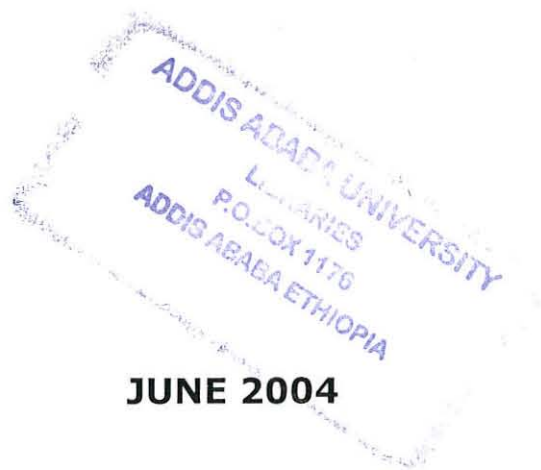


**Teachers Perception of the Current Placement of
Secondary School Principals in Addis Ababa**

**BY
KIBRET TEMESGEN**



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



JUNE 2004

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**A Thesis Submitted to the School of Graduate Studies of
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ABSTRACT

This study examines and describes the major problems of the current placement procedures of secondary school principals in Addis Ababa and to determine teachers' trust towards the methods of school principals' placement. To meet the general objective, six basic questions were designed to get answers in the process of the study. These are: perception of teachers on education management, strategies and methods for selection / placement of principal, who are involved in selecting principals and procedures of selection. The descriptive survey method was used as a method of research. Availability and a stratified random sampling were employed as a sampling technique to include both sampled Kifle Ketema (sub-city) and schools within that demarcation respectively. Based on these research questions, the literature was reviewed. A survey questionnaire and an interview checklist were developed and administered to 405 teachers and 17 educational officials including principals respectively.

The finding of the study showed that there seem to be encouraging indicators of a favorable outlook on the part of sample teachers towards education management which requires special training; however, teachers participation in the selection and placement of these personnel was not worth mentioning. On the contrary, the method of placement employed by and large was found to be officials direct appointment and sometimes "electoral procedure" was practiced. Currently, since Addis Ababa Transitional Government came in to power, by way of reassigning civil servants, the procedure in which teachers' nomination of a pool of candidates in order to be selected by education officers was replaced by other placement procedure.

However, the selection procedure in which teachers were involved was found to be dependent on selectors at education offices alone. Given this, teachers perceived the selection process so have limited openness, the criteria, and technical assessment were reported as inadequate and difficult to measure the appropriateness of a school leader. Accordingly, teachers' are not only distrusted in overall procedures but also regard the current placement of principals as political appointments. Nevertheless, a majority of the teachers have an optimistic mind-set towards school community involvement in the selection of the principal; but for it to function effectively, they recommend the method to be promotion by job posting and bidding in which the school community would have been meaningful participation and be empowered for a decision-making role. In general, based on the findings of the study, it has been concluded that teachers involvement in the selection /placement of secondary school principals in Addis Ababa is perceived as only a semblance of participation.

Therefore, the recommendations included: education officials call for teachers' input should be accompanied by introducing a transparent information channel, consult school community at every stage of the selection strategies, implementation and evaluation of personnel policies. By doing so, two options are the recommended concerning selection/ placement procedures: the prevailing democratic control of the selection procedure be accompanied by technical assessment; or vacant positions to be occupied pursue the method of job posting and bidding for promotion so as to attract competent professionals which the dynamic development of principal ship jobs demands.

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ACRONYMS

- AAU:** Addis Ababa University
- CPA:** Central Personnel Agency
- HSIU:** **Haile-Sillase I University**
- IIEP:** International Institute for Educational Planning
- MOE:** Ministry Of Education
- MOEST:** Ministry Of Education, Science and Technology
- NAESP:** National Association of Elementary School Principals
- PTA:** Parent –Teacher Association
- REB:** Regional Education Bureau
- TTI:** Teacher Training Institute
- UNESCO:** United Nation Educational, Scientific and Cultural Organization
- UPA:** University Press of America

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

The principalship position developed from classroom teacher to teacher with a few administrative duties to principal teacher and then to supervising principal. The developmental change of the position was in response to the growing size of the student and teacher population in the school building (Teshome 1975:8). The basic administrative functions of the early days were less complex. Their duties were ill defined, consisting mostly of records, reports, and the necessities of keeping teachers and students in the classroom (Baron in Morgan et, al.1983).

The principal's role at this time is far ahead. He / She stands in the position of having to know more about teaching and learning than any one else at the school. The principal has to know what should be taught, how to make the teaching most effective, when to evaluate results, and the best way to interpret them to students and parents. According to Stoops, et, al (1981), changes in law, and instructional innovations keep the principal in a continuous process of endeavor to improve the school program. As an educational leader, the principal must continue as a master teacher and stay a step ahead of the instructional staff.

The implication for the role of the principal of all the changes, which came about, is a bulk of issues. The effects of an increase in school size are far reaching. The organizational complexity, which is related to size, the comprehensive range of pupil abilities brings considerable technical complexity (Nockels, 1987:45).

In addition to internal changes there are external dynamics; community support must be maintained by the exercise of appropriate public relations and other means.

Programs for evaluating and improving school performance have to be devised and implemented. Now a complex network of managerial functions requiring appropriate skills exemplify the role of the principal. On the other hand, the institutional role of principals requires technical, human, and organizational skills. Besides, effective communication activity between the school board, his /her superior, teachers, students, parents, community, other school personnel and administrators, and the curriculum tasks call for the appropriate placement of principals.

However, school principal appointment procedures display a rich variety of practice. According to Castteter (1982), the dearth of participation, the selectors role and constitution of members may change and differ due to the dynamics of politics and personalities.

In Ethiopia, literature on the training and placement of the school principal is generally scarce. The scant collection of studies however (for example Teshome, 1975) documented that the first secondary school, which was totally staffed by foreigners, opened in 1943 and the position started as a supervising principal. However, according to Ayalew (2000) the training of school principals (at primary level) dates back to the 1950s when it used to be convened first at the American University of Beirut and later at the teacher training institutes in Addis Ababa. Factors such as the fast growing number of schools and enrollments, the ever-growing expectation from schools, the request for efficient and effective leadership in schools, etc. necessitated the formal training of school principals. Pursuant to these trends, the Faculty of Education at the then HSIU assumed the task of training school principals in the 1960s.

Nevertheless, a study conducted by Teshome (1975) that takes us back to 1960s E.C, showed that MOE higher officials assigned secondary school principals from the classroom teachers.

Subsequently, from 1970s - 1981 E.C placement as a secondary school principal required qualification from higher education in a relevant field of studies. Given that the graduates in school administration were few in number, candidates from related fields were invited to fill vacancies through public announcement. The selection procedure was through advertisement that included basic criteria per the guideline of the Federal Civil Service Commission: level of education, relevant training, performance and acknowledgments during the previous years (see MOE job advertisement -appendix- VI).

As of 1986 E.C, a new procedure for assigning principals was in place. In most regions, staff members of schools have selected secondary school principals. In some others, local administrators use their authority to assign perhaps with little or no selection criteria.

Interestingly the November 14 \ 1994 E.C 11th National Education Conference held at Adama in Oromia region, the subject has been discussed and a decision passed. The conference decision No. 18 states: "... to build strong school leadership, the placement of principals should base pertinent education profile, apt experience and job posting and bidding procedure".

Accordingly, observations in some scattered instances reveal that, some regions made a shift to follow the sound conference decision and the civil service guidelines. In some others including Addis Ababa there are controversial issues in the placement of principals that they still follow various methods of placement. Particularly in Addis Ababa while the Transitional Government came to power the way of reassigning civil servants, it is observed that the replenishment of the 'electoral procedure' of placement of principals perhaps with somewhat modification of past practices.

However, with determination of this kind, as cited by Mello and Silva (1993:31) officials and planners have to devise strategic guidelines and set general objectives

of selection / placement policy, develop clear norms and criteria, eliminate institutional obstacles, assess the results and offset imbalances. Most importantly, at local or school level, the objectives of participation and cooperation will constantly need to be clarified and refined, building a consensus about the functions of every one involved in the process.

Likewise, although participation in the preparation and selection of school principals is a crucial issue that has not yet been methodologically defined the most important thing which most educators (Morgan et.al.1983, Mello and Silva 1993) recommend is that school principal selection / placement should not and does not, have to, detract from rigorous technical assessment. Therefore, from the standpoint of selection / placement of school principals imminent effect in teachers interest, morale and the arbitrary placement procedure difficult situations, that need to be cleared up by in-depth contextual studies.

1.2. Statement of the problem

If the system of the promotion to principalship is on the basis of arbitrary, unknown or ambiguous procedure and criteria, the placement of principals leads to an unhealthy condition affecting the morale of all in the teaching profession. If a system in which these senior management posts are not filled by those with desirable performance, it can cause dire consequences on pupils, staff, the governing body, the local education authority and the community (Morgan. et.al. 1983)

Stoops.et.al. (1981:18) stated, placement of principals is closely related to professional training. Training and selecting for the job of a principalship is central. Of course training has to be provided for potential principals too, who will be assessed at the time of appointment, whilst additional training is needed after

selection. Nevertheless, *training- no matter how comprehensive-will be of little use if an inappropriate principal is appointed without appropriate selection procedure.*

Regarding selection procedure, some countries follow conservative practice: select school principals in opinionated recommendations (Morgan et. al. 1983:19). Some others, as stated, the selectors of principals, operate without a clear specification of the job or limited reference of job specifications to which they are appointing and use individual impressions of what they think is important. It follows, therefore, that candidates are unlikely to be assessed for either their educational expertise or managerial abilities if the selectors have only a fragmentary or conjectural view of what the job involves (Ozigi; 1995)).

In Ethiopia, even the higher positions now are given to REBs by proclamation number 4/87; the practice of managing and monitoring the scheme has some weaknesses (MOE 2002). Currently, in Addis Ababa, the way in which the placement of school principals is carried out, the recruitment criteria, selectors practice and the procedure in general are questioned whether they go well with that of principal job demands.

The reality also shows that there is a wide range of differences among and within the regions in the placement procedure of principals. The 11th National Educational Management conferences held at Adama (Nathret) in November 14/1994 EC acknowledge the in competency of school leaders and promised to amend the procedure of placement of these executives.

However, in Addis Ababa, very recently, the city transitional administration by way of reshuffling or reassigning of civil service organizations, it has been observed that teachers are asked to nominate candidates for principals throughout the secondary schools of Addis Ababa at one time. In line with this, there are various views

regarding the criteria, the constituency of selectors and the selection procedure in general.

One way of looking at the importance of school principal appointment according to Mello and Silva (1993), secondary school principalship is a complex managerial job, which has a range of tasks and responsibilities. Thus, the governing board should select a man or woman with adequate training, rich experience, and burning desire to improve the educational program. Likewise the selection of the school principal should be up on the basis of merit.

Establishing new partnerships and co-operation which is practiced in Addis Ababa just because of selection / placement of secondary school principal by involving teachers requires clear and accepted 'rules of the game' and have to make sure that what it actually does is consistent with what has been said; it also needs to devise strategic guidelines to ensure that key educational objectives are not lost sight of.

Therefore, the objective of this study is to identify the major problems of the current procedure of placement of principals operating in government secondary schools of Addis Ababa on the basis of teachers' views to those problems, and to determine teachers' trust towards the placement of school principals .To this end, the following basic questions are expected to be addressed by the study.

1. How do teachers perceive educational management?
2. Is the selection / placement of school principals executed on the heart of the major human resource management strategies?
3. What is the method employed to select and place school principals?
4. Who are involved in the selection / placement of school principals?

5. What are the procedures used for the selection/ placement of school principals? And to what extent do these procedures appear to measure the competencies, which a secondary head's duties would indicate?
6. What is the preference of teachers towards the placement of school principals?

1.3. Significance of the study

This study is supposed to identify the basic problems of the current placement procedures of school principals as perceived by secondary school teachers. Unfolding the problem and seeking for practical solutions may enable us to realize where the problems of placement lies, how they have come to happen, and how they should be resolved.

Although there are higher officials than the school principal who are in charge of education, it is the building principal who is directly responsible for the success or failure of the schools program. Thus, the principal has a very important responsibility. It is for this reason that one should study the principals' selection / placement in order to supply some ideas on procedures to fill the position. Accordingly, the study findings may give some lessons about selection/ placement procedures for respective regions and how to overcome such problems to be identified in the study.

Moreover many educational researchers claim that it is apparent that research has not yet provided definite selection procedures for the placement of school principals; but the selection process can be improved if continued attention is devoted to the systematic development of instruments. Therefore, though study of selection/ Placement of school principal is not sufficiently done in our situation so far, this study may contribute its share to the development of knowledge hitherto accumulated; and

most importantly, will encourage local researchers to study the problems and provide innovative ideas in a wide scope.

1.4. Delimitation of the study

As school principals are more than anybody else directly responsible for the success or failure of schools objectives/ programs, the study is delimited to addressing this sensitive issue in particular attention to finding out the selection procedure in use. This study does not attempt to investigate non-government schools because the reality shows that the problems are more pronounced at government schools.

1.5. Limitations of the study

The limitation to the study was the difficulty, which occurred in getting the necessary information on time from education officials; some of them were reassigned to other organization, and some of them were not willing enough to provide information genuinely. Hence, the researcher engaged to devote more time and effort.

Besides, shortage of financial resources and the problem of getting recently published books were equally challenging. Therefore because of these limitations, the study by no means claims to be conclusive. It would rather serve as a springboard to study the problem of the current system of principal selection/placement in more detailed and comprehensive way.

1.6. Research Methodology and procedures of the Study

1.6.1. Method of the Study

Since this was an exploratory study aimed at examining and describing major problems incurred in secondary school principal's placement, a descriptive method was employed.

Furthermore, the data-collecting procedure was designed in such a way as to provide a description of the current state of the problems and practices. It was also assumed that the nature of the problem needed wider descriptions and investigations so as to identify the typical hindrances that need to be removed for better school principal selection/ placement procedures.

1.6.2. Population and Sampling Techniques

The sample population encompasses government secondary schools in all the ten Kefle Ketemas. The determination of the population and sample schools basis the 2002/03 Annual Statistical Report of MOE. However it is worth noting that secondary schools are classified as first and second cycles: grades 9-10 first cycles and grades 11-12 second cycle. Therefore both first and second cycles were included in the study.

Accordingly, out of 28 government secondary schools, ten secondary schools (one from each kifle ketema), that are 35.7 percent of the total were selected at random to be involved in the study. These schools were:

Bole Secondary School (Bole kifle ketema)

Ayer Tena Secondary School (Kolfe keranio kifle ketema)

Wendirad Secondary School (Yeca kifle ketema)

Abyot kirs Secondary School (kerkos kifle ketema)

Derartu Tulu Secondary School (Akaki kifle ketema)

Dagmawi Minilik Secondary School (Arada kifle ketema)

Yecatit 12 Secondary School (Goolele kifle ketema)

Addis ketema Secondary School (Addis ketema kifle ketema)

Kefitegna 4 Secondary School (Lideta kifle ketema)

Ginbot 20 Secondary School (Lafto-Nefas Silk kifle ketema).

Information on the current selection / placement of school principals was solicited from two groups. The first group involved teachers. The second group consisted of school principals, assistant principals, and education officials. The first group (teachers) were preferred to be the subject of this study because, observations in some scattered instances demonstrated that the current school principal selection procedure 'involves teachers' at the initial step of selection of school principals. The second group was included for the purpose of gathering information that would enrich the findings of the study.

As it has been indicated above, there were 28 government secondary schools in which 3593 teachers and 84 school principals and assistant principals were assigned. The size of teachers' representatives in the study was set by a technique of stratified random sampling. That is, all teachers (1256) working in the 10 sample secondary schools were categorized in terms of sex. Then, since sample schoolteachers proportion from the total population were 34.9 percent, almost the same size of sample teachers in terms of sex categorized, and a total sample size of 436 (34.7percent) teachers was drawn.

In case of principals and assistant principals, by drawing one representative from each school, availability sampling technique was applied so as to involve all of them under the study. Moreover, 7 officials from the education bureau and Kifle ketema education offices were selected by using a purposive sampling technique. This is to involve appropriate authorities and to secure reliable and adequate information.

1.6.3. Data Gathering Instruments and Procedures

The study seeks to gather data from both primary and secondary sources. The sources of secondary data were books, booklets, journals and other relevant documents, which discuss the placement of principals in developed and developing countries. Moreover policies, guidelines and documents were consulted with regard to Ethiopian experience.

To obtain descriptive information on the current school principal placement, the questionnaire was administered with the aim of gathering primary data from teachers. In addition, the interview scheme was administered for the school principals, vice principals and education officials.

The item of the questionnaire was closed and open –end type. Accordingly, 436 questionnaires in total were distributed to teachers selected from 10 secondary schools of Addis Ababa. Of the total number of the questionnaire distributed, 405 (92.8 percent) were appropriately filled and returned. The draft of the questionnaire was field- tested and then modified in accordance with relevant input obtained from teaches and practitioners in the field of educational management.

Both the questionnaire and the interview schemes were set and administered in Amharic, though all have the English versions (please consult the appendix).

In order to obtain information and top authority's view, a structured interview was constructed for different levels of education officials and the assigned school leaders. Thus, respondents from Addis Ababa Education Bureau and from kifle ketema education offices 7, and 10 school principals in total were involved in the study.

1.6.4. Methods of Data Analysis

After the questionnaires were returned from the respondents, the process of tabulation was carried out in terms of frequencies of respondents selected each response option appeared in each item of the questionnaire. Then percentage was found to be an appropriate and cost effective tool as it clearly showed the needed information and therefore, was used for data analysis. Information obtained through the open-ended items and document mining was also considered in the data interpretation.

In some cases frequencies or percentages were set in rank-order .For some data of a continuous nature (High, Moderate, Low), frequencies were converted in to rating scales (3,2,1,respectively) and then to total average ratings and percentages.

1.7. Definition of Terms

Application form – In this study application form refers to a record for collecting educational and other personnel data of candidates seeking to be admitted to principalship position (Good; 1973).

Facilitator – refers to a committee, which is represented to assist teachers voting procedures of candidates of school principal.

Kifle Ketema – In this study Kifle Ketema refers to sub- city administration with known geographical demarcation (The Transitional Government of Addis Ababa, 2003; 3).

Placement- The assignment of a person in an educational institution or school (Good; 1973)

Principal - In this study, principal refers to head teachers (and assistant) or senior executive or school leader of an educational establishment; such as secondary school. (Thomes J B (1977)).

Procedure- is a series of related steps or tasks expressed in a chronological order for a specific purpose (Rue and Byars; 1992).

Secondary School - refers to a school system following primary schools solely established to offer general and vocational education courses to students from grade 9 to grade 12 (MOE;1994)

Selection process–The standard method of performing planned selection activities .It is a guide for action rather than thought. It states exactly how a certain activity should be done. Essentially it sets forth the chronological sequence required for action (Rue and Byars; 1992).

Selectors – refers to appraisers, which means that the component of a committee, that has responsibility for comparing the candidates for a specific position. The term is also used as appraiser and they are interchangeably used with the term selectors (Morgan et.al 1983).

1.8. Organization of the study

The study is divided into four chapters. The first chapter deals with the problem and its approach in which background of the study; statement of the problem and basic questions; significance, delineation and limitations of the study; research methodology and procedures of the study; and definition of key terms used are involved. The whole of the second chapter deals with the review of the related literature, the third chapter is on the presentation and analysis of the findings. Finally, summary, conclusions and recommendations are presented in chapter four.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

In order to establish a theoretical framework for the problem, the current state of knowledge related to the study has been examined by the review of literature. To this effect, after briefly introducing historical development of principalship, and theoretical concepts of educational management, the review raises basic issues on strategies for recruitment and selection of school principal. It also presents methods of selection and placement and selectors of school principal, for selection of these personnel. Moreover, some of the components of selection procedures, and a glimpse in the historical development of the Ethiopian practices of school principal placement including rules and directives related to personnel issues are presented.

2.1. An Introduction to Historical Development of Principalship

School administration predates school administrators. As school expanded, a second teacher was employed. At this point, the semblance of school administrator began to evolve. It has been an established concept that when two people ride a horse, one has to ride in front. Just so when two teachers were appointed to the same school, one was called the '*head teacher*' or later the principal teacher. The basic administrative functions of the early days were less complex. Their duties were ill defined, consisting mostly of records, reports, and the necessities of keeping teachers and students in class- room (Baron in Morgan, et.al. 1983; 6).

However, the accelerating complexity of the society expanded administrative duties at previous date; the basis of organization, leadership, and administration of the four perennial segments of the school process (instruction, personnel management,

finance, and public relations), confronted the school administrator with a host of new emergencies (Stoops,et. al.1981;

As cited by Kochhar (1991; 126), since ages, society has been making heavy demands on the school principal- that he/she should be a man of character, an excellent organizer, a skilled administrator, and a model teacher.

The learning's which take place in the schools, must be constantly adapted and improved so as to take account of the aspirations and changing needs of the society. This requires constant revision of the curriculum of school. Experimentation must be an accepted practice. In this respect, the principal can exercise his/her influence in a number of ways: encourage the attitude of inquiry, help the staff to understand better what the schools accomplish, participate in curriculum programmes conducted by various agencies (Gorton; 1987).

In addition to the internal changes there are the external ones: more clearly defined powers for governing bodies, and for parents, to have an account of school policy and examination results. For heads or principals, the, times have changed dramatically: they are no longer on a pedestal (MOEST; 2000). These changes have combined to make secondary school principalship much more concerned with running of the school as a complex organization and with the political management of the array of professional and public interest groups desire a right to be heard in school policy.

However, studies conducted by Ozigi;(1995; 1),Georgiades and Jones(1989, P: 18) in developing countries such as: Thailand, Indonesia and Malaysia shows, very few institutions of higher learning offer recognized professional training courses for school managers, although organization and management is part of the curriculum of teacher education programmes in some of the aforementioned countries.

Stoops et.al.(1981;265) states ,placement of principal is closely related to professional training. The principal should primarily be an educational expert. Only

then can he/ she wins and hold the real respect of the staff as well as the community. According to Kochhar; 1991, the principal should be able to take intelligent interest in the work of all teachers and be able to give suggestions. With out specialized training in the line, proper leadership is not possible. The principal should have adequate professional training to made him / her conversant with the administration technique). *"No one would dream of allowing an untrained individual to pilot a jet airlines, nor would it be reasonable to expect productivity from untrained person assigned to operate a bulldozer a lathe or drill press"* (p, 148)

In short, wise and effective leadership and skilled management are essential requirements if the educational service is to make a full contribution to the life and development of a country and the well being of its people. Thus, the recruitment of these executives needs special attention. No two individuals are alike in all respects. *"There are physical differences. There are differences in intelligence, interests, and personality traits. ... the process of selection, training, motivation, communication and leadership draw heavily on these individual differences"* Paleker(1988;242).

Accordingly, as the internal and external partners are more involved in the management of the educational enterprise, many school leaders would be going to be distressed by their own inadequacies to cope with situations.

To prevent this difficulty and keep the quality of education offered by schools of tomorrow, the selection of these important executives should keep the dynamism of school management.

2. 2. Theoretical Concepts of Education Management:

Educational literature published in United Kingdom and other European countries, covers a wide range of questions concerning major theoretical concepts of education management as well as fears and reservations expressed in different educational circles. The various perspectives comprise different ways of seeing a problem, so

several theories may be valid simultaneously. Teachers and managers usually exercise the practice of choosing one perspective and excluding the other ways of understanding events, though practically all perspectives could offer useful insight (Hamalainen and Wieringen: 1994).

One of the essential problems of education management is a disagreement about whether the management of education is different from the management of other organizations. According to (Johan and Hunt; 1992), the extent to which general management theory can be applied to schools has been considered on a number of occasions. One stand of opinion asserts that there are general principles of management, which can be applied to all organizational settings. The other view is that management of educational institutions is very different. The third stand of opinion, which could be named as intermediate, admits that all organizations have common features but the distinctive qualities of schools and colleges limit the validity of approaches borrowed from industrial or commercial bodies.

These views of educational management may be articulated with regard to the selection of school principals. There is the view, which emphasizes the management aspects paramount importance over and above academic standards. Then there is a view, which emphasizes educational expertise. There is also a view, which emphasizes personal qualities. On the other part, there is a view in which the emphasis varies according to the perceived needs of the situation- 'horses for courses'. Therefore, amateurism can be observed in the selection process of school principal (MOEST; 2000, Ozigi; 1995).

According to the above authors, amateurism can be attributed in part to the culture of education, which tends to see practice out side education as in applicable to education, stress the importance of personality and rejects particular notions of education management and a reliance on intuition or 'feel ' as a basis for judgments about the suitability of candidates.

In line with this Hamalainen and Wieringen (p; 27) raise interesting question: "are schools, in essence, just like other organizations?" It is mostly the subjective feeling of schoolteachers, that they are different, if not unique, and need their own set of theories and percepts. One of the main reasons for that is, as (UPA, 1986), that *teachers would like to concentrate on teaching and keep the managerial element to a minimum if they could. Management in school is clearly seen as a disruptive occupation if there is something else to do.* Teachers are teachers first and managers when they have to be. Teaching, after all, is what they are supposed to do.

The other assumption behind the promotion structure in schools is that the best teachers make the best managers. Career success means moving upwards to an increasingly managerial role. This makes schools different from other professional organizations, which leave their good professionals alone. They hire others to do the administration. *Do schools take management talent for granted, assuming that it comes as naturally as driving a car to any competent educated person? Or are they making a deeper assumption that a good teacher has to be a good manager?* Hughes in (Hamalainen and Wieringen: 1994) articulate that in many important respects the task of heads is very similar to that of chief executives in other types of work organization.

Another stand of opinion is totally opposed to this. Glatter in Hamalainen and Wieringen (1994) and UPA (1986) claim that educational institutions differ along crucial dimensions from other kinds of organizations and, accordingly, *administration of education is fundamentally different from the administration of other activities and requires technical knowledge in the field of education.* And they concluded that training for educational administrators should predominantly be provided in relation to their particular area of managerial activity.

By way of summary, various views regarding education management may have a mirror image on judgments towards the selection of school principals. The result

would be, going one step of selection to the other may stand with little hope of orientation of a given job. The following discussion regarding strategies or preliminaries to select and place school personnel may minimize the occurrence of these shortcomings.

2.3. Strategies for Recruitment, selection/ placement of school personnel

For any organization before it departs on a journey, it is necessary to know its destination. The steps to be taken before beginning any trip should be determined where the organization is; where it want to go; and finally, suggesting a route that can take the organization from where it is to where it want to be. It is here that the management ensures that it has the right number and kinds of people; at the right places, at the right times, capable of effectively completing the work required, so that the organization can achieve its overall objectives. (Adams; 1987)

Accordingly, the first thing to start the organization function including school is to start with human resource planning. Once the needs are known, one will want to do something about meeting them. Thus developing job analysis, job description, job specifications and related personnel policies are essential ingredients stocking information that exist in the job (Decenzo and Robbins; 1988)

Human Resource Planning

Human resource planning is the process by which an organization gets the right number qualified people in to the right job, at the right time. Put another way, Human resource planning as the system of matching the supply of people- internally (existing employees) and externally (those to be hired or searched for) –with the openings the educational organization expects to have for a given time frame. It is also an activity that utilizes and depends on the other personnel programs and other programs depend on it as well (Mondy;et. al.1990).

It should be apparent that considerable planning is necessary to design and to implement the appraisal program, which is to serve as the basis for selecting school personnel. The process of human resource planning concentrate on answering the following questions: What kinds of data are needed to appraise the competencies of candidates? What characteristics should be selected for emphasis? What types of instruments or techniques must be employed in appraising candidates? What specialized personnel are needed to apply the appraisal \selection techniques and to interpret results? Are such personnel available with in the system? Does the school system have sufficient and skilled personnel to undertake the responsibility for selection? What materials, tests, or other evaluating devices are needed? How can the appraisal \selection process be systematized and clarified? What forms are needed to conduct a well-organized and valid approach to select? (Morgan; 1983).

The purpose of these lists is, to denote some of the problems, which can arise in the process of selection and placement of school principals that requires a thorough investigation in order to plan measures to be taken ahead of time.

In line with this, as per (Mondy et.al; 1990), the selection of appropriate workers can be more effective once the number and type of workers known. For instance, training programs for principals with better skills can be designed in favor of preparing them for future demands when the skill levels required by the educational authorities. Accordingly data gathering of the existing personnel and other sources to ascertain the number and types of people required is one part of this process. Thus, the human resource activity can secure the organization from arbitrary decision-making manner.

Many writers present various analytical methods to human resource planning. Nevertheless, Hendry; 1995, Mondy 1990, indistinguishably suggest that, human resource planning usually assumed to consist of four clear stapes: forecast future needs; analyzing the availability and supply of people; drawing up plans to match

supply to demand; monitoring the implementation of the plan. Whilst the purpose of this discussion is not examining these steps emphasis has been given pertaining to selection procedures

Giving this state of affairs, one of the recurring problems which would be solved by human resource planning in selecting members for the management staff is whether to choose from personnel with in or from out side the system. Another question of importance, especially as it concerns the principal ship, relates to the experience, requirements to be established. Should selection of management position be restricted to those with management experience? If not, what selection techniques should be employed to predict management behavior in advance of performance? These issues may be replied when the nature of the job clearly known. According to Rue and Byars (1992; p.294), "*... the first basic question addressed by the planning process is: where are we now?*" *The question is frequently answered in human resource planning by using job analysis and skills inventory. The nature of the job in that case demands by whom it must be done.*"

Job analysis and skills inventory

Job analysis:

Job analysis is the process of determining, through observation and study the pertinent information relating to the nature of a specific job(Mondy 1990).

While the human resource inventory is concerned with telling us what individual employees or mangers can do, job analysis is more fundamental in defining the job with in the organization and the behaviors necessary to perform these jobs (Decenzo and Robins; 1988). From this we can understand that there is a job to be done or tasks to be undertaken, the competency required to perform.

In a school setting we can have five different jobs (school principal, deputy principal, unit leader, department head and a teacher Ghiseli and Braw in Blunt (1985;p, 96) made the following observations about the values of job analysis and states:

"knowledge of the nature and requirements of jobs is fundamental prerequisite for an intelligent attack upon all personnel problems in any organization whether large or small, public or private".

Unless official's adequate knowledge of the nature and requirements of the job, it is impossible to make satisfactory recruitment, transfer and promotion of workers.

Job analysis obtains information about jobs, and it uses that information to develop job descriptions and job specifications and to conduct job evaluation (Decenzo and Robins).

Job Description:

Job description, according to Mondy, et. al. (p; 65) refers to it as "a document that provides information regarding the tasks, duties and responsibilities of the job". The information obtained from job analysis is normally contained in a job description. It is more of detailed activities; concise statements of what employees are expected to do on the job; how they do it, and the conditions under which duties are performed as well as the relationships of the position to other positions in school organizations. So that, those in charge for selection will have a clear understanding of the position and the competencies needed by the person who will fit it. *Job description by providing the stated information, it helps for decision about what selection criteria are relevant that can be made.* It protects from arbitrary selection / placement.

Job specification:

Job specifications are often included as of major section, of job descriptions. It is a written statement that identifies the abilities, skills, traits, or attributes necessary for successful performance in a particular job. Put another way, it states the minimum acceptable qualifications that the incumbent must possess to perform the job successfully. Based on the information acquired through job analysis, the job specification identifies the knowledge, skills, and abilities needed to do the job effectively. The job specification, there fore is an important tool in the selection

process, for it keeps the selectors' attention on the list of qualifications necessary for an incumbent to perform the job and assists in deeming whether candidates are qualified (Decenzo and Robbins 1988).

In those school systems establishing position specifications, certain specific requirements relating to preparation and experience are standard procedure. These may include management certificate issued by the state and successful teaching experience UNESCO (1989). Whether the organization decides to fill positions by internal staff or by new employees, developing job analysis, job description and specification is a fundamental issue before any measure of placement being taken.

In summary, a systematic approach to recruitment, selection and placement basis manpower planning which involves determining the number and quality of employees skills and knowledge required for the job need to be analyzed. One of the methods achieving these aims is skill inventory (Cattetter; 1982).

ii) Skills inventory:

Skills inventory consolidates information about the school's current resources. The skills inventory contains basic information of all the employees of the school, giving comprehensive picture of the individual. Through analyzing the skills inventory, the educational organization can assess the current quantity and quality of its human resources. Several broad categories of information such as: personal data history (age, sex, etc.), skills (education, job experience, training, etc.), special achievements, salary and job history, personnel data (retirement information, performance evaluation, health information etc.) may be included in skills inventory (Blunt and Popoola; 1990)

The primary advantage of a computerized skills inventory according to (Cattetter; 1982) is that it offers a quick and accurate evaluation of skills available with in the school. Combining the information provided by job analysis and the skills inventory

enables the education organization to evaluate the present status of its human resources.

In addition to appraising the current status of school personnel, anticipated changes in the current duties and responsibilities in the current workforce, retirements, discharges, promotions, transfers, resignations must be considered (Finnigan; 1983). Moreover as Mondy et. al. management inventory (for managerial positions) and skills inventories help organizations to manage their people. Through their own computers, employees maintain their own electronic resumes through a well-structured database. This database can then be searched when a certain department needs people with specific skills. Information vital to identifying those qualified for positions can be easily found.

Hence periodic review of the personnel inventory enables to determine the progress of each individual under consideration as it pertains to his state of readiness to occupy the management post. In other words, human resource plan should congruent with skills inventory, so that it ensures the required quality and quantity of the required human resource. Then, as per Rue and Byars, Filipo (1984), the final phase of human resource planning would, there fore, be the transition.

The Transition –

The transition phase is useful to determine how schools can obtain the quantity and quality of human resource required to meet its objectives as reflected by human resource forecast. According to Castetter (1982), the educational organization engages in several activities in order to bring its current level of human resources in line with forecast requirements. These activates include recruiting/ selecting new employees, promoting or transfer, laying and discharging of employees. To accomplish this task effectively, developing promotion, transfer, selection guidelines and other related personnel polices are essential strategies to ensure the forecasted human resource inline with its requirements. Hence the following discussion

highlights particularly human resource policies that serves as a spring board for recruitment and selection procedures.

iii) Personnel policy –

Human resource is a key element in the strategic human resource management process .It aims to produce personnel policies and plans for the acquisition, training, development, retention and utilization of human resources which are integrated with the requirements of the organization plan. It provides an important input in to the process of achieving coherence in the development of personnel policies and programming so that recruitment, training and steps to improve commitment and performance are integrated with a particular and in view –seeing that the organization has the people it wants (Hall; 1986).

However, the government of schools is more complex than that of other public service organizations because of the additional layer of democratic control and accountability in the form of school governing bodies (Morgan et.al 1983). One consequence described by Morgan, the lack of prescription of the role of each group in the selection process of school heads; the roles remain fluid and unstated.

The other element common to most likely selectors is that decision makers and advisors have no specialist training in selection as a matter of policy or even practice (Gorton 1987). This might be seen as the consequences of the out of an occupational culture in which selection practices have been built up by constant, traditional and in isolation from most selection principles.

Review of research in developing countries for example Thailand, Indonesia and Malaysia shows, there appears little standardize policies for the selection of principals (Georgiades and Jones; 1989, P: 18). Others, that have guidelines for headship selection, as cited by Adams, Stoops et.al, and Morgan et.al., *it is often lacks systematic technical assessment, selectors role, elimination process of candidate etc.. These domino effects bring about conflicts and overlap between selector*

groups, lack of professional input and finally the selection of head teachers to be carried out in arbitrary and amateur way.

Consequently, on the one hand, the elimination and references are frequently made to the desirability individuals and officials with out the professional or technical assessment of candidates. In other instances, school governors pose their own short-listing with little reference of the job (Adams; 1987). In any case how ever, the crucial part in the selection process is to provide information as a basis for the criteria takes fundamental place and this must be clearly stated in the selection guidelines (Mello and Silva; 1993).

In order to minimize these problems, *according to Stoops; et.al, when agreements have been reached, the rules, regulations and guidelines should be compiled in a handbook. Handbooks should be printed in a compact, handy form and distributed to all employees.* As policies and regulations are changed, revisions should be distributed. Periodically, the handbook should be reviewed by the administration and representative employee group, and if need be, completely revised and reprinted. Fidler (1995) regarding participation in developing guidelines underlines the term two-way communication.

By elaborating further, "many staff" he wrote, presently feel they are expected to be involved in discussing issues, which is time consuming, with out any real authority over the resulting decisions. He writes that employees' do want to be consulted and to participate in decision-making that affects their daily work, but that on the whole they are modest in their expectations. *When schools are to be strengthened and give attention, top down practices should of course have to shift power.* From this one can deduce that developing selection guidelines need to be involved school personnel; although it does not mean that all staff members must always participate, the sound representatives must have a say.

By way of summary, selection of school principals need clear and accepted "rules of the game" as cited by Mello and Silva (1993;p: 31), rules and guidelines have to make suit that they do is consistent with what they say. These two conditions are essential for credibility in societies like that of developing countries, where the gap between government promises and what is actually done has severely eroded trust among the general public policies that it set of in the legislature.

Moreover, according to Kochar (1991; 129), people who are not involved in planning tend to resist the implementation process. Planning 'imposed from above' (by higher authorities) often leads resentment and resistance among those forced to execute.

After developing guidelines or personnel policies, based on data obtained from the job analysis and inventory of skills, the focal point would be determining the methods and/ or sources of the required school personnel.

2.4. Sources and Methods of Recruitment of School Principal

As it has been mentioned earlier, human resource planning process facilitates the number and types of people required by the organization for various periods in to the future. Most importantly, the talent bank would foster to form the base line of the current level of human resource ability that may be available for future requirements. This would make easier to determine whether qualified employees are available within the school (the internal source) or must be recruited from external sources such us colleges, universities, and other organizations (Castetter; 1982).

Recruitment sources are where qualified individuals can be found while **Recruitment methods** are the specific means by which potential employees can be attracted to the Firm/ School (Mondy1990). After the sources of potential employees have been identified, the appropriate methods should be employed in order to achieve the recruitment objectives. The following discussion highlighted some of the recruitment methods.

Internal Sources

Educational managers should be able to identify current employees who are capable of filling positions as they become available. Helpful tools used for internal recruitment according to Mondy; 1990, include management and skills inventories and job posting and bidding procedures. Management and skills inventories permit school organizations to determine whether current employees possess the qualifications for filling open positions. As a recruitment device, these inventories have proved to be extremely valuable to school organizations when they are kept up to date. Inventories can be of tremendous value in locating talent internally and supporting the concept of promotion from within.

Promotion:

Promotion is generally taken to mean an advance in status or position. Frequently it implies a change in duties, responsibility, and compensation (Mondy et.al.1999). The term promotion is one of the most emotionally charged words in the field of human resource management. *An individual who receives a promotion normally receives additional rewards and the ego boost associated with achievement and accomplishment (Gorton 1987).* Promotion from within has several advantages; an organization should have a good idea about the strengths and weaknesses of its employees. Assuming such promotions are perceived as being equitably related to performance, employee morale and motivation are positively affected by internal promotions. However, according to Rue and Byars, certain potential dangers must be acknowledged before adopting a policy of promotion from within. The effect of promotion practices upon personnel morale should be mentioned.

Most employees feel positively about being promoted; but for every individual who gains a promotion there are probably others who were not selected. If these individuals wanted the promotion badly enough, or their favorite candidate was overlooked, they may slack off or even resign. If the consensus of employees directly involved is that the wrong person was promoted, considerable resentment may result (Mondy et.a, 1999;p: 302).

It is due in part to harmful effects as Castteter (1982:291) points, " ... which these and other promotion practices have has up on all types of organizations that increasing attention is being devoted to improvement of promotion policies."

A guiding principle as Adams sited, in developing policy would seem to be that encouraging promotion from with in, unless there is reason to believe that vacancies can best be filled through competition from the outside. If proper steps are taken to attract, retain, and develop a staff of high quality, there is every reason to believe that promotion from with in can meet most of the needs for higher administrative positions.

However, one of the other problems in developing a system for promoting school personnel is the basis upon which candidates are selected for promotion.

This is, in effect, according to (Stoops; et.al.) a problem of appraisal for which their is no perfect solution. Attempt to objectify the promotion process have led to the use of competitive examinations, rating devices, seniority plans, employee files and planned experiences, such as job rotation, internships, or assistantship. While these efforts have helped to improve opportunities for promotion, and have fostered the principle of merit promotion, there is no single method, which is completely dependable. A combination of several or all of these methods, including application of position guides, generally secures results more satisfactory than those derived from the use of any single criterion. According to Rue and Byars(1992:303), "*...an organization must consider the requirements of the job under consideration, not just the employees' performance in previous jobs. Success in one job does not automatically ensure success in another job. Both past performance and potential must be considered*"

Beside this, there are also other options in which vacancies can be filled; such as transfer of employee from one position to the other.

Transfer:

The term transfer refers to the movement of personnel from one position, office, or organization, department, or school to another (Castetter; 1982). The movement is generally horizontal, and may or may not involve increased responsibilities or compensation.

In general according to (Blunt and Popoola; 1990) transfers are initiated either by the staff members or by the organization personnel. It is an important aspect of school administration; on which deserves more attention from a policy stand point than it is usually accorded in most school systems. Some understanding of the extent of the transfer problem in school administration includes: when enrollment increases or decrease, changes in the organization of instruction, unsatisfactory service, technological advances in maintenance and operation affecting work load of man instructional personnel, departmentation in personnel relationships, planned experience for future administrative service, efforts to identify future administrative talent, necessary of maintaining a well balanced faculty in every school, unsatisfactory of employee to position.

Transfers can also initiated by school personnel due to many factors. These include desire to work in a new school, personnel friction, physical reasons, monotony and stagnation, desire for advancement in status or compensation, desire to work nearer home (Ozigi; 1995)

The above dictions makes evident that every school system or educational authorities should give attention to establishment of personnel transfer policies and procedures.

Transfers of school personnel may not be limited only with in the school system. Educational authorities or school boards can also call experienced personnel from outside when ever necessary. Assignment of personnel through transfer from out of school system often made for positions of school management.

The most important point those education officials to underline concerning the placement of employee through transfer, according to Castetter, Ozigi, Stoops; et.al conditions under which transfers will be granted should be clearly defined; the plan should set forth circumstances under which the administration may initiate the transfer, as well as conditions under which the transfer requested by personnel. *It is important that these conditions should be publicized in the employee handbook or through other media so that misunderstandings concerning the transfer plan might be minimized.*

Moreover, in establishing the transfer plan, attention needs to be given to development of a uniform application for requesting and /or granted transfer, administrative muting of the request, supporting information accompany the request, persons charged with acting upon the request, and notification of the individual of the decision reached by the administration.

ii) External sources:

Recruitment of new employee is one of the activities to meet the current demand of school personnel. Probably the most widely used method for obtaining for external personnel is the "Help Wanted" advertisement according to Rue and Byars. Recruitment on college and university and other institute is also used by many organizations.

One important point which must be underscore, the need for position guides in recruitment of new employee must be emphasized because its absence will lead a notable failing in the recruitment process (Mondy; et.al.1990)

Accordingly, the experience in developed countries such as England, United States and Canada, has shown that, when a post is advertised out side the school and there are internal applicants, it is believable that the senior internal applicant should always be short-listed. More over, there must be a clear policy that rank merits some consideration (Adams; 1987 Gorton; 1987).

Recruitment of new employees of school personnel is undertaken with in a control system established by state and local agencies of government and in some contexts by employment agencies. To be eligible for employment in the public schools, professional persons, in general, must meet certification and position specification requirements established by educational authorities.

Above and beyond, the burden of selecting suitable personnel for principalship position rests with the appraiser / selector, and his competency in this matter is a factor of utmost importance. Hence the following section focuses on selectors of school principal.

2.5. Who Should Select School Principals?

Is superintendent, supervisor, board of education, or some other individual or agency responsible for the selection of the personnel? There is no single or universally applicable answer for this question (Gorton 1987). However, as Morgan, Responsibility for selection is determined in most countries by education board and / or the Ministry of Education policy; which intern is conditioned by the nature of the school organization (Adams; 1987). Some authorities in England allow schools complete freedom over advertising.

In some contexts as school district increases in size, more reliance for interviewing candidates is placed up on group judgment. As the school system decreases in size, the superintendent of schools generally carries out the responsibility. But as the discussion develops, the point will be made that a systematic approach to personnel/ school principal selection, which wisely uses available methods of quantifying the results of appraisal, as well as non-numerical techniques, will necessarily involve group participation in the selection process.

A study conducted in England shows that there are rarely formal mechanisms for the representation of staff interests in the selection process. : Informal arrangements

varied considerably in those, which did take them in to account. In some, according to Morgan et.al(1983):

...staff was invited to express their preferences perhaps by commenting informally on candidates after they had visited the school ...In one LEA there existed a formal arrangement for the representation of staff interests in to selection process. In this instance, candidates selected for preliminary interviews were asked to address and answer questions at a staff meeting (p;39)

From this, one can understand that although it is in a few instances teachers are represented in the selection process of transmitting of their views. However, the accentuated procedure at this juncture, their representation engrosses where candidates were asked to address and answer questions at a staff meeting.

There are also practices launch the field-related advisory service officers prominent in the early screening stages whilst the committee-related education officers control the later process. Nevertheless the organization of secondary headship selection in many areas of the world is less organized (Castetter 1982). To ensure greater consistency, however, as Ozigi; 1995, a written policy for recruitment/selection goals, practices and procedures in the main, should be developed by a trained search committee.

Georgiades and Jones; suggest that despite the fact that group judgment, like most techniques designed to measure individual fitness for a given position, has certain constraint, its use in the selection process should be encouraged. It has the advantage revealing strengths and weakness of a candidate, which may not be, discovered when a single person makes the appraisal. One of the weaknesses of the group estimate is that it may provide such differences of opinion that the chief executive, who is responsible, ultimately for the selection of personnel / school principal, has difficult in making a decision. This can be minimized, however, if the

data gathering process is comprehensive enough to provide the administrator with data designed to assist him in forming balanced judgments. To carry out this task appropriately, clearly identified role of advisors and their constitution has a significant contribution dish up as a base of balanced judgments.

In this regard Morgan et.al appreciates the role of advisors to be clearly stated in the principalship selection process. But he claimed that,

The involvement of advisors in school principal's selection to vary considerably: in some districts they play a predominant role in the professional in put to the selection procedure; in others they shared the over all responsibility with officers; and in others they had no involvement at all (Morgan1983;.58).

In order to have power over this overlap and disorganized approach, Morgan states, setting a clear guideline in each stage and involving professional advisors in the selection process might be helpful.

The selection groups may vary in both local education authorities and at different stages. In some contexts the formal arrangement for short listing involves the same members of offices (experts), and /or governors, yet the working arrangement can differ in each of them. In some others, the governors of schools may have a weighted voice in the choice of the short-list. There are also groups that the members predominate and education officers are to be seen and not heard Morgan et.al. The roles of officers, and governors at different elimination stages varied considerably, in ways not apparently related to any explicit requirements of systematic selection.

As per (Beck Lynn; 1994) one measure of the concern of selectors to gauge each candidate's potential ability to do the job might have been their willingness to use other constituencies of selector, with some special expertise to offer. In addition, representatives that have greater familiarity with many internal aspects of the job for which candidates are selected can have valuable advantage in the selection process.

In line with this Anderson (1988) Mello and Silva (1993), claim that the search committee should take in parents, teachers, students, and community members, and circulating surveys for in put on desirable principal traits, would give every one a sense of participation in the selection of principal. Although Morgan et.al (p; 45) consent with the suggested idea," ***the use of experienced head teachers to comment on the suitability of candidate is very important in the selection process***". Perhaps, this may be one of the reasons that education organizations in most countries encourage the principals association to be established.

From this point of discussion, one may infer that schools are not isolated monastic communities untouched by the world outside. They are subject to many external and internal relationships; the relationship with local authority, parents, professional associations, school boards and other institutions. How ever most writers Kochhar(1991), Anderson (1988), similarly suggest that the involvement of local education members (experts), school governors and consideration of teachers' representatives who have had suitable training might have fair contribution.

Likewise, the team should be trained and the involvement of each selector group needs to be explicit and the selection instrument should be discussed at an initial meeting of selectors. According to (John and Hunt; 1992), at the least, educational experts should have an opportunity in providing technical information and advice to committees and for extracting all the relevant evidence accompanying their recommendations and presenting it to head teacher selection panels, for committee decision. Despite the constraint of changing membership of education committees, it should be possible to maintain a head teacher development and appointment committee in local education offices. The role of the governing body, through its representatives on the selection team, should be: preparing the job specification, participate in the selection procedure, legitimate and consent to an appointment to their secondary school on behalf of the local community.

Governors should be represented in the selection procedure from the beginning. As Morgan et.al (p: 151) underlined, "school governing body should nominate its selectors prior to the advertisement of the post and commencement of the selection procedure.

Innovative practices in the selection of school principals:

Innovative organizations had open-door policies, meaning that all levels could, theoretically, have access to any one to ask questions and even to criticize (Fidler Brain1995: 165). Boring in mind this assumption and perhaps the association of the pedagogical, and political aspects of educational management in its cultural milieu, some countries are coming in creative to conceive a format capable of combining the technical preparation of educational managers. This was practiced on the process of school manager's selection through the participation of educational institution and community representatives (Mello and Silva 1993).

In line with this, the Brazilian "competitive selection of school principals" an innovative practice can be taken as an example. ***The country's traditional practice, above all in more back ground states, was to select school principals through political recommendations without the school community being consulted or involved. This authoritarian patronage method simply added to the problems in education and brought no solution to the lack of commitment, the absence of accountability and the internal authoritarianism (p; 15).***

However they introduce the new procedure designing the general objectives that the applicants ought to be assessed in terms of knowledge, professional ability and leader ship, in order to raise the standard of school management; it seeks to reverse the traditional practice of appointing principals under the patronage system; it calls for effective participation of the community in building up the school, makes the

school answerable for the standard of services, and co-opts users for some aspects of management.

The internal competitive selection of school principals (SECOM) is a new way of selecting school principals, combining the criteria of knowledge, professional skills and leadership involving extensive participation by the school community and communication with society at large through the mass media.

One of the interesting phenomena was that the introduction of SECOM called for intensive preparatory discussions with members of legislature and with the education unions, in particular the association of school principals

Given this state of affairs, the education secretary launched studies to bank up the candidate assessment exercise. As cited by Mello and Silva:

The candidate assessment were carried out with the help from the university, and to establish a professional profile for future principals with in the guidelines of the education policy. Knowledge, skills and management ability were defined in practical terms as a basis for the assessment tests. Criteria were set for candidate; using the professional profile, specialist agencies designed tests to evaluate; the education department identified the vacancies in the selection system and published a list together with details of the selection method, its varies stages and the criteria;

(1993,p; 22)

Consequently, for each school the three candidates **who came top in the knowledge and management assessment would be selected; each school was to set up a selection committee, with staff, parent and pupil representatives choose by their peers**, to prepare and conduct the leadership assessment of the selected candidates. The education department would announce the results of its assessment, three days later **the candidates for each school would come before an open meeting of teachers; other school staff, parents and pupils, and present a work program for the school**. This was the leadership assessment phase.

No electoral- type advertising, with candidates' names, was allowed. **The leadership assessment was not to be an election, but a choice between**

programs. The presentation and accession of the programs at the meeting was to be the only criterion; the same conditions (time, etc) would apply to all three presentations. Then, the candidate receiving most votes would be appointed principal, and the one who stood second place would be appointed vice-principal.

The practice of Republic of Kenya may also be taken as an important transitional patronage system of selection process. MOEST (2000) indicates that previously the selection of inspectors and school principals were based on the identification of successful teachers and head teachers who excelled in their subject areas (for principal ship position) as well on their administration (for inspection). Interestingly, the recruitment of all inspectors & principals is prerogative of Public Service Commission. Posts are advertised and short listing carried out. Short listed candidates are then interview by the public service commission. The education bureau usually sends experts as a representative. Those who go through the interviews are appointed and deployed as inspectors and principals. The modalities of identifying potential candidates are based on the task record of the applicant, in relation to previous and present; performance; the level of education of the applicant (they should at least be graduates, or equivalent, with at least three years experience); evidence of training courses in relevant fields; identification of good practice in the field through his offices.

Coming back to the known procedures, after having developed guidelines, based on data obtained from the job analysis and inventory of skills, selectors organized and having reached to fill the human resource need either with in or external source the following dealt with selection process.

2.6. Selection Process

According to Rue and Byars, the selection activities typically follow a standard pattern, beginning with an initial stage screening interview and concluding with the final employment decision. The selection process consists of seven steps (1)

preliminary screening from application blank and employer records; possible criteria for elimination would be inadequate educational level or performance / experience record for the job and its requirements. (2) Preliminary interview; possible criteria for elimination of potential employee would be, obvious distrust and unsuitability for job and its requirements. (3) Testing- failure to meet minimum standards on job related measures of intelligence, aptitude, and personality etc, would lead to elimination. (4) Reference checks; possible criteria for eliminating would be, unfavorable reports from references regarding past performance. (5) Employment interview- inadequate demonstration of ability or other job-related characteristics would be the criteria for elimination. (6) Physical examination – lack of physical fitness required for job would be the criteria for elimination. (7) Personal judgment- Intuition and judgment resulting in the selection of employee.

Each of these steps represents a decision point requiring some affirmative feedback for the process to continue. Each step in the process demands to expand the organization's knowledge about the applicant's background, abilities, and motivation. However, many writers suggest that all of these possible steps may not necessarily be pertinent at a time; for example the availability of candidates may affect to leap over some steps; the nature of the job can also be the other factor for choosing the selection steps and devices. Accordingly the highlighted essential elements in the selection process are presented below. However, in order to underline issues that are related to recommended procedures by Hendry: 1995, Decenzo: and Robbins 1988 some crucial components (job advertisement and selection criteria) have given primary place in the discussion.

i) Job Advertisement:

When an organization desires to communicate to the public that it has a vacancy, advertisements are one of the most popular methods used. According to Decenzo and Robbins; where the advertisement is placed is often determined by the type of

job. By elaborating this idea they point "...*The higher the position in the organization, the more specialized the skills, or the shorter the supply of that resource in the labor force, the more coerced the advertisement is likely to be. The search for executive might include advertisements in a national periodical, for example (P.123).*"

The advertisement should present basic facts, which allow the reader to see whether the post is of interest, or not. The size of the school, its geographical situation, reason for the vacancy, title and scale of post, essential requirements for the post or the criteria, the facilities relevant to the post, projected arrangement for the interview and closing date should always be informed to those applicants (Hendry, 1995)

Therefore, early notification of vacant positions which contain every detail through available means should be made so as to draw competent school principals for competition. This will increase their participation and it can also minimize the practice of nepotism or favoritism. To this effect Rue and Byar(1992;296) states:

The principal virtue of the job post and advertisement system is that it grants every qualified employee a fair opportunity to obtain a better job. ... it reduces the likelihood of special deals and favoritism from entering into recruitment and selection process.

In this case, in order to increase the number of candidates and keep employees morale, publicizing the vacant position through available means and in time is likely indispensable.

Nevertheless, all applicants that are invited through the advertisement may not necessarily invite for final interview. The recruitment criteria and other tools may used to eliminate unsuitable candidates.

ii) The Elimination Process: Documents, Criteria, Predictive Tools

The extent to which one or other of the selector groups is able to influence the process is dependent in part on the number of elimination stages comprising the

local educational authorities procedures. In most countries, minimally, there are two elimination stages: a long listing where the whole field of applicants is considered; and final interviews where the successful candidate is chosen. Others may include a short-listing stage where documentary information on a smaller number of candidates is used to decide who shall be seen at final interviews for selection (Morgan, et.al 1983).

A) Documents:

Educational authorities use certain key documents in their selection procedures: advertisements, application forms, and statements of a post's further particulars, and written references that are sought on a confidential basis. Some also use schedules or summary sheets, which itemize what is deemed to be vital information about each candidate (Mohanty; 1990).

The information provided by these documents, in some cases they may constitute the sole basis for decision making, as in those authorities where candidates are seen only at final interview. In others, the information may be considered alongside different types of evidence, such as a candidate's performance at the preliminary interview.

The focus of this analysis of the documents used in principal selection as per Mondy 1999, is twofold. First, what information do they provide for candidates and aim to select from them? Second, how is that information used in making decisions about a candidate's suitability for the post?

Therefore, attention should be given to the relevance of the information that selectors needed to know from candidates. Consequently, application forms must be structured involving information to proceed answers in the same line and spotlight to the requirements of the post.

B) The Selection Criteria:

Basically, criteria for selection of school principal or personnel at large should be indicated in personnel policies or selection guidelines. Though going one step of selection to the other is most likely based on the criteria required for a given job, it may be appropriate to raise some points about selection criteria.

Most writers (Adams 1987, Mohanty; 1990) agree that there is no single approach of head teachers or school principal's selection, but there are most likely consensus using the best technical methods which are available on the one hand and the means where by these can be operationalized in the context which exercised over the education service. The highlight substance here, the selection of school principals should be pedestal on technical assessment that is suitable to a school's management. Accordingly (Ozige 1995, Stoops et. al; 1981), made available certain essential elements that have a place of primacy in the selection part of the school principal purpose.

- **Careful consideration should be given to the task of matching the man and the job:** This means that the job must be analyzed in terms of its duties and responsibilities. The job description furnishes the bases for defining in detail the nature and scope of the job, and a description of the type of person required to perform it effectively. The abilities required for the job and the appropriateness of selection methods, the descriptions of what secondary heads expected to does are fundamental elements Ozigi; 1995.

In connection to this, as cited by Morgan et. al, in some countries, there is a wide spread belief in 'horses for courses' and the 'right track record' that selectors need to revise the emphasis. They give to the perceived needs of the local situation for example, 'a good disciplinarian' or 'one who can develop the sixth forum'. By elaborating his idea, he states:

...this some times leads to the near total exclusion of assessing candidates across the complex range of tasks in the generic job, which must be carried out in any secondary school whatever the local situation. ...There appear to be strong grounds for local situation

...There appear to be strong grounds for local situation factors not to be come job criteria, on two counts. First, there is a real danger that these local factors so dominate the selection criteria that candidates are not fully assessed, if at all, the task categories of the basic job. Second, the needs of the individual school situation are much more likely to be dynamic than constant.(p;20)

This would suggest that school leaders should be selected for versatility rather than as horses for courses when the courses are themselves changing; it underlines the need to keep the generic tasks and working relationships central in principalship selection activities.

Characteristics of the personnel to perform the job:

Characteristics of the school principal required to perform the job should be described as carefully as possible; such characteristics according to Adams :

Experience: Regardless of the nature of the task, experience has potential for enhancing a person's ability to perform. However, this possibility can be realized only if the experience is to be put to effective use. This is true for some one banging to play golf, learn a foreign language, or manage people in organizations. Employees are often compensated on the basis of their experience. This practice is justified if the experience has been positive and is relevant to the job to be performed.

Professional qualification and training: According to Stoops et. al.(1981), person prepared as a school manager may be eligible for certification as an secondary school principal provided that the applicant has to complete an approved program of graduate study preparing him / her to direct, operate, support and administer the organizational and educational activities of a school. In industrialized countries, professional qualification/ certification is most likely to be a prerequisite for principalship of secondary school; few principals have less than the masters degree and an increasing percentage have completed the doctorate in appropriate field of studies (p; 90).

An appropriate training policy should be thought of as an extension of and not of a substitute for the right recruitment policy (UNESCO; 1987). Accordingly, most

authors (Ozigi; 1995, Stoops et.al.1981) have the same opinion that education in school management and related field of studies as fundamental element for selection.

Nevertheless, selection of principals is closely related to the important question of training. Training and selecting for the job is central, and some training has to be provided for potential principals who will be assessed at the time of appointment, whilst other training is needed after selection. Elaborating this idea Stoops et. al.(1981), the principal's training should be comprised of general academic education courses for teachers and administrators, principal experience , and as many other supportive experiences as possible. Since the principal must function as a leader, organizer, and the like, it is important that the training should have experience in business and job-related and be well acquainted with the problems of parents.

Performance appraisal: According to Mondy, et. al. (1990), Sandra and Morphy (1989), among several uses of performance appraisal, is to prepare employee for future opportunities that may arise in the organization is the one . If the scheme is properly managed, it can identify an individual's strength and weaknesses; it can help to reveal problems, which may be restricting progress, and causing inefficient work practice. To the organization, it provides a basis for selection of capable employee's with a clear picture to the given job.

Characteristics of the required personnel to perform the job are many in number; physical requirements, mental ability, age and personality are commonly defined regarding the vacant job to be filled.

C) Predictive Tools:

Testing: After processing the completed application and evaluation of applicant's qualifications, candidates those who meet the criteria would go for ward for written tests and/or interviews that attempt to assess intelligence, abilities, interest and

personality. According to Mondy et.al.(1999),Fiddler(1995),Desenzo and Robbins(1988),although these procedures are usually practiced in most countries, there has been a noticeable uncertainty in their use. One of the reasons behind is, the fear that such tests may be judged as discrimination.

With the extension of this fear, some organizations carry out such as application forms and interviews, some organizations are moving precipitously close to random hiring. However, Morgan et.al states, tests that have been validated against job performance, when used with other selection tools, can significantly aid in the acquisition of efficient and effective workers, but now the burden of proof is placed on employers to justify any tests they use fairly measuring the knowledge or skills actually required in a job.

Note that the intention of the writers has never been to eliminate test. Employers who have eliminated tests have done so predominately in relation to the uncertainty as to uncertainty of not their tests are valid according to (Decenzo and Robbins).

Interviews: Whether it is initial screening interviews or comprehensive interviews, the issue is the same. Are interviews effective means for gathering accurate information from which selection decisions can be made?

This is extremely interesting, given that the value of the interview to selection has been the subject of considerable debates with most of the evidence stacking up against the interview as an effective predictive tool. However, according to Decenzo and Robbins, taking its advantages and minimize the limitations, the interview, along with the application form, has proved to be an almost universal selection tool. Interviews can be accomplished through two stages: preliminary and final interviews

The dominant expectation at the preliminary interview stage is that offices will play the leading and major role in eliciting the scope and depth of the candidate's technical knowledge. For this reason the preliminary interviews are often referred

"professional" interviews Morgan, 1983. The presented interviews as a way of ensuring that no candidate would go forward who is professionally unsuitable.

Regarding interviews claim its uncertainty. The reliability and validity of interviews are generally low Adams; 1987, Fidler; 1995. It has been argued that despite its popularity, the interview is a "Costly, inefficient and usually invalidly procedure.

Although these conclusions generated more than a decade ago, still hold today but require considerable elaboration. Seeing a candidate before the final decision making stage helps selectors avoid the frequent disappointment at the lack of "fit" between the profiles of candidates constructed on paper (i.e. application forms and references) and so they appear face-to-face interviews. For this reason alone, educational authorities which do not hold preliminary interviews and rely solely up on the final interview sometimes find that at the stage their choice is more limited than anticipated. As per Adams (1987; 321):

More time for face-to face assessment means potentially greater scope for detailed investigation of candidates; job related competencies. Unlike final interviews, where selector interests inevitably introduce constraints associated with the realistic nature of the occasion, preliminary interviews can take place in a less stressful, more relaxed atmosphere. The selectors can concentrate on the job competencies, which they have identified as essential for the post.

Nevertheless some authorities (Rue and Bayer; 1992) claim that preliminary interviews give officers too much power; in another authority, where the officers had persuaded members and governors of the advisability of seeing candidates at least two-ices, the arrangement to allow preliminary interviews will be conditional upon all selector groups being represented. However, if the number of officers' and/ or committee constitutes the appropriate representatives including experts, and if the committee or assessors have put in order criteria recording devices and rating scales, most preliminary interview serves in selecting the "best" candidates for final interview.

A survey by study conducted in England shows, all the actors involved in principalship appointment the final interviews emerge as the climax of the selection process (Morgan et.al .p: 81). Although they represent the culmination of a variety of activities, they bear little resemblance to what has gone before. Having survived the dress rehearsal (in the preliminary interviews) candidate's emerges in their full stage attire, ready to battle and win the selectors' support. Final interviews share three variable elements that candidates held be assessed by means of an interview with a mixed panel of selectors; the decision should be based on information collected through questions and verbal answers; and the final decision should be by declaration of voting by members and local education authority.

However, If interviews have a place in the selection decision, it appears to be more appropriate for the less-routine jobs, particularly managerial positions like that of principals (NAESP; 2001). These suggestions elaborated by Decenzo and Robbins, Adams and Morgan et.al; candidates should always give time to see the school at work and talk to the possible future colleagues. *"They should be informed when and where the interview is to be conducted, the order to appearance and if necessary it can be explained who will be on the panel"* (Morgan et.al.1983; 29).

In short, if the selection process is to become increasingly effective, there must be continuous efforts to improve its validity. Continuous improvement of the selection program should engross efforts to make the standard selective devices more effective.

More over, an interesting issue agreed up on by most writers such as Stoops; et. al, Morgan et.al, Gorton , Mello and Silva, in selecting principal, the authorized office should disregard such characteristics as race, economic status, community popularity, and politics. The governing board should select a man or woman with adequate training, rich experience, and a burning desire to improve the educational

program. The selection of the school principal should be up on the basis of merit alone.

D) Judgment:

The final steps in the selection process according to Rue and Byars, is the judgment required to select one individual for the job. A value judgment must be congruent, with the data obtained in the previous steps of the selection process (advertisement, documents, tests and the criteria related to the job specification), so as to select the best individual for the job. "If previous steps have been performed correctly, the chances of success in this judgment or decision are dramatically improved "(p; 312). Put it in other words, decision on selecting appropriate personnel is the high time of ensuring whether all the data obtained in the selection process likely adequate or in a right track.

By way of summary, this section highlighted the predictive devices (tools) in the selection process of school personnel. Accordingly, as cited by UNESCO (1985:55) while no one claim that predictive devices for selecting school personnel have been developed to the point where they are infallible, it is surprising how much a carefully conceived and systematized procedure for selecting personnel will help to minimize the problems involved in the selection process. More over, a definite administrative procedure for school personnel is a requisite for a well- managed school system. UNESCO points the minimum procedures as follows:

The minimum essentials of this procedure will include specifications defining: appraisal responsibilities; types of information to be compiled; techniques employed to compile the information; sources of information to compile data; criteria to govern appraisals; procedures for summarizing results; and principles for selection or rejection of applicant.(p;58)

Therefore, the final judgments of selection largely depend on the data gathered from job specifications, selectors constituency, the criteria and techniques employed for selection. A failure of compiling adequate information would most likely a failure to judgment or decision of selection.

2.7. A Glimpse in the Selection/ placement of School principal in Ethiopia

1) *The previous practices of placement of principals*

Past realities or literature on placement of principal in Ethiopia is generally scarce. A group of experts study in MOE (1994 E.C), and Teshome (1975) states that, commencing 1960s secondary school principals were assigned by MOE officials.

Nevertheless, as of 1970s, despite the fact that career structure for secondary principalship had been established, the province education offices were expected to report vacancies for MOE personnel management department MOE on its behalf facilitate to fill the position through public announcement.

The procedure allows all teachers (by way of a given requirement) to apply for the position; those who have interest from every part of the country can apply to their respective province and the province education office short list as per the criteria or checklists and send candidates with recommendation letter before the notice closing date. Then MOE selection committee, using professional profile, design tests to evaluate knowledge and administrative ability to be weighted as part of predetermined valuable criteria. ***The candidate receiving a highest rank were appointed as principal with salary increment which was classified for the position (see the advertisement, appendix- VI) The formal promotion requirements as one can see it from appendix-VI, education, relevant training, performance and acknowledgements during the previous years have significant value to fill principal ship positions.***

As regards the training, all educational districts or regions have equal chances to recruit for the program (see for example appendix I and II); up on graduation, trainees were expected to go and work in their respective regions. On top this, working as a trained school principal opened opportunities to the majority of professional school principals to advance in their career and be located in the education offices at different levels.

Interestingly, in recognition of the principalship position, during 1970s _1980s, *graduates were given financial supports for the duration of the training program at AAU.*

Besides, vacant positions of school principals and supervisors in Addis Ababa were considered differently; before vacancies for internal promotion notified publicly, transfer opportunity was given to those senior principals find in the same level. Senior principals were invited to proceed application forms (see appendix-V). This procedure was meant to give advantages to principals that are serving at remote areas of the country. The selection procedure accordingly for both transfer and promotion was through advertisement that included basic criteria per the guideline of the then CPA. *In line with this, any candidate who meets the criteria can move to compete in any secondary school and / or province with no restriction.* The trend this time may provide advantage for both the school system and the personnel.

ii) Placement of school principal in Ethiopia: Current trends

Since 1994, the education reform and policy in Ethiopia has brought major focus in the professionalization of educational management. The policy acknowledges that educational leadership shall be professional, democratic and efficient (MOE, 1994). Although the trend (until the education reform) shows that secondary school principals were appointed through public advertisement on the basis of merit (see again appendix-VI), nowadays, a shift of practice concerning placement of school principals is observed. At the earlier period of the education reform, assigning

principal directly from zone and/ or district education offices was ongoing; after a while, the current practice followed and colleagues elect principals among the teachers in the same school they are teaching. As cited by group of experts study in MOE (1994), there is uncertainty that it follows formal procedure, criteria to be used in the selection process.

Ironically enough, thus, the current trend suggests that most likely a position for school leadership require little or no training. As it is observed, at most principals may attend a one or two-months in-service training on school management. Surprisingly, however, no evidence could be found compensation / or career ladder scheme with placement of principal currently in use.

iii) Policy implications to the current placement of school principals

Participation in the preparation and selection of school administration takes place in many different forms. What is certain is that, in this regard, there are no pat formulas or universally applicable systems of participation in school administration. Again, participation in the preparation and selection of school administrators is a crucial issue that has yet to be methodologically defined (Fiddler; 1995). In any case, what most writers' underline regarding participation is that, ***if the consultation with institutions or their representatives is limited, the participation is meaningless; the change is most likely to be seen as political rather than educational.***

In line with this, no formal studies or documents find that introduce the current "electoral procedure "of school principal in place in Addis Ababa. But rather the available evidence indicates that there is a need to replace the current mixed selection procedure of principals with the widely known and practiced procedures. Of course, the issue has been discussed at National Annual Educational Conferences frequently. The conference convened in Dire Dawa (1991 EC), the placement of principals and the training of these chief executives was one of the debatable

agenda. Though there was no strong corrective action the 11th National Annual Education Management Conference held at Adama (Nazret) since 1994 E.C raised the issue again and thoroughly discussed (see the 1994 E.C conference resolutions article 18).

Pursuant to these discussions the conference delegated a committee to make an investigation on the training and placement of principals. One important point, which the conference passed decision regarding school principals was that, the placement should be through competition and merit based. Even though the conference-delegated committee constitutes the Oromia and Addis Ababa Education Bureau (see again the conference resolution), the MOE had taken the vanguard activity and forward a policy direction regarding school principal training, placement and other guide lines (see appendix -VII).

However, as Mello and Silva (p: 31) stated, what had been promised differs from what is actually practice. In other words, although 'most' of the regions follows as per the resolution and federal MOE directives, some other including Addis Ababa (one of the delegated member) exercise the "election procedure" or propose candidates through election on a large scale.

To this end, one who observed such matter, undoubtedly, would question were teachers (as they are partners of the system) consulted and show their preferences?

**i√) The prevalent rules and regulations on the placement of personnel
and/ or principals:**

To begin with the transitional period of education reform rules and directives, the guideline for Educational Organization and Management (MOE; 1980 E.C) introduce not only the job description but also requirements to be a teacher and school principal clearly documented. Accordingly, a secondary school principalship position requires bachelor degree in school administration (priority to be short-listed) and relevant experience. The necessary criteria also indicated to direct the stated job

description. The guideline follows (MOE; 1988 E.C) revised the job description of secondary headship to match with the education reform. Simultaneously, directives have been launched for establishment of education and training boards at woreda level. Nevertheless, the requirement for school principalship remains unstated.

On top of this, the Federal Civil Service Commission (1984; EC) introduced personnel management guideline underlining detail procedures of placement. The procedure of recruitment, selection, promotion and transfer of employees are clearly identified. According to the guide line (p: 7) the objective of internal promotion is primarily, to improve the management and performance of employees; internal promotion would be allowed if the following preconditions were fulfilled.

- The organization should have vacancy with respective budget for compensation purposes.
- Requirements to perform the job must suit the guideline of the commission (CPA)
- The candidates' performance evaluation should be high and above as per the criteria indicated by the commission.
- The candidate should receive higher rank by the selection committee through merit-based competition, and must be approved by the organization official.

Moreover, the advertisement first, should provide basic facts, which allow the reader to see whether the post is of interest, or not. Secondly, the advertisement should publicize career opportunities. Thirdly, requirements including experience to perform the job, and closing date should be clearly stated (p:8). Every criterion (education, experience and professional training, performance evaluation and personal record or files) had been given fixed weights. Besides, the selection committee members are listed: the potential representatives of personnel and immediate supervisor (heads) of the vacant position are allowed to be involved in the selection process.

Further more, proclamation **No.262/2002** known as, **FEDERAL CIVIL SERVANTS PROCLAMATION** has been declared to promulgate a law on the administration of

civil servants compatible with the progress of the country and structure of the government.

It must be noted here though regional governments regarding civil servants cascaded with almost all the elements or contents of this proclamation to their regional context, Proclamation NO-262/2002 has been referred for the purpose of this discussion as a representative document. In the case of Addis Ababa, the Revised Charter No. 311/2003 (come in force as of 23rd day of January 2003) has been proclaimed very recently and the Provisional Government of the City empowered to adopt civil service law, taking in to account its relevance; therefore, the Addis Ababa City Civil Servants Proclamation No.3/2003 (come in to force as of 3rd day of February 2003) has also been reviewed in the study. The Civil Servant Proclamation, which was promulgated after ten day of the charter have unlikely significant difference between the federal proclamations regardless of new, established offices.

As per the revised charter, the provisional Government shall reorganize the offices and public enterprises of the city government and shall reassign, hire and dismiss employees in accordance with the organizational structure it proves. Perhaps it might be one of the reasons that school principalship placement through teachers nominate candidate's procedure to be reviewed and practiced in a wide scale.

Coming back to the discussion at federal level, the proclamation Article 90 states, the public Service Regulations No.1 (Legal Motive No.269/1962) the public service position classifications and salary scale Regulations No.2-Legal Notice No.419/1972 and directives of the Civil Service Commission shall remain in force until replaced by regulations and directives.

This implies that the earlier discussion regarding recruitment, selection, promotion and transfer can more or less be applicable unless the statement is contradictory to this proclamation.

Hence, some highlighted issues regarding selection, promotion and transfer are discussed. Interestingly, the Addis Ababa city administration civil servant proclamation most likely identical with the federal government

Recruitment and Selection

Filling of vacancies:

There shall be no discrimination among job seekers or civil servants in filling vacancies because of their ethnic origin, sex, and religion, political outlook or any other.

- Only a person who meets the qualification required for the position and scores higher than other candidates shall fill a vacant position. However, preference shall be given to female and less represented nationalities candidates that score equal or to the nearest through the competition.
- Vacancies may be filled through recruitment, promotion or transfer on the basis of human resource planning.

Vacancies Announcement and Examination:

- Government offices shall advertise every vacant position

b) Promotion

Selection for promotion:

- Any permanent civil servant may compete for promotion unless he /she is prohibited because of disciplinary penalties.
- The commission issue detailed directives on the promotion of Civil Servants (the commission directives which have been discussed earlier are applicable to date)

c) Internal transfer

A government office may, whenever necessary, transfer a civil servant to another similar position of an equal grade and salary or to another place of work within the government office.

Any transfer to be made shall be carried out on the basis of competition whenever there are vacancies civil servants in government office applying for the transfer.

d) Transfer from another Government office:

A permanent civil servant may, where it is necessary and the government office and the civil servant so agree be secondary to another government office to perform a specific duty for a period not exceeding one year.

Giving this state of affairs Article 57 also states any civil servant may not use his position to promote his political interest and there by engage in discriminatory practices. Finally, the proclamation concludes by stating the proclamation shall enter is to force as of the 3rd day of January 2002.

From the above justification of the proclamations, in the case of Addis Ababa, there is likely controversy: reassigning and /or selection procedures follow various approaches. While the City Civil Servant Proclamation promulgated the known selection and placement procedures; besides, it was also declared that all positions are vacant for reassigning civil servants. The proclamation the criteria for assignment were: ethics (non corrupted), competency and change agent for the city government transformation plan. On the other part, the federal government interest on school principal placement, which was already hand over and agreed up on between REBs, gives particular attention and give primacy for education contexts (see again appendix). The reason behind may be, the recent Organization and Management (1994 E.C) guideline delegation of authority

In short, in order to buy attention and the extent to what the selection/placement is becoming serious issue, the following discussion highlights the recent "delighted authority" of school principals.

V) Potential transformation of principal duties in Ethiopia:

The decentralization of the educational system in Ethiopia, among other things, has currently over loaded school principals with several duties and responsibilities. Although the revised guideline of Educational Organization and Management (1988E.C) loaded the duties and responsibilities of secondary school principal, the recent guideline (1994E.C) particularly, 'delegated more authority' to school principals than ever.

The most important unique feature of the guideline may be, on the one hand, the MOE had pass its commitment that the responsibility of school principals shall accompany with resources; non- salary recurrent budget offered to be allocated on a block grant as per the level and size of a school. On the other hand school principal has been "empowered" in making decisions on staff members based on the proclamation No. 262/ article 65 (the article allow to pass decisions to the extent of dismiss employee).

Moreover, the guideline (MOE: 1994 – Educational Organization, Community Participation and Finance) demands the school principal more communication skills. PTA at school level, kebele (school surrounding administration), Education and Training Board, District (Wereda) Education and Training Board and District Capacity Building office (where the District Education Office accountable) has been established recently.

The school principal, therefore, is expected to be competent to run the forgoing transformation of managerial activity. As a result, from this justification it may be deduced that the current duties and responsibilities of school principal might demand more professional skills. To accomplish the growing responsibilities as cited by

Sandra and Morphy (1989), need to be dedicated, well educated and professional. Although Sandra and Morphy (p; 25) underlined the collective participation in educational administration; it does not hide also its complexity. As it is observed in practice, unless the role of each partner or participant identified clearly and exercised through critical follow up, there may be overlap and perhaps conflict between their task and responsibilities.

To prevent this challenge, as cited by Morgan et.al (p, 136), the educational administration should be technically prepared to perform professional role with political responsiveness and cultural relevance. The lack of technical competence of the educational administration can seriously jeopardize the political and cultural role, while compromising the interests and aspirations of educators, students, administrative support personnel, and community citizens.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE FINDINGS

This chapter is comprised of two major parts; part one presents the characteristics of the sample population involved in the study. Hence, the study groups (Teachers) are discussed in terms of sex, age, years of service, and academic background.

Part two of this chapter deals with the analysis of the findings of the study. In this part, the findings are analyzed based on the responses obtained mainly from teachers. School principals and education officials' responses from interviews for some variables are also analyzed simultaneously with teachers' responses.

PART ONE: CHARACTERISTICS OF THE STUDY GROUPS

The questionnaire was distributed to 436 teachers. Of these, 405 (92.9 percent) were appropriately filled in and returned. In addition, 10 school principals and assistant principals, 7 Kifle -Ketema and education bureau officials were interviewed. Based on the responses obtained from teachers, the characteristics of the study groups were examined in terms of sex, age, years of service and academic background, and these are presented in Tables 1 and 2.

Table 1: Teachers' Age and Sex

Age range	No	%
25 years and below	5	1.2
26 - 35 years	31	7.6
36 - 45 years	287	70.9
46 years & above	82	20.3
Total	405	100.0
SEX	No	%
Male	349	86.2
Female	56	13.8
Total	405	100.0

Table 2: Education Level and Years of Service of Teachers

Education	No	%
12 + 1	-	-
12 + 2	-	-
12 + 3	25	6.2
B.A/B.Sc	365	90.1
M.A/M.Sc	14	3.5
No Response	1	0.2
Total	405	100.0
Length of service	No	%
5 Years & below	-	-
6 - 10 Years	26	6.4
11 - 15 Years	104	25.7
16 - 20 Years	148	36.5
21 - 25 Years	40	9.9
26 years and above	87	21.5
Total	405	100.0

Table 1 shows the age distribution of the sample population of teachers. More than 91 percent of teachers are 36 years and above.

As indicated in the same Table, 349 (86.2 percent) of the teachers are male. Female representation in this study was only 56 (13.8) percent. Since Female participation rate in Ethiopian education has been low, and their employment rate to the teaching profession has also been low. In Addis Ababa the proportion of female secondary school teachers was 16.3 percent. Accordingly, the proportion of their representation in this study would obviously take the same pattern.

Table 2 shows that 365 (90.1percent) of the teachers have a bachelor's and 14 (3.5 percent) a master's degree. Concerning their service, 93.6 percent have been the in teaching profession for more than eleven years.

It would therefore be, possible to generalize from these data that such a relatively longer service in the education system and their education level might have support to express various issues and problems of school principal assignment in secondary schools.

PART TWO: ANALYSIS OF THE FINDINGS OF THE STUDY

1. Teachers Perception To Education Management

Teachers outlook of educational management may be a mirror in issues about what a school principal should be .In this respect, based on the selected most disputable topics from the literature listed in the pervious chapter, questions with the range of possible answers were designed. The frequencies of responses that each question received from teachers are shown in Table 3.

Table 3. Teachers' Perception of Education Management

Item	Yes		No		Not sure		Total	
	n	%	n	%	n	%	n	%
A. It is the sole responsibility of the head to deal with the managerial tasks at school.	54	13.3	341	84.2	3	0.74	398	98.3
B. The best teachers make the best managers.	68	16.8	297	73.3	36	8.9	401	99.0
C. Management posts should be quite separate from teaching posts.	30	7.4	321	79.3	42	10.4	393	97.0
D. All teachers should acquire management skills	319	78.7	79	19.5	5	1.2	403	99.5
E. Management talent is for granted, that is it comes naturally to any competent education person.	15	3.4	301	74.3	83	20.5	399	74.3
F. After acquiring managerial skills one could implement essential changes in school life.	160	39.5	84	20.7	154	38.0	398	98.3
G. Teachers are familiar with modern concepts of education management.	35	8.6	225	55.6	135	33.3	395	97.5
H. Education management should be introduced into initial teacher training curriculum.	376	92.8	15	3.7	14	3.5	405	100.0

Table 3 Item A indicates, most of the teachers believe that the managerial tasks of the head at school are not the sole responsibility of the head.

As 73.3 percent of the teachers (Item B), they do not imagine that teaching skills and managerial skills are coinciding or the best teachers do not necessarily make the

best managers. One may assume this, in an indirect way that most teachers perceive management as a separate professional occupation and acknowledge the necessity of management training for teachers who assume managerial responsibilities or at least are going to apply for them.

In Item C, the majority of respondents are not inclined to give leading posts to non-teachers or to separate teaching work from managerial activities completely. The results support the theoretical assumption that schools are organizations of professionals; who in the manner of professionals like to manage themselves, and that most of them regard themselves first as teachers, not as administrators.

One can see (Item D) that more than two-thirds of respondents think that all teachers should know how to manage. This may be considered as a positive attitude on the part of most sample teachers towards education management. Presumably teachers can see possible practical implications of management skills in their everyday practice. They might also have perceived that teachers to varying degrees do administrative tasks; more importantly, they might have interest to be more involved in managerial decision-making processes that affect their daily work.

As it is shown in Item E, more than half (74.3 Percent) of respondents are not inclined to consider that management is a naturally given quality. This result confirms our previous assumption that the majority of sample teachers acknowledge the necessity of special management training for school leaders. It would, therefore be realized that teachers might have deep assumption concerning school principal placement to be based with adequate training.

Thus, based on the results, teachers have positive attitudes towards the need of at least management practices to lead a school organization. Moreover, 39.5 percent of the respondents for Item F are inclined to think that one who acquires managerial skills could implement essential changes in school life. However, some of the teachers are hesitant: they are not sure whether management skills will help to run

schools efficiently. The student researcher may deduce at least some reasons for this result that the question was of a rather theoretical nature, which is difficult to say unless you try.

As item G indicates, 55.6 percent of the respondents claim that they are not familiar with contemporary theory of education management; 33.3 percent of the respondents are not sure whether teachers know the prevailing concepts of education management. Thus, the results show an increasing need to provide the school leaders with necessary knowledge in this field.

The response for Item H indicates that most of the respondents are in favor of initial courses on education management.

It may be considered a positive indicator of a favorable outlook on the part of sample teachers towards education management. The student researcher assumes that the time is ripe for introducing education management into the initial teacher-training curriculum in institutions of higher education. Based on these findings, in general, it should be realized that on the one hand teachers might have strong perceptions about the requirement of training for all teachers; on the other hand teachers might have perceived leadership skills and ability should receive particular attention in school principals' selection/placement. In these circumstances one may deduce that teachers would have positive attitudes in providing genuine replies to school principal placement and this will be examined in the following section.

2.School Principal Selection / Placement Strategies and Methods of Placement

Presented under this part of the analysis are cases pertaining to strategies (or preliminaries) for recruitment, selection and placement of school principal held in education organizations, the method used for placement, how it was developed, and how effectively used to the successful operation of the selection process as perceived by teachers.

Table 4. Teachers Perception on Strategies for Selection / Placement of School Principal

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	n	%	n	%
A. The work force plan takes into consideration so that vacancies are filled immediately.	-	-	4	0,1	89	46.7	127	31.4	61	15.1	381	94.1
B. The selection procedure of school principal is based on a thorough discussion of the job description of principal ship position	-	-	-	-	40	9.9	32	7,9	325	80.3	397	98.0
C. Skills inventory (in terms of skills, training, etc.) are processed periodically	35	8.6	286	70.6	38	9.4	27	6.7	12	3.0	398	98.3
D. The guidelines of school principal selection are developed in advance	21	5.2	27	6.7	207	51.1	104	25.7	42	10.4	401	99.0
E. The selection panel /team is organized in advance	12	3.0	42	10.4	198	48.9	42	10.4	52	13.1	346	85.4
F. The school community involved or consulted in the process of developing selection guidelines and procedures to be employed	7	1.7	31	7.7	74	8.3	137	33.8	156	38.5	405	100.0
G Training program for prospective principals take into consideration in advance	5	1.2	316	78.0	41	10.2	20	4.9	17	4.2	399	98.5

The finding of Table 4, Item A shows that, 46.7 percent of the teachers have no information whether the manpower (workforce) plans are taken into consideration. The investigator can deduce at least some reasons for that. The question was rather beyond the practice of teachers or the placement procedures might not follow the known strategies of placement (promotion, transfer, etc). However, as it has been

indicated by 46.5percent of the teachers, the workforce plan might not adequately exercise so that filling vacancies immediately would face problems.

Table 4 indicates, 88.2 percent of the teachers (Item B) reported that the discussions of the job description of principalship position were not practiced at a school level in order to direct the required tasks, responsibilities, skill and ability that the principalship position demands. In this case, as revealed in the literature review chapter of the Ethiopian practice, very recently, the job of secondary school principal has been described clearly in the Education Organization, Community Participation and Finance guideline. However, the stated job description might not be introduced to each school or the potential values of job description knowingly or unknowingly might have been undermined. The student researcher observed that the aforementioned guideline was not available in the sample schools. Thus, as cited by Mondy.et.al (P: 65), it would be realized that teachers and education officials might have little or no mutual agreement or shared goal on the requirements needed by the person and the selection process at large.

From Table 4., Item C, one can see that 79.3 percent of the teachers indicated that teachers were requested to pass basic information about their training, experience age, etc (Skills inventory) periodically. Hence, it may be suggested that, if the collected data were adequately used for the purpose of selecting school principal, one may accept that when a need of people with certain skills arises, it would be possible to identify those qualified personnel for the position. In this case, although collecting data can have significant advantage and is a step forward to reviewing the existing employee, the decision to use them would require more commitment particularly on the part of education officials.

However, whatever the data collected, the selection guidelines have potential power to prevent or at least to minimize bias. Table 4. Item D shows, 51.1percent of the respondents reported that they have no information whether the selection guideline

of principalship position was developed in advance. And 36.1 percent of the teachers indicated the absence of a selection guideline. In both cases, however, it may be deduced that teachers might have little or no clear information on selectors' role, elimination process, technical assessment of candidates and the selection process at large.

Regarding selection guidelines, officials who were involved in the study suggest that the source of the current selection and placement of civil servants in general was the Addis Ababa City Government Civil Servants Proclamation N^o 311/2003. According to officials, the placement of secondary school principals was also part of the city transitional administration rules and regulation which is currently used. However, the literature review on human resource policy indicates that there appear to be few standardized policies for selection of principals, the process often lacks systematic technical assessment, unspecified selectors role, and elimination process of candidates may occur. As a result the selection and placement of school principals would be carried out in an arbitrary and amateur way.

Moreover, as shown in Table 4, Item E, 48.9 percent of the teachers have no information whether a school principal selection team was established before the selection process was taking place. As per the education officials, the committee has been assigned for the purpose of the current selection /placement of principals in an ad hoc manner; however, they do not hesitate to express their comments, that establishing a constant school principal selection committee was not yet practiced. In this regard, while the selection committee functions have been held in consistently, appropriate technical skills would not develop and the responsibility might be considered as a part- time task.

Part of the questionnaire designed in Item F Table 4 requested teachers to respond whether the school community were consulted or involved in developing the guidelines and the procedures of school personnel selection/ placement. The figure

shows that more than 72 percent of the teachers gave their witnesses negatively. It would be, therefore, concluded that involving or consulting the school community is practiced neither on the personnel policies (guideline) nor on the selection methods and procedures. In this regard the literature review on human resource policy reveals that employees do want to be consulted and participate in decision-making that affects their daily work, therefore, when schools are to be strengthened and give attention, top down practices should shift power. Thus it would be, therefore, understood that teachers might not have an opportunity to discuss and comment on issues such as this; so that the implementation would face resistance.

Considered in relation to the issue of selection and placement strategies was the training of prospective principals. As is seen in Table 4. Item G 79.2 percent of the teachers indicated that the preparation of training for the assigned principals was available. Sample school principals and education officials supported this finding. Teachers that have been assigned as principals currently have participated in short-term training programs for two months. However the assigned principals involved in the study have shown their distrust of the training program. According to school principals they graduate with a bachelor degree but they are obliged to participate for a diploma certification program, so that it would have little opportunity for future advancement as per the principals. In this case, it might be safe to say that if the programmes follow a sustainable strategy, it may have multiple advantages for both the principals and the school organization. To this end, the methods employed for school principal selection/ placement procedures will be examined.

Table: 5. Methods Employed for Selecting School Principals

Item	<i>Always true</i>		<i>Usually true</i>		<i>Some times true</i>		<i>Rarely true</i>		<i>Never true</i>		<i>Total</i>	
	N	%	N	%	N	%	N	%	N	%	N	%
A. School principals are appointed by officials	116	28.6	200	49.4	49	12.1	25	6.2	7	1.7	397	98.0
B. The teaching staff nominate candidate for the approval of selectors	7	1.7	8	2.0	207	51.1	101	24.9	70	17.3	393	97.0
C. School principals are appointed by job posting and bidding method (Merit based competition)	11	2.7	21	5.2	23	5.7	81	20.0	265	65.4	400	99.0
D. External source	-	-	-	-	5	1.2	32	7.9	360	89.0	397	98.0
E. School principals appointed through transfer	-	-	6	1.5	150	37.0	211	52.2	32	7.9	399	98.

As indicated in Table 5 Item A, teachers reported that the trend of placement of secondary school principal in Addis Ababa was, by and large, the responsibility of officials' appointment. Besides a considerable number of teachers reported that the 'electoral procedures' also were one of the practices of school principal placement.

The questionnaire designed to specify the current practice of placement shows more than average (63.4 percent) of the teachers reported that the current approach of placement of secondary school principal is, each teacher nominate candidates but the final decision was made by selectors. Moreover, considerable numbers of the teachers comment that the current method of placement involves official's appointment rather than teachers' involvement in choosing candidates. These teachers would probably be dissatisfied with the placement decision or the appointment of principal in some schools may largely depend on official's opinion regardless of teachers in put. Thus, it would be concluded that, school principal selection through "Electoral procedure" might start at school level but the final

decision lies with decision makers or selectors. However, many writers including MOE recent directives comment that the search committee should include parents; teachers, students and community members would give every one a sense of participation in the selection of principals. As cited in the literature review chapter, it is understood that the previous practice of advertising vacant jobs for merit-based competition might be abandoned and new procedures put in place.

3. Selectors of Secondary School Principal

This part of the analysis was concerned to identify the constituent of school principal selection committee in the different steps of the selection process. The study would also examine the level as to which the selection process should be made.

Table: 6: Recruitments of Candidates at secondary School

Item	Yes		No		Not sure		Total	
	n	%	n	%	n	%	n	%
A. The responsibility of recruiting (nominating) candidates lies on:								
a. Teachers	305	75.3	-	-	100	24.7	405	100.0
b. Support staff	145	35.8	260	64.2			405	100.0
c. Students	9	2.2	356	88.8			365	90.1
d. Parents	7	1.73	378	93.3			385	95.1
B. The voting procedure facilitators in your school are represented by:	Yes		No		Not sure		Total	
	n	%	n	%	n	%	n	%
a. teachers	398	98.3	-	-	7	1.7	405	100.0
b. support staff	25	6.2	369	91.1	11	2.7	405	100.0
c. students	164	40.5	175	43.2	66	16.3	405	100.0
d. parents	156	35.5	174	42.0	75	18.5	405	100.0
C. The role of voting procedure mediators in your school is:	Yes		No		Not sure		Total	
	n	%	n	%	n	%	n	%
a. facilitate the vote	405	100.0	-	-	-	-	405	100.0
b. short – listing candidates	95	23.5	135	33.3	175	43.2	405	100.0
c. announce the vote	15	3.7	334	82.5	48	12.0	397	98.0
d. provide lists of candidates for selectors	327	80.7	46	11.4	32	8.0	405	100.0
e. represent the school community in the selection committee	34	8.4	241	59.5	125	40.0	400	98.8

Table 6- Item A indicates that the majority of teachers reported that only teachers are responsible for "short-listing" principals at a school level. It would be, therefore, concluded that the input at school level might be partial. Supportive staff, students, parents or representatives might have little or no opportunity to transmit their ideas although they are also affected by the decision.

Based on some scattered observations of school principal candidates recruitment (nomination), a question on the recruitment process was designed and presented to respondents. Thus, as indicated in Table 6- Item B, teachers reported that facilitating the voting procedure by and large is the responsibility of teachers' representatives; the involvement of parents, students and supportive staff in the selection process was far below that of teachers' representatives. Besides, teachers who have no information about the constituency of facilitators would be questioned. This may imply the procedure might have some limitations of expressing ideas on the part of education officers or guidelines might not be available at school.

However, the role of voting procedure facilitators as indicated by almost all of the teachers in Table 6- Item C, was to facilitate teachers ballot and provide lists of candidates for selectors' decision. In contrast, Education Bureau officials argue that the responsibility of screening candidates' - based on candidates past records and performance also lies in the responsibility of facilitators. According to officials, the selection committees' decision is largely based on the information obtained from the committee at school level. .

However, there has been likely similarity in both teachers and school principals that facilitators have little or no role to announce teachers vote and place in the selection committee. It would be, therefore, concluded that the role of the committee is perceived as it is only restricted in the selection process. Given this, in the assumption of teachers' involvement through the selection procedure of school principal, the study will examine the constituency of selectors.

Table 7: School Principal Selectors and Teachers' Preference

Item	Yes		No		Not sure		Total	
	n	%	n	%	n	%	n	%
A. The constituent of school principal selection committee include:								
a. teachers	25	6.2	164	40.2	216	53.3	405	100.0
b. students	21	5.2	289	71.4	95	23.5	405	100.0
c. parents	11	2.7	312	77.1	76	18.8	399	98.5
d. education office	314	77.4	-	-	90	22.2	404	99.8
e. school principals	-	-	315	77.8	10	2.5	325	80.2
f. education and training board	47	11.1	217	53.6	151	37.3	405	100.0
g. region/ district council	164	40.5	105	25.9	135	33.3	404	99.8
B. Teachers preferred the constituent of school principal selection committee to be:	n	%	n	%	n	%	n	%
a. teachers	403	99.5	-	-	2	0.5	405	100.0
b. students	320	79.0	75	18.5	7	1.7	405	100.0
c. parents	327	80.7	65	16.1	13	3.2	405	100.0
d. education office	323	79.8	54	13.4	28	6.9	405	100.0
e. School principals	321	81.7	21	5.19	39	9.6	391	94.1
f. education and training board	307	75.8	11	2.72	58	14.3	376	92.8
g. region/ district administration council	78	19.3	297	73.3	29	7.3	404	99.8

As indicated in Table 7, Item A, the majority of the teachers have little or no information about the constituent of school principal selectors. But 77.4percent of the teachers reported that the education office reviewed candidates of each school. This finding was proved from the appropriate official in Addis Ababa Education Bureau.

Inspection of Table 7 - Item B, teachers' preference tends to be different from what has been practiced currently. Most teachers preferred representatives of teachers,

parents, education office, school principals, education and training board to select principals. As reported by most of the teachers (73.3 percent), representatives of regional/ district government council seem to be less preferred. Thus it would be realized that teachers were asked to propose candidates but they might be isolated from being involved in the final decision. Besides a considerable number of the teachers confirm that they have no information about the constituency of selectors. This might also imply that teachers were not only isolated from the decision making process but also they might not be well informed about the final selection process. However, the finding on Item B, teachers' preference to the representation of school principal selectors would go in line with the observation of Anderson (1988), Mello and Silva (1993); the involvement of local education office, school governors and consideration of teachers' representatives who have had suitable training might have a fair contribution.

Table: 8 Teachers' Preference as to Which Administrative Level Should Select School Principals

Item	(f)	r
In your opinion, which administrative level is appropriate to make secondary school principal selection process?		
A. School	362	1
B. Kifle -Ketema (Wereda)	270	2
C. Zone	72	3
D. Region	61	4
F. Federal (MOE)	57	5

Table 8 indicates that most teachers preferred the school principal selection to be made at school level. The next preferred administration level to select school principal was Kifle Ketema (sub city). Thus, it may be realized that most teachers of secondary schools prefer the task of school principal selection and placement to be executed at the least near to their school. Moreover, teachers might have perceived the school community empowerment on principal selection and placement.

4. Selection Process

There is consensus among many educators and researchers that the minimum requirements of selection procedures would include: specifications defining, types of information to be compiled; techniques employed to compile the information, sources of information to compile data; criteria to govern appraisals; procedures for summarizing results and principles for selection or rejection of candidates; (UNESCO 1985, Mello and Silva1993John and Hunt 1992). In view of this understanding, this part of the analysis will consider teachers' perception of the extent to which the current selection procedure has used a method of collecting information or data that the principalship position demands.

Table 9 Advertisements of Vacant Opportunities

Item	Yes		NO		Not sure		Total	
	n	%	n	%	n	%	n	%
A. Please indicate your school practice about advertisement of vacant opportunities								
a) Candidates were invited through notice to apply for vacant positions in advance	25	6.7	315	77.8	35	8.6	375	93.1
b) Teachers were invited to nominate candidates through notice among the staff from the same school they are teaching	273	67.4	105	25.9	15	3.7	393	97.0
B. Does the notice provide the following information to facilitate the selection process smoothly and effectively?								
a) The date and method for recruiting of Candidates clearly explained	306	75.6	35	8.6	45	11.1	386	95.3
b) Teachers aware the expected requirements (criteria)to be eligible as candidate	256	63.2	57	14.1	88	21.7	401	99.0

As indicated in Table 9, Item A, 77.8 of the teachers confirmed that applicants were not invited to apply for the vacant position. But rather, the finding shows teachers were invited through notice to nominate candidates. In line with this, Table 9, Item B shows, more than 75 percent of the teachers have reported that the date and the method of recruiting candidates is notified for teachers. Moreover, more than 63.2 percent of the teachers revealed that they have information about the requirements or the criteria to be eligible as candidate for school principal.

Accordingly, the result obtained in Table 9 in general support the previous findings that the current selection /placement procedure might have little room a for job posting and bidding method but rather teachers were invited to propose candidates by both formal notice and other means of communication. By the way, some schools also might be informed about the criteria that need to be employed for selection purpose.

5.Criteria for Principalship Position

Although MOE Proceed directives for selection /placement of school principals through reference No.13 /1-1537/ 8297/ 35, date 21/2/95 EC (see appendix VII), it was observed that the criteria most likely mismatches with the current procedure under use in Addis Ababa. Hence, teachers who reported the presence of the selection criteria (256teachers) were requested to list the components of these criteria. Moreover, to determine the association of the criteria with the job of principalship position, the questionnaire was designed from the literature listed and MOE recent directives and the range of possible answers to each of them were used as a checklist.

Table 10:Selection Criteria

The Current Selection Criteria	Selection Criteria by Frequency of Responses (No 256)	
	No	%
Competency	235	91.8
Ethics	187	73,0
Motivation	238	93.0
Sympathetic to the city administration Plan (change agent)	203	79.2

As is seen above from the lists of the criteria, most of the teachers who reported the existence of the selection criteria (256 teachers) have reported nearly similar components, as they were the criteria used to select candidates. Although the investigator could not find available documents other than Proclamation No 311/2003, and No 3/ 2003, education officials who were involved in the study proved this finding by giving the same responses as teachers.

In this regard, the perception of teachers about the current selection and placement criteria levels of matching with few components in which the principalship job demands was considered in this study; and each of the items were rated high (3), moderate (2), Low (1). On the basis of the responses given by teachers, total average ratings and percentages were computed, and the results are shown in the following table.

Table 11: Whether the Current Elimination Criteria Related to Principalship Job

Item	Tot.Av.Rat.	%
A. Related to leadership experience	1.1	37.4
B. Attracting professional qualification	1.2	40.8
C. Acknowledge relevant training	1.4	45.2
D. Related to the job description requirements	1.1	37.1
E. Consider performance appraisal results	1.5	50.7

Table 11 Item A shows, teachers rated the levels of the current selection criteria association with leadership experience were far below average. The data would, therefore, reveal that the elimination criteria do not in any way favor teachers who have experience as department heads, unit leaders and head teachers. Some of the assigned principals also share this finding. Moreover, as has been observed while visiting sample secondary schools, the majority of the principals were picked from the teaching pool with little or no experience of school management.

In line with this, in Item B Table 11, teachers rated the criteria levels of attracting professional qualification again far below average. Teachers' response was proved through observation; the majority of current school principals are graduates in academic subjects. In contrast, in some secondary schools, considerable numbers of graduates in school administration and pedagogies field of studies were found working as teachers. As a result, it may be concluded that the current selection of school principal criteria for one thing would deprofessionalize the principalship position. Besides, resources invested in the training of school management might

have been wasted. In this regard, a comparative study of principalship performance between education administration and subject area graduates secondary schools, in Oromia, conducted by Double (1997) findings show that principals with no training have less skills than graduates in school administration.

In item C, Table 11, the criteria association with pertinent training shows below average (45.2 percent). In this case, practicing principals and education officials reported that immediately after the completion of the selection of school principal, short-term (two months) training put in place by AAU. However, while the questionnaire was aimed at the existing criteria prerequisites, teachers' perception might have been given consideration.

Table 11, Item D indicates that teachers rated the levels of the criteria as having little place in the principalship job requirements (37.1 percent). In this regard, the literature review part concerning selection criteria reveals the job description furnishes the basis for defining in detail the nature and scope of the job, and a description of the type of person required to perform it effectively, the abilities required for the job, the descriptions of what secondary heads expected to do are fundamental. Hence, it can be concluded that teachers might have perceived that the criteria left little room for matching the required ability and skills to the principal position.

It would be, therefore, realized that in such situation as cited in the literature review chapter, teachers might have perceived as the basis for decision at each subsequent stage would fail on personality rather than the job related skills, knowledge and ability.

As per the ratings indicated in Item E, Table 11, a little more than average (50.7 percent) of the respondents believe that the selection of principals considered past records of performance appraisal results. The figure was however, far below the maximum average that is expected. Hence, it may be deduced from this that

teachers might know colleagues that perform or can perform their job more effectively than that of the selected principals.

Table 12: Selection Devices Used and Teachers Perception towards these Devices

Item	Yes		No		Not sure		Total	
	n	%	n	%	n	%	n	%
A. Selection devices employed to select School principal were								
a. Testing program	-	-	251	62.0	153	37.8	404	98.8
b. Interviews	18	4.5	234	57.8	152	37.5	404	98.8
c. Investigating files and credentials	161	39.8	169	41.7	75	18.5	405	100.0
B. Teachers Prefer Predictive tools to be								
a. Testing program	45	11.1	274	67.7	86	21.2	405	100.0
b. Interviews	380	93.8	17	4.2	8	2.0	405	100.0
c. Investigating files and credentials	341	84.2	43	10.6	20	4.9	404	98.8

Item A of Table 12 concerning the availability of predictive tools indicates, 62 percent of the teachers for testing and 57.8 percent of the teachers for interviews reported the "no" standpoint. However, 39.8 percent of the teachers say, investigating files and credentials or records and reference were under use for selecting principals. Moreover, the data shows that for each item, large numbers of the teachers have no information whether the techniques are practiced or not. This may be the result as the earlier findings the job advertisement might not provide information adequately or teachers might not be informed since the voting process is in place.

However, according to education officials, supporting the majority of the teacher's responses, candidates past record and performance results were additional in put with the required criteria under use as a selection tool. In this case, as cited in the literature review, records and/or documents can be as one of the sources providing information about a candidate's suitability for the post. However, if these sources of information are not structured in providing information at the least in the same line, the decision may go beyond the requirements of the post. Inline with this, most educators comment that, if assessors have standardized criteria recording and rating

scales, more time for face to face assessment means potentially greater scope for detailed investigation of job related candidates.

Therefore, from the above justification, it may be realized that the current practice of selection of school principal would have lacking the use of some tools for predicting performance; and it may be safe to say the result would fail in doubt to be based on some components of merit.

Teachers' perception towards these Predictive tools examined in Item B, Table 12 above; respondents were requested to indicate their preference to each predictive tool and the result as indicated in the table, most of the teachers do like predictive tools or techniques to be interviews and investigating files and credentials. However, teachers' perception towards a written test was rated below average. It would be, therefore, concluded that teachers might have positive attitudes to technical assessment that at the least provide an opportunity for face - to - face assessment so as to investigate candidates adequately.

Moreover, the question designed to investigate teachers' levels of satisfaction with the selection criteria, was rated under average (43.6 percent). According to teacher's comment the criteria perceived by teachers as political rather than educational. Hence, the selection instrument failed to win acceptance, the commitment of those involved in the selection procedure; the ultimate consequence would be affecting teachers' morale, unhealthy communication between the school leaders and the school community.

6. Judgments

In this part of the analysis, few issues pertaining to the match/mismatch of teachers' proposal and the placement decision will be examined. Moreover, the extent to which the judgment or the final decision of placement of secondary school principal perceived by teachers will also be considered at large.

Table 13: Teachers Perception of the Current Placement of Secondary School Principal

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A. Favoritism and nepotism have Dominated while filling up the Position	66	16.3	237	58.5	34	8.4	4	10.9	24	5.9	365	90.1
B. The placement decision most likely match with teachers proposal of candidates.	35	8.6	60	14.8	90	22.2	70	17.3	145	38.0	400	98.8
C. Acknowledge teachers roles of decision - making	35	8.6	65	16.1	54	13.3	122	30.1	126	31.1	402	99.3
D. Every stage of selection process was open to teachers scrutiny and comment	-	-	47	11.6	65	16.1	278	68.1	8	2.0	398	98.3

As is seen in Table 13 – Item A, 74.8 percent of the teachers reported that favoritism and nepotism was reflected while filling the principalship position. As cited in the literature review, this problem can occur, if the system in which the promotion to principalship is on the basis of arbitrary unknown or ambiguous procedures and criteria, the result would be, therefore, as Morgan;et al. (p: 58), placement of principal leads to unhealthy condition affecting the morale of all the teaching profession.

Table 13– Item B supporting the above findings, 53.3 percent of the teachers claim that the placement or judgment of school principal position was beyond their assumption. Majority of the teachers comment, that the placement decision was a political imposition rather than educational.

In the assumption of 'teacher's involvement' in the selection process, a section of the questionnaire in Table 13 – Item C constructed to find out teachers views of their involvement in the selection process. Hence, 61.1 percent of the teachers report shows that the decision – making role was alien. In this regard, the placement of secondary school principals may be perceived as office work of selectors. Thus, teachers might consider their contributions as simple input rarely influencing selectors decisions in assigning principals. This goes with the famous Amharic saying: "እንዳያማህ ጥራው እንዳይበላ ግፋው". As it has been indicated in Item D, 70.1 percent of the teachers reported that the selection/ placement procedure has no room for teachers' suggestion or comment. In contrast, education officials argue that employees who have complaints regarding the placement decision may transmit their feelings to the committee that has been established in each organization and to the municipality. One might consider this thing of a positive practice on the part of the City Transitional Government of Addis Ababa. Accordingly, if teachers take the advantage of this situation and if the in charge body listened the sound voice of teachers, it would appear that large numbers of teachers might respond positively. However, the process and implementation of scrutinizing complaints and / or comments might need further investigation.

Furthermore, the question designed to investigate teachers' levels of satisfaction with secondary school principal placement in general was below average (47.9 percent). This would most likely indicate that the input of teachers at school level is perceived as worthless. Likewise, teachers' proposal of candidates and the final placement might not be in the same line. It would be, there fore, realized that as it has been revealed in the earlier findings, teachers might have perceived that the selection process as it has some limitations in collecting data, criteria, and techniques used for appraisal.

7. Teachers General Perceptions and Recommendations

This final section of the analysis considers teachers' level of satisfaction to the over all procedure of the current secondary school placement. And also comprise teachers' preference concerning the methods of school principal placement.

Accordingly, teachers' level of satisfaction with the current secondary school principal placement of over all procedures was below average (47.1 percent). This would indicate that teachers' involvement in the selection procedure would have been perceived, as it was imposition rather than empowerment. On the other hand, teachers might not be consulted or discussed on the matter that can affect the teaching-learning atmosphere. It might also be inferred that teachers' mistrust would be drawn from the mismatch of placement decision with teachers' assumption. In this case, as cited in the literature review, the current placement of school principals in secondary schools of Addis Ababa would have been simply made with out considering school context and receiving adequate acceptance and commitment of the school community. Hence, a placement of principal which failed to win acceptance to those involved, would lead to un healthy communication and affect the morale of all in the teaching profession; it can cause dire consequences not only pupils but also the school community at large.

As a result, the table below indicates total average ratings, percentages and rank order of teachers' preference for possible methods of school principal placement in secondary schools. Respondents were requested to rank- order five possible options 1 to 5; 1 being the most preferred and 5 the least one. The frequencies of ranks given to the most preferred option up to the least one were rated 5 to 1 in that order. Then, converting the frequencies of ranks in to average ratings, total average ratings and corresponding percentages to each of the option were obtained. Finally, the total average ratings and percentages were set in rank order of 1-5.

Table 14: Teachers Recommendations on School Principal Placement

Item	Tot. Av. Rat.	%	Rank
A. Promotion through merit base competition	4.87	97.4	1
B. Placement based on school community election	3.45	69.0	2
C. Transfer through competition	3.38	67.6	3
D. External source	2.12	42.4	4
E. Education officials directly assign school principals	1.15	23.0	5

As is seen in Table 14, the most preferred method of school principal placement, as perceived by teachers was promotion through merit-based competition. It has been noted in the literature review unless there is reason to believe that vacancies can best be filled through competition from outside, it is most likely to be fair to facilitate internal promotion. The promotion process may involve advertising the vacant job, competitive examinations rating devices, seniority plans qualifications, employee files and basis in general the principle of merit promotion. Thus, it would be possible to deduce that teachers might have perceived the current school principal placement method stands with little or no reference of job specifications; so that candidates are unlikely to be assessed on the heart of essential skills and abilities that the principalship position demands.

Next to merit-based competition, school community election procedure was ranked second. This finding may probably show that teachers have positive attitude towards the school community input in school principal selection and placement processes. However, according to most of the teachers' comments community empowerment to appoint its school leader should involve: candidates' assessment in terms of their leadership quality; transparent procedure and extensive participation of the school community.

The literature on school principal selectors indicate that staff were invited to express their preferences by providing comment; other practices show that candidates selected for preliminary interviews were asked to address and answer questions at a staff meeting; in some other contexts applicants are to be assessed in terms of knowledge, professional ability and leadership in order to raise the standard of

school management, by doing so, leadership assessment was through a choice between programs that had been presented by candidates. The school community to the end, offered to vote the best program. Then the candidate with the best program receiving most votes would be appointed as principal. According to this practice, the best candidates from each school were assessed primarily with professional profile, criteria and designed tests to evaluate knowledge, skills, and ability with the help of educators.

In this regard, conclusion would be drawn that teachers would have perceived the need for revising the current procedure, instruments (criteria, selectors) and merit based competition to be viewed integrally with school community in put or comment to be offered. And most importantly, if the school organizations have been given place, teachers might perceive the need for extensive empowerment.

Teachers ranked the third order were transfer through competition. The literature on placement options reveals that promotion from within has several advantages; an organization should have a good idea about the strengths and weakness of its employees. Assuming such promotions are perceived as being equitably related to performance, employee and motivation are positively affected by internal promotion. Although placement through transfer would be as one of the alternatives, attention needs to be given to development of a uniform application for requesting and /or granted transfer. In both cases, however, educators advise that a guiding policy under which conditions will be granted should be clearly defined. It is important that these conditions for either for promotion or transfer should be publicized in the employee handbook so that misunderstandings concerning the plan are minimized.

In this regard, the study was concerned to investigate the assigned principals and education official's views on school principal placement approach. It was found that most involved education officials and school leaders have positive attitude in which the school principal placement to be promotion by merit based competition.

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This final chapter of the thesis deals with the summary of the major findings of the study. Drawn from these major findings of the study, conclusions and recommendations follow.

4.1. Summary of the findings

In Ethiopia, school principal selection/ placement procedure was one of the debatable agenda for years whether it pursues prescribed procedures. However, the selection /placement of principals in government schools is an issue that has recently gained considerable public attention. As a result, scattered observations show that some regions made a shift to job posting and bidding method of placement; some others such as Addis Ababa keep up and even renew the 'electoral procedure' through the 'involvement of teachers at the initial stages of the selection process.

Accordingly, changes that involve such new patterns call the execution of school community need, take practical and accepted 'rules of the game' and have to make clear that what they do is consistent with what they pronounce; most importantly, decision makers have to devise strategic guidelines and assess offset imbalances.

However, the current selection/placement of school principals, which is in place in Addis Ababa, received considerable criticism regarding the elimination criteria, the selection process and the aforementioned issues in general. In this regard, though 'electoral procedure' is relatively new (as that of the former practices) in schools context, no study has been conducted so far. It is therefore to investigate the major problems that this study set out with the specific interest of addressing the following basic questions.

1. How do teachers perceive educational management?
2. Is the selection / placement of school principals executed on the heart of the major human resource management strategies?
3. What is the method employed to select and place school principals?
4. Who are involved in the selection / placement of school principal?
5. What are the procedures used for the selection/ placement of school principals? And to what extent do these procedures appear to measure the competencies, which a secondary head's duties would indicate?
6. What is the preference of teachers towards the placement of school principals?

To deal with this research question, a questionnaire was administered with the aim of gathering primary data from teachers. In order to obtain information and top authority's view, structured interview was constructed for different levels of education officials and the assigned school principals.

The sample population comprised secondary schools in the entire 10 Kifle Ketema of Addis Ababa cities. From these, 10 schools, one from each Kifle Ketema was selected using random sampling technique. Then with the aim of gaining supplementary information, interview schemes to Kifle Ketema Education Office, Addis Ababa Education Bureau officers and school principals were administered. Accordingly, there were 28 government secondary schools in which 3593 teachers were assigned. Of the total number, 587 (16.3percent) were female; and 84 school principals and assistant principals were assigned.

The size of teachers' representatives in the study was set by a technique of stratified random sampling. That is, all teachers working in the 10 sample secondary schools (1256 teachers:

That is 34.9 percent of the total population of teachers in Addis Ababa) were categorized in terms of sex. Then, following the same pattern 34.7 percent of the total number of sample schoolteachers by sex category was computed, and the sample size of 436 teachers was drawn (appropriately filled the questionnaire were 405). Of the total study groups 56 (13.8 percent) were female.

In analyzing the findings of the study, percentages and rank order were used to analyze the responses based on frequency counts. The percentage was found to be an appropriate and cost effective tool as it clearly showed the needed information and therefore, was used for data analysis. Information obtained through the open-ended items and document mining is also considered in the data interpretation and the following results were obtained.

1. Teachers who participated in the study find that management talent should not be taken for granted and the best teachers do not necessarily become best managers. Moreover, teachers believe that managerial tasks are not the sole responsibility of school principal. Therefore the majority of the teachers assume that all teachers should acquire managerial skills and that education management should be introduced into the initial teacher-training curriculum. They are not really worried that acquiring management skills will make their dealing with other people less sincere. Considerable number of the teachers also accepts the idea that acquiring management skill could enable essential changes in school life to be implemented. But, they have doubts whether teachers are familiar with modern concepts of education management.

2. Teachers involved in the study have little or no prior information particularly about school principal selection and placement strategies. The majority of the teachers revealed that no discussion took place between education officials and teachers concerning the method of school principal placement Besides the practices regarding the known strategies of selection and placement of personnel, majority of the

teachers claim that the recruitment (nomination) of candidates at school operated with little reference to the job description in which they are involved. Although selection guidelines provide information starting from the design to the selection process, considerable numbers of the respondents are doubtful either the selection guidelines or the selectors were properly organized in advance. Education officials also affirmed that the current selection and placement guidelines were cascaded from the city transitional administration. It would therefore be concluded that selection/ placement might not planned with education contexts but rather in times of the transition, officials do things because they are convenient.

3. Regarding the system or the method in use to place school principals, the finding shows that the responsibility of assigning school principals by and large lies with education officials. Besides, the majority of the teachers (63.4percent) reported that the current method of selection / placement of school principal is carried out with some revisions of past practices (teachers propose candidates by taking a ballot); the pool of proposed candidates is weighed up by selectors in each zone and Addis Ababa Education Bureau officers. In line with this, considerable numbers of the teachers comment that their involvement was voice less sound, so that they react by responding the placement as it was only officials' appointment. It would be, therefore, on one part, the practice of 'electoral procedure' of placement is not a new approach in Addis Ababa. On the other, selection methods and preliminaries for selection and placement most likely tag along with a top -down approach.

4. Concerning school principal selectors, as reported by most teachers, candidates were 'short-listed' by teachers through a voting procedure. In order to facilitate the vote, members of a committee were represented by the teaching staff. However, the majority of teachers indicated that the represented committee responsibility was more of assisting the voting procedure and providing lists of candidates to selectors. Most of the teachers including principals involved in the study perceived that the

committee at school level has no place in the selection committee and no role to announce the vote which candidates received.

As reported from a considerable number of the teachers, each Zone Education Office screening committee evaluates each school candidate to be approved by the same committee at the Education Bureau without any restriction of the size. Some teachers revealed that they have little or no information about the constituency of the selection committee. According to education officials the responsibility for selection of school principals lies with a committee that is constituted of experts at each levels of education offices with closed inspection of Addis Ababa City Transitional Government (Municipality).

Contrary to these practices, the question designed to investigate teachers' preference regarding the constituency of the school principal selection committee reported to be representatives of teachers, students, parents, education officials and the education and training board. Representatives of region/ district administration council involvement in the selection committee reported far below that of the former representatives. Most of the teachers also prefer the school principal selection to be made at school level and nearly average of them at Kifle ketema / wereda.

5. Regarding the selection process, most of the teachers (66.77percent) reported that candidates were not invited through notice to proceed application forms. But rather, teachers called by both formal (through notice) and informal channel (through other means of communication) to participate in the voting procedure of candidates' recruitment (nomination) among the teachers from the same school in which they are teaching;

Likewise 63.2 percent of the teachers reported that the elimination criteria was in place in order to 'short-list candidates' among the staff. The elimination criteria to recruit (nominate) prospective principals, which most respondents reported were:

competency, ethics (none corrupted), motivation and devotion to serve as a change agent of the city transitional government developmental strategies. Education officials also supported this finding and expressed the criteria under use in the same way. But the decisions to select (technical assessment) from the pool of candidates, according to education officers were: past performance, experience and education. Although majority of the teachers have no information about what assessment tools employed, they show their preference for candidates to be evaluated with face-to-face assessment such as interviews. To this end, teachers' reaction to the levels of the current selection criteria with regard to the job related components, rated below average.

6. Most teachers involved in the study show their disagreement with the decision made by selectors. More than 65 percent of the teachers' perceived that the placement decision reflects favoritism and nepotism. At the same time most of them do not believe that the selection process acknowledges the teachers' decision-making role. Hence, a large number of the study groups confirm that the placement mismatches with the job of principalship or the required person; there is little attention to competency, skills, experience and professional qualification. It would therefore be, most of the teachers perceived that the decision arrived at placing school leaders with minimal reference to job related components.
7. Almost all respondents of the teachers rated their level of satisfaction with the current overall procedures of secondary school placement of Addis Ababa below average (47.07percent). Rather the majority of the teachers showed their preference for formal advertisement of the job for promotion through merit-based competitions (job posting and bidding method), school community election based on leadership competency, and transfer through competition ranked 1, 2, and 3 respectively.

4.2. Conclusions

Most of the teachers acknowledge education management as a specific type of activity, which demands technical knowledge and leadership skills. They also assume that management talent should not be taken for granted, and the best teachers do not necessarily become the best managers. The majority of the teachers strongly believe that managerial tasks at school are not the sole responsibility of school leaders. Therefore they react that the concept of education management should be introduced to the initial teacher-training curriculum. It would therefore be concluded in one part, teachers might have a deep assumption about the requirement of adequate training for the principalship position. On the other hand, teachers' interest for training in education management might be to attain technical independence needed to engage in decision-making and be favorable to participation. So that it may be deduced that teachers have considerable awareness, which should occupy the principalship position. Thus, if education officials take the advantage of this situation it would bring about benefit to the education system.

However, the current secondary school principal selection/ placement procedure perceived by teachers as it has no space for teachers' participation in developing selection guidelines, discussion on the job descriptions and on the selected method of placement. The analysis of the study in this regard shows, the practice may create not only perception gap between selectors and the teaching staff but also changes at school would face resistance.

Given this state of affairs, the current secondary school principal selection / placement in Addis Ababa, leaving behind the previous practice of job posting and bidding, 'electoral procedure' of candidates revitalize. This practice has been given more emphasis since the Addis Ababa City Transitional Government came in to power (since 2002/03) in the way of reassigning civil servants. The procedure allows teachers to represent a committee. However, it was found that representatives of

teachers' to facilitate teachers, proposal of candidates perceived as they have no role representing the staff in the selection committee and have no role in declaring the vote. Moreover, the constituency of selectors was found partial or isolate the school community .As a result most of the teachers preferred the selection committee to include the school community and the selection process to be made at school or kifle ketema / woreda level. It would therefore be concluded that teachers might have perceived the school community to be empowered for more decision-making and genuine participation in which they are concerned.

On top of this, the Addis Ababa City Government, which is empowered by the charter, does not allow the method of job posting and bidding but rather teachers are invited to vote for candidates by both formal and informal notice. The elimination criteria against which candidates are permitted to be eligible (such as: ethics, or non corrupted and change agent for the city government plan) are regarded considerably weak to attract qualified professionals and little attention was devoted to the job related component and found to be immeasurable. The study finding through observation shows, most of the assigned principals were graduates in academic subjects; in contrast, graduates albeit few in education management and pedagogies working as a teacher. Therefore, although it is observed that qualified school managers are scarce, the trend implies that school leadership tends to be deprofessionalized and resources invested in training of school management might be wasted. Of course training alone might not ensure leadership capacity; however, its potential advantage should not be undermined

Finally teachers perception drawn from the over all procedure: lack of two way communication in the strategy of selection/placement, partial representation of selectors, a mismatch of their views to educational management and the selection instruments or requirements, the secrecy process of the election procedure results in the selectors decision being perceived as unsatisfactory and regarded as a political

appointee. As result teachers' level of satisfaction with the selectors' decision and overall procedure rated below average. In line with this, teachers recommended that the selection of school principals be placed with internal promotion through merit-based computation accompanying transparent procedure.

Hence, it would generally be possible to conclude that the current selection/placement of school principals that 'involves teachers' in nominating candidates was perceived as having only a semblance of participation and candidates were selected with unspecified selection procedure or outdated image of the nature of the job.

Thus, teachers would be cooperative and committed if the strategy, methods of selection and placement meaningfully involve the school community and are transparent; the selectors role is to be clearly specified, the selection criteria should be more job related and attract the pool of qualified professionals; the constituent of selectors should be related with the contexts of schools and the over all process and procedures systematically designed and most importantly school principal placement should be based on competitive merit and merit alone in a way acceptable to them.

4.3. Recommendations

i). Teachers have positive thoughts towards education management and the need for training and information, and management techniques in administration. All employees of the educational system, to varying degrees and with different levels of responsibility, do "administrative work" in the broadest sense of the term. Indeed, when they do not do any, they contribute to the bureaucracy as yet more cumbersome. Most importantly, the current practice shows that teachers are assigned as principal, unit leader or, department head with little or no training in school management. It is therefore recommended to introduce education management in to the initial teacher-training curriculum.

ii). It was found that the school community role in participating personnel policies particularly the selection of school personnel is minimal. The success of implementing changes or the policies at the school level depends on how well the school community understands strategies and /or policies in the first place.

The assumption that once policies are formulated their implementation is an administrative function should not be the basis for higher officials to exclude the school community, especially teachers, from policy formulation such as school principal ship selection / placement strategies (developing guidelines, organization of selectors, procedures, or methods, job descriptions etc). It is therefore recommended that channels (such as PTA, representatives of teachers) must be set up and/ or strengthened to allow adequate and genuine participation to intervene at each and every step to which they are affected in the process (study, design, decision-making, execution, monitoring, evaluation) of personnel policy.

iii) The method employed for secondary school principal placement is found to be by and large through official's appointment; and sometimes the procedure of staff member's election of candidates for the appraisal of selectors was practiced. However, regardless of the selected procedure is limited openness, the constituency of selectors is found to be partial and operated in an ad hoc manner. Nevertheless, an assessment policy for principalship will need to be seen as a more extensive activity than something taking place at the point of appointment. Thus, sharing the MOE directives as cited in the literature review chapter, it is recommended that the constituencies of selectors should include representatives of parents, teachers, students, experts from education offices and boards of education. The responsible committee for school principal selection will need to be trained to develop and use types of selection instruments, basic knowledge of job analysis, selection procedures by which those competencies are to be evaluated may be the concern of the training.

iv) Analysis of the findings revealed that the selectors' decision about placement has shown significant differences with the teachers' prospect. As a result, the procedure is found not only distrusted by teachers but also regarded as a political appointment. The lack of such a relationship may be drawn from the ambiguous selection criteria, the evaluation system or technical assessment, the faulty selection process and mainly the secrecy procedures of selection. Hence, it is recommended that the procedure be replaced by promotion (accompanied with salary improvement) through job posting and bidding for merit-based competition. Therefore, immediately after the establishment of the salary structure, the use of a proper assessment procedure comprising an evaluation and comparison of candidates, based on evidence of competencies required for the job would benefit both schools and competent teachers. To accomplish this task, two options are recommended.

a) As cited by recent MOE selection /placement directives, principalship position should be advertised in order to facilitate merit based competition and interest. As far as this study findings are concerned, candidates' invitation for face-to-face (at least interviews) evaluation as part of the selection tool would provide a chance to collect evidences, predict the appropriate person, and most importantly to minimize and avoid the patronage method.

b) It was found that the place in which the current input of the teachers by nominating candidates in a decision-making role is minimal. In contrast teachers do like the school community to be empowered in the selection of school principals. On the other hand, from a practical point of view, the education officials are likely to be interested (although it has implementation problems) to involve teachers to some extent in the selection of school principals. If so, it is recommended (as an alternative method) that the school principal selection should combine democratic control with technical efficiency. Although the democratic control of procedures is an

added complexity, it should not, and does not have to, detract from rigorous technical assessment (Morgan et.al.1983, Mello and Silva: 1993)

Hence, if this procedure is selected, some of the procedures would be: advertisement of the job, emphasize the technical requirements of the job (job related criteria), the use of predictive (such as testing, interviews) through the in puts or involvement of professionals and finally the best candidates can be given an in-basket of activities or programs that gives a real sense of their approach to the job. By doing so, a candidate with the best program would be selected by the school community. Bearing in mind the first recommendation on the constituency of selectors, the committee should facilitate the following transparent procedure. However, due attention should be given to this procedure that the choice must be between the tasks or programs presented by candidates rather than individuals. The investigator would also like to underline that such kinds of innovative ideas might need pilot testing before applying on a wide scale and need to be accompanied with the necessary resources.

v). Another finding is that the job related selection criteria are not clearly identified; and considerable numbers of the teachers have no information about which they participated. Thus, in both alterative procedures, it is recommended that the selection criteria should be drawn from the job specification alone. In order to attract the best candidates the elimination criteria or short- listing (such as: education, leadership experience, training, etc.) of applicants and the eligible candidate evaluation instruments should be clearly specified. The criteria should be printed as part of selection guidelines and distributed to each secondary school.

vi). Principals themselves are not organized. They belong to the Ethiopian Teachers Association; however, the association is unlikely to meet the specific needs of secondary school principals. In order to voice their views to others as well as to create a forum through which they can reveal their problems and suggest their

solutions including selection and placement of their colleagues, it is recommended that principals have their own association. The importance of having an organization cannot be overemphasized, for organization is a prerequisite to effective communication.

vii) Training is clearly the fundamental way to improve the professional skills of the school principal already on the job, so it would be unwise to reject this option out of hand. If the training alternative is chosen, to obtain long – term improvements and reduce the current shortage of qualified school leaders, it is recommended that MOE with the collaboration of AAU and Region Education Bureaus should give emphasis to increase the pool of trainees specially to produce graduates in a large number matching with the growing demand for school managers; and upgrade the existing leaders to fit with the dynamism of education management; so that the recruitment and selection of school principals would be from qualified management graduates.

Finally, many educational researchers claim that it is apparent that research has not yet make available definite selection procedures of school principals; but rather the selection process can be improved if continuous attention devoted to systematic development of instrument and reviewed sources of failures and success of procedures and instruments. Therefore, the investigator strongly recommends that researchers give due attention to this neglected educational issue and provide innovative ideas.

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የመንግስት ሰራተኞች አስተዳደር ኮሚሽን (1984) "ፐርሶኔል አስተዳደር መመሪያ" ፣አዲስ አበባ

APPENDIX I

**ADDIS ABABA UNIVERSITY SCHOOL OF
GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANINIG
AND MANAGEMENT**

Questionnaire to be filled in by teachers:

The objective of this questionnaire is to collect information about the current school principal placement in your school. Please be objective and complete in your answers

You do not need to write your name.

The information you give will be kept strictly confidential.

Thank you for your cooperation

DIRECTION:

Please make a check mark (x) or write brief answers when ever necessary.

Please give only one answer to each item unless you are requested to do otherwise

PART ONE: BIOGRAPHICAL INFORMATIONJ

Age

- | | | |
|---------------------|---|---|
| 1. 25 years & below | / | / |
| 2. 26 – 35 yéars | / | / |
| 3. 36 – 45 years | / | / |
| 4. 46 years & above | / | / |

Sex

- | | | |
|-----------|---|---|
| 1. Male | / | / |
| 2. Female | / | / |

Academic qualification

- | | | |
|--------------------------|---|---|
| 1. TTI | / | / |
| 2. 12 +1 (College level) | / | / |
| 3. 12 + 2 | / | / |
| 4. 12 + 3 | / | / |
| 5. B.A/B.sc | / | / |
| 6. M.A/M.sc | / | / |
| 7. Others _____ | / | / |

Total years of service in the ministry of education

- | | | |
|-----------------------|---|---|
| 1. 5 years & below | / | / |
| 2. 6- 10years | / | / |
| 3. 11 – 15 years | / | / |
| 4. 16 – 20 years | / | / |
| 5. 21 – 25 years | / | / |
| 6. More than 25 years | / | / |

PART TWO: CONCEPTS OF EDUCATION MANAGEMENT

Please use the following alternative responses to indicate your opinion and show your answer by putting a check mark (X) in one of the boxes provided corresponding to each statement.

S.N	Item	Yes	No	Not sure
5	It is the sole responsibility of the head to deal with managerial tasks.			
6	The best teachers make the best managers.			
7	Management posts should be quite separate from teaching posts.			
8	All teachers should acquire management skills.			
9	Management talent is for granted, that it is comes naturally to any competent education person.			
10	After acquiring managerial skills, one could implement essential changes in school life.			
11	Teachers are familiar with modern concepts of education management.			
12	Education management should be introduced in to initial teacher-training curriculum.			

PART THREE: STRATEGIES AND METHODS EMPLOYED FOR SCHOOL PRINCIPAL SELECTION AND PLACEMENT

13. Listed below are few statements related to recruitment, selection and placement strategies of school personnel. Please indicate your school practice by checking a check mark (x) in one of the boxes provided corresponding to each statement .

Anchor:
 SA= Strongly agree
 A= Agree
 UD=Undecided (Uncertain)
 D=Disagree
 SD=Strongly disagree

Item	SA	A	UD	D	SD
1.The workforce plan takes into consideration so that vacancies are filled immediately.					
2. The selection procedure of school principal based on a thorough discussion of the job description of principal ship position					
3 Skills inventory (in terms of skills, training, etc.) Processed periodically					
4. The guidelines of school principal selection are developed in advance					
5. The selection panel /team is organized in advance					
6. The school community involved or consulted in the process of developing selection guidelines and procedures to be employed					
7. Training program for prospective principals take into consideration					

14. Please indicate the method employed for selection/placement of school principal in your school by putting a check mark (X) in one of the boxes provided to each possible method

Use the following anchors to answer the questions:

- . AT = Always true 100%
- . UT = Usually true 75%
- . ST = Some times true 50%
- . RT = Rarely true 25%
- . NT = Never true 0

Item	AT	UT	ST	RT	NT
A. School principals are appointed by officials					
B. The teaching staff nominate candidate for the approval of selectors					
C. School principals are appointed by job posting and bidding method (Merit based competition)					
D. External source					
E. School principals appointed by way of transferring employee from the same position.					
F. Others (if any)					

15. Please indicate the number from the above alternatives, which shows the current practice of your school.

PART THREE: SELECTORS OF SECONDARY SCHOOL PRINCIPAL

Listed below are questions that are related to secondary school principal selectors. Please use the following alternative responses (to each question) and show your answer by putting a check mark (X) in one of the boxes provided to each statement or phrase.

N	Item	Yes	No	Not sure
16	As you see it in practice, the responsibility of recruiting (nominating) candidates lies on: 1. teachers 2. support staff 3. students 4. parents 5. others (if any)			
17.	In your school, the voting procedure facilitators are represented by: 1. teachers 2. students 3. support staff 4. parents 5. others (if any)			
18	In your school, the role of the voting procedure facilitators is: 1. Facilitate teacher's votes 2. Screening or short-listing candidates 3. Announce the vote /candidates lists 4. Provide simply lists of candidates for selectors 5. Represent the staff in the selection committee			

Listed below are the constituents of selectors drawn from practices in education setting. Please indicate your school practice and preference by checking a mark (X) in one of the boxes provided to each question alternative answers.

SN	Item	Yes	No	Not sure
19.	The constituent of school principal selection committee include: 1. teachers 2. students 3. parents 4. education office 5. Education Training board 6. school principals' 7. region/district council. 8.others (if any)			
20	Teachers preferred the constituent School principal selection committee to be: 1. teachers 2. students 3. parents 4. education office 5. Education Training board 6. school principals' 7.region/district council. 8. others (if any)			

21. In your opinion, which administrative level is appropriate to make secondary school principal selection process? (Please rank order by assigning number 1 to the most preferred level, number 2 to the next, number 3 to the third, number 4 to the 5, number 5 to the fifth

- | | |
|-------------------------|-----|
| 1. School | / / |
| 2.Kifle Ketema (Wereda) | / / |
| 3. Zone | / / |
| 4. Region | / / |
| 5. Federal (MOE) | / / |

PART FOUR: ADVERTISING THE JOB

Listed below are questions that may be related to job advertisement procedures; Please use the following alternative responses (to each question) and show your answer by putting a check mark (X) in one of the boxes provided to each statement or phrase.

Item	Yes	NO	Not sure
22. Please indicate your school practice about advertisement of vacant opportunities a) Candidates were invited through notice to apply for vacant positions in advance b) Teachers were invited to nominate candidates through notice among the staff from the same school they are teaching			
23 Does the notice provide the following information to facilitate the selection process smoothly and effectively? a) The date and method for recruiting of Candidates clearly explained b) The expected requirements for candidates are known			

PART FIVE: THE CRITERIA OF PRINCIPALSHIP POSITION

24. As far as you know, is there any criteria used for selecting school principal?

1. Yes

/ /

2. No

/ /

25. If your answer to item 24 is "Yes" please state the major criteria.

26. To what extent are the current school principal selection criteria:

Item	High	Moderate	L O W
1. related to leadership experience?			
2. attracting professional qualification?			
3. acknowledge relevant training?			
4. related to the job description?			
5. fulfill requirements (in terms of skills, ability)?			
6. consider performance appraisal results?			

Listed below are questions that are related to predictive tools or techniques that can be used to assess school principals. Please use the following alternative responses to each question and show your answer by putting a check mark (X).

Item	Yes	No	Not sure
27. Predictive tools under use as a technical assessment are: 1. testing 2. interviews 3. investigating files 4. others			
28. Teachers prefer predictive tools to be: 1. Testing programmes 2. Interviews 3. Investigating credentials 4. others			

29.. In general, to what degree are you satisfied with the current selection/placement criteria matching the job and the required principal to your school?

- | | | |
|-------------|---|---|
| 1. High | / | / |
| 2. Moderate | / | / |
| 3. Low | / | / |

PART SIX: JUDGEMENT

Listed below are few statements that may describe the expected results of school principal selection and placement. Please indicate your agreement or disagreement by checking a mark (X) in one of the boxes provided corresponding to each statement.

Anchor:

- . SA = Strongly agree
- . A = Agree
- . UD = Undecided /Uncertain
- . D = Disagree
- . SD = Strongly disagree

SN	Item	SA	A	UD	D	SD
30	Favoritism and nepotism have dominated while filling the position.					
31	The placement decision most likely matches with teachers proposal of candidates					
32.	The over all selection process acknowledge teachers roles of decision making					
33	Every stage of selection process was open to teachers scrutiny and comment					

34. In general, how well do you think is the current placement of secondary school principals serving the education objectives?

- | | | |
|-------------|---|---|
| 1. High | / | / |
| 2. Moderate | / | / |
| 3. Low | / | / |

35. If you have any comment regarding the overall placement decisions please specify.

PART EIGHT: POSSIBLE METHODS FOR PLACEMENT OF SCHOOL PRINCIPAL

36. In general, how do you rate the current school principal placement procedure in bringing up competent leaders and improving the teaching – learning process?

- 1. High / /
- 2. Moderate / /
- 3. Low / /

37. If you feel dissatisfied with the current placement procedure, please rank order (1-5) the following possible methods of placement by assigning number 1 into the most preferred method number 2 to the next preferred, number 3 to the third, number 4 to the fourth, number 5 to the fifth.

- 1. Promotion through merit based competition / /
- 2. External sourced / /
- 3. Transfer through competition / /
- 4. Placement based on school community election procedure / /
- 5. Direct assignment by officials / /

38. Please state your comment about overall problems and possible solutions of selection and placement of secondary school principals.-----

THAN YOU AGAIN

APPENDIX II

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATES FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

An Interview Scheme to the Education Bureau and Kifle Ketema Education Officers
This interview scheme is administered with the aim of gathering first hand information on issues related to the selection/ placement of secondary school principal.

Expressing his heart- felt gratitude in advance for your cooperation, this researcher brings to your attention the fact that secrecy as to your identity is guaranteed and your responses are to be reported only anonymously.

I. General data:

Age _____ Sex _____ Education _____
Education Bureau/ Kifle Ketema _____

II. An Interview scheme;

1. As far as you know, what preliminaries or strategies are considered for recruitment and selections of school principal?

The practice of human resource planning

Skills inventory

Whether job description established and used for the selection purpose

Job evaluation or salary structure for principal ship position

Training programmes

2. Please briefly state the methods employed to select and place secondary school principal?

Whether the methods of placement investigated

The procedures of recruitment, selection and placement

Who is responsible for selection at different levels?

3. Do you think that the current selection procedure brings competent candidates in the selection process?

4. Please briefly state your overall opinion concerning secondary school principal selection and placement, especially with respect to the procedures and / or methods selectors, selection guidelines and the criteria.

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

School principals interview;

This interview scheme is administered with the aim of gathering first hand information on issues related to the selection/ placement of secondary school principal.

Expressing his heart- felt gratitude in advance for your cooperation, this researcher brings to your attention the fact that secrecy as to your identity is guaranteed and your responses are to be reported only anonymously.

I. General data:

Age_____ Sex_____ Education background _____
EB/ Kifle Ketema_____ School _____ position_____

II. An Interview scheme;

Concerning education, training and experience:

- Your highest education level
- What was your under graduate / master's level major?
- How many years did you teach before you assigned as principal?
- What school position did you hold immediately before first becoming a secondary school principal?
- How many semester, hours, or credits of course work in educational management did you have?
- What is your opinion of the certification requirements governing secondary school principal as regards course work?

2. Concerning school principal selection and placement.

As far as you see it in practice, what preliminaries or strategies considered for recruitment and selection of school principals?

- The availability of selection guidelines, the extent to which the school community discussed on selection guidelines
3. What are the methods (promotion, transfer, etc) and procedures of school principal selection and placement at your school?
 5. Does the position you have been assigned accompanied with salary improvements?
 6. What is your opinion if school principals have their association?
 7. Please give your comments on any thing you have said regarding the secondary school principal selection and placement

ለአንደኛ ደረጃ ት/ቤቶች ኃላፊ መዎሀራን

የጫሳጥ ኮርስ መመሪያ

መግለጫ፡

በአንደኛ ደረጃ ት/ቤቶች በኃላፊ መዎሀራንነት ከጫሃራት መከሰል አጠዛኛቸው በትምህርት አስተዳደር ርዕሰ ዓይነት ሥልጠና ሰጪዎቻቸው ስለሚመደቡ በሥራው ላይ ያስከተለው ችግር በየጊዜው ከየአቅጣጫው ተገልጿል። የችግሩንም ሁኔታ በመገንዘብ ትምህርት ሚኒስቴር ለሁሉም ለማድረስ ባይቻልም በተቻለ መጠን በመደበኛ ትምህርት መዎሀራን አስተባባሪነት በየክፍላቸው ሀገር ት/ቤቶች ጽ/ቤት የቅርብ ተቀጣጣሪነትና ኃላፊነት አጠቃቀም የመተዋወቂያ ኮርስ ሲሰጥ መኖሩ ይታወቃል።

ሆኖም ችግሩ በየጊዜው አጠቃላይ በጫሃራት የአንደኛ ደረጃ ት/ቤቶች ብዛት አንፃር ሲታይ አሰባሰብና አገልግሎት ስለመጣ ለፕሮግራሙ ስፋትና ጥራት ለመስጠት ታስቦ በመዎሀራን ትምህርት መዎሀራን ኃላፊነት ያለውን ሥልጠና በሥራው ላይ ለተመደቡ ኃላፊ መዎሀራን በ1973 ዓ.ም. ከረዎት የሰጡት ሰዎች ኮርስ ተሰጥቶአል። በ1974 ዓ.ም. ተመሳሳይ ኮርስ የጫሳጥ ሲሆን የኮርሱን ዘርዘር ሁኔታ ከዚህ በታች ተገልጿል።

1. የኮርሱ ዓላማ፡

የኮርሱ ዋና ዓላማ ያለውን ሥልጠና በአንደኛ ደረጃ ት/ቤቶች በኃላፊ መዎሀራንነት ተጠቃሚ ለማሰራት መዎሀራን የጫሳጥ ቅጣቶችን ተገባር ለማክናወን የሚረዳ መረታዊ ሥልጠና ለመስጠት ሲሆን ዘርዘር ዓላማዎቹ የሚከተሉት ናቸው።

- 1.1. በኃላፊነት በጫሃራት ት/ቤት የጫሳጥ ትምህርት ከጫሳጥ ደረጃና ደረጃው ላይ ያለው ጋር ተገናዝቦ መስጠቱን መጠበቅ ይቻል ዘንድ ለመርዳት፤
- 1.2. ወቅታዊ የትምህርትና ሌላው አስፈላጊ መዘኖችን በጫሳጥ አንድ ጠባቂና ለሚመለከቱት ክፍሎች በጊዜው አንድደርሱ አንድደርገው ለማስገንዘብ፤
- 1.3. በጫሳጥ-መጫሳ ሂደት የሚያጋጥሙ ያስተዳደር ችግሮች ስለሚወጡ ባቸው ዘዴዎች ከመስክ በተገኘ የሥራ ልምድ ላይ ሃሳብ ለሃሳብ እንዲለዩ ለማድረግ፤

..... /.....

1.4. ስለትምህርት ዕቅድ አወጣጥ ስለማስተማሪያ መሣሪያዎች አዘገጃጀትና አጠቃቀም እንዲሁም ስለትምህርት ገምገማ ዘዴዎች ተረድተው መምህራንን እንዲረዱ ለማስቻል፤

1.5. በፕላንጂክስ፣ በሥነ አክሎሮና በትምህርት መገናኛ ዘዴዎች መሠረታዊ ዕውቀት ለመስጠት፤

2. የክርሱ ጊዜ፣

2.1. ከሐምሌ 22 /74 እስከ ጳጉሜ 5 /74 ድረስ ክርሱ ይከሰታል፤

2.2. ከሰኞ እስከ ጥርባብ የሥራ ቀናት ሆነው ቅዳሜ አጠቃላይ ፈተናዎች ለመስጠትና በዕክል የተጓደሉ ጊዜ ቢያገገጥሙ ማዘዝ ይሆናል፤

2.3. በቀን ስድስት ክፍለ ጊዜያት እንዲኖር ተደርጎ ያንዱ ክፍለ ጊዜ ርዝመቱ ከ60 ደቂቃ ያሳነሰ ይሆናል፤

3. የክፍለ ሀገር ኮታ፣ የተሰጠው ዎች ብዛትና ሥርጭት፣

ክርሱ የሚከሰቱበት በአጠቃላይ በደቡብ መምህራን ማህልጠኛ ተቋማት ሲሆን በክርሱ የሚሳተፉት ያለጥንቃቄ ሲሆኑ ወይንም ክርሱ በኃላፊ መምህራን ተሰጥተው በመሥራት ላይ የሚገኙት ናቸው። ብዛታቸውና ለያንዳንዱ ክፍለ ሀገር የተሰጠው ኮታ እንደሚከተለው ነው።

<u>የክፍለ ሀገር ስም</u>	<u>የተሰጠው ኮታ</u>	<u>የማህልጠኛው ተቋም</u>
ትግራይ	101	ደቡ
ወሎ	116	"
ጉንደር	62	"
አርሲ	41	"
ሸዋ	210	"
አሰብ	8	"
	538	
	538	

<u>የክፍለ ሀገሩ ስም</u>	<u>የተሰጠው ከታ</u>	<u>የሚሠጠው ተቋም</u>
ሐረርጌ	92	አ ባሳ
ጋሞጎሩ	43	"
ባሌ	40	"
ሲዳሞ	84	"
ኢሉባቦር	65	"
ከፋ	70	"
ወለጋ	90	"
ጉሻጉ	78	"

ድ ጋ ር . . 562
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4. የተሰጠው ድጋግ ስምዎች

4.1. የብሔራዊ ዲሞክራሲያዊ አብዮት ፕሮግራምን የተቀበለና በሥራ ለመተርጎም ጥረት የሚያደርገው፤

4.2. ከመጋሪያ ማህጸን የተመረቀና ሁለት ዓመት ያገለገለ፤
ከመጋሪያ ማህጸን የተመረቀ ማለት፤

— የ12ኛን ክፍል ፈጽሞ በመጋሪያ ማህጸን ተቋም ለአንድ ዓመት የመጋሪያ ኮሚቴ ኮርስ የተከታተለ፤

— በ8+4፣ በ9+3፣ በ10+2፣ በ11+1 ደረጃ የተሰጠውን የመጋሪያ ኮሚቴ ያጠናቀቀ፤

— 11ኛን ወይም 12ኛን ክፍል አጠናቅቆ በ1966 ዓ.ም. በመጋሪያ ማህጸን ተቋም የተሰጠውን የአንድ ዓመት ፕሮግራም ተከታትሎ የፈጸመ፤

— የ12ኛን ክፍል ኮሚቴ ኮርስ ከፈጸመ በኋላ በዕድገት በጎብረት የዕቅድና የሥራ ዘመቻ ተከፍሎ በ1968 ዓ.ም. በየክፍሉ ሀገሩ የተሰጠውን የሁለት ወር የሚያከናውን ኮርስ የተከታተለ፤

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4.3. በትምህርት አስተዳደር በዲ ሥልጠና ሰይጣን በኃላፊ መምህርነት የተመደበ፤

4.4. የ12ኛን ክፍል ትምህርት ጨርሶ አራት ዓመት ያገለገለ፤

4.5. በ1971 ዓ.ም. በመምህራን ጭልጠኛ ተቋማት ጋራ በአዲስ አበባ ዩኒቨርሲቲ የተሰጠውን የአንድ ሲቪሎች የመምህርነት ሙያ ኮርስ የፈጸመ፤

4.6. 26 ክራዲት ያለውና ሲያንስ 1.75 አጠቃላይ ነጥብ አገኘው የ1ኛ ዓመት ትምህርቱን ለመፈጸሙ በዩኒቨርሲቲው በኩል የተረጋገጠለትና ከ3 ዓመት ላላነሰ ጊዜ የሠራ፤

- 4.7. ከተራ ቀጥሮ 4.1-4.6 የተጠየቁትን የመኖሪያ ነጥቦች አጭልቶ የተገኘና በኃላፊ መምህርነት ሰሠራ፤
- ያሰየፍ ጥረ ጠባይና የሥራ ትጋት፤
 - ያበረከተፍ የሥራ ጫት፤
 - ያመራር ችሎታፍ ዝንባሌፍ አጥጋቢ የሆነ፤

ጥሰታዎች

1. ከዚህ በላይ የተዘረዘሩትን የመኖሪያ ነጥቦች ጭልጠኛ ከተረጋገጠ በኋላ ከፍተኛ የተጫዳሪነት ብዛት ያላቸውን ት/ቤቶች ለሚያስተዳድሩ ኃላፊ መምህራን ቅድሚያ ይሰጣል፡፡

22. በ1973 ዓ.ም. ከረዎት የተሰጠውን ተወሳሰይ ኮርስ የተከታተሉ በድጋሚ አይከፈሉ፡፡

5. በኮርሱ ላይ የጭሰጠው የትምህርት ዓይነት፤
የክፍለ ጊዜያትና የመምህራን ብዛት፤

ኮርሱ በመምህራን ጭልጠኛ ተቋማት መምህራንና ከት/ቤታት

ልዩ ልዩ መደባደቦች በተጠቀሙ መምህራን ይሰጣል፡፡

	<u>የት/ዓይነት</u>	<u>የክፍለ ጊዜ ብዛት</u>	<u>የመምህራን ብዛት</u>
1.	ፔላገጂክስ	120	4
2.	ሰይጣን	120	4
3.	የፖለቲካ ትምህርት	60	1
4.	የትምህርት አስተዳደር	12	2
5.	ኢንስፎክሽን	6	1
6.	የትምህርት ፕላን	12	2
7.	የትምህርት ስርዓት ዘዴዎች	6	2
8.	ሥርዓተ ትምህርትና የአ/የትምህርት ጭልጠኛ ማዕከል	12	2

ከ1 - 3ኛ ተራ ቅጥር የተሰለጠኑት የትምህርት ዓይነቶች በመምህራን ማህልጠኛ ተቋማት መምህራን የሚሰጡ ሲሆን ከ4 - 8 ተራ ቅጥር የተዘረዘሩት ደግሞ በት/ሚኒስቴር ጉዳዩ ከሚመለከቷቸው መምህራን የተጠባባቢ ጉዳዩን ትምህርቱን አንዳቸው ይደረጋል።

6. ለኮርሱ የሚያስፈልገው ወጪ፡

ኮርሱ የሚከፈለው ከዩኒቨርሲቲ በሚሰጥ ዕርዳታ ሲሆን ለተሰጠው ደርሶ መልሰ መ ጓደኛ ወደኮርሱ በታ ሲመጡና ሲመለሱ በመንገድ ላይ ለሚኖሩት ከሰዎች ቀን ያልበለጠ የጭነት አበል የሚከፈል ሲሆን ኮርሱ በሚሰጥበት ተቋም መደበኛው የማህልጠኛ ፕሮግራም በሚከፈልበት ሁኔታ መለያና ወጭ ይዘጋጃሉቸዋል።

ኮርሱን ለሚያከብሩ መምህራንና ሠራተኞች ባለው የዕርዳታ ሂሳብ መጠን በቀን አበል ወይም በወር ደመወዝ ተመን መጠነኛ ክፍያ ያደርጋል።

7. የየክፍሉ የሥራ ድርሻ፡

7.1. የአስተዳደር አገልግሎት መምህራን

- 7.1.1. ስለ ሂሳብ አያያዝና አወራረድ ለሚመለከቷቸው ሁሉ ገልጽ መጫወት አስተሳሰብና ክፍያዎችን ይኖጣጠራል፤
- 7.1.2. ከዩኒቨርሲቲ ከኢ.ኤ.ሲ. የሚሰጠውን የማህልጠኛ ወጪ የሥልጠናውን ፕሮግራም ለሚያከብሩ ተቋማት በወቅቱ ይልካል፤
- 7.1.3. ፕሮግራሙ ከተከፈለ በኋላ የሚኖርበትን የሂሳብ ማሰረጃ በማጠናቀር ሂሳብ አንዲወርድ ያደርጋል፤ ሂሳቡን በወቅቱ በማያስወርድ ተቋም ወይም የሥልጠና ፕሮግራም ኃሰፊ ላይ ሕጋዊ አርምጃ ይወስዳል።

7.2. የመምህራን ትምህርት መምህራን

- 7.2.1. ከት/ሚኒስቴር የሚሰጡት ባለሙያዎች የሚያዘጋጁትን የኮርሱ ማስተማሪያ ጽሑፍ በቅድሚያ አንዲዘጋጁ ያስተባብራሉ፤ የሚሰጡትንም መምህራን ፕሮግራም አዘጋጅቶ በወቅቱ በኮርሱ ስፍራ አንዲገኙ ያደርጋል።
- 7.2.2. ጉዳዩ ከሚመለከቷቸው መምህራን ማህልጠኛ ተቋማት ጋር በመተባበር የሚያስፈልጉትን መምህራን ይደረግላል፤

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- 7.2.3. ለኮርሱ የሚያሰፈልገውን መመሪያ አዘጋጅቶ ለሚመለከቷቸው ክፍሎች ያስተላለፋል።
- 7.2.4. ከኮርሱ በፊት ለኮርሱ መሪዎች ስለአመራሪና ስለኮርሱ ይዘት መገለጫና ማጠራሪያ ይሰጣል።
- 7.2.5. በኮርሱ ሲደት ጊዜ በቅርብ አየተከታተለ ገጭጭ ቡድንም በሥፍራው አየላከ አሰፈላጊውን አርማትና ዕርዳታ ያደርጋል። አጠቃላይ ፕሮግራሙንም ይገመገማል።
- 7.2.6. ኮርሱን ተከታትለው በሚገባ ለሚፈጽሙት የምስክር ወረቀት አዘጋጅቶ ኮርሱ በሚሰጥባቸው ተቋማት አማካይነት አንዳገባጥ ያደርጋል።

7.3. የክፍላት ሀገር ት/ቤቶች ጽ/ቤት።

- 7.3.1. የመኖሪያውን መመሪያ የሚያሟሉትን ኃላፊ መጋራት ለክፍሉ ሀገሩ በተወሰነው ከታ መጠን በጥንቃቄ መርጦ ወደ ሚሠላጥ ክፍት ተቋም ይልካል።
- 7.3.2. ትምህርቱ የሚሰጠው ለተወሰነ አጭር ጊዜ ስለሆነ ተሰታ ፊቶቹ በወቅቱ አንዲደርሱ የሚደረግ ኃላፊነት አለበት።
- 7.3.3. የ1974 የትምህርት ዘመን አሰከ ሐምሌ15/74 ስለተራዘመ ኮርሱ ከሐምሌ 22/74 - ጳጉሜ5/74 ድረስ ይካሄዳል። በ1975 ዓ.ም. ት/ቤት የሚከፈተው መስከረም 3/75 ዓ.ም. ስለሆነ ኃላፊ መጋራት በወቅቱ ሳይደርስ ቀርቶ በት/ቤቱ አከፋፈት ላይ ቸገር አንዳይፈጠር ለኮርሱ ከመሄዱ በፊት ቅድመ ዝግጅት አድርጎና የሚያከፍጥ መጋራት ሲኖር አሰጠንቶ አንዲሄድ መመሪያ ይሰጣል።
- 7.3.4. የተሰታፊዎቹ ዝርዝር፣ የወር ደመወዛቸው፣ በመንገድ ላይ የሚኖሩበት ጊዜ፣ የመጓጓዣ ወጪ በታሪፍ መሠረት ተዘጋጅቶ በቅድሚያ ለተመደቡበት ተቋም አንዳላከ ያደርጋል።

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7.3.5. ተሰታይዎች በየጭላጥ ክፍት ተቋም ከሌሎች በኋላ የደመወዝ ጥያቄ ቢያቀርቡ ሊያገኙ ስለማይችሉ በከርሱ ላይ የሚኖሩ ጭነት ጊዜ ታዕቶ ወደከርሱ በታ ከመጣታቸው በፊት ደመወዛቸውን በቅድሚያ የሚያገኙትን መንገድ ይፈልጋል።

7.3.6. ከርሱን በገዛ ፈቃዳቸው ወይም በዲሲፕሊን ምክንያት ስለሚደረግ ተሰታይዎች ከተቋሙ ሪፖርት ቢደርሰው ሕጋዊ ክርኖች ይወሰናሉ።

7.4. የመዎሀራን ጭላጥ ተቋም ርዕሰ መዎሀር፤

7.4.1. ከመዎሀራን ትዎሀርት መዎሪያ ጋር በመነጋገር ለከርሱ የሚያስፈልጉትን መዎሀራን መርዞ ይመድባል።

7.4.2. የተመረጡት መዎሀራን ለከርሱ የሚያስፈልገውን ማስተማሪያ ጽሑፍ በቅድሚያ አንዲያዘጋጁ ያደርጋል።

7.4.3. በዎገብ፣ በመገታ፣ በፕሮግራምና በሌላው ለከርሱ የሚያስፈልገውን ማናቸውንም ዓይነት ቅድመ ዘገጃት ያከናውናል።

7.4.4. የከርሱን ተሰታይዎች ከመዎሀራን ትዎሀርት መዎሪያ በሚላኩት ቅጽ መሠረት ይመዘገባል።

7.4.5. ከከርሱን አደርገው ስለሂዳትና በዲሲፕሊን ምክንያት ስለተገለጹት ተሰታይዎች ለከርሱ ሀገሩ ሪፖርት ያስተላልፋል። በገልገሎቹ ለመዎሀራን ትዎሀርት መዎሪያ ያሳውቃል።

7.4.6. የከርሱን የዕለት በዕለት ተገባር ያከናውናል።

7.4.7. የከርሱን ሲደት ባጠቃላይ በቅርብ አየተከታተለ ይገመገማል።

7.4.8. ከከርሱ መዎሀራን የሚቀርቡትን የገገገጫ ጩት አጠናቅቆ መዘከሩ በጥንቃቄ አንብቶ ያደርጋል።

7.4.9. የተሰታይዎቹን ጩት ለሚመለከታቸው ክፍለ ተሰታይ ይልካል።

7.4.10. በከርሱ ፍጻሜ ስለከርሱ ሂደትና የሚሻሻል ሃሳብ ከተሰታይ ዎቹና ከመዎሀራን የተሰጡትን አስተያየቶችና ገገገጫዎች አጠናቅቆ የራሱንም ሃሳብ አከሎ አጠቃላይ ሪፖርት ለመዎሀራን ትዎሀርት መዎሪያ ያቀርባል።

7.5. የኮርሱ ወዋህራን፣

- 7.5.1. በአጭር ጊዜ ብዙ ሥራ ለማከናወን ያለባቸውን ዳሲፊነት በመገንዘብ ፕሮግራሙን በተወሰነው ጊዜ ለማጠናቀቅ ከጣደ ረገፍ ጥረት ጋር ተሳታፊዎቹ በኮርሱ ጊዜ የሚሰጡት ትምህርት እንዲረዱ በጣደረገ ሥራቸውን ያከናወናሉ።
- 7.5.2. ከትምህርት ሰዓት ጭንቀት በሚከላከሉ ፕሮግራሞች፣ አመራር በመስጠት ተሳታፊዎቹን በመርዳት ይተባበራሉ።
- 7.5.3. በጣደስተኛነት የትምህርት ዓይነት አገገጥሞ የኮርሱን ተሳታፊዎች እየገመገሙ ጩቱን ያጠናቅቃሉ።
- 7.5.4. የመጨረሻውን የገገጥሞ ጩት በጭንቀት አጠናቅቀው ለተጅም ያሰረክባሉ።

7.6. የኮርሱ ተሳታፊዎች የሥራ ድርሻ፣

- 7.6.1. በየተመደቡበት ተጅም በጭንቀት ደርሰው የሚሠጡትን ፕሮግራም ይከታተላሉ።
- 7.6.2. በየተመደቡበት ጊዜ ተጅም ሕገና ደንብ መሠረት ሥነሥርዓት ይጠብቃሉ። ፕሮግራሙን እንዲያኖ ጥረት ያደርጋሉ። ሥነ ሥርዓት የሚያከብሩና መጻፍት የሚያስተሉ ቢገኙ ተጅም ተገቢውን ጭንቀት በመስጠት ጥረታቸውን ለመጠቀም ከፍለ ሀገር ት/ቤቶች ጸ/ቤት እንዲያስተላልፍ መገንዘብ አለባቸው።
- 7.6.3. በአጭር ጊዜ ብዙ ሥራ የመሥራት ገዳቷ ስለሌላቸው ከወዋህራን የሚሰጡትን የቡድን ፣ የክፍልና ሌላው አሰራር ሥራ በተወሰነው ጊዜ ጭንቀት ያከናወናሉ።
- 7.6.4. ተጅም ላይ በሚሰጡት የገገጥሞ ስልት መሠረት በመገገጥ ጭንቀት የተጠቀሱትን ማለፊያ ነጥብ ማግኘት አለባቸው።
- 7.6.5. የተጓጓዘውን ሕገደ ፈክቱር ከገገጥሞ በስተቀር የገገጥሞ ጭንቀት ሲያገኙ ስለሚደረግ ሠነዱን ለተመደቡበት ተጅም ማቅረብ አለባቸው።

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8. የኮርሱ ተሳታፊዎች የሚገመገሙበት ሁኔታ፡

8.1. ጠቅላላ ገጽገማን በሚመለከት፡

- 8.1.1. በተጅም ደረጃ በሚሰጡት የት/ዓይነቶች ተከታታይ ገጽገማ /የክፍል ሥራ፣ የቤት ሥራ፣ የቡድን ሥራ፣ አጠቃላይ ፈተናዎች፣ ዐዘተ..... / ከሶስት ኮርስ ፍጻሜ ቢያንስ አሶስ ሁለት የሚደርስ የተመዘገበ ጨት የሚሰጠው ገጽገማ አንዲደረገ፤
- 8.1.2. የተከታታይ ገጽገማ ጨት በኮርሱ መጨረሻ ከሚሰጠው ፈተና ጋር ቢነፃፀር ከወቅቱ አርባ አጅ አንዲሆን፤
- 8.1.3. በኮርሱ ፍጻሜ የሚሰጠው የጽሑፍ ፈተና ከወቅቱ ሰደባ አጅ ሆኖ ዓይነቱ በመጋራት አስተያየት የሚወሰን ሆኖ የፈተናው ጥራት የኮርሱን ተሳታፊዎች በመገገጥ በኩል ተፈላጊውን ጨት አንዲያስገኝ ጥረት አንዲደረገ፤

ማሳሰቢያ፡

ከት/ሚኒስቴር የሚሰጡት መጋራት በሚሰጡት የትምህርት ዓይነት የሚደረገው ገጽገማ በአንድ ፈተና ብቻ ይወሰናል፡፡ መጋራቱን ለአስተማሪት ትምህርት መዘናኛ በቀላሉ ለማረጋገጥ የሚቻል ፈተና ከነመልሱ ለተጅም አስረክበው ይመለሳሉ፡፡ ተጅም አስፈጻሚና አሰርጋ መዘከረ ተጫዋቾች አንዲቆጥሩ ያደርጋል፡፡

8.2. በጣላፊያ ነጥብ አወሰን፡

- 8.2.1. በጣናቸው የትምህርት ዓይነት "ኤፍ" ሰደባ ማዕከላዊ ነጥብ 1.25 ስና ከዚያም በላይ ከሆነ ኮርሱን አንዳጠናቀቀ ይቆጠራል፤
- 8.2.2. በአንድ የትምህርት ዓይነት "ኤፍ" ደገኝ ከ1.50 ማዕከላዊ ነጥብ ጣናት አለበት፤
- 8.2.3. በሁለት የትምህርት ዓይነቶች "ኤፍ" ደገኝ ከ1.75 ያሳነ ማዕከላዊ ነጥብ ጣናት አለበት፤
- 8.2.4. በሦስት የትምህርት ዓይነቶች " ኤፍ " ደገኝ ማዕከላዊ ነጥብ 2 ወይም ከዚያ በላይ መሆን አለበት፤

8.2.5. ገቢዎች "ኤፍ" ^{በረከት} ስርዓት ገቢዎችን አንጻራዊነት አይደለም።

8.3. የጠቅላይ አሰጣጥ

የጠቅላይ ፈተና ከመቶ አንድ አንድ ወይንም ፊደል በሚለዩበት ጊዜ በጠቅላይ የአንድ ክፍል መጠን አለበት።

<u>የአንድ ጠቅላይ</u>	<u>የፊደል ጠቅላይ</u>	ፊደሉ የሚያመለክተው <u>የጥያቄ</u>	<u>የጥያቄ</u>
h90 = 100	A	4	አጭግ በጣም ጥሩ
h75 - 89	B	3	በጣም ጥሩ
h60 - 74	C	2	መካከለኛ
h59 - 40	D	1	ዘቅተኛ
h40 በታች	F	0	ጭንቀት

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በጣም የሚያስተኩሩል

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ቀን 28 - 10 - 85

ለከፍተኛ 1, 2, 3, 4, 5, 6, 12, 13, 14 ዓይነት አቅጣጫ ለመስጠት ማቅረቢያ ላይ ለሚገኙ ሰነዶች ለመለየት ይህን ደብዳቤ ማቅረቢያ ላይ ማስገባት ይገባል።
በህድሀት

ጉዳይ፡ ስለሥራ ላይ መመሪያ ማውጣት

በአዲስ አበባ ዩኒቨርሲቲ በትምህርት አስተዳደር በዲግሪና በዲፕሎማ በመሰል ጠን ስይ የሚገኙ ሰነዶች ለመለየትና ለመለየት 2ኛ ደረጃ ት/ቤቶች በዲፎክተርነት የሚመደቡ ከየክፍሉ ሀገሩ ተመልክቶ በአዲስ አበባ ዩኒቨርሲቲ በዲግሪና በዲፕሎማ ፕሮግራም በመሰል ጠን ስይ ያሉትን የሚያሳይ አገዳ ገጽ ሠንጠረዥ በዚህ ደብዳቤ በገጽ አያይዘን የሰነድ መሆኑን አግልጽን ለወይዘላችን ለ1986 የትምህርት ዘመን በዲግሪ ፕሮግራምና በዲፕሎማ ፕሮግራም ለሰነድ ስነ-ምግባር የምትፈልጉትን ሰነዶች በዘጠኝ በጥንቃቄ ተዘጋጅቶ አስከ ሰኔ 20 ቀን 1985 ዓ.ም. ደረሰ አገልግሎትን አኖረሁለት፡፡x=x=x=

በጣም የሚያስተኩሩል

ከሰነድ ጋር

በዚህ ደብዳቤ ላይ የተጠቀሱት ሰነዶች ለመለየት ማቅረቢያ ላይ ማስገባት ይገባል።

ገልባጭ፡

ለሁለተኛ ደረጃና የቱክ ኒክና ጤያ መመሪያ ላይ ትምህርት መመሪያ፡ ትም / ሚኒስቴር፡



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ለ 144 ክፍለ ሀገር ኑ.ቤቶች ጸ.ቤት
ገደብ


- የአዲስ አበባ ኑ.ቤቶች ጸ.ቤት
- ለአገገደኛ ደረጃ ኑ.ቤቶች ዲሬክተር ነት 10 ሎሜ /
- ለአገገደኛ ደረጃ ኑ.ቤቶች ሱፐርቫይዘር ነት 3 ሎሜ /
- ለሁለተኛ ደረጃ ኑ.ቤቶች ዲሬክተር ነት 2 ሎሜ /
- ለሁለተኛ ደረጃ ኑ.ቤቶች ሱፐርቫይዘር ነት 3 ሎሜ /

ክፍት ቦታዎች ያሉት ወህኑን በወገላቸው በሰባተኛው የክፍሪት አስተዳደር ገባሌ ወቅት
ወረረት ጠያቂዎች ተወገደረው አገገላቸውን ወሰኑረው 23/7/19 ዓ.ም በቀጠረ ክ/19/
755/260/35 በተጻፈ ደብዳቤ የጠየቀ ወህኑን አገገላቸው፤

የአገገደኛ ደረጃ ኑ.ቤቶች ዲሬክተሮችና ሱፐርቫይዘሮች ወደባ ወገ.9 የሁለተኛ
ደረጃ ኑ.ቤቶች ዲሬክተሮችና ሱፐርቫይዘሮች ወደባ ገሣ.3 ወህኑ ታውቆ ለቦታዎቹ ውጭ
ውና ችሎታው አገገህም ደረጃቸውና አገገላቸው የግራ ቅድሳቸው ወደ አዲስ አበባ በዝ
ውውር ለመደብ ያወለኩት ሁሉ በስፍላችሁ ተወገደው በሰባ ያላቸው፤ ለአገገደኛ ደረጃ
ከአዎስት ያልበለጡ ለሁለተኛ ደረጃ ከሠሩት ያልበለጡ ስለአገገላቸው ስለሕይወት
ታሪካቸው ስለሥራ አፈጻጸማቸው ስለክፍሪታቸው ክፍሪት ከዘርዘር ወገላቸው ገር ለአ
ዲስ አበባ ኑ.ቤቶች ጸ.ቤት በግብር አገገላቸው አጻጻፍባቸው፤

የአዲስ አበባ ኑ.ቤቶች ጸ.ቤት የክፍለ ሀገራት ተወገደው ተወገደው አገገ
ደረሰው፤ በስፍራ በተገኙት ክፍት ቦታዎች ለመደብ የግራ ቅድሳቸው ደረጃ የግራ ቅድሳቸው
አወልዳችን ቢኖሩ አጠቃላይ በመልክት ብቻ የሆነውን ስው ወርቆ በመደብ አፈጻጸውን
አገገላቸውን በዚህ ደብዳቤ ገልገጦና አገገላቸውን፡፡=====

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ኢትዮጵያ ተቋም

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ይገባሉት ወህኑን
የመምህራን ወረቀት አጠቃላይ
የኑ ክፍለ ገደብ

ገልገጦች
ለአዲስ አበባ ኑ.ቤቶች ጸ.ቤት
አዲስ አበባ

ደ.ወ.

DECLARATION

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

Name: Kibret Temesgen

Signature: 

Place and date of submission: Addis Ababa

June 2004