing the right teacher to the right place in order to get the best out of him/her. Hence, the next portion devotes to the essence of position assignment in general and to teachers load assignment in particular.

2.6. Position Assignment

2.6.1. Administrative and Support Staff Assignment

Education sector human resource assignment includes the assignment of both academic and non-academic staffs. Hence, before directly go to the discussion of teacher assignment it is important to see the overall essence of position assignment of workforce in any organization.

One of the most effective means by which personnel administrators can assist the organization to achieve its stated goals and individual employees maximize their potential is through the determination of appropriate position assignments (Webb et al., 1987:168). In addition to assisting organization to achieve its goals effectively, appropriate position assignments also encourage individual employees to develop their potential as well as to get satisfied by their works. Coil, as cited in Webb et al. (1987:168), concludes, “The most satisfied and productive employees are those who are carefully and appropriately matched to their jobs.” An appropriate and productive job match means that the primary tasks of a job enable the employee to use his/her strongest and preferred skills. Similarly, Drunker, as cited in Webb et al. (1987:168), stated that “the

final but perhaps the most important element in managing people is to place them where their strengths can become productive.”

According to Webb et al. (1987:168) position assignment requires several essential considerations; (1) the specific nature of the position, including role expectations, necessary knowledge and skills, and conditions under which the role is performed; (2) the professional preparation, competencies, and interests of the employee; (3) the relationship of the position and the employee’s characteristics and competencies; (4) the extent to which the assignment provides for the personal motivation needed by the employee and the extent to which success can be realized in the position; and (5) consideration of the force of organizational culture and informal group structure.

Position placement necessitates the careful examination of both the general qualifications of the individual and the specific competencies most rewarding to that person. When the match is found between the competencies required by the job and those most satisfying to the individual, both the organization and the employee are likely to benefit. In support of this, Cavanagh, as cited in Webb et al. (1987:169), states that:

When a person’s abilities (intelligence, creativity, energy, maturity) are reasonably consonant with the requirements of the job, this will act as a motivating force. When the employee’s abilities are significantly higher or lower than those demanded by the job, this typically constitutes a contra-motivational factor...High motivational levels in employee’s are the result of a good job, by the right person, working for a competent supervisor, under the banner of positive company philosophy.

Other factor considered in position assignment includes the organizational culture and informal group structure. The goals, beliefs, traditions, and values of a particular organization are important factors in the assignment of employees to that organization as well as to positions in that organization (Webb et al., 1987:170).

2.6.2. Teacher Assignment

Teachers are the most important and influential resources in the school system. They contribute much for the realization of the desired goals of schools, if properly utilized. But improper utilization of teachers' results to the malfunctioning of the school as well as it damages the moral of the teachers. If teachers are misused or not properly assigned they may not be willing to perform the task to which they are assigned or they may not use their efforts to the maximum in order to produce quality output. Hence, it is important to give due attention to the assignment of teachers by school principals.

Teacher's assignment has some common characteristics with the assignment of non-teaching staff in schools or other employees in different organizations. But it has also its own unique nature. Based on this, different scholars define teacher's assignment in different ways but with some common elements.

California Teachers Association, as cited in Deighton (1971:605), defines teacher assignment as "the determination of the subjects and grade levels for which teachers are to accept responsibility during specific school term." However, according to Ayalew (1991:109) this definition is rather simplified and limits the process of assignment to the single decision of placing a teacher in a particular classroom. The reasons that the writer raises for his argument are: (1) teachers differ in their qualification, subject area specialization, experience and interests; (2) the content and rigor of a course even within a subject differ; and (3) the interest and maturity level of students varies from subject to subject and from group to group. Hence, teacher assignment is not a simple process of assigning a teacher to a subject and grade level, but rather it needs analysis of different factors from different angles.

So, in order to make the teaching-learning environment more conducive to the needs of the student, by ensuring maximum utilization of a teacher's working time, data should be collected and a thorough assessment be made not only on outstanding factors such as the qualification, specialization, experience and preferences of the teachers, but also on personal qualities of individual teachers like sincerity, efficiency, courage, energy and tactfulness (Weber as cited in Ayalew, 1991:110).

In addition to these requirements, there are certain principles that school principals have to follow in assigning duties to teachers. These principles are: (1) assign a teacher to a position only he/she is qualified for all the duties assigned to it; (2) assign a teacher to subject-matter field only where he/she has broad and concentrated preparation; (3) limit each teacher's assignment to not more than two broad fields of subject matter; and (4) assign each teacher to the most frequently occurring teaching combinations (Smith et al., 1966:216).

Similarly Ovary (1966:203) also identifies some guidelines that school principals should follow in assigning teachers. These guidelines include:

1. Teachers should be assigned in their area of specialization and training. If there is shortage of teachers in the school, they can teach their minor fields.
2. Teachers who have extended periods of services should be assigned to the subject they were previously given unless there is evidence that they may be successful in another assignment.
3. Teacher interest and desire should be considered within the boundary of their major fields of preparation.
4. New teachers should be assigned early in order that they get time for preparation.
5. Teachers should be hired according to the specialization to fill the specialized requirements of the school.

6. The teaching load should be spread as evenly as possible
7. When preparing load the extra curriculum should be considered.
8. The teaching load of a new teacher should be lighter than that of the more experienced teachers.

2.7. Distribution of Teaching Load

Effective and efficient utilization of the teaching force enhance the achievement of educational objectives. The way schools utilized the teaching force has a great impact on the achievement of their desired goals. Thus, teachers load assignment should be given high consideration at the school level. If schools utilize teachers properly they achieve their objectives easily but if not it is difficult for them to achieve their desired objectives/goals. Tuqan, as cited in Ayalew (1991:116), states “No educational system can be stronger than its teachers.”

One of the most important indicators for the utilization of the teaching force is the work load of teachers (Duret and Hogan, 1998:18). Proper assignment and distribution of manageable teaching load enable teachers to be well prepared and render professional assistance to their students. Conversely, excessive load brings about physical and mental strain that result in adverse effect on both the performance as well as personal well being of the individual teacher (Ayalew, 1991:117). Hence, distribution of teaching load among teachers is one of the key functions in teacher assignment which the school principals have to carefully handle.

According to Monroe (1956:1454), teaching load is generally understood to include “all activities which take the time of the teacher and which are related either directly or indirectly to his/her professional duties, responsibilities, and interests.” To this writer the term teaching load refers

to the job assignments given to a teacher which are in one way or another, related to the teaching profession.

On the other hand, Jones, as cited in Ayalew (1991:117), defines the term teaching load as “all situations that demand the total energy of teachers to do productive work related or unrelated to the actual teaching such as participation in curriculum development, rendering service to the community, investigating some educational problems in research work or doing experiments in laboratories are the sum total of teachers load.” This definition seems more comprehensive than the former one because it states teaching load to include both tasks that are related to the profession and those tasks that are not. According to MOE (1987 E.C:21), teaching load of teachers includes activities like classroom instruction, preparation and follow-up of students work, participation in co-curricular activities and other related activities.

2.8. Factors Affecting Teaching Load

According to Castetter (1962:100) and Monroe (1956:1454) measurement of teaching load is extremely difficult because of the intangibles which must be taken into account, including out-of-school activities, community demands, and school-related duties above and beyond the normal assignment. Simple measurements such as average class-size, pupil-teacher ratio, number of classes per day and total credit hours in courses are unsatisfactory and present an incomplete picture. In other words, they do not take into account numerous factors that influence the time and energy that a teacher devotes to his/her work.

However, some authorities tried to provide factors that influence the measurement of teaching load. Among these scholars, Knezevich (1969:339) provides some factors which influence the measurement of teaching load as:

...the student-teacher ratio, classes per day, total enrollment in classes taught, number of different subjects taught or preparations required, total clock hours, nature of students in classes (Particularly if the mental ability is un necessarily low or high or if the pupils have handicaps), non-classroom responsibilities such as corridor or play ground supervision, extracurricular activity commitments, and administrative responsibilities.

Similarly, Douglass (1956:96) lists the principal factors affecting teaching load. These factors include:

1. The number of sections taught daily or weekly
2. The number of pupils taught
3. The number of different preparations required.
4. The amount of time required for co-operations, study hall activities
5. The length of the class period.
6. The nature of the subject taught and the consequent amount of time required for preparation, for making papers and notebooks and for arranging equipment, apparatus and materials.
7. The personnel of the pupils taught, range of individual difference in ability, factors very difficult to measure.
8. The age and the maturity of the pupils taught and the consequent character of the subject matter.

Other scholars such as Smith et al. (1966:217) and Stinnett (1968:229) discuss almost similar factors that affect the teaching load of teachers, with the above mentioned. However, all the various factors mentioned by different scholars can be categorized in to two major groups as classroom/instructional activities and non-classroom responsibilities (Ayalew, 1991:118). Therefore, it is important to discuss some factors under these two categories one by one.

2.8.1. Instructional Activities

Instructional activities include all the activities that are related to the teaching-learning process that takes place in the classroom (Ayalew, 1991:118). Many schools tend to measure the teaching load from such activities by the total number of period taught daily or weekly. However, equalizing the number of periods to be taught per week does not necessarily mean equalizing the teaching load. Several factors make variation in the load even when the numbers of periods are equal (Ibid). Some of the factors that make variation on teaching load will be discussed below.

The principal factor that has a direct effect on the teaching-learning process is class-size. Class-size has been defined as “the number of students assigned to and enrolled in specific class under the direction of a specific teacher.” (Deighton, 1971:157). Hence, class-size has a direct impact on the rate and number of communication between the teacher and students which in turn has a direct effect on the desired outcome of the instruction.

Questions raised regarding the determination of maximum or minimum class-size are still not answered. Yet, there seems “...no unanimity of option or scientific evidence that has general acceptance at present with regard to the average number of students to be assigned in one section” (Ayalew, 1991:120). Because of this there is no clear cut agreement on the optimum class-size for different levels of schooling.

Some studies have indicated that larger group instruction is more effective than smaller group instruction. On the other hand, other studies have shown that teachers of smaller classes tend to invent and adopt new practices, to give more individual attention and to show

greater understanding of individuals. As a result such writers claim that classrooms with fewer students are more conducive to learning and teaching (Ibid).

According to Stinnett (1968:230), the best class-size or teacher load varies with a number of conditions involved: the teacher him/herself, the subject, the maturity and ability of the children, teaching materials and aids. Other researchers also maintain that whether a large class or a small class is appropriate depends on the learning objectives. Davies, as cited in Ayalew (1991:120) states:

...there is no such thing as one optimal class-size for all situations. In stead, optimal class-size is related to the nature of the learning objectives that are to be realized ... (1) if lower order cognitive objectives and affective objectives are to be realized, large classes are not inferior to smaller classes. (2) if higher order cognitive objectives and affective objectives are to be realized, small classes are optimal.

According to these authorities learning objectives and in relation to this the natures of the subject matter determine the number of students to be accommodated in a section. The teaching of some subjects for instance, languages and sciences, involves drills, exercises, laboratory work etc., which makes the limitation of the number of students imperative. On the other hand, the teaching of some other subjects, like social sciences, which can be mostly dealt with the lecture method, is appropriate for a larger class-size (Ayalew, 1991:121)

Thus, if effective teaching is to be accomplished and reasonable workload is to be assigned, there has to be a defined class, which would serve at least as a guideline. Generally, technical and vocational education and training (TVET) institutions tend to have smaller average class-size than do secondary schools, and secondary schools have to be lower than that of the primary schools, based up on the educational objectives, methods, curriculum and organizational patterns (Deighton, 1971).

The average class-size widely accepted in most part of the world under favorable conditions is 30-40 students (Alexander et al. as cited in Ayalew, 1991:122). This however, seems to disguise the variation from country to country particularly between those developed and developing. In Ethiopia, as it has been stated in the newly adopted standards, the number of students in a class for secondary school should not exceed forty, and in primary schools should not exceed fifty and in TVET it may vary from department to department based on the nature of training provided. But at average in most departments it should not exceed thirty students per section (MOE). In practice, however, the average class-size in secondary schools was found to be 69 and in primary schools it was found to be 78 and in TVET it varies from fields of studies to fields of studies. (MOE, 2004/05)

Generally speaking, class-size can vary from country to country, from subject to subject, from teacher to teacher and from grade level to grade level (Douglass, 1954; Stinnett, 1968; Deighton, 1971). However, large class-size increases the amount of teaching load of a teacher. Concerning this, Stinnett (1968:100) states that "...large group mean more paper to correct, more records to keep, more seat work to plan, more plans to make, and more individual difference to meet." This indicates that large group consumes more energies and time of the teacher.

The other measurement of class-size is the pupil-teacher ratio. Pupil-teacher ratio refers to the number of students assigned to the school divided by the number of teachers in the school (Deighton, 1971). It is used more often as a basis for budgeting and allocating resource as well as measurement of teaching load. Like the class-size itself the pupil-teacher ratio varies from country to country (Ayalew, 1991:122). It is expected to be less than class-size, but in practice, in our country, it

deviates from the standard. The pupil-teacher ratio was found to be 51:1 in secondary, 66:1 in primary and in TVET it was found to be 22:1 (MOE, 2004/05). This implies that teachers in the Ethiopia school, particularly primary and secondary schools seem to be over loaded.

The second determinant factor that has direct effect on teaching load distribution is the number of preparations required. The number of different class preparation depends on the number of subject fields teachers are given or assigned to teach (Ayalew, 1991:122). The author further explains that the load and the time required for preparation should not only attributed to teaching different subjects but also to a teacher who is specialized in one subject and assigned to teach the same subject to more grade levels.

The writer further argues and elaborates by citing an example. He states that teaching four sections of Biology in grade nine, for instance, is not the same as teaching two sections of Biology in grade nine and two sections of Biology in grade ten. A teacher assigned to handle the former has only one preparation, where as the latter calls for two preparations because of the variation in content. Thus, school principals have to take the number of preparations required of teachers while distributing teaching load among teachers.

The other determinant factor that influence teaching load of teachers is the number of periods taught per week (Stinnett, 1968:233). The writer further states that different countries have different number of periods per week, which implies that there are no uniform rules valued for the whole world as to the number of hours that a teacher should teach every week. In most countries, however, the maximum weekly hours that teachers should spend is about fifty hours per week-a maximum of thirty

hours on teaching and the rest twenty hours preparation for teaching and other activities in the school and outside the school (Stinnett, 1968).

Thus, the teaching load of teachers should not be unreasonably heavy. It has to be allocated to teachers reasonably by taking all the mentioned different factors into consideration. Hence, in the interest of effective teaching, care should be taken that a teacher should not be forced to meet an excessive number of classes daily or weekly.

In general, all the above discussed and other factors that have an impact on teaching load should be considered while sharing teaching load among teachers, particularly those factors that have direct effect on the teaching learning activities like class-size, number of preparations required, and the number of periods per week should not be over looked.

2.8.2. Non-classroom Responsibilities.

In addition to carry out the classroom teaching learning process teachers are assigned to perform a host of non teaching responsibilities (Smith et al., 1966:217). Similarly, Alexander and Saylor as cited in Ayalew (1991:124) state that although teachers are employed to teach classes and direct student activities, unfortunately, in many schools they are required or expected to spend considerable time on non-teaching duties, without a commensurate reduction in class load. According to Ayalew (1991:124), such non-teaching assignments take two forms - school administrative services and community services.

The school administrative services include activities like unit leaders, department heads, homeroom teachers, member of parent teacher association, and the like. In addition to these teachers are required to spend time on professional duties not directly connected with class-room

activities, such activities include participation as a member of curriculum committee, discipline committee, examination and evaluation committee etc., all of which demand a teacher to share his/her time (Ibid). Of all these out of classroom activities, the most teacher time consuming are clerical duties (such as record-keeping and reporting), participation in extra-curricular activities, conferences with parents and students and the like (Monroe, 1956:1190 and Williams, 1964:133).

On the other hand, community services include the participation of teachers in social organizations like professional association, community development members, and other community association. Participation to these social activities may overload teachers when it is added to the daily teaching load they have. Hence, it is important to take these additional duties in to account while sharing teaching load among teachers.

In general, the participation of teachers in administrative duties, co-curricular activities and community services may be properly regarded as part of their missions. Hence, the contribution of teachers in these non-instructional duties must be considered among the factors that determine teaching load and a commensurate reduction must be made in the instructional activities (Ayalew, 1991:125).

Hence, Principal must give consideration to the total work load imposed on a teacher and endeavor to keep it within reasonable expectations, so that the teacher not only will have time to devote to planning and carrying on his/her classroom work in a creative manner, but will have the energy and enthusiasm to do so.

School principals have the responsibility of protecting teacher's from excessive loads not only for the welfare of the teachers but also for the

good of the educational system itself (Ibid). So, what alternatives do principals have to provide proper and justifiable workload for teachers? The next section devotes itself to these alternative methods for reducing work load of teachers.

2.9. Methods for Reducing Workload of Teachers.

The workload has to be fairly distributed among teachers, so that they can carry out their duties effectively and efficiently. Thus, school principals have to prevent teachers from work over loading. Douglass (1954) has suggested four methods of reducing workload of teachers. These are:

1. Reducing the number of sections: When an extremely heavy load becomes inevitable because of the limited number of teachers, the feasible alternative left is the reduction of the number of sections by increasing the number of students per class. Although the time needed for some activities like correction of examination papers and assignments remains the same, this method will definitely decrease the total classroom instruction house.

2. Elimination of small sections: This approach is acceptable in educational institutions where students have to choose from specialized areas like TVET institutions and colleges. However, it is also applicable in primary and secondary schools. For instance, in primary schools it is possible to eliminate small sections by using multiple class approach. That is, by combining two different grade levels under the instruction of one teacher at the same time.

3. Assignment in relation to special fitness: Assignment of teachers in a subject in which they have adequate training and to a grade level in which they have taught before can minimize load even when the total working hours remain the same.

4. Lightening the teacher's load: The number of tasks and the complexity of activities associated with the teaching learning process such as marking papers, preparing instructional aids, administrating examinations, record keeping etc. could be broken into pieces and pushed done to lower levels of operations to lighten the work of heavily loaded teachers.

The writer also suggests the following as methods to lighten teachers load:

- Providing facilities for mimeographing materials needed for instructional purposes.
- Avoiding long, tedious, uninteresting teachers' meetings at the end of a full day work.
- Assigning teaching assistance (junior teachers or even senior students) to carryout, such activities as tutorials, administering examinations, marking papers, preparing teaching aids etc.
- Providing simplified forms of all regular school reports such as attendance sheets, grade report forms, rosters etc. for use by the teachers.
- Providing office space for teachers to work free from interruption when not teaching.
- Giving beginning teachers a lighter load.
- Reducing the number of different daily subject preparations per teacher and the number of hours taught.
- Reducing fear and insecurity; conducting supervision in such a way as to eliminate fear.
- Securing and availing instructional supplies in advance, so that, teachers will not spend time looking for such materials.
- Developing a friendly, cheerful and cordial relation in the school so as to minimize disciplinary problems.

2.10. Human Resource Training and Development

2.10.1 Administrative and Support Staff Training

The training and development process is complex mixture of activities intended to improve the performance of individuals and groups within the organization. Some organizations, especially, those that carry out complex and specialized operations and are confronted with rapid change in the technology, are heavily committed to training and development. Other organizations view the process as a way to foster the career development of their employees at all levels. But almost all employees in any organization need some initial training or orientation (French, 1990: 14). Thus the necessity of training and development of employees in any organization is unquestionable. However, here it is important to discuss the difference between training and development.

Gomez-Mejia et al. (2003:260) state that, “although training is often used in conjunction with development, the terms are not synonymous.” According to the writers, training typically focuses on providing employees with specific skills or helping them correct deficiencies in their performance. In contrast, development is an effort to provide employees with the abilities the organization will need in the future. In training the focuses is solely on the current job; in development the focus is on both the current job and jobs that employees will hold in the future. Similarly, Barney and Griffin (2002:461) also state that, training usually refers to teaching operational or technical employees how to do the job for which they were hired. Development in contrast, refers to teaching manager and professionals the skills needed for both present and future jobs.

The scope of training is on individual employees; where as the scope of development is concerned with the workforce’s skills and versatility.

Training tends to focus on immediate organizational needs and development tends to focus on long-term requirements. The goal of training is a fairly quick improvement in worker's performance; whereas the goal of the development is the overall enrichment of the organization's human resources (Ibid). If the difference between training and development is discussed so far the next discussion will be on each of them.

Training is a planned effort to provide employees with specific skills to improve their performance (Gomez-mejia, et al., 2005: 434). The writers also state that effective training can also improve morale and increase an organization's potential, whereas poor, inappropriate or inadequate training can be a source of frustration for everyone involved.

For a training program to be effective, it must encompass the entire training process, which consists of three major phases. The first phase is needs assessment, a determination of whether training is needed. This phase requires an examination of the organization's plans to expand, diversify into new products, or undertake other activities that may require employees with additional skills. The next phase is the development and conduct of training. This phase refers to making a decision concerning the location of the training and conducting the actual training. During this phase the location of the training is decided, whether the training will be conducted in the mode of on-the-job training (a training takes place in the actual work setting under the guidance of an experienced worker, supervisor or trainer) or in the mode of off-the-job training (a training that takes place away from the employment site). The last phase of the training process is evaluation and reexamination of the training that takes place. This refers to reexamination of the training methods to determine whether the training provides the expected benefits and meets the needs of the organization (Ibid).

On the other hand, human resource development is defined as “organized learning provided by employers within a specified period of time to bring about the possibility of performance improvement and /or personal growth (Nadler and Nadler, 1992:6). Similarly Gupta et al., (2003:6) state human resource development as the process to bring forth necessary changes in skills, capabilities, and attitudes of people who are required to meet the new challenges. According to the authors, human resource development stresses the need for developing employees to suit the updated technology, modernization of machinery and equipments in accordance with their aspirations and potentialities on the one hand and the company’s requirements on the other hand.

Any human resource development programming is meant to sharpen the potentialities of people to perform well on their jobs. So, human resource development matches organizational needs for human resources and the individual needs for a career development. Hence, human resource development enables employees to gain their best potential by achieving a total all round development (Ibid).

In general, the main objectives of training and development are to improve the competencies and performances of employees so that they contribute to the effective achievement of organizational goals. Moreover, training and development also facilitates the individual employee career development. In relation to this, Mabey, et al. (2000:168) lists the strategic purposes of training and development as follows:

1. To upgrade the skills, capabilities and attitudes of both managers and employees to improve their competencies and prepare them for future roles.
2. To act as a catalyst for change. This approach is frequently associated with organization leaders seeking to orchestrate cultural change amongst their workforce.

3. To give the organization competitive edge. For example, because public enterprises cannot register success simply in terms of profit and market share, the way they acquire resources and deliver services is increasingly becoming a driver for competitive advantage.
4. To encourage a learning climate in the organization. The focus here is on the learning needs of individuals, guided by organizational goals and undergirded by the belief that within each member of staff is a latent talent waiting to be tapped. Accordingly, the trend is away from structured, taught courses and towards enhanced opportunities for self-development.

2.10.2 Professional Training and Development of Teachers

Professional training and development of teachers has similar objectives with that of the training and development of other organizations' employees. It aims at the improvement of individual teachers and the performance of the school system as a whole. Frase and Conley (1994:56) express professional development of teachers as one of the most powerful routes to teacher motivation and school improvement. Similarly, Billings, as cited in Bell (1991:4), states professional development of teachers as:

a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of needs.

This implies that teachers development is a continuous process and also it integrates the needs of individual teachers with the strategic objectives of their respective schools. In support to this, Anderson (1995:41) states teacher's development as "...growth in knowledge, growth in skills,

growth in judgmental, and growth in the contributions teachers make to a professional community.”

In general, teacher’s professional development is designed to broaden teacher’s knowledge and skills as well as to prepare them to move through the career development. But one of the means through which professional development of teachers realized is training. Anderson (1995:41) states that, teacher’s development can be obtained by providing teachers with adequate education (or in-service training) and by creating favorable conditions to promote appropriate posting and follow up support for actual utilization of teachers effectively.

Training of teachers takes place in two forms: pre-service and in-service trainings. In most case, training of teachers takes place in the form of pre-service training; however, this method of training alone is not adequate to satisfy teacher’s future needs as well as to improve the performance of the school system as a whole.

Concerning this, Jackson, as cited in Harris (1989:13), states that “Pre-serves training is only the first stage of becoming a teacher.” In other words, pre-serve training is only the foundation for being a teacher. So, in order to cope up with the change and fast growth in the education sector, that is, change in curriculum, change in teaching methodologies, development in field of educational materials and the like teachers have to get additional training and orientation continuously. In relation to this, Harris (1989:12) states that” even if a fully qualified, ideally competent staff were available, time will gradually erode that competence as conditions change and old competencies become obsolete.” Thus in order to overcome these problems there is a need for the second form of training (in-service training) and a continuous support and supervision services.

2.10.2.1. In-Service Training of Teachers

In-service education or training is the development of the individual, which arises from the whole range of events and activities, by which serving teachers can extend their personal, academic or practical education, their professional competence and their understanding of educational principles and methods (Adams, 1975:37). Similarly, Aswathappa (2002:171) states in-service education or training as “...any attempt to improve current or future teacher performance by increasing teacher’s ability to perform through learning usually by changing the teacher’s attitude or increasing his/her skills and knowledge.”

In other words, according to these authors, in-service training refers to all activities through which serving teachers improve their professional competencies and performance by gaining additional skills and knowledge. In support to this, Rao and Narayana (2000:449) state in-service training as any training or learning process that involves the acquisition of skills, concepts, rules or attitudes to increase the teaching performance of teachers. To them, the purpose of in-service training is to aid teachers in improving teaching learning performance. They also consider it as a continuous process that should be managed through time.

On the other hand, Anderson (1995:571) states the importance of in-service training or education briefly. According to the writer, if training of teachers directed towards their actual work and to the development of the teaching profession, then it improves the teaching methods, classroom management, the work planning of teachers as well as it makes the profession more desirable and improves the attitude of teachers and other individuals towards the profession.

According to Anderson, further training of teachers helps them to develop their morale, attitude and makes them to feel confident in order to seek promotion and to keep themselves up-to-date with their field of study in both content and methods. In other words, in-service training helps in up lifting the morale of teachers by providing them with professional skills and material incentives that would motivate teachers to operate in harmony and unity. Thus, in-service training of teachers helps to improve the performance of teachers, to raise the morale of teachers; it also provides teachers with material rewards. Moreover, it also helps organizations or schools to have and attract right workforces with high commitment and morale at the right time and place.

In general, in-service training is an important aspect of professional development of teachers that contribute to both professional competence of teachers and to the performance of schools. In-service training of teachers has a positive impact on quality of education if it is implemented continuously and in an organized manner (Gaynor, 1998).

2.10.2.2. Effective Support and Supervision

Effective support and supervision services are important inputs in developing the morale of teachers as well as for effective implementation of educational programs. In relation to this, Thompson (1995:30) states that, support services include all agencies, which provide opportunity to educate staff, promote staff morale and development, and enable training and experience to be effectively utilized. These services include, the supply of basic teaching-learning materials to schools, providing professional advices to teachers as well as to school principals. All teachers and school principals benefit from frequent and regular visits of supervisors if it is implemented properly, not in fault finding and inspection manner.

Nevertheless, in practice, as Thompson (1995:30) states, supervision service commonly provided once or twice a year because of inadequate staffing, lack of transportation and material resources, by inspectors who see their work primarily as being the eyes and ears of the administrator. In support to this, Gaynor (1998:47) also comments, “what teachers need from supervisors is advice and interaction that can help them to develop into more confident teachers. What they receive, however, is often bureaucratic, judgmental, and motivated by a desire to control what they do.”

Many scholars point out the importance of support and supervision in developing the potential of individual teachers and in facilitating the performance of the school system. Of these, Dean (1992) explains that any support given from either external or internal to teachers affect the development of the school system and teachers. The author further notes that, good support and supervision services enable teachers to think and do best by themselves confidently.

Professional support and supervision services provided to teachers have to educate them, promote their moral and facilitate professional development of teachers. Thus, the supervisors or support providers have to be individuals who are well trained and have rich experiences so that they can share their knowledge, experience and skills to teachers. In relation to this, Gupta et al. (2003:16) state that, supervision is to see the work of teachers from above. This implies that, supervisors have to be able to evaluate the work of teachers very well, provide them with necessary advices and constructive comments and moreover, have the power to make decision about the teachers. That is, to provide teachers with necessary training, materials etc. in order to avoid their weaknesses or able to promote those teachers with good performance. Thus,

supervisors are expected to be well trained, well experienced and competent enough to provide teachers with all mentioned above.

On the other hand, Gaynor (1998:47) argues that school officials and experienced teachers may provide effective support and supervision services to teachers than external supervisors. The writer further point out that developing advisory responsibility within school level is more adequate condition for solving problems of individual teachers as well as problems of the school system in its real settings.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data collected for the study. The data was collected from a total of 232 respondents. To this effect, a total of 240 copies of questionnaire were distributed to 156 teachers, 22 principals and/or department heads, 12 supervisors and 50 administrative and support staff. Out of which 150(96%) of the teachers, all the 22(100%) principals, 12(100%) supervisors and 45(90%) of the administrative and support staff members were completed and returned the questionnaires. In general, 229 (95.42%) of the distributed copies of questionnaire were properly filled in and collected. Moreover, interviews were conducted with three educational officials (Head of financial and personnel administration, Educational program and supervision head, and teachers' and support staffs' education and training expert). Finally, the collected data was tabulated and arranged in a way convenient for analysis and interpretation.

Table 3.1: Characteristics of Respondents by Sex and Age

No	Item	Respondents										
		Principals		Supervisors		Teachers		Support staff		Total		
		No	%	No	%	No	%	No	%	No	%	
1	Sex	Male	17	77.3	11	91.67	126	84.00	27	60.00	171	74.67
		Female	5	22.7	1	8.33	24	16.00	18	40.00	48	25.33
		Total	22	100	12	100	150	100	45	100	229	100
2	Age	< 20 years	-	-	-	-	1	0.67	-	-	1	0.44
		20-25	1	4.55	-	-	28	18.67	3	6.67	32	13.97
		26-30	1	4.55	-	-	22	14.67	4	8.89	27	11.79
		31-35	6	27.27	-	-	20	13.33	28	62.22	54	23.58
		36-40	8	36.36	4	33.33	24	16.00	5	11.11	41	17.90
		Above 40	6	27.27	8	66.67	55	36.67	5	11.11	74	32.32
		Total	22	100	12	100	150	100	45	100	229	100

As shown in the table, the first item indicates that out of the total 229 respondents 74.67% were males, which constitutes the majority, while females make only 25.33% of the total number of the respondents. More

specifically, out of the 22 principals included in the sample, only 22.73% were females. Similarly, from the 12 supervisors included in the sample, only one was female. This indicates low participation of female in leadership and supervisory position in education sector.

On the other hand, with respect to age category, as it is indicated in the same table under item number two, 73.80% of the respondents were above 30 years of age, while only 26.20% were 30 or below years of age. This may indicate that most of the respondents were well experienced and matured enough to give appropriate and relevant data about the education sector in the region.

Table 3.2: Characteristics of Respondents by Service Years and Qualification

No	Item	Respondents										
		Principals		Supervisors		Teachers		Support staff		Total		
		No	%	No	%	No	%	No	%	No	%	
1	Service years	5 and below	1	4.55	-	-	37	24.67	6	13.33	44	19.21
		6-10	3	13.67	-	-	20	13.33	6	13.33	29	12.66
		11-15	3	13.67	1	8.33	8	5.33	3	6.67	15	6.55
		16-20	4	18.18	3	25.00	17	11.33	25	55.56	49	21.40
		21-25	8	36.36	1	8.33	33	22.00	2	4.44	44	19.21
		26 or above	3	13.67	7	58.33	35	23.33	3	6.67	48	20.96
		Total	22	100	12	100	150	100	45	100	229	100
2	Qualificatio	Below 12+1	-	-	-	-	-	-	-	-	-	
		12+1	-	-	3	25.00	23	15.33	5	11.11	31	13.54
		12+2	18	81.82	8	66.67	67	44.67	21	46.67	114	49.78
		BA/BSC	4	18.18	1	8.33	59	39.33	19	42.22	79	34.50
		MA/MSC	-	-	-	-	1	0.67	-	-	5	2.18
		Total	22	100	12	100	150	100	45	100	229	100

As it is indicated in the first item, only 19.21% of the total respondents had served for five years or below. Most of the respondents in all categories had served for more than 15 years in the same profession and position. In general, the data in item number one indicates that the majority of the respondents were well experienced in their respective positions and professions. Even though, different authors in the field of educational management indicate experience as one of the major criteria

for teachers and other education professionals' assignment, accumulation of aged and fadeout teachers and other education personnel in a given school and position has its own problem. Such individuals may not ready to adopt themselves to new findings in education area and be unwilling for the implementation of the new findings. In general, the regional education sector was characterized by having more aged and fadeout teachers and other education personnel.

The second item in the same table indicates levels of educational qualification of respondents. With respect to this, 81.82% of the principals, 44.67% of the teachers, 66.67% of the supervisors and 46.67% of the administrative and support staff were diploma holders. On the other hand, 18.18% of the principals, 39.33% of the teachers, 8.33% of the supervisors and 42.22% of the administrative and support staff were first degree holders. While the rest 15.33% of the teachers, 25% of the supervisors, 11.11% of the administrative and support staff were certificate holders. Only one teacher was second-degree holder. In general, majority of the principals, teachers and administrative and support staff members included in the sample have the required level of educational qualification, almost all the supervisors have not qualified for the position they were assigned.

Table 3.3: Principals and Supervisors Qualification and Major Areas of Specialization

No	Major areas	Qualification																	
		Principals								Supervisors								Total	
		BA/BSC		12+2		Total		BA/BSC		12+2		12+1		Total					
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
1	EdAd.	-	-	7	31.82	7	31.82	-	-	1	8.33	-	-	1	8.33	8	23.53		
2	Mathes	3	13.64	2	9.09	5	22.73	-	-	2	16.67	-	-	2	16.67	7	20.59		
3	Physics	1	4.54	3	13.64	4	18.18	-	-	3	25.00	-	-	3	25.00	7	20.59		
4	History	-	-	-	-	-	-	1	8.33	-	-	-	-	1	8.33	1	2.94		
5	Others	-	-	6	27.27	6	27.27	-	-	2	16.67	3	25.0	5	41.67	11	32.35		
6	Total	4	18.18	18	81.82	22	100	1	8.33	8	6.67	3	25.0	12	100	34	100		

As it is indicated in the table, only 31.82% of the principals accepted their degree or diploma in Educational Management, the rest 68.18%

accepted their degree or diploma in different fields of specialization. Similarly, 91.67% of the supervisors were not specialized in relation to Supervision or Educational Management. Even most of the supervisors were not get any form of training in relation to supervision. The supervisors themselves indicated that most of their works depend on their experience rather than on supervisory principles.

In general, even through all the principals have the required educational level of qualification; most of them have not accepted their diploma or first degree, which related to Educational Management. Similarly, most of the supervisors have neither the required educational level of qualification nor have specialized or trained in relation to their work.

Table 3.4: Teachers' Qualification by School Level

No	School Level		Qualification													
			MA/MSC		BA/BSC		12+2		12+1		Others		Total		Qualified	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Primary	1-4	-	-	-	-	50	11.42	383	87.44	5	1.14	438	100	433	98.86
		5-8	-	-	-	-	124	78.48	34	21.52	-	-	158	100	124	78.48
2	Secondary		-	-	198	81.46	34	18.54	-	-	-	-	232	100	198	81.46
3	TVET		4	2.98	94	70.15	35	26.12	1	0.75	-	-	134	100	98	73.13
Total			4	0.42	292	30.35	243	25.26	418	43.45	5	0.52	962	100	844	87.73

The data in the table shows that 1.14% of primary first cycle (1-4) and 21.52% of primary second cycle (5-8) teachers were not qualified for the levels they were teaching. On the other hand, 18.54% of secondary and 26.87% of the technical and vocational education and training (TVET) teachers were not qualified for the levels they were teaching.

In general, significant number of teachers, particularly, in primary second cycle, in secondary and TVET, were not qualified for the levels they assigned to teach. In relation to this, different scholars indicated

that improper assignment of teachers result to the malfunctioning of the school as well as it damages the moral of the teachers.

Table 3.5: Support Staff Qualification and Subject Area Specialization

No	Subject Area	Qualification									
		BA/BSC		12+2		12+1		Total		Qualified	
		No	%	No	%	No	%	No	%	No	%
1	Psychology	4	8.89	-	-	-	-	4	8.89	4	8.89
2	Ed Ad.	2	4.44	2	4.44	-	-	4	8.89	2	4.44
3	Management	-	-	5	11.11	-	-	5	11.11	-	-
4	Mathematics	3	6.67	2	4.44	-	-	5	11.11	3	6.67
5	Physics	1	2.22	3	6.67	-	-	4	8.89	1	2.22
6	Chemistry	1	2.22	-	-	-	-	1	2.22	1	2.22
7	Pedagogy	1	2.22	-	-	-	-	1	2.22	1	2.22
8	Biology	1	2.22	-	-	-	-	1	2.22	1	2.22
9	Geography	2	4.44	2	4.44	-	-	4	8.89	2	4.44
10	Others	4	8.89	7	15.56	5	11.11	16	35.56	16	35.56
	Total	19	42.22	21	46.67	5	11.11	45	100	31	68.89

In respect to qualification, 42.22% of the respondents were first-degree holders, while the rest 46.67% and 11.11% were diploma and certificate holders respectively. On the other hand, the workers had specialized in different fields of study like Psychology, Mathematics, Educational Administration, Management, Physics and some other different areas. Most workers' areas of specializations have direct or indirect relation with their current position especially, of those in expert positions. Moreover, 68.89% of the workers were qualified for the positions they were assigned.

Even though, most workers were qualified and specialized for the position they were assigned, significant number of workers were not qualified as well as specialized for their positions. Such improper assignment has a negative impact on the effectiveness of the organization as well as on the employee.

Table 3.6: Subject with Shortage of Qualified Teachers and Positions with Shortage of Qualified Workers

No	Subject	Mean	Rank	Department	Total positions	Vacant positions	
						No	%
1	Somali Language	1.76	1	Formal TVET	5	4	80.00
2	Civics	1.94	2	Planning and Programming	4	3	75.00
3	Music	2.34	3	Non-formal TVET	3	2	66.67
4	General Business	2.51	4	Curriculum Development and Research	11	7	63.64
5	Health and Physical Education	3.98	5	Educational Program and Supervision	21	11	52.38
6	Amharic Language	4.12	6	Educational Media	5	2	40.00
7	English Language	5.63	7	Finance and Personnel Administration	16	6	37.50
8	Productive Technology	6.54	8				
9	Physics	7.32	9				
10	Chemistry	7.98	10	Total	65	35	53.85

Note: - in ranking subjects with shortage of qualified teachers the ranking of the principals for each subject were added and divided by the total number of respondents. Hence, subjects with lower mean rank are with severe shortage of qualified teachers.

In this table, subject areas with shortage of qualified teachers and positions with shortage of qualified workers were presented. In this respect, particularly, in relation to shortage of teachers, school principals were asked to rank the first ten subject areas with shortage of qualified teachers in their respective school and school levels. Accordingly, Somali Language and Civics Education were ranked first and second respectively by both primary and secondary school principals as subject areas with shortage of qualified teachers. Moreover, the principals also ranked all the other subject areas with shortage of qualified teachers.

On the other hand, in relation to position with shortage of qualified workers, data collected from documents, indicated that most of the positions in schools and regional education bureau were vacant and the available workers were assigned to cover two or more positions. For instance, as shown in the table, from the available 11 positions in Curriculum Development and Research Department, which required first-degree holders, only 36.36% positions were occupied by position holders with appropriate educational levels of qualification. The rest

63.64% positions were vacant or covered by unqualified personnel in the department. Similarly, in Educational Program and Supervision Department, from the available 21 positions, which required 9 first-degree and 12 diploma holders, only 10 positions (one first degree holder and 9 diploma holders) were covered by personnel with appropriate educational level of qualification. Even among the available diploma holders, most of the individuals' areas of specializations do not have a direct relationship with the position they occupied. For example, all the primary school supervisors were not qualified in supervision area or not get any training about supervision and the available 4 positions for secondary schools supervision were vacant. Moreover, in Planning and Programming Department, among the available 4 positions, only a single position was occupied by an expert with appropriate educational level of qualification, the rest 3 positions were vacant, even not covered by under qualified individuals. The same was true in other departments and all levels of schools; even it was more serious in some departments.

In general, significant numbers of subject areas in all levels of schools were in shortage of qualified teachers. Similarly, appropriate personnel did not cover most of the positions in the Regional Education Bureau or they left vacant. Hence, it may be possible to infer that the regional education sector was suffering in shortage of qualified teachers and other personnel.

Table 3.7: Teachers Assignment, Period Allotment and Criteria Used

No	Item	Respondents					D F	χ^2 cri	χ^2 cal	
		Principals		Teachers		Total				
		No	%	No	%	No				%
1	Who decided on teachers' teaching load?									
	1.1 Principals	9	40.91	73	48.67	82	47.67			
	1.2 Vice Principals	-	-	10	6.67	10	5.81			
	1.3 Department Head	-	-	4	2.67	4	2.33			
	1.4 Principal with V/Principal	10	45.45	49	32.67	59	34.30			
	1.5 V/Principal with Department Head	3	13.64	10	6.67	13	7.56			
	1.6 Department Head with Members of the Department	-	-	4	2.67	4	2.33			
	1.7 Committee Decision	-	-	-	-	-	-			
	Total	22	100	150	100	172	100	5 11.07 5.03		
2	Criteria used for teachers assignment									
	2.1 Qualification	18	81.82	104	69.33	122	70.93			
	2.2 Experience	-	-	3	2.00	3	1.74			
	2.3 Field of Specialization	4	18.18	38	25.33	42	24.42			
	2.4 Teachers Competence	-	-	-	-	-	-			
	2.5 Teachers Preference	-	-	-	-	-	-			
	2.6 Administrative Decision	-	-	5	3.33	5	2.91			
	Total	22	100	150	100	172	100	3 7.82 1.97		
3	Teaching load distribution									
	3.1 Never teach at all	22	100	-	-	22	12.17			
	3.2 Below 10 periods	-	-	-	-	-	-			
	3.3 10-15	-	-	13	8.67	13	7.56			
	3.4 16-20	-	-	28	18.67	28	16.28			
	3.5 21-25	-	-	63	45.33	63	36.63			
	3.6 26-30	-	-	38	25.33	38	22.09			
	3.7 Above 30 periods	-	-	3	2.00	3	1.74			

As it is indicated in the table, 40.51% of the principals and 48.67% of the teachers revealed that the schools principals decided on the teaching load of each teacher. On the other hand, 45.45% of the principals and 32.67% of the teachers reported that such a decision was made jointly by principals and vice principals.

In order to identify the differences in perception between the two study groups, a chi-square test was calculated. The result of the test indicated that for 5 degrees of freedom at 0.05 level of significance, the critical value of chi-square (11.07) was much greater than the calculated value of chi-square (5.03). Thus, conclusion would be drawn that there was no reliable evidence showing the existence of statistically significant difference between principals and teachers in their perception as to who decides on the number of periods for each teacher. Therefore, based on

the responses of the majority, it sounds logical to infer that principals were the ones who decided on the number of periods for teachers.

The second item was related to the criteria mostly used in assigning teachers to subjects and grade levels. As shown in the table, 81.82% of the principals and 69.33% of the teachers reported that qualification was the criterion mostly used in assigning teachers. On the other hand, substantial number of the total respondents 24.24% were indicated that, field of specialization was served as criterion in teachers' assignment. The rest very few number of teachers 3.33% and 2.00% respectively, revealed that administrative decisions and experiences were served as criteria in assigning teachers to subjects and grade levels.

A chi-square test was calculated to see whether or not a perceptual difference exists between the two study groups. Accordingly, the result of the test revealed that for 3 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was by far greater than that of the calculated value of χ^2 , implying that there is no statistically significant difference between principals and teachers in perception. Therefore, based on the responses of the majority, it may be possible to infer that qualification was the sole criterion mostly used in assigning teachers. However, it should be noted that teachers' assignment must be justified by qualification, experience, personal preference and professional competence (Deighton, 1971)

The third item treated under this table was about number of periods allotted per week. With respect to this, a great variation was observed between the responses of the principals and teachers as well as among teachers. As shown in the table, all the principals never assigned to teach. However, the guideline of Ministry of Education states that a

school principal should teach not less than 10 periods on his /her area of specialization (MOE, 1987. E.C: 7). Similarly, the data also revealed that period allotment for teachers varied from 10 to 33 periods per week. Majority of the teachers 70.67% taught between 21 and 30 periods per week, while more than a quarter 27.33% taught between 10 and 20 periods. The rest 2% of teacher were assigned to teach more than 30 periods per week.

Hence, from this data, it may be possible to conclude that more than a quarter of the teaching force and all the principals were not utilized effectively. On the other hand, few teachers were forced to carry the highest load, even exceeding the maximum load indicated in the guideline of the Ministry of Education-30 Periods per week (MOE, 1987. E.C:7). This may imply that the trend of period distribution among teachers was unfair.

Table 3.8: Administrative and Support Staff Assignment and Criteria Used

No	Item	Respondents						D F	χ^2 cri	χ^2 cal
		Principals		Support Staffs		Total				
		No	%	No	%	No	%			
1	Who decided on the position of workers?									
	1.1 Head of the organization	15	68.18	12	26.67	27	40.30			
	1.2 The organization's administrative and finance head	-	-	-	-	-	-			
	1.3 The organization's human resource expert	-	-	-	-	-	-			
	1.4 Regional Education Bureau	7	31.82	27	60.00	34	50.75			
	1.5 Regional Civil Service Commission	-	-	6	13.33	6	8.96			
	1.6 Total	22	100	45	100	67	100	2	5.99	
2	Criteria used to assign workers									
	2.1 Qualification	5	22.73	32	71.11	37	55.22			
	2.2 Experience	2	9.09	-	-	2	2.98			
	2.3 Field of Specialization	5	22.73	13	28.89	18	26.86			
	2.4 Workers Competence	10	45.45	-	-	19	14.93			
	2.5 Workers Preference	-	-	-	-	-	-			
	2.6 Administrative decision	-	-	-	-	-	-			
	Total	22	100	45	100	67	100	3	7.82	

As shown in the first item, 31.82% of the principals and 60% of the support staff reported that Regional Education Bureau was the one that

decided on the assignment of workers. On the other hand, 68.18% of the principals indicated that making decision on the assignment of workers was the responsibility of heads of the organizations, that is school principals and education bureau head.

A chi-square test was calculated to detect differences between the responses of the two study groups. The result of the test showed that for 2 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was much less than the calculated value of χ^2 . This indicates that there was statistically significance difference between the study groups in perception on who decided on the position of workers. Hence, it is difficult to infer that a certain body decided on the position of workers.

The second item treated in this table was about criteria mostly employed to assign administrative and support staff. As shown in the table, 22.73% of the principals and 71.11% of the administrative and support staff indicated that qualification was the sole criterion mostly used in assigning workers. On the other hand, substantial number of principals (45.45%) reported that workers competence was mostly served as criterion in workers assignment. Moreover, 22.73% of the principals and 28.89% the administrative and support staff revealed that field of specialization was the criterion mostly employed in assigning workers.

A chi-square test was calculated to see whether or not perceptual difference exists between the two study groups. Accordingly, the result of the test indicated that for 3 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was much less than the calculated value of χ^2 . This shows the existence of statistically significant difference between the two study groups' perception. Hence, it is difficult to infer that a single criterion was employed to assign workers.

Table 3.9: Teachers Service Year and Weekly Period Allotment

No	Service in year	Periods allotted per week													
		6-10		11-15		16-20		21-25		26-30		>30		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	< 1 year	-	-							11	7.33	-	-	11	7.33
2	1-5			2	1.33	2	1.33	8	5.33	9	6.00	1	0.67	22	14.67
3	6-10					2	1.33	12	8.00	6	4.00	-	-	20	13.33
4	11-15							2	1.33	6	4.00	-	-	8	5.33
5	16-20			3	2.00	9	6.00	2	1.33	3	2.00	2	1.33	19	12.67
6	21-25			5	3.33	6	4.00	20	13.33	3	2.00	-	-	34	22.67
7	>25	1	0.67	2	1.33	9	6.00	24	16.00	-	-	-	-	36	24.00

As shown in the table, the least load for the less experienced teachers was 26 periods where as that of the most experienced teachers was 6 periods per week. Moreover, the average weekly periods of teachers with service years below one year was 28, and that of teachers with more than 25 years experience was about 21.

Therefore, it sounds logical to conclude that in the process of distribution of teaching load, experience was not given considerable attention. However, it should be noted here that, the less experienced teachers usually need more time for preparation and planning (Ayalew, 1991:112) and therefore need to be given lighter teaching load.

Table 3.10: Teachers Assignment with Respect to Subject Area Specialization

No	Item	Respondents								D F	χ^2 cri	χ^2 cal
		Principals		Supervisors		Teachers		Total				
		No	%	No	%	No	%	No	%			
1	Assignment in											
	1.1 Major area	15	68.18	9	75.00	98	65.33	122	66.30			
	1.2 Minor area	3	13.64	1	8.33	5	3.33	9	4.89			
	1.3 Both Major and Minor	4	18.18	2	16.67	40	26.67	46	25.00			
	1.4 Neither	-	-	-	-	7	4.67	7	3.80			
	Total	22	100	12	100	150	100	184	100	6	12.59	6.68
2	Reason for assignment											
	2.1 Major and/or minor area	18	81.82	9	75.00	126	84.00	153	83.15			
	2.2 Shortage of teachers	4	18.18	3	25.00	12	8.00	19	10.33			
	2.3 No reason	-	-	-	-	12	8.00	12	6.52			
		Total	22	100	12	100	150	100	184	100	4	9.49

The first item deals with teachers' assignment in their major or minor areas. As shown in the table, the majority of the respondents 66.30% reported that teachers were assigned to teach in their major areas of specialization. Substantial number of respondent 25% also indicated that teachers were assigned to teach both their major and minor areas.

As indicated by different scholars, inappropriate assignment of teachers to a subject area or grade levels may have adverse effect on the life of teachers. It contributes to the low morale of teachers, which might finally end-up in psychological or physical withdrawal (Ayalew, 1991: 116). Assignment of teachers to a subject in which they have adequate training can minimize the workload of teachers. Therefore, it should be noted here that maximum effectiveness of the teaching staff may be realized only when each teacher is, as nearly as possible, given work which he/she can do best (Douglass, 1954:103). This kind of assignment may help to reduce heavy load. It can also create a healthy working atmosphere by developing teacher's confidence.

In order to identify the differences in perception among the study groups, a chi-square test was calculated. The result of the test indicates that for 6 degrees of freedom at 0.05 level of significance, the critical value of chi-square (12.59) was much greater than the calculated value of chi-square (6.68). Thus, conclusion would be drawn that there is no reliable evidence showing the existence of statistically significant difference among principals, supervisors and teachers in their perception on the assignment of teachers in their area of specializations. Therefore, based on the responses of the majority, it sounds logical to infer that teachers were assigned based on their area of specializations.

The second item, treated in the same table, was concerned about reasons for teachers' assignment. Accordingly, 83.15% of the respondents

asserted that it was their major/ minor area. This trend is encouraging because it may help to realize maximum effectiveness of the teaching force. Assignment of teachers to a subject in which they have adequate training can minimize teaching load even when the total working hours remain the same. As a second reason, shortage of qualified teachers in some subject areas was reported by 10.33% of the total respondents.

In order to see whether this difference in perception among the study groups is significant or not, a chi-square test was calculated. The result of the test indicated that for 4 degrees of freedom at 0.05 level of significance, the critical value of chi-square (9.49) was greater than the calculated value of chi-square (7.43). Thus, conclusion would be drawn that there is no reliable evidence showing the existence of statistically significant difference among principals, supervisors and teachers in their perception on the reasons for assignment of teachers. Therefore, based on the responses of the majority, it sounds logical to infer that the reason for teachers' assignment was based on their area of specializations.

Table 3.11: Support Staff Assignment with Respect to Subject Area Specialization

No	Item	Respondents						D F	χ^2 cri	χ^2 cal
		Principals		Support Staffs		Total				
		No	%	No	%	No	%			
1	Assignment in									
	1.1 Major area	18	81.82	25	55.56	43	64.18			
	1.2 Minor area	4	18.18	2	4.44	6	8.96			
	1.3 Both major and minor area	-	-	-	-	-	-			
	1.4 Neither	-	-	18	40.00	18	26.86			
	Total	22	100	45	100	67	100	2	5.99	13.50
2	Reason for Assignment									
	2.1 Major and/or minor	22	100	27	60.00	49	73.13			
	2.2 Shortage of workers	-	-	12	26.67	12	17.91			
	2.3 No reason	-	-	6	13.33	6	8.96			
	Total	22	100	45	100	67	100	2	5.99	12.03

The majority of the respondents reported that workers were assigned based on their major/minor areas of specialization. On the other hand, significant number of workers 40% reported that they were assigned neither in their major nor in their minor areas of specialization.

The result of a chi-square test indicates that there is a statistically significant difference between the perceptions of the two study groups on workers assignment to positions. Therefore, it is difficult, based on the responses of the majority, to infer that workers were assigned based on their areas of specializations.

The second item, treated in the same table, was about reasons for workers assignment. Concerning this, most of the respondents 73.13% asserted that workers were assigned to a positions because of the positions were related to their major and/or minor areas of specialization. On the other hand, 26.67% of the administrative and support staff workers reported that they were assigned to positions because of shortage of workers. Some few workers were also indicated that they were assigned to positions without any convincing reason.

The result of chi-square, for 2 degrees of freedom at 0.05 level of significance, indicates that there was a statistically significant difference between the perceptions of the two study groups on the reasons for workers assignment to positions. Therefore, it is difficult, based on the responses of the majority, to infer that the reason for workers assignment was based on their area of specializations.

Table 3.12: Class-size and Teacher-pupil Ratio

No	Items	Schools					
		Primary		Secondary		TVET	
		No	%	No	%	No	%
1	Section-pupil ratio						
	1:<40	1	5.56	-	-	1	100
	1:40-49	1	5.56	-	-	-	-
	1:50-59	9	50.00	-	-	-	-
	1:60-69	6	33.33	1	33.33	-	-
	1:70-79	1	5.56	2	66.67	-	-
	Total	18	100	3	100	1	100
2	Teacher-pupil ratio						
	1:40-49	7	16.67	-	-	1	100
	1:50-59	8	44.44	2	66.67	-	-
	1:60-69	3	16.67	1	33.33	-	-
	Total	18	100	3	100	1	100

As shown in the table, the class-size in primary and secondary sample schools was found to be very large. In most primary schools (88.89%) the number of students enrolled in a section was found to be above 50 and in all the secondary schools it was found to be above 60 students in a section. However, the Ethiopian Education standard indicates that, the class-size in primary education not exceeds 50 and that of secondary education not exceeds 40 (MOE, 1987. E.C).

Although large class-size has its own advantage depending on the nature of the subject, there are evidences that show some of the disadvantages it has on both students and teachers. Otto and Sanders in Ayalew (1991:121) state that in large classes:

- a. Instruction tends to become the lecture type, which precludes group participation.
- b. Oral communication within the classroom from pupil to pupil and from pupil to teacher would be minimized, with the teacher only doing most of the talking.
- c. Assignments will most of the time take a written form and even then will receive less teacher attention.
- d. Identification of and provision of attention to the individual needs of the student becomes difficult on the part of the teacher.

Moreover, class-size has a direct effect on the teaching load of teachers. As the number of students in a class increases the work of teachers become more complex and it requires high effort and energy from the teachers. Therefore, if effective teaching is to be accomplished, the problem with large class-size has to be considered in teacher assignment.

The second item treated in the same table was about teacher-pupil ratio. With regard to this, a great variation was observed among schools, particularly among urban and rural schools. In rural primary schools, the overage teacher-pupil ratio was found to be 1:41 where as in urban

schools it was found to be 1:54. In general, in most primary schools, (61.11%), the teacher-pupil ratio was found to be above 1:50. Similarly, it was found to be more than 1:50 in all secondary schools. This, figures are very high and deviate from the expected one, less than 1:50 in primary schools and less than 1:40 in secondary schools. Such high number of ratio not only affects the teaching learning process but also have an impact on teachers load. Therefore, it is important to take the teacher-pupil ratio in to account during teachers' assignment.

Table 3.13: Teachers Assignment in Grade Levels and Shifts

No	Items	Schools						Average Weekly periods
		Primary		Secondary		TVET		
		No	%	No	%	No	%	
1	Assignment in grade level(s)							
	1.1 One grade level	28	31.11	6	15.35	9	42.86	24
	1.2 Two grade levels	43	47.78	27	69.23	5	23.81	24
	1.3 Three grade levels	-	-	-	-	5	23.91	25
	1.4 More than three grade levels	19	21.11	6	15.38	2	9.52	24
	Total	90	100	39	100	21	100	
2	Assignment in shift							
	2.2 One shift	74	82.22	27	69.23	-	-	22
	2.2 Two shifts	16	17.78	12	30.77	21	100	26
	Total	90	100	39	100	21	100	

The first item, in the table, was concerned with assignment of teachers in grade levels. As shown in the table, 31.11% of the primary schools, 15.38% of the secondary schools and 42.86% of the TVET teachers were assigned to teach a single grade level. The average weekly teaching load of these teachers was found to be 24 periods. On the other hand, 47.78% of the primary, 69.23% of the secondary and 23.81% of the TVET teachers were assigned to teach two different grade levels and their average weekly teaching load was found to be similar to that of the first group with a single grade level.

Moreover, 21.11% of the primary, 15.38% of the secondary and 9.52% of the TVET teachers were assigned to teach more than three grade levels and their average weekly teaching load was found to be 24 periods,

similar to the above mentioned two groups. The other surprising point found was that 23.81% of the technical and vocational education and training college teachers were assigned to teach three different grade levels and their average weekly teaching load was found to be 25 periods which was even greater than those teachers who assigned to teach a single grade level.

Therefore, these data show that, number of preparations was not considered in teachers' assignment. But different scholars indicated that number of preparations has a great impact on the load of teachers. Assignment to different grade levels requires a teacher to devote a considerable time for preparation.

The second point treated in the same table was about teachers' assignment in shift. As shown in the table, 82.22% of the primary and 67.23% of the secondary teachers were assigned to teach in a single shift. Where as on the other hand, 17.78% of the primary, 30.77% of the secondary and 100% of the TVET teachers were assigned to teach in both shifts. The average weekly periods of the former and later groups were found to be 22 and 26 periods respectively. Hence, in order to utilize the available teachers effectively, it is advisable to assign them in both shifts.

Table 3.14: Teachers Participation in Non-Classroom Responsibilities

No	Activities	Responses					
		Yes		No		Total	
		No	%	No	%	No	%
1	Unit leader	29	19.33	121	80.67	150	100
2	Department head	70	46.67	80	53.33	150	100
3	Homeroom teacher	94	62.67	56	37.33	150	100
4	Co-curricular activities	59	39.33	91	60.67	150	100
5	Different committee in the school	96	64.00	54	36.00	150	100
6	Different community services out side the school	48	32.00	104	68.00	150	100

As shown in the table, the participation of teachers in various non-classroom responsibilities differs largely from one activity to another.

Less than quarter of the teachers (19.33%) reported that they were served in their school as a unit leader. On the other hand, majority of the teachers (64.00%) reported that they were served as different committee members in their respective schools.

Moreover, a great majority of teachers were reported that they served their schools and the community by participating in different activities like department head, homeroom teacher, member of different community services etc. This shows that majority of the teachers' spent considerable time and energy on non-classroom activities. In fact, participation of teachers in administrative duties, co-curricular activities and community services etc. can be regarded as part of their task. However, the intention of the researcher, behind this term, is to investigate whether these non-classroom responsibilities were considered or not while distributing teaching load among teachers. The following table deals with this issue.

Table 3.15: Consideration of Non-classroom Responsibilities

No	Options	Respondents								D F	χ^2 cri	χ^2 cal
		Principals		Supervisors		Teachers		Total				
		No	%	No	%	No	%	No	%			
1	Yes	6	27.27	3	25.00	32	21.33	41	22.28			
2	No	16	72.73	9	75.00	118	78.67	143	77.72			
	Total	22	100	12	100	150	100	184	100	2	5.99	0.45

As shown in the table, 72.73% of the principals, 75% of the supervisors and 78.67% of the teachers reported that the non-classroom responsibilities were not considered while distributing teaching load among teachers. On the other hand, a significant number of the total respondents (22.28%) asserted that non-classroom responsibilities were considered.

In order to see the existence of perceptual difference among the study groups a chi-square test was calculated. Accordingly, the result of the

test revealed that, for 2 degrees of freedom at 0.05 levels of significance, the critical value of χ^2 was by far greater than the calculated value of χ^2 implying that there is no statistically significant difference among principals, supervisors and teachers in perception on the consideration of non-classroom responsibilities. Therefore, based on the responses of the majority, it sounds logical to infer that, the contributions of teachers in non-classroom responsibilities were not considered while distributing teaching load. This in turn has its own adverse effect on the teachers as well as the classroom instruction as it shares considerable time and energy of teachers.

Table 3.16: Factors Considered in Determining Teaching Load

No	Items	Respondents	Responses					Total	D F	χ^2 cri	χ^2 cal
			SD	D	UD	A	SA				
1	Class-size	Principals	8	11	-	2	1	22			
		Supervisors	3	8	-	1	-	12			
		Teachers	69	55	8	5	13	150			
		Total	80	74	8	8	14	184	8	15.51	9.64
2	Number of preparations	Principals	4	16	-	2	-	22			
		Supervisors	1	9	1	1	-	12			
		Teachers	37	91	7	13	2	150			
		Total	42	116	8	16	2	184	8	15.51	4.18
3	Non-classroom responsibilities	Principals	13	6	-	2	1	22			
		Supervisors	7	2	2	-	1	12			
		Teachers	84	43	8	9	6	150			
		Total	104	51	10	11	8	184	8	15.51	7.58

SD = strongly disagree D = disagree UD = undecided A = agree SA = strongly agree

Teachers, principals and supervisors were asked to rate the listed factors according to the degree of their agreement or disagreement. Accordingly, in response to the first item, 83.70% of the total respondents have shown their disagreement and asserted that class-size was not considered in determining teaching load. A small proportion of the total respondents (11.96%) indicated their agreement that class-size was considered. A chi-square test was calculated to detect perceptual difference among the study groups. The result of the test revealed that for 8 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was much greater than the calculated value of χ^2 implying that there is no statistically significant difference among responses of the study groups. Therefore,

based on the responses of the majority, it sounds logical to infer that class-size was not considered while assigning teaching load to teachers.

The second item, in the same table, shows respondents' level of agreement or disagreement with regard to the consideration of the number of preparations while assigning teaching load to teachers. As shown in the table, majority of the total respondents (85.87%) reported that the number of preparation was not considered in distribution of teaching load. On the other hand, only 9.78% of the total respondents reported that it was considered. A chi-square test was calculated to check whether perceptual differences exist among the study groups or not. The result of the test shows that for 8 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was found to be greater than the calculated value of χ^2 implying that there was no statistically significance difference among the study groups perception. Therefore, it may be possible to infer that the number of preparation was not considered in distribution of teaching load.

The third item was aimed to counter-check respondents view on non-classroom responsibilities. Accordingly, the majority of the total respondents (76.09%), assured that the non-classroom responsibilities were not considered in distribution of teaching load. A small number of the total respondents (12.50%) reacted that it was considered. A chi-square test result also indicates that there was no statistically significant difference among the responses of the study groups. Therefore, based on the views of the majority, it may be possible to conclude that no consideration was given to the non-classroom responsibilities while determining teaching load of teachers.

Table 3.17: Attempts Made to Reduce Teachers Load

No	Items	Response	Respondents							
			Principals		Supervisors		Teachers		Total	
			No	%	No	%	No	%	No	χ^2 cal
1	Simplified forms of 1.1 Lesson plan	Yes	16	72.73	7	58.33	99	66.00	122	0.77
		No	6	27.27	5	41.67	51	34.00	62	
	1.2 Attendance sheet	Yes	15	68.18	8	66.67	111	74.00	134	0.57
		No	7	31.82	4	33.33	39	26.00	50	
	1.3 Mark sheet	Yes	16	72.73	7	58.33	101	67.33	124	0.73
		No	6	27.27	5	41.67	49	32.67	60	
	1.4 Roster	Yes	14	63.64	9	75.00	95	63.33	118	2.18
		No	8	36.36	3	25.00	55	36.67	66	
2	Consideration of area of specialization	Yes	17	77.27	9	75.00	122	81.33	148	0.44
		No	5	22.73	3	25.00	28	18.67	36	
3	Consideration of experience	Yes	22	100	12	100	98	65.33	132	16.4
		No	-	-	-	-	52	34.67	52	
4	Provision of clerical services	Yes	17	77.27	3	25.00	57	38.00	77	11.8
		No	5	22.73	9	75.00	93	62.00	107	
5	Reduction of redundant meetings	Yes	22	100	9	75.00	65	43.33	96	27.4
		No	-	-	3	25.00	85	56.67	88	
6	Provision of office space free of interruption	Yes	11	50.00	6	50.00	36	24.00	53	9.12
		No	11	50.00	6	50.00	114	76.00	131	
7	Provision of new teacher with lighter load	Yes	11	50.00	-	-	13	8.67	24	30.8
		No	11	50.00	12	100	137	91.33	160	

DF=2 and χ^2 critical = 5.99 at 0.05 level of significance.

This table deals with factors that lighten teachers load if properly considered and/or provided to teachers. The first item deals with different forms that teachers need to plan their work and to record students' profiles. Since teachers are expected to spend most of their time on the teaching learning process, they have to be provided with these forms by their respective schools. As shown in the table, in average, 72.73% of the principals, 66.67% of the supervisors and 68.00% of the teachers reported that teachers were provided with simplified forms of lesson plan, attendance sheet, mark sheet and roster. A chi-square test result also asserted that there was no statistically significant difference among the responses of the study groups. Hence, it could be said that in most of the schools understudy teachers were provided with simplified forms of lesson plan, attendance sheet, mark sheet and roster.

The second item presents consideration of area of specialization. In relation to this, the majority of the total respondents (80.43%) revealed

that teachers were assigned based on their area of specialization, which is in line with their previous response under table 3.10. The result of a chi-square test also shows that there was no statistically significant difference among the responses of the study groups. Hence, it could be fair to infer that area of specialization was considered in teachers' assignment.

The third item refers to views of respondents on the consideration of teachers' experience. With regard to this all the principals, all the supervisors and 65.33% of the teachers reported that experiences of teachers were considered during teachers' assignment. On the other hand, a significant number of teachers (34.67%) revealed that experiences of teachers were not considered. The result of a chi-square test shows that there was statistically significant difference among the responses of the study groups. Hence, it could not be reasonable to infer that experience was considered in teachers' assignment.

The fourth item deals with whether teachers were provided with clerical services or not. In relation to this, the respondents reacted differently. As shown in the table, 77.27% of the principals indicated that teachers were provided by clerical services. Where as on the other hand, 75% of the supervisors and 62% of the teachers reported that teachers were not provided with such services. In general, 58.15% of the total respondents revealed that teachers were not provided with clerical services. The result of a chi-square test also shows that there was statistically significant difference among the responses of the study groups. Hence, it is difficult to infer that teachers were provided with clerical services.

The fifth item deals with respondents view in relation to attempts made by schools to reduce redundant and uninteresting meetings. Concerning this, 52.17% of the total respondents, particularly 100% of the

principals, 75% of the supervisors and 43.33% of the teachers indicated that schools' officials tried to reduce redundant and uninteresting meetings. On the other hand, more than half of the teachers (56.67%) reported that schools were not made an effort to reduce redundant and uninteresting meetings that consume their time. A chi-square test was calculated to see whether perceptual difference exists among the study groups. The result of the test shows a statistically significant difference in perception among the study groups. Therefore, it is difficult to conclude that schools were made efforts to reduce redundant and uninteresting meetings.

The sixth item tries to identify whether teachers were provided with office space free of interruption or not. As shown in the table, 71.22% of the total respondents reported that teachers were not provided with office space free of interruption. On the other hand, 28.80% of the total respondents, particularly 50% of the principals and 50% of the supervisors reported that teachers provided with office space free of interruption. The result of a chi-square test also shows a statistically significant difference in perception among the study groups. Therefore, it is difficult to conclude that teachers were provided with office space free of interruption.

The last item tries to present respondents view on schools effort to provide new teachers with lighter load. As it is shown in the table, majority of the total respondents (86.96%) revealed that new teachers were not provided with lighter loads. On the other hand, 50% of the principals reported that they provided new or beginner teachers with lighter loads. In order to identify the difference among the responses of the study groups, a chi-square test was calculated. The result of the test shows a statistically significant difference in perception among the study

groups. Therefore, it is difficult to conclude that new or beginner teachers were provided with lighter loads.

In general, on almost all the factors listed, except on the provision of formats and consideration of areas of specializations, there was no agreement among the respondents especially, between teachers and principals. The principals tried to respond positively to all factors listed in order to cover their weakness in providing teachers with these services that lighten teachers' load.

Table 3.18: Attempts Made to Create Conducive Working Environment for Worker

No	Items	Responses	Respondents						χ^2 cal
			Principals		Support staff		Total		
			No	%	No	%	No	%	
1	Consideration of area of specialization	Yes	22	100	34	75.56	56	83.58	2.03
		No	-	-	11	24.44	11	16.42	
2	Consideration of experience	Yes	22	100	34	75.56	56	83.58	6.43
		No	-	-	11	24.44	11	16.42	
3	Reduction of redundant and uninteresting meetings	Yes	22	100	23	51.11	45	67.16	16.0
		No	-	-	22	48.89	22	32.84	
4	Provision of office space free of interruption	Yes	18	81.82	34	75.56	52	77.61	0.32
		No	4	18.18	11	24.44	15	22.39	
5	Provision of new workers with induction	Yes	22	100	28	62.22	50	74.63	16.2
		No	-	-	17	37.78	17	25.37	

DF = 1, X^2 Critical = 3.84 at 0.05 level of significance.

This table presents respondents' view to different items related to the working environment of workers. In the first item, a question was posed to investigate whether workers were assigned based on their area of specialization or not. Accordingly, majority of the total respondents (83.58%) revealed that workers' area of specialization was considered during workers assignment to positions. On the other hands, 24.44% of the workers responded that area of specialization was not considered. A chi-square test was calculated to identify whether the responses of the two study group have statistically significant difference or not. The result of the test revealed that there was no statistically significant difference between the responses of the two study groups. Therefore, based on the

responses of the majority, it may be possible to infer that workers area of specialization was considered during workers assignment.

The second item deals with consideration of experience during workers assignment. In relation to this, 86.58% of the total respondents reported that workers experience was considered. Conversely, 24.44% of the workers responded that experience was not considered. A chi-square test was calculated to identify whether the responses of the two study group have statistically significant difference or not. The result of the test revealed that there was no statistically significant difference between the responses of the two study groups. Therefore, based on the responses of the majority, it may be possible to infer that workers experience was considered during workers assignment.

The third item tries to identify whether attempts were made to reduce redundant and uninteresting meetings that consume workers time. Concerning this item, 67.16% of the total respondents indicated that efforts were made by officials to reduce redundant and uninteresting meetings. Where as on the other hand, 48.89% of the workers assured that attempts were not made to reduce such activities. The result of a chi-square test also revealed that there was statistically significant difference between the responses of the two study groups. Therefore, based on the responses of the majority, it is difficult to infer that efforts were made by officials to reduce redundant and uninteresting meetings.

The fourth item presents the responses of the study groups on whether workers were provided with office space free of interruption or not. As shown in the table, 77.61% reported that workers have office space free of interruption. Where as 22.39% of the support staff indicated that workers were not provided with office space. A chi-square test was calculated to identify whether the responses of the two study group have

statistically significant difference or not. The result of the test revealed that there was no statistically significant difference between the responses of the two study groups. Therefore, based on the responses of the majority, it may be reasonable to infer that workers were provided with office space free of interruption.

The last item was aimed at investigating whether new workers provided with induction or not. As shown in the table, almost 75% of the total respondents revealed that new workers were provided with induction or orientation. Conversely, 37.78% of the workers reported that new workers were not provided with induction. A chi-square test was calculated to identify whether the responses of the two study group have statistically significant difference or not. The result of the test revealed that there was statistically significant difference between the responses of the two study groups. Therefore, based on the responses of the majority, it is difficult to infer that new workers were provided with induction or orientation.

Table 3.19: Professional Assistance and Supervisions Provided to Teachers

No	Items	Respondents								χ^2 cal	
		Principals		Supervisors		Teachers		Total			
		No	%	No	%	No	%	No	%		
1	Do teachers provided with adequate professional assistance?	Yes	16	72.73	7	58.33	41	27.33	64	34.78	20.00
		No	6	27.27	5	41.67	109	72.67	120	65.22	
2	Who provided them with this assistance?										
	REB supervisors	22	100	-	-	28	18.67	50	29.07		
	Kebele education desk	-	-	-	-	8	5.33	8	4.65		
	School principals	-	-	-	-	23	15.33	23	23.37		
	Department heads	-	-	-	-	5	3.33	5	2.91		
	Professional associates	-	-	-	-	5	3.33	5	2.91		
3	Do the assistance contributed to teachers' professional development?	Yes	22	100	10	83.33	49	32.67	82	44.02	45.07
		No	-	-	2	16.67	101	67.33	103	55.98	
4	Is there a supervisory service in your school?	Yes	22	100	9	75.00	62	41.33	93	50.54	29.49
		No	-	-	3	25.00	88	58.67	91	49.46	
5	Does this service contribute to teachers' professional development?	Yes	22	100	5	41.67	13	8.67	40	21.74	37.87
		No	-	-	4	33.33	43	30.67	47	25.54	

DF=2 and the critical value of $\chi^2 = 5.99$ at 0.05 level of significance.

The first item in the table concerned with whether or not teachers were provided with adequate professional assistance and supervision. As shown in the table, 65.22% revealed that teachers were not provided with adequate professional assistance and supervision. On the other hand, significant number of the total respondents (34.78%), particularly 72.73% of principals and 58.33% of supervisors responded that teachers were provided with adequate professional assistance and supervision. A chi square test was calculated to check whether or not perceptual difference exists among the study groups. Accordingly, the result of the test revealed the existence of statistically significant difference among the perception of the study groups.

Despite the significant perceptual difference among the study groups, substantial proportion of the total respondents (65.22%) revealed that the professional support and supervision provided was inadequate. The positive response of most principals and supervisors may be to cover their weakness as the issue of supervision is directly related to their work. Hence, it may be possible to infer that the support and supervision provided for teachers was not adequate because of the reasons that most of the teachers and some part of the principals and supervisors respond negatively.

Moreover, the supervisors themselves respond that they have no adequate training and experience in relation to supervision. Similarly, the head of the Educational Program and Supervision responded that, during the interview conducted with him, the support and supervision provided to teachers was inadequate. He raised poor qualification, poor experience and poor competence of the supervisors, shortage of transportation facilities and budget as reasons for not providing teachers with adequate professional support and supervision.

The second item in the same table deals with responses of the study groups for the question posed to identify the providers of the professional assistance and supervision. In relation to this, all the principals and about 19% of the teachers reported that Regional Education Bureau supervisors provided the professional assistance and supervision. On the other hand, few numbers of teachers reported that school principals, Kebele education desk, department heads and professional associates provided the limited professional assistance and supervision.

The third item presents the responses of the study groups on the contribution of the professional assistance to teachers' professional development. As shown in the table, a great variation was observed among the respondents. 100% of the principals and 83.33% of the supervisors reported that the professional assistance and supervision provided contributed to teachers' professional development. On the other hand, about 67% of the teachers responded negatively.

A chi-square test was calculated to check whether perceptual difference exists among the study groups or not. Accordingly, the result of the test revealed that for 2 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was much less than the calculated value of χ^2 implies the existence of statistically significant difference among the study groups perception. Despite the significant perceptual difference among the study groups, substantial proportion of the total respondents (55.98%) revealed that the professional support and supervision provided was not adequate to contribute to the professional development of teachers. The positive response of all principals and supervisors may be to cover their weakness.

On the other hand, those teachers responded negatively were strongly asserted that the supervisors were under qualified and they lack the necessary experience and competence to provide adequate assistance that bring changes on teachers. Moreover, they also indicated that the supervisors visit schools rarely and their limited visit was not also aimed at the improvement of teachers, rather it aimed at the control purpose. Similarly, the head of Educational Program and Supervision indicated, during an interview conducted with him, that the supervision and professional assistance provided to teachers was not adequate to contribute to the professional development of teachers. He reported that shortage of qualified man power, inadequate budes and transportation facilities as the major impediment for the failure of supervisors and experts to give such assistance. Hence, in general, it may be possible to infer that the support and supervision provided to teachers was not adequate to contribute to the professional development of teachers because of the reasons listed above.

The fourth item, in the same table, presents responses of the study groups related to presence of supervisory service (inbuilt supervision) in schools or not. Concerning this item also, a great variation was observed among the study groups. All the principals and 75% of the supervisors asserted that the service was functional in schools. Where as on the other hand, 58.67% of the teachers reported that the service was not functional in their schools. The result of a chi-square test also indicated the existence of a great variation among the perception of the respondents. Hence, it is difficult to conclude that the service was provided in schools.

The fifth item presents the responses of the study group on the contribution of the supervisory service (inbuilt supervision) to teachers' professional development. Those who responded positively to item

number four were asked to respond to this item. Accordingly, all the principals and 41.67% of the supervisors responded that the service contributed to teachers' professional development. On the other hand, 30.67% of teachers asserted that the service was not contributed to teachers' professional development. The result of a chi-square test also asserted the existence of statistically significant difference among the perceptions of the respondents. Hence, it is difficult to conclude that the service was contributed to teachers' professional development.

Table 3.20: Professional Assistance and Supervisions Provided to Support staff

No	Items	Respondents						χ^2 cal	
		Principals		Support staff		Total			
		No	%	No	%	No	%		
1	Do workers provided with adequate professional assistance?	Yes	11	50.00	22	48.89	33	49.25	6.93
		No	11	50.00	23	51.11	34	50.75	
2	Who provided them with this assistance?								
	REB officials	-	-	22	48.89	22	32.84		
	School principals	17	77.27	-	-	17	25.37		
	Department heads	11	50.00	6	13.33	17	35.37		
	Professional associates	6	27.27	-	-	6	8.96		
3	Does the assistance contributed to workers professional development?	Yes	11	50.00	17	37.78	28	41.79	0.90
		No	11	50.00	28	62.22	39	58.21	

DF = 1 and the critical value of $\chi^2 = 3.84$ at 0.05 level of significance.

The first item presents the responses of the study groups on whether adequate professional assistance was provided to administrative and support staff or not. Concerning this, 50% of the principals and 51.11% of the administrative and support staff asserted that workers were not provided with adequate professional assistance. Where as 49.25% of the total respondents indicated that adequate professional assistance was provided. The result of a chi-square test also asserted the existence of statistically significant difference between the perceptions of the respondents. Hence, it is difficult to conclude that adequate professional support and supervision was provided to the workers.

The second item presents to the assistance providers. As shown in the table, the respondents reported that REB officials, school principals and department heads respectively, provided the assistances.

The third item presents the responses of the study groups on whether the professional assistance and supervision provided to workers were contributed to their professional development or not. Accordingly, 50% of the principals and 62.22% of the administrative and support staff reported that the assistance was not contributed to workers professional development. Conversely, 50% of the principals and 37.78% of the support staff indicated that the assistance was contributed to workers professional development. However, the result of a chi-square test asserted that there was no statistically significant difference between the perceptions of the study groups. Hence, based on the responses of the majority, it may be possible to infer that the assistance provided was not adequate to contribute to the professional development of the workers.

Table 3.21: Teachers Training and Professional Development

No	Items	Respondents								χ^2 cal	
		Principals		Supervisors		Teachers		Total			
		No	%	No	%	No	%	No	%		
1	Do teachers participate in any form of training in the last two years?	Yes	22	100	12	100	101	67.33	135	73.37	1.15
		No	-	-	-	-	49	32.67	49	26.63	
2	Who was the organizer of the training?										
	REB	17	77.27	8	66.67	52	34.67	77	41.85		
	RCBB	-	-	2	16.67	18	12.48	20	10.87		
	MOE	6	27.27	5	41.67	54	36.00	65	35.33		
3	The school itself	17	77.27	5	41.67	23	15.33	45	24.46		
	What type of training?										
	Short term	17	77.27	8	66.67	62	48.00	97	52.72		
	Summer	22	100	8	66.67	44	29.33	74	40.22		
	Distance	17	77.27	5	41.67	8	5.33	30	16.30		
	Visiting other schools	17	77.27	3	25.00	21	14.00	41	22.28		
4	Do the trainings contributed to teachers' professional development?	Yes	11	50.00	2	16.67	3	2.00	16	8.70	26.83
		No	-	-	-	-	72	48.00	72	39.13	

DF = 2 and the critical value of $\chi^2 = 5.99$ at 0.05 level of significance

In relation to teachers training and development, different questions were presented to the respondents. The first question was related to participation of teachers in any form of training in the last two years. All the principals and all the supervisors responded that teachers were participated in trainings. Similarly, 67.38% of the teachers responded that they get the opportunity to participate in trainings. On the other hand, 32.67% of the teachers reported that they were not participated in any form of training for the last two years. A chi-square test was calculated to check whether or not perceptual difference exists among the study groups. Accordingly, the result of the test revealed that there was no statistically significant difference among the perception of the study groups.

Hence, it may be possible to infer that teachers were participated in different forms of trainings like short term, summer, distance made, visiting other schools and educational tours. They also indicated that the trainings were organized by different bodies. According to the responses of the study groups the Regional Education Bureau, Ministry of Education, their respective schools and the Regional Capacity Building Bureau were the organizers of the trainings.

The other question raised was on the contribution of the trainings to teachers' professional development. In response to this, 100% of the principals, 100% of the supervisors and 52% of the teachers responded that the trainings provided were contributed to teachers' professional development. Whereas on the other hand, 48% of the teachers reported that the trainings were not contributed to teachers' professional development. They raised different reasons for their argument. They indicated that, the training were fragmented and not continuous to bring change on teachers, most trainings were not directly related to the teaching learning process, most teachers have not get the chance to

participate in trainings, the trainings were not organized based on the training needs of teachers, etc. Teachers and others staff education and training expert also reflected the same argument during an interview conducted with him. A chi-square test was calculated to check whether or not perceptual difference exists among the study groups. Accordingly, the result of the test revealed that for 2 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was much less than the calculated value of χ^2 implies that there exists a statistically significant difference among the study groups perception. Hence, it is difficult to conclude that trainings were contributed to teachers' professional development.

Table 3.22: Administrative and Support Staff Training and Development

N o	Items	Respondents						χ^2 cal	
		Principals		Support staffs		Total			
		No	%	No	%	No	%		
1	Do support staffs participate in any form of training in the last two years?	Yes	16	72.73	34	75.56	50	74.63	0.06
		No	6	27.27	11	24.44	17	25.37	
2	Who was the organizer of the training?								
	REB		11	50.00	17	37.78	28	41.79	
	RCBO		6	27.27	11	24.44	17	25.37	
	MOE		6	27.27	17	37.78	23	34.33	
	The organization itself		5	22.73	-	-	5	7.46	
3	What type of training?								
	Off-the-job training		6	27.27	11	24.44	17	25.37	
	On-the-job training		16	72.73	28	62.22	44	65.67	
	Distance mode		11	50.00	11	24.44	22	32.84	
	Visiting other organizations		11	50.00	11	24.44	22	32.84	
	Educational tour		6	27.27	6	13.33	12	17.91	
4	Do the trainings contributed to workers' professional development?	Yes	14	63.64	22	48.89	36	53.73	1.30
		No	8	36.36	23	51.11	31	46.27	

DF = 1 and the critical value of $\chi^2 = 3.84$ at 0.05 level of significance

The first item in this table presents the responses of the study groups in relation to the question posed to identify whether the administrative and support staff participated in any form of training in the last two years or not. Accordingly, 72.75% of the principals and 75.56% of administrative and support staff responded that most workers were participated in different forms of trainings like of-the-job, on-the-job, distance mode,

and visiting other sister organizations and educational tours to share experience. They also indicated that the trainings were organized by different bodies like the Regional Education Bureau, Ministry of Education, the Regional Capacity Building Bureau and their respective organizations. On the other hand, more than a quarter of the total respondents reported that workers did not participate in any form of training in the last two years. A chi-square test was calculated to check whether or not perceptual difference exists between the study groups. Accordingly, the result of the test revealed that, for 1 degree of freedom at 0.05 level of significance, there was no statistically significant difference between the perceptions of the study groups in relation to workers training. Hence, it is fair to infer that workers were participated in different forms of trainings.

In relation to the contribution of the trainings to professional development of workers, 72.73% of the principals and 48.89% of the works responded that the trainings were contributed to workers professional development, where as on the other hand, 27.27% of the principals and 51.11% of the works responded that the trainings were not contributed to workers professional development. They listed different reasons for their negative response. Among these, lack of continuity of the trainings, the trainings were cover a small proportion of the workers, the trainings were not directly related to workers training needs etc. were the major ones. A chi-square test was calculated to check whether or not perceptual difference exists between the study groups. Accordingly, the result of the test revealed that there was no statistically significant difference between the perceptions of the study groups. Hence, it may be possible to infer that, based on the responses of the majority, the trainings were contributed to the professional development of the workers.

Table 3.23: Attempts Made to Attract and Retain Teachers

No	Items	Respondent	Responses												χ^2 cal
			SD		D		UD		A		SA		To		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Opportunity for in-service training was satisfactory	P	-	-	-	-	-	-	6	27.27	16	72.73	22	100	39.5
		S	-	-	5	41.67	4	33.33	2	16.67	1	8.33	12	100	
		T	24	16.00	34	22.67	29	19.33	31	20.67	32	21.33	150	100	
		To	24	13.04	39	21.20	33	17.93	39	21.20	49	26.63	184	100	
2	Opportunity for further education was satisfactory	P	-	-	11	50.00	-	-	6	27.27	5	22.73	22	100	17.1
		S	2	16.67	3	25.00	1	8.33	6	50.00	-	-	12	100	
		T	26	17.33	32	21.33	16	10.67	42	28.00	34	22.67	150	100	
		To	28	15.22	46	25.00	17	9.24	54	29.35	39	21.20	184	100	
3	Supervision services provided were satisfactory	P	6	27.27	5	22.73	6	27.27	5	22.73	-	-	22	100	13.5
		S	1	8.33	8	66.67	2	16.67	1	8.33	-	-	12	100	
		T	50	33.33	53	35.33	21	14.00	16	10.67	10	6.67	150	100	
		To	57	30.98	66	35.87	29	15.67	22	11.96	10	5.43	184	100	
4	Supervision services provided were helpful	P	-	-	6	27.27	-	-	11	50.00	5	22.73	22	100	19.5
		S	-	-	2	16.67	3	25.00	4	33.33	3	25.00	12	100	
		T	37	54.67	29	19.33	16	10.67	34	22.67	34	22.67	150	100	
		To	37	20.11	37	20.11	19	10.33	49	26.63	42	22.83	184	100	
5	Schools environment were convenient to share experience	P	-	-	6	27.27	5	22.73	6	27.27	5	22.73	22	100	16.6
		S	-	-	8	66.67	1	8.33	2	16.67	1	8.33	12	100	
		T	21	14.00	34	22.67	21	14.00	50	33.33	24	16.00	150	100	
		To	21	11.41	48	26.09	27	14.67	58	31.52	30	16.30	184	100	
6	All teachers were retreated fairly	P	-	-	-	-	-	-	12	54.55	10	45.45	22	100	48.9
		S	-	-	5	41.67	6	50.00	1	8.33	-	-	12	100	
		T	29	19.33	28	18.67	16	10.67	53	35.33	24	16.00	150	100	
		To	29	15.76	39	21.20	22	11.96	66	35.87	34	18.48	184	100	
7	Teachers were properly assigned	P	-	-	-	-	6	27.27	11	50.00	5	22.73	22	100	16.2
		S	2	16.67	3	25.00	4	33.33	3	25.00	-	-	12	100	
		T	22	14.67	21	14.00	21	14.00	68	45.33	18	12.00	150	100	
		To	24	13.04	24	13.04	31	16.85	82	44.56	23	12.50	184	100	
8	Opportunity for personal growth was high	P	-	-	6	27.27	5	22.73	11	50.00	-	-	22	100	30.7
		S	-	-	2	16.67	6	50.00	1	8.33	3	25.00	12	100	
		T	39	26.00	29	19.33	45	30.00	21	14.00	16	10.67	150	100	
		To	39	21.20	37	20.11	56	30.43	33	17.93	19	10.33	184	100	

DF = 8 and the critical value of $\chi^2 = 15.51$ at 0.05 level of significance

SD = strongly disagree D = disagree UD = undecided A = agree SA = strongly agree
 P = principals S = supervisors T = teachers To = total

In this table, the responses of the study groups on different ideas were presented. The first item presents the responses of the study groups on

the opportunity of in-service training of teachers. All the principals respond that they agree or strangely agree with the presence of satisfactory opportunity for in-service training of teachers. On the other hand, 75% of the supervisors and 58% of teachers disagree with the responses of the principals. 38.67% of the teachers and 41.67% of the supervisors responded that there was no an opportunity for teachers to participate in in-service trainings. A chi-square test was calculated to check whether perceptual difference exists or not among the study groups. Accordingly, the result of the test revealed, for 8 degrees of freedom at 0.05 level of significance, the existence of a statistically significant difference among the perception of the study groups. Hence, it is difficult to infer that teachers have got satisfactory opportunities for in-service training.

The second point deals with the opportunity for further education. 50% of the principals, 50% of the supervisors and 50.67% of teachers reported that they agree with the presence of satisfactory opportunity for further education in the region. Where as on the other hand, 50% of the principals, 50% of the supervisors and 49.33% of the teachers responded that there was no an opportunity for further education. The result of a chi-square test also shows the existence of a great variation in perception among the respondents. Hence, it is difficult to infer that the opportunity for further education was satisfactory.

The third point was about the state of supervision, whether it is satisfactory or not. Accordingly, 77.27% of the principals, 91.67% of the supervisors and 82.67% of the teachers responded that the supervision services provided for teachers were not satisfactory. On the other hand, a few number of the respondents reported that the service was satisfactory. A chi-square test was calculated to check whether perceptual difference exists or not among the study groups. Consequently, the result of the

test revealed that, for 8 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was greater than the calculated value of χ^2 . Implying that, there was no statistically significant difference among the perceptions of the study groups. Hence, it may be possible to infer that, based on the responses of the majority; the supervision service provided for teachers was not satisfactory, which is in line with the previous conclusion under Table 3.19.

The fourth item deals with whether the professional supports and supervision provided to teachers were helpful or not. In response to this, 72.73% of the principals, 58.33% of the supervisors and 45.34% of the teachers responded that the supervision provided was too much helpful to teachers. Whereas on the other hand, 27.27% of the principals, 41.67% of the supervisors and 54.67% of the teachers responded that the supervision and support provided was not helpful to teachers. The result of a chi-square test also shows the existence of a great variation in perception among the respondents. Hence, it is difficult to infer that the supervision service provided was helpful to teachers.

The fifth point treated was about convenience of schools to teachers to share experience. In response to this, 50% of the principals, 75% of the supervisors and 50.67% of the teachers responded that schools environment was not convenient for teachers to share experience. Whereas the rest respondents asserted that schools environment was convenient enough to share experience. In order to see the perceptual difference among the study groups, a chi-square test was calculated. Accordingly, the result of the test revealed the existence of statistically significant difference in perception among the study groups. Hence, it is difficult to infer that schools environments were convenient enough for teachers to share experience.

The sixth point presented was about fair treatment of teachers. In relation to this, all the principals reported that all teachers treated fairly in their respective schools. Similarly, 51.33% of the teachers also reported that they treated fairly by the education officials at different levels. On the other hand, 91.67% of the supervisors and 48.67% of the teachers reported that teachers were not treated fairly. The result of a chi-square test also shows the existence of a great variation in perception among the respondents. Hence, it is difficult to infer that the education officials and principals treated all teachers fairly.

The seventh point was about teachers' assignment. In respect to this, 72.73% of the principals and 57.33% of the teachers reported that teachers were properly assigned in their field of specialization. Where as on the other hand, 75.57% of the supervisors and 42.67% of the teachers reported that teachers were not assigned in accordance to their field of specialization. A chi-square test was calculated to check whether perceptual difference exists or not among the study groups. Accordingly, the result of the test revealed that there was no statistically significant difference among the perception of the study groups. Hence, based on the responses of the majority, it may be possible to infer that teachers were assigned properly based on their areas of specializations.

The last point treated in this table was about opportunity for teachers' personal growth. In respect to this, 50% of the principals, 33.33% of the supervisors and 24.67% of the teachers reported that there was an opportunity for teachers to grow personally. On the other hand, 50% of the principals, 66.67% of the supervisors and 75.33% of the teachers reported that there was no an opportunity for teachers to grow personally. The result of a chi-square test also shows the existence of a great variation in perception among the respondents. Hence, it is difficult to infer that the opportunity for personal growth was satisfactory.

Table 3.24: Attempts Made to Attract and Retain Support staff

No	Items	Respondent	Responses												χ^2 cal
			SD		D		UD		A		SA		T		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Opportunity for training was satisfactory	P	-	-	2	9.09	-	-	12	54.55	8	36.36	22	100	4.41
		S	3	6.67	7	15.56	3	6.67	17	37.78	15	33.33	45	100	
		T	3	4.48	9	13.43	3	4.48	29	43.28	23	34.33	67	100	
2	Opportunity for further education was satisfactory	P	3	9.09	11	50.00	2	9.09	4	18.18	2	9.09	22	100	2.20
		S	13	28.89	17	37.78	5	11.11	7	15.56	3	6.67	45	100	
		T	16	23.88	28	41.79	7	10.45	11	16.42	5	7.46	67	100	
3	Supervision services provided are satisfactory	P	6	27.27	3	9.09	-	-	10	45.45	3	9.09	22	100	9.50
		S	8	17.78	15	33.33	7	15.56	9	20.00	6	13.33	45	100	
		T	14	20.90	18	26.86	7	10.45	19	28.36	9	13.43	67	100	
4	Supervision services provided were helpful	P	-	-	-	-	6	27.27	10	45.45	6	27.27	22	100	8.26
		S	4	8.89	7	15.56	15	33.33	11	24.44	8	17.78	45	100	
		T	4	5.97	7	10.45	21	31.34	21	31.34	14	20.90	67	100	
5	Working environment were convenient to share experience	P	-	-	-	-	-	-	15	68.18	7	31.82	22	100	5.93
		S	4	8.89	3	6.67	3	6.67	22	48.89	13	28.89	45	100	
		T	4	5.97	3	4.48	3	4.48	37	55.22	20	29.85	67	100	
6	All workers were retreated fairly	P	-	-	-	-	-	-	18	81.82	4	18.18	22	100	26.5
		S	5	11.11	21	46.67	2	4.44	10	22.22	7	15.56	45	100	
		T	5	7.46	21	31.34	2	2.98	28	41.79	11	16.42	67	100	
7	Workers were properly assigned	P	-	-	-	-	-	-	16	72.73	6	27.27	22	100	11.8
		S	5	11.11	4	8.89	6	13.33	18	40.00	12	26.67	45	100	
		T	5	7.46	4	5.97	6	8.96	34	50.75	18	26.86	67	100	
8	Opportunity for personal growth was high	P	4	18.18	6	27.27	2	9.09	8	36.36	2	9.09	22	100	1.87
		S	11	24.44	15	33.33	3	6.69	10	22.22	6	13.33	45	100	
		T	15	22.39	21	31.34	5	7.46	18	26.86	8	11.94	67	100	

DF = 4 and the critical value of $\chi^2 = 9.49$ at 0.05 level of significance

SD = strongly disagree D = disagree UD = undecided A = agree SA = strongly agree

P = principals S = support staffs T = total

In relation to the attempts made to attract and retain competitive workers different issues were presented to the study groups to indicate their agreement or disagreement. The first point raised was about opportunities for trainings. For the question raised, 90.91% of the principals and 71.11% of the support staff responded that there was a satisfactory opportunity for trainings. Conversely, 9.09% of the principals and 22.23% of the support staff responded that the opportunity for

training was not satisfactory. A chi-square test was calculated to check whether perceptual difference exists or not between the study groups. Accordingly, the result of the test revealed that for 4 degrees of freedom at 0.05 level of significance, there was no statistically significant difference between the perceptions of the study groups. Hence, it may be possible to infer that, based on the responses of the majority, the opportunity for workers training was satisfactory, which coincides with what was concluded under Table 3.22.

The second point was about opportunities for further education. In response to this, 27.27% of the principals and 22.23% of the support staff responded that there was a satisfactory opportunity further education. On the other hand, 59.09% of the principals and 66.67% of the support staff responded that the opportunity for further education was not satisfactory. The result of a chi-square test, for 4 degrees of freedom at 0.05 level of significance, also shows that there was no statistically significant difference between the perceptions of the study groups. Hence, it may be possible to infer that, based on the responses of the majority, the opportunity for further education was not satisfactory

The third point was about professional support and supervision provided to administrative and support staff. In relation to this, 54.54% of the principals and 33.33% of the administrative and support staff responded that the professional support and supervision provided to administrative and support staff was satisfactory. On the other hand, 36.36% of the principals and 51.11% of the administrative and support staff responded that the professional support and supervision provided was not satisfactory. The result of a chi-square test also shows the existence of a great variation in perception between the respondents. Hence, it is difficult to infer that the professional support and supervision provided was satisfactory.

For the question posed to check whether the professional support and supervision provided was helpful to workers or not, 72.73% of the principals and 42.22% of the administrative and support staff responded that the professional support and supervision provided to workers was helpful. Conversely, 24.45% of the administrative and support staff responded it was not helpful to workers. The result of a chi-square test, for 4 degrees of freedom at 0.05 level of significance, shows that, there was no statistically significant difference between the perceptions of the study groups. Hence, it may be possible to infer that, based on the responses of the majority, the professional support and supervision provided was helpful to workers professional development.

The fifth point raised was about conduciveness of the working environment to share experience. In respond to this, all the principals and 77.78% of the support and administrative staff responded that the working environment was convenient for workers to share experience. On the other hand, 15.56% of workers responded that the working environment was not convenient for workers to share experience. The result of a chi-square test, for 4 degrees of freedom at 0.05 level of significance, shows that there was no statistically significant difference between the perceptions of the study groups. Hence, it may be possible to infer that, based on the responses of the majority, the working environment was convenient to workers to share experience.

The sixth point raised was about workers treatment by officials. All the principals and 37.78% of the administrative and support staff responded that workers were treated fairly. Conversely, 57.78% of the administrative and support staff responded that workers were not treated fairly. The result of a Chi-square test also shows the existence of a great variation in perception between the respondents. Hence, it is difficult to infer that the educational officials treated workers fairly

The seventh point treated was about workers assignment. In relation to this, all the principals and 66.67% of the administrative and support staff responded that workers were assigned properly in accordance to their field of specialization. On the other land, 20.00% of the workers responded that workers were not assigned properly in accordance to their field of specialization. The result of a chi-square test also shows the existence of a great variation in perception between the respondents. Hence it is difficult to infer that all workers were assigned properly in accordance to their field of specialization.

The last point treated was about the existence of different opportunities for workers to grow personally. Concerning this issue 45.45% of the principals and 45.56% of the workers responded that the opportunity for personal growth was satisfactory. Conversely, 45.45% of the principals and 57.78% of workers responded that the opportunity for personal growth was not satisfactory. A chi-square test was calculated to check whether perceptual difference exists or not between the study groups. Accordingly, the result of the test revealed that, for 4 degrees of freedom at 0.05 level of significance, the critical value of χ^2 was greater than the calculated value of χ^2 . Therefore, there is no statistically significant difference among the perception of the study groups in relation to the workers opportunity for personal growth. Hence, based on the responses of the majority, it may be possible to infer that the opportunity for workers personal growth was not satisfactory.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this chapter, summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to alleviate the problems are presented.

4.1 Summary

The purpose of this study was to assess the practices and problems of human resource utilization in Dire Dawa education sector. To meet this purpose, the study was conducted in randomly selected 18 primary schools, in all the available three secondary schools and in one technical and vocational education and training college and in the Regional Education Bureau. The necessary information was gathered mainly through questionnaire and document analysis. Moreover, interviews were conducted with three education officials to extract information with regard to issues that required clarification. The data collected were analyzed by using different statistical tools such as Chi-square, percentage, rank order and weighted mean. Based on the analysis made, the major findings of the study are presented here under.

1. The majority of the principal-ship and supervisory positions were occupied by males.
2. More than 90% of the principals, all the supervisors, more than 60% of the teachers and about 85% of the administrative and support staff were more than 30 years of age.
3. More than 68% of the principals, about 92% of the supervisors, a little more than 56% of the teachers, about two-third of the administrative and support staff had served for more than 15 years in their respective position and other different positions and professions.

4. Even though all the principals have the required level of educational qualifications, the areas of specialization of 68% have not direct relationship with Educational Management.
5. Almost all the supervisors were not trained in the area of supervision and not have the required level of educational qualification.
6. About 15% of the teachers were not qualified for the levels they were teaching, particularly, more than 25% of the TVET teachers were not qualified for the level.
7. More than 30% of the administrative and support staff were not qualified for the positions they were occupied or assigned to work.
8. Although the magnitude of the problem varies from school to school,
 - 8.1 Shortage of teachers was found to be a problem in almost all subject areas, particularly in secondary and rural primary schools.
 - 8.2 Somali language, Civics, Music, General Business and Health and Physical Education were the first five subjects with shortage of qualified teachers.
9. Assignment of teachers to grade levels and subject areas was made by principals
10. Qualification was the most widely employed criterion in assigning teachers to various grade levels and subject areas.
11. There was a great variation in distribution of teaching load among teachers:
 - 11.1 The majority of teachers (70.67%) taught between 21 and 30 periods per week.
 - 11.2 More than a quarter (27.33%) of the teachers taught between 10 and 20 periods per week
 - 11.3 About 2% of the teachers taught above 30 periods
 - 11.4 All the principals were not assigned to teach at all.

12. Assignment of the administrative and support staff was made by different bodies like the Regional Education Bureau, heads of the educational institutions (school principals, college dean etc.) and the Regional Civil Service Commission.
13. Different criteria were employed to assign the administrative and support staff to positions, such as qualification, field of specialization, workers competence, and experience.
14. Less experienced teachers were forced to carry heavier load than well experienced teachers.
15. The majority of the teachers were assigned to teach in their area of specialization, however, few numbers of teachers (4.67%) were assigned to teach subjects for which they were not trained.
16. Some of the administrative and support staff were assigned to positions that have direct relation with their areas of specializations, however, about 40% of them were not assigned to areas that have relation with their field of specialization.
17. Almost in all schools, particularly in secondary schools, the class-size was very large and beyond the standard set by the Ministry of Education.
18. The pupil-teacher ratio was also beyond the expectations in all sample schools.
19. Majority of the teachers (71%) were assigned to teach more than one grade levels.
20. Almost all the teachers spent considerable time in non-classroom responsibilities.
21. Factors like class-size, number of preparations, non-classroom responsibilities were not considered during teaching load assignment.
22. Factors that contribute to lighten teaching load, like previous experience, provision of clerical services, reduction of redundant

- and uninteresting meetings, provision of office space free of interruption etc. were not taken in to consideration in all schools.
23. The professional support and supervision provided to teachers and administrative and support staff were not adequate.
 24. Almost all teachers and administrative and support staff were participated in different forms of trainings.
 25. The trainings provided were not contributed to the professional development and competence of teachers.
 26. Efforts made by the Regional Education Bureau to attract and retain competitive and committed teachers and administrative and support staff were not satisfactory.

4.2 Conclusions

Based on the findings listed above, the following conclusions are drawn.

1. As shown in the findings, even though most of the principals, teachers, administrative and support staff were qualified for the levels they were assigned, almost all the supervisors, considerable number of support staff members, and some of the teachers were not professionally qualified. Assignment of under qualified personnel and teachers to positions has its own adverse impact on both the worker as well as on the quality of the education system. Especially, the poor quality of teachers and supervisors in qualification, experience and competence has a direct effect on the quality of the teaching learning process. Hence, in general, the quality of the education system in the Provisional Administration was suffering by lack of well qualified teachers and other personnel.
2. Most of the principals, supervisors, and teachers, particularly, urban primary school teachers, served for a long periods of time

and they were not in a position to learn and up-date themselves with the contemporary knowledge and skills. Such assignment, based on only experience, have its own impact on the quality of education. Hence, the practice of assignment of workers and teachers was not mostly considered different criteria like competence; commitment etc. Such inappropriate assignment hindered effective utilization of the available human resource. Therefore, it may be possible to conclude that the REB was not utilize its human resource effectively

3. As shown in the findings, even though, most teachers, some principals and administrative and support staff were assigned in accordance to their field of specialization, almost all the supervisors, some proportion of the principals and support staff were assigned to levels and areas outside their field of specialization. Such assignment of workers to positions outside their field of specialization hampered the attainment of the educational objectives. Hence, the practice of workers assignment in the region was not based on quality rather it was aimed towards covering vacant positions.
4. Proper assignment of the available trained, well experienced and committed human resource contributes too much to the attainment of the educational objectives. Hence, factors like qualification, experience, competence, and even preference of the workers have to be taken in to consideration during the available human resource assignment to utilize them effectively. However, as shown in the findings, the criterion mostly used to assign teachers was found to be qualification. But such type of assignment, based on only a single criterion, resulted to under utilization of the available human resource. Hence, the practice of teachers' utilization in the Regional Education sector was not effective.

5. As shown in the findings, teaching load distribution among teachers was not fair. Some teachers were forced to carry heavy teaching load where some others were assigned to teach very few number of periods per week. Moreover, the other surprising findings was that, new or beginner teachers were assigned to teach the maximum teaching load where as well experienced teachers were assigned to teach less loads. This unfair assignment of heavy teaching load to some proportion of teachers, particularly to less experienced teachers, creates psychological and physical pressure on them, which initiates them to leave the profession as well as the region. On the other hand, such trend, contributes to the under utilization of the over accumulated knowledge, skills and experiences of well-experienced teachers. Hence, it may be possible to conclude that the practice of teachers' utilization in the Provisional Administration was not effective.
6. Factors like number of preparations, class-size and non-classroom responsibilities were not considered while distributing teaching load among teachers. To this effect, some teachers were overloaded by both classroom and non-classroom responsibilities, which has a direct impact on the effectiveness of the teaching learning process. Similarly, most administrative and support staff, particularly, those at expert positions, were assigned to cover the positions of two or more personnel, with out any incentives. Such improper assignment may frustrate both teachers and the administrative and support staff and push them to leave the sector as well as the region. This forced the sector to lose competent and committed man power. Hence, the practice of human resource utilization in the sector was based on conventional approach rather than on considering basic principles for effective work force utilization.
7. The professional support and supervision provided to both teachers and administrative and support staff was not adequate.

Even the limited school visit made by supervisors aimed at control purpose rather than providing professional support to teachers. Moreover, the supervisors were not well qualified, experienced, and not competent enough to share experience. In general the supervision system in the regional education sector was highly impaired in lack of both competitive, experienced and well qualified personnel as well as lack of the necessary materials like transportation facility, budget etc.

8. Most teachers have participated in different forms of trainings. However, they were not benefited from the trainings because of the trainings were not organized in such a way that they contributed to the professional development of the beneficiaries. The trainings were fragmented and not continuous, not based on the training needs of teachers, they were not directly related to the teaching learning process. Hence, the trainings conducted in the past years were end up to the wastage of both human and materials as well time resources with out contributing to the professional development of the beneficiaries.
9. Factors like short-term trainings, opportunity for further education, supervisory services aimed at the improvement of participants' competence, smooth working environment, fair treatment of all workers, proper assignment, and opportunity for personal growth etc help a given sector to attract and retain competent and experienced work force as well as to effectively utilize the available human resource. But the findings of this study asserted that the trend in Dire Dawa Education Sector was in opposite to this. Hence, as a conclusion attempts made by the education sector to attract and retain competitive teachers and workers were not satisfactory.

time and energies of teachers. So that, they have to be considered during teaching load assignment. Hence, for teachers, who assigned to classes with large number of students, to two or more different grade levels, and who participate in non-class room activities, it is important to reduce, in the same proportion, the number of teaching load. Hence the REB has to train principals on how to consider these factors during teaching load assignment.

9. Factors like provision of clerical services, reduction of redundant and uninteresting meetings, provision of office space free of interruption etc. lighten teachers load. Therefore, the Regional Education Bureau and schools have to provide teachers with these services and also try to reduce activities that consume teacher's time and energy unnecessary.
10. To strengthen the professional support and supervision provided to teachers, it appears to be useful to install a system in schools in which senior and experienced teachers provide other teachers with supervisory services. Hence, the Regional Education Bureau and schools have to work together to create the system in schools and to train senior teachers with the principles and techniques of supervision so that they can help junior teachers in their subject area of specializations. In order to effectively implement the system REB has to provide the selected teachers to provide the service with some incentives.
11. Improving the competences of teachers and other administrative staff through trainings enables them to perform their jobs in a good quality. Trained and motivated teachers and administrative staff are likely to be committed to their organization and profession. Hence in order to enhance teachers and administrative staff professional development as well as to utilize their potentialities to the maximum:

- 11.1 Continuous school-based training program of teachers, in which teachers can learn from each other and share experience, has to be well designed and implemented.
- 11.2 training programs organized by different bodies have to be based on the needs of teachers and administrative and support staffs,
- 11.3 trainings, as much as possible, have to cover all the concerned teachers and administrative staffs.
- 11.4 priorities for in-service and summer trainings have to be given for under qualified teachers.
- 11.5 The opportunity of further education particularly, for second degree, has to be improved in order to attract and retain competitive human resource.

10. In general, the practice of human resource utilization in the Regional Education Sector was too poor to utilize the available human resource effectively as well as to attract and retain competent, committed, well qualified, and well experienced teachers and other personnel.

4.3 Recommendations

Based on the major findings and conclusions drawn with respect to the practices and problems of human resource utilization in Dire Dawa education sector, the following recommendations are suggested.

1. Assignment of both experienced and new energetic and committed teachers to a school is very recommendable. This is because the students get an opportunity to gain knowledge, skills and experience from both age groups, as well teachers also learn from each other. So, such school environment creates a positive competition among teachers, which facilitates the teaching learning process and creates a possibility for students to benefit more. Therefore, it is not advisable to accumulate only aged and fadeout teachers to certain schools and new or beginner teachers to other schools, particularly to rural and schools at the boundaries of the town, in the name of experience. Hence, the Regional Education Bureau has to reconsider assignment of teachers so that both experienced and new teachers will assigned to all schools.
2. Teachers benefit from the supervisory services provided to them on different issues like teaching methodology, subject area knowledge, classroom management, management of students' disciplinary problems etc. In order to provide teachers with such services, the supervisors have to be well qualified, experienced and competent enough. Hence, the Regional Education Bureau has to assign well

- qualified, experienced, competent and trained individuals in the supervision position, rather than making it a corner for incompetent individuals.
3. To minimize the problem in relation to shortage of qualified teachers, particularly, those whose subject expertise is in short supply, the Regional Education Bureau needs to introduce the use of qualified and specialized teachers in a given subject area more effectively. This may be realized by assigning the qualified and specialized teachers to two schools that are near to each other. For the successful implementation of the strategy, teachers have to be provided with extra pay for extra assignment and other incentives so that they can be motivated to accept this mode of teaching.
 4. Similarly, in order to minimize the impact of shortage of qualified administrative and support staff, particularly, of those at expert positions, the Regional Education Bureau needs to transfer well qualified teachers to vacant positions, in a way that does not affect or bring shortage of qualified teachers in schools.
 5. Among others, one of the major factors for educational organizations to be effective is assignment of both teachers and support staff properly. Proper assignment of teachers and other support workers enable them to use their potentials to the maximum for the benefit of their organization. Hence, it is important to assign each teacher as well as administrative worker, as much as possible, to a work which he/she can perform with in the intended time and quality. Moreover, assignment of teachers to subjects and grade levels and assignment of workers to positions in which they have adequate trainings is more likely to minimize their work load. Therefore, the REB have to make an assessment on the available human resource in the education sector and redesign the assignment process and criteria to assign teachers

and other personnel to their areas of specialization rather than forcing them to work on areas for which they were not trained.

6. Assignment of teachers to subject areas and grade levels has to be seen from different angles, since it has a direct impact on the moral and performance of teachers as well on the students' performance. Therefore, the criteria employed for teachers' assignment should be so rational and transparent that encourages effective utilization of the potentialities of teachers. Hence, assignment of teachers, as much as possible, has to be based on qualification, area of specialization, competence, experience, and preference of the teachers. Moreover, it is also important to involve different bodies, like department heads, vice principal, unit leaders, even members of departments in assignment decisions, since it helps to collect important information about each teacher. Therefore, school principals have to take into account all these considerations during teachers' assignment.
7. Proper assignment of teaching load to teachers enables to build the moral of the teaching staff and to utilize the potentialities of teachers effectively. Therefore, it is important to consider the experiences of teachers during teaching load assignment. New or beginner teachers need ample time to adopt themselves to schools environment, and also for preparations, so that they have to assigned lighter load. Where as on the other hand, experienced teachers have wide and accumulated knowledge of the subject matter, they also have rich experience on the teaching learning process. So, it is advisable to utilize the knowledge, experience, and skills of these teachers effectively to the maximum. Hence principals have to take experience of teachers in to consideration while assigning teaching loads to teachers.
8. Since class-size, number of preparations, and participation in non- classroom responsibilities require additional and considerable

- a) Occupation of experienced workers with different committee responsibilities
- b) High turnover of competitive workers
- c) Assignment of competitive workers to other sectors out of education by the region officials
- d) If other please specify..... ..
.....

5. What are the major problems in your organization in workers training and professional development?

- a) Trainings are not continuous to bring change on workers
- b) Trainings are not directly related to the workers job
- c) Trainings are not organized based on the needs of the workers
- d) There was a problem in workers selection for training, some workers get repeated trainings where others never
- e) If other please specify.....

6. What are the major problems in relation to professional support and supervision provided to workers?

- a) Workers are not willing to learn from the support providers
- b) Workers see the support providers as the ear of officials and fault finders so that they are not willing to learn from them
- c) The support providers see themselves as a boss so that they emphasized on fault finding rather than helping workers
- d) The support providers emphasizes on administrative affairs rather than on professional assistance
- e) If other please specify.....

Addis Ababa University
College of Education
School of Graduate Studies

Department of Educational Planning and Management

Questionnaire to be filled by school principals

Dear Respondents,

This questionnaire is designed to collect information about the practices and problems of human resource utilization in Dire Dawa Provisional Administration Education Sector. The success of this study, to a great extent, depends on your genuine responses. Therefore, you are kindly requested to respond honestly to all items provided in the questionnaire.

Note:

1. Put "x" mark for questions with options, and write your option for open-end questions;
2. All your responses will be kept confidential and used only for academic purposes;
3. You are not required to write your name.

Thank you in advance for your kind cooperation!

Part One: Respondents Background Information

1. Name of the school-----
2. Level of the school-----
3. Sex a) male b) Female
4. Age a) Less than 20 years b) 20-25 c) 26-30
 d) 31-35 e) 36-40 f) 41 or above
5. **Service year** a) in teaching -----
 b) as a principal-----

6. Educational level of qualification

a) MA/MSc b) BA/BSc c) 12+2 d) 12+1

e) If other specify-----

7. Academic rank

a) Beginner teacher b) Junior teacher c) Teacher

d) Senior teacher e) If other specify-----

8. Subject area of specialization a) major-----

b) minor-----

Part Two: Data Pertaining to Teacher Assignment.

1. Number of periods you are teaching per week-----

2. Grade level (s) you are teaching now-----

3. You are working in a) only one shift b) both shifts

4. In your school, who decides on the number of teaching loads for each teacher?

a) School director b) Vice director c) Department head

d) Director with v/director e) V/director with department head

f) Department head with members of the department

g) Committee decision h) If other specify-----

5. What is/are the criterion/criteria employed in assigning teachers in your school? a) Qualification b) Experience c) Field of specialization d) Teachers competence e) Teachers performance

f) Administrative decision g) If other specify-----

6. In assigning teachers, do you take into account teacher's responsibilities apart from classroom teaching? a) Yes b) No

7. The following are some of the factors to be considered in determining teaching load. Please, indicate the degree of your agreement or disagreement using "x" mark and show to what extent they are considered in teacher assignment. The numbers represent:

5 = strongly agree 4 = agree 3 = undecided

2 = disagree 1 = strongly disagree.

No	Item	Choices				
		5	4	3	2	1
7.1	Class size Number of students in a given section is considered in distribution of teaching load among teachers					
7.2	Number of Preparations 7.2.1. A teacher who has two or more preparations is given lighter load					
	7.2.2 A teacher who has only one preparation is given Heavy load.					
	7.2.3 A teacher who teaches two or more grade levels is given lighter load than who teaches only one grade level					
7.3	Non- Classroom Responsibilities. 7.3.1 Home-room teachers are given lighter load than those who are not					
	7.3.2. Department heads are given lighter load.					
	7.3.3. Teachers who serve in different committees are Given lighter load.					
	7.3.4. Club sponsors (club coordinators) are given lighter load					
	7.3.5. Teachers who participate in different social services in the community are given lighter load					
	7.3.6. Non- Classroom responsibilities are not at all considered in distribution of teaching load among teachers					

8. Are teachers in your school provided with simplified forms of:

No	Form	Yes	No
a	Lesson plan		
b	Attendance sheet		
c	Mark sheet		
d	Roster		

9. Do you make some effort to assign teacher in accordance to their area of specialization? a) Yes b) No

10. If your answer for question number "9" is "no" the reason(s) is (are)?

- a) Inadequate number of teachers available in each field of study
- b) Lack of interest by teachers to teach in their area of specialization
- c) Rules and regulation of the education office force us not to do so
- d) To enable teachers to master all subjects
- e) If other please specify-----

11. Do you take experience of teachers, like grade levels they have taught before, into consideration while assigning teachers?

- 6. Highest level of Educational qualification.....
- 7. Subject area of specialization.....

Part Two: Issues Pertaining to Administrative and Support Staff

Assignment

1. in your organization who decides on the assignment of administrative and support staff?
- a) Head of the organization
 - b) Administration and finance head
 - c) Regional civil Service Commission
 - d) If others please specify
-

2. What is/are the criterion/criteria employed in assessing support staff in your organization?
- a) Qualification
 - b) Experience
 - c) Field of specialization
 - d) Workers competence
 - e) workers preference
 - f) Administrative decision
 - g) If others please specify
-

3. Do you think that, in your organization, some efforts were made to assign workers in accordance to their field of specialization?
- a) Yes
 - b) No

4. If your answer for question number "3" is "No" what is/are the reason(s)?
- a) Shortage of qualified workers
 - b) Most workers were assigned based on experience
 - c) If others please specify.....
-

5. Do you think that most of the support staffs in your organization have the appropriate level of educational qualification for the positions they hold?
- a) Yes
 - b) No

6. If your response for question number "5" is "No" what do you think is /are the reason(s)?
- a) Shortage of qualified workers

- b) To upgrade the available workers
- c) The available positions require experience rather than qualification
- d) if others please specify.....

7. Do your organization and you yourself try to avoid some activities like long and uninteresting meetings that consume workers' time?

- a) Yes
- b) No

8 Do you have office space, for all workers in your department, free of interruption? a) Yes b) No

9. Do experiences of workers taken in to consideration during assignment? a) Yes b) No

10 do you or your organization provide new or beginner workers with orientation or induction? a) Yes b) No

Part Three: Issues Pertaining to Professional Support and Supervision

1. Do administrative and support workers in your department attend any form of training in the last two years? a) Yes b) No

2. If your response is "yes" what type of training(s) they attended? And by whom the training(s) was/were organized? Indicate by putting "x" mark in the following table. Note:

REB = Regional Education Bureau

RCBB = Regional Capacity Building Bureau

MOE = Ministry of Education

No	Types of Training	Organizer				
		REB	RCBB	MOE	The Organi- zation itself	Others
a	Off-the-job training <input type="checkbox"/>					
b	On-the-job training <input type="checkbox"/>					
c	Distance mode training <input type="checkbox"/>					
d	Visiting other organization <input type="checkbox"/>					
e	Educational tour <input type="checkbox"/>					
f	If others please specify					

3. Do you think that the trainings contribute to the workers professional competence? a) Yes b) No

4. If your response to question number “3” is “Yes” what skills and knowledge did they obtained from the trainings?

- a) They improve their performance in terms of quantity
- b) They improve the quality of their work
- c) They improve their work style so that they save their time
- d) If others please specify.....

5. If your response to question number “3” is “No” what were the reasons for the failure?

- a) The training was inadequate to bring change on the workers
- b) The trainings was not directly related to the workers job
- c) The trainings was not well organized
- d) If other please specify.....

6. Do the workers get adequate professional assistance from you or other officials? a) Yes b) No

7. If your response is “yes” what type of assistance did they get?

- a) On how to improve their work quality
- b) On how to improve the quantity on their out put
- c) On how to perform a given work with in a short period of time
- d) If others please specify.....

8. Who provides the workers with professional assistance?

- a) REB officials
- b) Department heads
- c) Professional associates
- d) If others please specify.....

9. Do the assistance contributed to workers professional development?

- a) Yes
- b) No

10. The following items are related to workers training and professional development. Please, indicate your agreement or disagreement by using “x” mark. The number represents:

5 = strongly agree 4 = agree 3 = undecided
 2 = disagree 1 = strongly disagree

No	Items	Choice				
		5	4	3	2	1
a	Opportunity for training is satisfactory					
b	Opportunity for further education is satisfactory					
c	Professional support and supervision provided to workers is adequate					
d	The professional support and supervision provided was too much helpful to workers development					
e	your organization's effort to create an opportunity for workers to share experience is satisfactory					
f	your organization treats all workers fairly					
g	your organization makes all its best to assign workers properly					
h	The opportunity for personal growth is high					

Part Seven: General Information about Administrative and Support Staff

1. In your organization, is there shortage of qualified workers?

- a) Yes b) No

2. If your response is "yes" please try to indicate the area in a ranking order according to the severity.

1st 4th 7th 10th
 2nd 5th 8th
 3rd 6th 9th

3. What strategies did your organization employed to overcome shortage of workers?

- a) By assigning under qualified workers
 b) By forcing the available workers to cover different positions
 c) By combining two or more positions together to be covered by individual worker d) If other please specify..... ..

4. Indicate the major problems your organization encountered in workers utilization

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5. If your response to question number “3” is “no” what were the reasons for the failure?

- a) The training was inadequate to bring change on teachers
- b) The training was not directly related to the teaching learning process
- c) The training was not well organized
- d) If other please specify-----

6. Do teachers get adequate professional assistance from educational officials? a) Yes b) No

7. If you response is “Yes” what type of assistance did they get?

- a) On how to improve their teaching methodology
- b) On how to improve their knowledge on the subject they teach
- c) On how to improve their classroom management
- d) On how to bring change on their personal development
- e) If other please specify-----

8. Who mostly give the professional assistance?

- a) Regional education bureau supervisors and experts
- b) Kebele education desk coordinator
- c) Professional associates
- d) If other please specify-----

9. Do you think the assistances given contribute to teachers’ professional development? a) Yes b) No

10. If your response is “Yes” what change did you observe on teaches?

- a) Improvement in teaching methodology
- b) Improvement in their knowledge on the subject they teach
- c) Improvement in classroom management
- d) Change on their personal development
- e) If other please specify-----

11. Do you have a supervisory services in your school in which senior and experienced teachers provide other teachers with supervision services? a) Yes b) No

12. If your response is "Yes" do you think the service contributes to teachers' professional development? a) Yes b) No

13. If you response to question number "12" is "Yes" what change it brought to your academic staffs development?

- a) It improves most teachers' individual competence
- b) It brings a positive competition among staff members
- c) It brings cooperation among teachers
- d) If other please specify-----

14. If your response to question number "12" is "No" what was the problem? a) The system was not well organized

- b) The experienced teachers were not willing to share their experience
- c) Other teachers were not willing to share the experience of senior teachers
- d) If other please specify-----

15. In the past two years, have you organized any form of training for teachers? a) Yes b) No

16. If your response is "Yes" please indicate the form and frequency of the trainings.

No	Types of training	frequency
a.	Short term trainings (workshops, seminars, panel discussions, etc) <input type="checkbox"/>	
b.	Short term training by inviting resource persons from other institutions <input type="checkbox"/>	
c.	Visiting other schools /institutions <input type="checkbox"/>	
d.	If others specify	

17. The following items are related to teachers training and professional development. Please, indicate your agreement or disagreement by using "X" mark. The numbers represents

5=strongly agree 4= agree 3= Undecided

2 = disagree 1 = strongly disagree

No	Items	Choices				
		5	4	3	2	1
a.	Opportunity for in-service training is satisfactory					
b.	Opportunity for further education is satisfactory					
c.	Professional support and supervision given for teachers by educational officials is adequate					
d.	Professional support and supervision given by educational officials is to mach helpful to teacher development					
e.	The school's effort to create an opportunity for teachers to share their experience is satisfactory					
f.	Your school treats all teachers fairly					
g.	The school mark all its best to assign teachers properly					
h.	The opportunity for personal growth is high					

Part Four: General Information

1. In your school is there shortage of qualified teachers?

a) Yes

b) No

2. If your response is "Yes" in which subject area? Please, rank them according to the severity.

a. English-----

j. Art-----

b. Amharic-----

k. Biology-----

c. Somali language-----

l. Chemistry----

d. Oromifa language----

m. Physics-----

e. Mathematics-----

n. History-----

f. General science-----

o. Geography-----

g. Social study-----

p. Civics-----

h. Music-----

q. Productive Technology----

- i. Physical education-----
- r. Home Economics-----
- s. If others specify-----

3. What strategies did you use to overcome teachers shortage?

- a) By assigning under qualified teachers
- b) By assessing the available teachers to teach in both their major and minor areas as well as related courses
- c) By forcing the available teachers to carry heavy loads
- d) By eliminating classrooms with small number of students and combining them with other classrooms
- e) By combining two or more classrooms together during the periods of subjects with shortage of teachers
- f) If other please specify-----

4. What are the major problems you encountered in teachers' utilization?

- a) Occupation of experienced teachers with different non-teaching responsibilities
- b) High turnover of competitive teachers
- c) Assignment of competitive teachers to other non-teaching jobs by the regional officials
- d) If others please specify-----

5. What are the major problem in your school in teachers training and professional development?

- a) Trainings are not continuous to bring change on teachers
- b) Trainings are not directly related to the teaching learning process
- c) The trainings are not organized based on the needs of teachers
- d) There is a problem in selection of teachers for training some teachers get repeated trainings where others never
- e) If other please specify-----

6. What are the major problems in relation to teachers support and supervision?

a) In relation to teachers:

- a) Teachers are not willing to learn from supervisors
 - b) Teachers undermine supervisors so that they are not interested to get support from them
 - c) Teachers see supervisors as the ear of officials and fault finders so that they are not willing to learn from supervisors
 - d) If others please specify-----
-

b) In relation to supervisors:

- a) Supervisors see themselves as a boss so that they emphasizes on fault finding rather than helping teachers
 - b) Supervisors are not well qualified in order to help teachers
 - c) Supervisors are not well experienced to help teachers
 - d) Supervisors did not get any training about supervision so that they emphasized on control rather than helping teachers
 - e) Supervisors emphasized on administrative affairs rather than professional assistance
 - f) If others please specify-----
-

7. What do you think are the solutions to these problems?

- a) Training of both parties on the objectives of supervision
 - b) Training of supervisors on supervision
 - c) Making a careful selection of supervisors
 - d) If others please specify-----
-

Part Five: Data Pertaining to Administrative and Support Staff Assignment.

1. In your organization/School/, who decides on the assignment of support staffs?

- a) The School principal
- b) Administrative and finance vice principal
- c) Regional education bureau
- d) Regional civil service commission
- e) If other please specify-----

2. What is/are the criterion/criteria employed in assigning support staffs in your school?

- a) Qualification
- b) Experience
- c) Field of specialization
- d) Workers competence
- e) Workers performance
- f) Administrative decision
- g) If other please specify-----

3. Do you think that, in your organization, some efforts are made to assign support workers in accordance to their field of specialization?

- a) Yes
- b) No

4. If your answer for question number “3” is “no” what is/are the reason(s)?

- a) Shortage of qualified workers
- b) Most workers are assigned based on experience
- c) If other please specify-----

5. Do you think that most of the support staffs in your schools have the appropriate qualification for the position they assigned?

- a) Yes
- b) No

6. If your response is “No” what do you think is/are the reason(s)?

- a) Shortage of qualified workers
- b) To upgrade the available workers
- c) The available positions need experience rather than qualification
- d) If other please specify-----

7. Do you try to avoid some activities, like long and uninteresting meetings, that consume workers time? a) Yes b) No

8. Do you have office space free of interruption for workers?
a) Yes b) No

9. Do experiences of workers are taken in to consideration during assignment? a) Yes b) No

10. Do you provide new or beginner workers with orientation or induction? a) Yes b) No

Part Six: Data Pertaining to Professional Support and Supervision of Support and Administrative Staffs

1. Do the support workers attend any form of training in the last two year? a) Yes b) No

2. If your response is “Yes” what type of training did they attend? And by whom the training was organized? Indicate by putting “x” mark in the following table. Note: REB = Regional Education Bureau, RCBO = Regional Capacity Building Office and MOE = Ministry Of Education

	Types of training	Organizer				
		REB	RCBO	MOE	The org/n itself	Others
a.	Off-the-job training <input type="checkbox"/>					
b.	On-the-job training <input type="checkbox"/>					
c.	Distance mode training <input type="checkbox"/>					
d.	Visiting other organization <input type="checkbox"/>					
e.	Educational tour <input type="checkbox"/>					
f.	If others specify					

3. Do you think the training contributes to the workers professional competence? a) Yes b) No

4. If your response is “Yes” what skills and knowledge did they obtained from the training?
a) They improve their performance in terms of quantity
b) They improve the quality of their work (out put)
c) They improve their work style so that they save time
d) If others please specify-----

5. If your response is to question number “3” is “No” what were the reasons for the failure?

- a) The training was inadequate to bring change on the workers
- b) The training was not directly related to the workers current jobs
- c) The training was not well organized
- d) If other please specify-----

6. Do the workers get adequate professional assistance from organizational officials? a) Yes b) No

7. If your response is “Yes” what type of assistance did they get?

- a) On how to improve their work quality
- b) On how to improve the quantity of their output
- c) On how to perform a given work within a short period of time
- d) If other please specify-----

8. Who provides them with professional assistance?

- a) Regional education bureau officials b) The school principal
- c) Department head d) Professional associates
- e) If other please specify-----

9. Do the assistance contributed to the workers professional development? a) Yes b) No

10. The following items are related to support staffs training and professional development. Please, indicate your agreement or disagreement by using “X” mark. The numbers represents

5=strongly agree 4= agree 3= Undecided
 2 = disagree 1 = strongly disagree

No	Items	Choices				
		5	4	3	2	1
a.	Opportunity for training is satisfactory					
b.	Opportunity for further education is satisfactory					
c.	Professional support and supervision given for workers by officials is adequate					
d.	Professional support and supervision given by officials is to much helpful to workers development					

e.	The organization's effort to create an opportunity for workers to share their experience is satisfactory					
f.	The organization treats all workers fairly					
g.	The organization makes all its best to assign workers properly					
h.	The opportunity for personal growth is high					

Part seven: General Information about support staffs

1. In your organization, is there shortage of qualified workers?

- a) Yes b) No

2. If your response is "Yes" Please try to indicate the area in a ranking order according to the severity.

- | | |
|----------|-----------|
| 1st----- | 6th----- |
| 2nd----- | 7th----- |
| 3rd----- | 8th----- |
| 4th----- | 9th----- |
| 5th----- | 10th----- |

3. What strategies did you employed to overcome shortage of workers?

- a) By assigning under qualified workers
- b) By forcing the available workers to cover different positions
- c) By combining two or more positions together to be covered by individual worker
- d) If other please specify-----
-

4. Indicate the major problems you countered in workers utilization

- a) Occupation of experienced workers with different committee responsibilities
- b) High turnover of competitive workers
- c) Assignment of competitive workers to other sectors out of education by the regional officials
- d) If others please specify-----
-

5. What are the major problem in your organization in workers training and professional development?

- a) Trainings are not continuous to bring change on workers
- b) Trainings are not directly related to the workers jobs
- c) Trainings are not organized based on the needs of the workers
- d) The is a problem in selection of workers for training some workers get repeated trainings where others never
- e) If other please specify-----

6. What are the major problems in relation to workers support and supervision?

- a) Workers are not willing to learn from department heads
- b) Workers see department heads as the ear of officials and fault finders so that they are not willing to learn from them
- c) Department heads see themselves as a boss so that they emphasizes on fault finding rather than helping workers
- d) Department heads emphasized on administrative affairs rather than on professional assistance
- f) If others please specify-----

No	Item	Choices				
		5	4	3	2	1
6.1	Class size Number of students in a given section is considered in distribution of teaching load among teachers					
6.2	Number of Preparations 6.2.1. A teacher who has two or more preparations is given lighter load					
	6.2.2 A teacher who has only one preparation is given Heavy load.					
	6.2.3 A teacher who teaches two or more grade levels is given lighter load than who teaches only one grade level					
6.3	Non- Classroom Responsibilities. 6.3.1 Home-room teachers are given lighter load than those who are not					
	6.3.2. Department heads are given lighter load.					
	6.3.3. Teachers who serve in different committees are Given lighter load.					
	6.3.4. Club sponsors (club coordinators) are given lighter load					
	6.3.5. Teachers who participate in different social seines in the community are given lighter load					
	6.3.6. Non- Classroom responsibilities are not at all considered in distribution of teaching load among teachers					

7. Are teachers under your supervision provided with simplified forms of?

No	Form	Yes	No
a	Lesson plan		
b	Attendance sheet		
c	Mark sheet		
d	Roster		

8. Do schools under your supervision make some effort to assign teacher in accordance to their area of specialization?

a) Yes b) No

9. If your response for question number "8" is "no" what is/are the reason(s)?

- a) Inadequate number of teachers available in each field of study
- b) Lack of interest by teachers to teach in their area of specialization
- c) Rules and regulation of the education office force not to do so
- d) To enable teachers to master all subjects

	Types of. Training	Organizer				
		REB	RCBO	MOE	The school itself	Others
a.	Short term training <input type="checkbox"/>					
b.	Summer training <input type="checkbox"/>					
c.	Distance mode training <input type="checkbox"/>					
d.	Visiting other schools <input type="checkbox"/>					
e.	Educational tour abroad <input type="checkbox"/>					
f.	If others specify					

3. Do teachers in schools under your supervision attend any form of training in the last two years? a) Yes b) No

4. If your response is "Yes" what types of training did they attend?

And by whom the training was organized?

	Types of training	Organizer				
		REB	RCBO	MOE	The school itself	Others
a.	Short term training <input type="checkbox"/>					
b.	Summer training <input type="checkbox"/>					
c.	Distance mode training <input type="checkbox"/>					
d.	Visiting other schools <input type="checkbox"/>					
e.	Educational tour <input type="checkbox"/>					
f.	If others specify					

5. Do you think the training contributes to teachers' professional competence? a) Yes b) No

6. If your response is "Yes" What change do you observed on teachers? a) Improvement in subject area mastery

b) Improvement in teaching methodology

c) Improvement in classroom management

d) If other please specify-----

7. If your response to question number "5" is "no" what were the reasons for the failure?

a) The training was inadequate to bring change on teachers

b) The training was not directly related to the teaching learning process

c) The training was not well organized

d) If other please specify-----

- b) The experienced teachers were not willing to share their experience to other teachers
- c) Other teachers were not willing to share the experience of senior teachers
- d) If other, please specify-----

16. In the past two years, have you organized any form of training for teachers? a) Yes b) No

17. If your response is "Yes" please indicate the form and frequency of training.

	Types of training	frequency
a.	Short term trainings (workshops, seminars, panel discussions, etc) <input type="checkbox"/>	
b.	Short term training by inviting resource persons from other institutions <input type="checkbox"/>	
c.	Visiting other schools /institutions <input type="checkbox"/>	
d.	If others specify	

18. The following items are related to teachers training and professional development. Please, indicate your agreement or disagreement by using "X" mark. The numbers represents

5=strongly agree 4= agree 3= Undecided
2 = disagree 1 = strongly disagree

No	Items	Choices				
		5	4	3	2	1
a.	Opportunity for in-service training is satisfactory					
b.	Opportunity for further education is satisfactory					
c.	Professional support and supervision given for teachers by educational officials is adequate					
d.	Professional support and supervision given by educational officials is to mach helpful to teacher development					
e.	The school's effort to create an opportunity for teachers to share their experience is satisfactory					
f.	Your school treats all teachers fairly					
g.	The school mark all its best to assign teachers properly					
h.	The opportunity for personal growth is high					

Part Four: General Information

1. In schools is there shortage of qualified teachers?

- a) Yes b) No

2. If your response is “Yes” in which subject area? Please, rank them according to the severity.

- | | |
|----------------------------|-------------------------------|
| a. English----- | j. Art----- |
| b. Amharic----- | k. Biology----- |
| c. Somali language----- | l. Chemistry----- |
| d. Oromifa language----- | m. Physics----- |
| e. Mathematics----- | n. History----- |
| f. General science----- | o. Geography----- |
| g. Social study----- | p. Civics----- |
| h. Music----- | q. Productive Technology----- |
| i. Physical education----- | r. Home Economics----- |
| s. If others specify----- | |
-

3. What strategies do school principals use to overcome teachers shortage?

- a) By assigning less qualified teachers
- b) By forcing the available teachers to carry maximum load
- c) By eliminating classrooms with small number of students and combining them with other classrooms
- d) By combining two or more classrooms together
- e) If other please specify-----
-

4. Indicate the major problems schools encountered in teachers utilization

- a) Occupation of experienced teachers with different non-teaching responsibilities
- b) High turnover of competitive teachers
- c) Assignment of competitive teachers to other non-teaching jobs by the regional officials
- d) If others please specify-----

5. What are the major problem in school in teachers training and professional development?

- a) Trainings are not continuous to bring change on teachers

- b) Trainings are not directly related to the teaching learning process
- c) The trainings are not organized based on the needs of teachers
- d) There is a problem in selection of teachers for training some teachers get repeated trainings where others never
- e) If other please specify-----

6. What are the major problems in relation to teachers support and supervision? **6.1) In relation to teachers:**

- a) Teachers are not willing to learn from supervisors
- b) Teachers undermine supervisors so that they are not interested to get support from them
- c) Teachers see supervisors as the ear of officials and fault finders so that they are not willing to learn from supervisors
- d) If others please specify-----

6.2) In relation to supervisors:

- a) Supervisors see themselves as a boss so that they emphasize on fault finding rather than helping teachers
- b) Supervisors are not well qualified in order to help teachers
- c) Supervisors are not well experienced to help teachers
- d) Supervisors did not get any training about supervision so that they emphasized on control rather than helping teachers
- e) Supervisors emphasized on administrative affairs rather than professional assistance
- f) If others please specify-----

7. What do you think are the solutions to these problems?

- a) Training of both parties on the objectives of supervision
- b) Training of supervisors on supervision
- c) Making a careful selection of supervisors
- d) If others please specify-----

Addis Ababa University
College of Education
School of Graduate Studies

Department of Educational Planning and Management

Questionnaire to be filled by teachers

Dear Respondents,

This questionnaire is designed to collect information about the practices and problems of human resource utilization in Dire Dawa Provisional Administration Education Sector. The success of this study, to a great extent, depends on your genuine responses. Therefore, you are kindly requested to respond honestly to all items provided in the questionnaire.

Note:

1. Put "x" mark for questions with options, and write your option for open-end questions;
2. All your responses will be kept confidential and used only for academic purposes;
3. You are not required to write your name.

Thank you in advance for your kind cooperation!

Part One: Respondents Background Information

1. Name of the school-----
2. Level of the school-----
3. Sex a) male b) Female
4. Age a) Less than 20 years b) 20-25 c) 26-30
 d) 31-35 e) 36-40 f) 41 or above
5. Service years a) in teaching -----
 b) on other job(s)-----

- d) Teachers competence e) Teachers performance
 f) Administrative decision g) If other specify-----

8. Do you participate in the following activities? Indicate the activity (ies) in which you participate by using “x” mark in the table below

No	Activities	yes	no
8.1	Unit leader		
8.2	Department head		
8.3	Home-room teacher		
8.4	Co-curricular activities		
8.5	Different committee in the school		
8.6	Different community services out side the school		

9. In assigning teaching load, do these non-classroom teacher’s responsibilities are taken in to account in your school?

- a) Yes b) No

10. The following are some of the factors to be considered in determining teaching load. Please, indicate the degree of your agreement or disagreement using “x” mark and show to what extent they are considered in teacher assignment. The numbers represent:

- 5 = strongly agree 4 = agree 3 = undecided
 2 = disagree 1 = strongly disagree

No	Item	Choices				
		5	4	3	2	1
10.1	Class size Number of students in a given section is considered in distribution of teaching load among teachers					
10.2	Number of Preparations 10.2.1. A teacher who has two or more preparations is given lighter load					
	10.2.2 A teacher who has only one preparation is given Heavy load.					
	10.2.3 A teacher who teaches two or more grade levels is given lighter load than who teaches only one grade level					
10.3	Non- Classroom Responsibilities.					
	10.3.1 Home-room teachers are given lighter load than those who are not					
	10.3.2. Department heads are given lighter load.					
	10.3.3. Teachers who serve in different committees are given lighter load.					
	10.3.4. Club sponsors (club coordinators) are given lighter load					

6. Do you get adequate professional assistance from educational officials? a) Yes b) No

7. If your response is "Yes" what type of assistance did you get?

- a) On how to improve my teaching methodology
- b) On how to improve my knowledge on the subject I taught
- c) On how to improve my classroom management
- d) On how to bring change on my personal development
- e) If other please specify-----

8. Who provides you with professional assistance?

- a) Regional education bureau supervisors and experts
- b) Kebele education desk coordinator
- c) School directors
- d) Department head
- c) Professional associates
- d) If other please specify-----

9. Do you think the assistance given contributes to your professional development? a) Yes b) No

16. If your response is "Yes" what knowledge and skills do you obtained?

- a) Improvement in teaching methodology
- b) Improvement in knowledge on the subject I taught
- c) Improve in classroom management
- d) Change on personal development
- e) If other please specify-----

10. If your response is "No" what is/are the major reason(s)?

- a) The officials are not rich enough in experience to share
- b) They provide assistance very rarely
- c) Their visit is not aimed at the improvement of teachers rather it aimed to control purpose
- d) If other please specify-----

11. Is there a supervisory service in your school in which senior and experienced teachers provide other teachers with supervision services? a) Yes b) No

12. If your response is "Yes" do you think the service contributes to your professional development? a) Yes b) No

13. If you response to question number "12" is "Yes" specify the changes it brings to your academic development or competence?

- a) It improves my individual competence
- b) It brings a positive competition among staff members
- c) It brings cooperation among teachers
- d) If other please specify-----

14. If your response to question number "12" is "No" what was the problem?

- a) The system was not well organized
- b) The experienced teachers were not willing to share their experiences
- c) Other teachers were not willing to share the experiences of senior teachers
- d) If other please specify-----

15. In the past two years, have you participated in any form of training that was organized by your school?

- a) Yes
- b) No

16. If your response is "Yes" please indicate the form and frequency of training in the table below.

	Types of training	frequency
a.	Short term trainings (workshops, seminars, panel discussions, etc) <input type="checkbox"/>	
b.	Short term training by inviting resource persons from other institutions <input type="checkbox"/>	
c.	Visiting other schools /institutions <input type="checkbox"/>	
d.	If others specify	

17. The following items are related to teachers training and professional development. Please, indicate your agreement or disagreement by using "X" mark. The numbers represents

5=strongly agree 4= agree 3= Undecided
 2 = disagree 1 = strongly disagree

No	Items	Choices				
		5	4	3	2	1
a.	Opportunity for in-service training is satisfactory					
b.	Opportunity for further education is satisfactory					
c.	Professional support and supervision given for teachers by educational officials is adequate					
d.	Professional support and supervision given by educational officials is to much helpful to teacher development					
e.	The school's effort to create an opportunity for teachers to share their experience is satisfactory					
f.	Your school treats all teachers fairly					
g.	The school mark all its best to assign teachers properly					
h.	The opportunity for personal growth is high					

Part Four: General Information

1. In your opinion, what are the major problems your school encountered in teachers utilization

- a) Occupation of experienced teachers with different non-teaching responsibilities
- b) High turnover of competitive teachers
- c) Assignment of competitive teachers to other non-teaching jobs by the regional officials
- d) If others please specify-----

2. What are the major problem in your school in teachers training and professional development?

- a) Trainings are not continuous to bring change on teachers
- b) Trainings are not directly related to the teaching learning process
- c) The trainings are not organized based on the needs of teachers

d) There is a problem in selection of teachers for training some teachers get repeated trainings where others never

e) If other please specify-----

3. What are the major problems in relation to teachers support and supervision?

a) In relation to teachers:

a) Teachers are not willing to learn from supervisors

b) Teachers undermine supervisors so that they are not interested to get support from them

c) Teachers see supervisors as the ear of officials and fault finders so that they are not willing to learn from supervisors

d) If others please specify-----

b) In relation to supervisors:

a) Supervisors see themselves as a boss so that they emphasizes on fault finding rather than helping teachers

b) Supervisors are not well qualified in order to help teachers

c) Supervisors are not well experienced to help teachers

d) Supervisors did not get any training about supervision so that they emphasized on control rather than helping teachers

e) Supervisors emphasized on administrative affairs rather than professional assistance

f) If others please specify-----

4. What do you think are the solutions to these problems?

a) Training of both parties on the objectives of supervision

b) Training of supervisors on supervision

c) Making a careful selection of supervisors

d) If others please specify-----

c.	Professional support and supervision given for workers by officials is adequate					
d.	Professional support and supervision given by officials is to mach helpful to workers development					
e.	The organization's effort to create an opportunity for workers to share their experience is satisfactory					
f.	The organization treats all workers fairly					
g.	The organization makes all its best to assign workers properly					
h.	The opportunity for personal growth is high					

Part Four: General Information

1. In your opinion, is there shortage of qualified workers?

- a) Yes b) No

2. If your response is "Yes" Please try to indicate the area in a ranking order according to the severity.

- | | |
|----------|-----------|
| 1st----- | 6th----- |
| 2nd----- | 7th----- |
| 3rd----- | 8th----- |
| 4th----- | 9th----- |
| 5th----- | 10th----- |

3. In your opinion, What strategies did your organization employ to overcome shortage of workers?

- a) By assigning under qualified workers
- b) By forcing the available workers to cover different positions
- c) By combining two or more positions together to be covered by individual worker
- d) If other please specify-----

4. Indicate the major problems your organization countered in workers utilization

- a) Occupation of experienced workers with different committee responsibilities

- b) High turnover of competitive workers
- c) Assignment of competitive workers to other sectors out of education by the regional officials
- d) If others please specify-----

5. What are the major problem in your organization in relation to workers training and professional development?

- a) Trainings are not continuous to bring change on workers
- b) Trainings are not directly related to the workers jobs
- c) Trainings are not organized based on the needs of the workers
- d) The is a problem in selection of workers for training some workers get repeated trainings where others never
- e) If other please specify-----

6. What are the major problems in relation to workers support and supervision?

- a) Workers are not willing to learn from department heads
- b) Workers see department heads as the ear of officials and fault finders so that they are not willing to learn from them
- c) Department heads see themselves as a boss so that they emphasizes on fault finding rather than helping workers
- d) Department heads emphasized on administrative affairs rather than on professional assistance
- f) If others please specify-----

Addis Ababa University
College of Education
School of Graduate Studies

Department of Educational Planning and Management

Interview with Regional Education Bureau, Administration and Finance Head, Education Programs and Supervision Department Head and with Teachers and Other personnel Training Expert.

1. How are teachers and other administrative and support staff workers assigned to schools and head office?
 2. What are the criteria you employed to assign teachers to schools and administrative and support staffs to schools and head office?
 3. Is there shortage of qualified teachers and administrative and support staffs in the education sector?
 4. What strategies you employed to overcome these shortages?
 5. Do supervisors frequently visit schools? How often?
 6. What are the major problems related to professional support and supervision?
 7. Do you provide teachers and administrative and support staffs with relevant and adequate training and development? Is there a system to implement the training and development properly in the education sector?
 8. What are the criteria you employed to select teachers and administrative and support staffs for training?
 9. What are the major problems in relation to teachers and administrative and support staffs utilization?
 10. What do you think are the solution to these problems?
-

Form 3

This form is designed to collect information about non-academic staffs' qualification

Qualification	Male	Female	Total	Remark
10+1/12+1				
10+3/12+2				
B.A/B.SC				
M.A/M.SC				
Others				

DECLARATION

I confirm that this thesis is my original work.

Name: - Shimelis Zewdie

Signature 

Date: - March, 5/2007

This thesis has been submitted for examiners by my approval as a University advisor.

Name: - Melaku Yimam

Signature 

Date: - March, 5/2007