

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**A COMPARATIVE STUDY OF HUMAN RESOURCE MANAGEMENT
PRACTICES IN PRIVATE AND GOVERNMENT SECONDARY SCHOOLS OF
ADDIS ABABA CITY ADMINISTRATION**

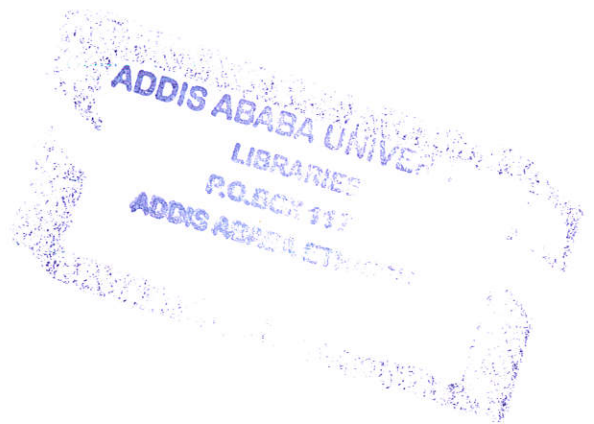


NEGASSA ABDISSA

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ADDIS ABABA CITY ADMINISTRATION**

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Resources and Organizational Development in Education**

Addis Ababa University School of Graduate Studies

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ABABA CITY ADMINISTRATION

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Abstract

The purpose of this study was to examine problems related to the practices of human resource management and to compare their similarities and differences between private and government secondary schools in Addis Ababa City Administration. Specifically, the study-sought in to teachers' intrinsic and extrinsic satisfactions in relation to teaching activities, teachers' feeling about their appraisers and appraisal criteria and compensation and benefits in private and government secondary schools in Addis Ababa City Administration. Finally, teachers' attitudes towards their school management were examined. A descriptive survey research method was used. Data were collected from teachers, department heads and vice-directors through questionnaire and in-depth interview. The secondary sources used were review of related literature to give theoretical frame to the study. Six secondary schools having 339 teachers were considered as sample schools. One hundred-five teachers from government and 50 private participated in the study. The data were analyzed using percentage, cumulative mean scores, standard deviation and F-ratio (one way ANOVA). In both private and government, it was found that the cumulative level of teachers' satisfaction with their intrinsic job factors were not adequate to motivate them to perform to their maximum potential. In addition, teachers in both private and government schools have dissatisfaction with some extrinsic job factors to the extent of unavoidably having detrimental consequence on their encouragement to perform effectively and efficiently. To this end, teachers were highly dissatisfied with their job security and pension scheme in private while salary payment in government. Furthermore, there were lack of appraisal objectivity; incapability of appraisal standard and no discretion of the result were found as a problem of teachers in private and government. Moreover, there was no benefit given to teachers yet they were paid below their expectation. Finally, managers in private schools were more influential and communicators than their counterparts in government. However, democratic style of leadership was functioning in both schools. As the study, aims to improve teachers' satisfaction and to lessen their dissatisfaction it is indispensable to improve the teaching activities and teaching context of secondary schools. Thus, enriching teaching activities and assigning teachers to various grade has to improve intrinsic motivation, developing appropriate appraisal system is fundamental elements that seeks attention. Accordingly, rewarding out performers and establishing compensable salary structure also needs attention. Finally, managers in government have to offer training on how to handle and communicate with teachers.

CHAPTER ONE

Introduction

Human resource plays a key role that helps the success of the operations task in selecting, training and motivating the right kind of personnel for the organization. Humans are an organization's greatest assets; without them, everyday activity could not be completed. Terry and Frankin (2002: 279) state that it is human that “makes a difference” by utilizing other resources. Casio (2003) confirms that it is impossible to talk about organization without human resource because it is human that operate and manage the organization. In all department or functions confront human resource issues on a daily basis Gomez (1995). The issue of human resource management becomes more and more important in education where most activities are labor intensive.

1. Background of the Study

Many human resource management scholars like Armstrong (2003), Shukla (1998) agree on the usefulness of human resource management for the survival as well as success of any organization. Concerning this Shukla (1998: 781) explain the importance of human resource saying, “Human resource is the only resource that appreciates time and needs appropriate handling.” In addition, he advised that the knowledge, skills and practices of human resource management is necessary for all executives regardless of grades and disciplines. Education is one of the disciplines that incorporate teachers to train and sharpen students’ mind. It needs qualified educational leaders having the skills of human resource management.

Teachers have a central and crucial position in any educational system. They are the professionals that give credit for assisting student and inform parents how well their children are performing (Thomas, 1996). Moreover, teaching staff plays a great role in changing and developing schools for the success of students' achievement. Harris and Muijs (2005) clearly state that sharing values, transfer of knowledge (training) and mutual benefits motivates teachers to know their roles and responsibilities. These maximize the contribution of teachers' in the schools development. Thus, properly managing teachers is the crucial issue in the development of school.

At the same time, Bame (1991) postulates that teachers' attitude and problems they faced have been paramount effect on the quality of education.

A highly competent and motivated teaching staff and supportive professional culture are essential in building excellence. Staff members' qualifications, deployment and remuneration are central to determine the quality of instruction (World Bank, 1994:68).

This shows that the quality of education can be affected by acceptance and initiation of individuals within the school to perform their duties well. It also indicates that training, compensation and payments have their contribution to the quality of education.

Therefore, if students are to stay in school and learn to become productive citizens' teachers and administrators who shape them must "model the best human side of the school culture"(Harmen,1993:35).However, teachers' dropout (brain drain) has been a critical problem in Ethiopian schools as early as 1953 studied by Wrinkle cited in (IER, 2002) and still unsolved problems (Motuma, 2006). Even the problems are increasing its scope and still there is a continuous dropout of teachers at any level.

Specifically, in Ethiopian government secondary schools, the government has been sending teachers to universities or colleges to up-grade their professional skills but it is not common to observe the qualified teachers come back to their former school mostly. Moreover, there are continuous turnover of teachers from secondary schools to search for more payment and looking for favorable working environment. According to Motuma (2006) reasons for those high turnovers in secondary school are because of poor salary, poor working condition, heavy and unbalanced workload, autocratic administration etc. Manna and Tesfaye in (IER, 2002) gave similar reason.

Darge in (IER, 2002) has find out that performance evaluation, workload (time pressure) working conditions (students' characteristics) and training needs are serious problems, which create high stress on teachers career planning. This de-motivates, discourages and finally leads to turnover in Addis Ababa City Administrative Government Secondary Schools.

Though the reasons for turnover in Addis Ababa City Administrative Private Secondary Schools have not yet been studied, there might be cases that indicate the shifting of teachers from one school to another or to college. These problems are mainly supposed to be originated from lack of human resource management issues in secondary school. This are clearly reflected in the annual report of Addis Ababa City Administrative Educational Bureau 2003/4-2006/2007. It shows that though measures have been taken from oral warning to dismissal from work in order to optimize teachers' efficiency, there are no evidences that show teachers' performance improvement in their career planning. For instance, annual report at 2006/2007 indicates that teachers are frequently absent from school, standing against the management. In addition to this, alienating, negligence, reluctances, compliance, grievance and rumor, hopelessness, lack of knowledge, unloyal and harassment of teachers' behavior were the main problem reported. These possibly affect the quality of education in region.

As students are not mature enough to learn by themselves without teachers' help, the achievement of secondary school goals are highly dependent on their teaching staff strength. In addition, the government and the public complain of poor education quality, which does not produce competent citizens for the country's development. Therefore, appropriate human resource management practices are basic (essential) in secondary schools to motivate teachers towards the accomplishment of their duties and responsibilities. In understanding the decisiveness of human resource, management practices in Addis Ababa City Administrative Secondary Schools and educational leaders have to attract and retrain their employees and also create quality of work life for teachers.

Thus, the researcher is interested to investigate similarities and differences of human resource management practices between private and government secondary schools of Addis Ababa City Administration. Moreover, the researcher has an aim of providing useful suggestions for challenges of human resource management practices, which look for improvement in Addis Ababa Secondary Schools.

1.2 Statement of the Problem

Human resource management is a new idea, which deals with the design of all formal systems concerning human resource in an organization to facilitate the wise use of their abilities (potential) to meet organizational objectives. Specifically, Casio (2003) explains that it is an integrated approach and practice that encompasses human resource planning, recruitment, selection, compensation, performance appraisal, training and development, labor management relations, employment termination and managing human resource with a context of legislation, improved work condition, job satisfaction, employee safety.

It has the aim of playing a great role in creating high performance practices, staff the organization with motivated and skilled work force, prepare appropriate compensation and benefit criteria and develop common network of communication on sharing, advising the members and the line of managers. Therefore, educational leaders need to have adequate knowledge of human resource management. Especially in secondary schools where you can find difficult working environment due to the age of students' and its transitional stage to Pre-College, proper management of human resource needs attention. This situation as observed is very critical and needs a study.

Specific to secondary schools in Addis Ababa City Administrative where teachers seems to be in tension and difficult working conditions, workload and striving to get training, human resource management is very important Darge in (IER,2002) however there might be problems that disabled the practice of human resource management. For instance, the administrative style, unbalanced workload, lack of loyalty, disagreement among teachers themselves, continuous turnover, negligence and frequent absenteeism from school are serious problems at this time in Addis Ababa city administrative secondary school (Addis Ababa city Administrative Educational Bureau annual report 2005/2006).

Thus, this study pays attention to comparing some of the basic elements of human resource management, which are decisive to secondary schools in Addis Ababa city administration. It also examines the degree to which human resource management is practiced in both private and government secondary schools of Addis Ababa City Administration.

Consequently, the study attempts to investigate possible solutions to the following basic questions:

1. To what extent are teachers get satisfied with intrinsic and extrinsic motivation in relation to job factors?
2. What do teachers feel about their appraiser and appraisal criterion?
3. How significant differences observed in criteria and practices of compensation and benefits between private and government secondary schools in Addis Ababa city administration?
4. What attitudes do teachers have towards their school management role and leadership style?
5. What are the major problems in practicing human resource management that need improvement both in secondary schools (Private and governments)?

1.3 The Objective of the Study

The general objective of this study is to identify and compare the similarities and differences of human resource management between private and government secondary schools of Addis Ababa City Administration.

Specifically, it has an objective of comparing the following components of human resource management

- 1 To observe the extent to which teachers satisfied with intrinsic and extrinsic in relation to job factors.
- 2 To examine teachers' attitude towards their appraisal result and criteria of performance appraisal in Addis Ababa city of administrative government and private secondary schools.
- 3 To identify whether teachers are confident in their compensation and benefit criteria in to accomplish their duties and responsibilities.
- 4 To look in to the effectiveness of school managers in influencing, communicating and conflict managing in the school in Addis Ababa City Administrative Government and private Secondary Schools.

1.4 Significance of the Study

The researcher believes that findings of this research yields a fruitful out-come that might create common understanding on the similarities and differences of human resource management practice in private and government secondary school of Addis Ababa City Administration. It also assumes to provide necessary information for human resource policy makers to optimize secondary school teachers' performance. Furthermore, it suggests possible solutions for some major observable human resource problems in secondary schools. Therefore, teachers, educational managers and leaders, students and human resource policy makers are the most beneficiary of this study. Finally, it might serve as a reference for other researchers who want to conduct research on secondary schools.

1.5 Delimitation of the Study

The researcher delimits the scope of his study to motivation, performance appraisal compensation and managerial role in human resource management to conduct manageable and feasible study. This is because the major elements of human resource management that highly influence human resource management in secondary schools are incorporated in this part. They are also the determinant factor for success of secondary schools in processing materials and encouraging staff to provide quality education. Thus, the researcher believes that this side of human resource management is the most appropriate to be studied in relation to the goal of secondary schools.

Finally, to make the population more specific, the study delimited to only teaching staffs of Addis Ababa City Administrative government and private secondary schools full time teachers. Because they are at central position in secondary schools. The study is also delimited to only private and government schools in Addis Ababa in which missionaries, Muslim organization, church and foreign community assisted secondary schools are not included.

1.6 Limitation of the Study

There was reluctance of teachers in both private and government to fill the questionnaires arguing that time limit. Thus, the researcher has to wait several days to collect the necessary information as expected. As a result, the researcher faced time constraint in meeting planned time to conduct the study accordingly. However, it did not affect the overall study and the result of the study.

1.7 Research Design and Methods

A Research Methods

To describe the similarities and differences of human resource management practices between private and government secondary schools descriptive survey research method was used. Descriptive enables the researcher to classify and describe the data gathered and analyzed. Moreover, government policy encourages the private sector to take part to provide quality education. However, proper human resource management is a critical element of all others that contribute to quality of education (Chandan, 2001). Thus, to show the discrepancies between private and government secondary schools human resource management practices the researcher strongly believes that descriptive survey research method is appropriate.

B. Sources of Data

The primary sources of data in both private and government high schools were teachers, department heads and directors who were full time teachers. In addition, secondary sources like publication, books, journals, and other materials were used to give theoretical frame to the study through organizing relevant literature review and design the research instruments.

C. Sampling Techniques

Concerning sample population of private secondary schools, only those that began teaching and learning process before 2004 were considered as the area of study. Secondary schools that began teaching after 2004 are thought not well staffed. Due to this

reason, the researcher assumed that they would not provide adequate information as expected of them. On the other hand, the schools accredited before 2004 were thought well staffed and the employees can possibly identify the practices of human resource management in which it is smoothly functioning. Thus, data from City of Addis Ababa Educational Bureau shows that there are twenty five (25) private and nineteen (19) government secondary schools, which are accredited before 2004.

Table A *Distribution of accredited private and government secondary schools before 2004 selected*

No	Name of schools	Sub-cities		Type of school		Selected schools
		Yeka	Gulale	GSS	PSS	
1	Yekatit 12		x	x		
2	Dil-Bar		x	x		x
3	Kefitegna 12	x		x		
4	Kegnsmach Andarge		x		x	x
5	Enat Primary and Secondary school		x		x	x
6	Medhanalem Sec		x	x		x
7	Ethio Parents Sec.		x		x	X
8	Addis Metropolitan		x		x	
9	KokebeTsibah Sec.	x		x		
10	MagicCarpetYaka Branch	x			x	
11	School of Tommorrow	x		X		
12	Wondirad Sec.school	x		x		X
13	Kotebe Kidane Mihret	x			x	
14	Lucy Academy	x			x	

These forty-four secondary schools encompass 4471 teachers that were too large to be managed. At the same time, the schools are not evenly distributed. To make the research manageable and to confirm the information provided by the respondent, purposive samplings were conducted to select the sub cities. It also ensures the sample population to be the representative of the total population. If random sampling method was employed sub cites as Akaki-kalit might get chance to be selected. However, there was no secondary school located. Thus, they were not the representatives of the population

Therefore, Gulale and yaka were selected as the areas of study in which the target (sample) area contains 16% of the total population. The area holds fourteen (14) secondary schools from which eight (8) private and six (6) governments were functioning. Therefore, three (3) private secondary schools were randomly selected (Enat Primary and Secondary, Kegnasmach Andarege Memorial Secondary and Ethio Parents Secondary). Using the same procedures, three (3) governments secondary were incorporated (Dil Ber, Medhalem and Wondirad Secondary Schools). Totally six secondary schools which accounts for 42.65 % of the study area were randomly decided on. Finally, there were 339 teachers in the area (254 from government and 85 from private). Using random sampling 105 and 50 from government and private selected. The number difference between happened to proportionate the sample size with the population. To sum up, the distribution of sample population is fair to represent the total population of the study.

The same sub-cities were employed to minimize other physical and geographical challenges of human resource management in other sub-cities.

D. Data gathering Tools

Two sets of questionnaires containing close and open-ended items were prepared to collect data from teaching staff. Best and Kahn. (1999:229) explain that close-ended questions “keep the respondent on the subject and relatively measure the objective of the matter.” They also recommend that open-end question help the respondent to understand and covers wider range of responses.

Interviews were held with directors to supplement the data gathered from the teachers. It secures certain types of confidential information that the respondent is reluctant to put in writing. According to Tuckman(1972) in Cohen and Manion (1994) interview was used to gather information having direct bearing on the research objectives. It also provides “access to what is inside a person’s head.” In addition, it goes into deeper in the motivations of respondents and their reason for responding as they do.

Finally, piloting the questionnaire and interview were conducted in one private and one government secondary school to check its capacity in investigating the expected information. There are some modifications were made.

E. Presentation of Data

The data (information) gathered through the close and open-ended question items were coded, inserted into SPSS software, presented in table, interpreted and analyzed using descriptive and inferential statistical instruments. Accordingly, information (data gathered) from the interview was included in the analysis to strengthen the data obtained through close and open-ended question items.

F. Methods of Data Analysis

As the study is comparative study, two parties were being compared (private & government secondary schools). Conducting a test of significant difference between these parties based on the collected data necessary to checking whether there are differences or not. Therefore, F-ratio (one way ANOVA) for ratio and interval (Eshetu, 2000; Gupta, 2001).

To sum up, the data gathered will be analyzed using percentage weighted mean, one way ANOVA. The significance level for one way ANOVA is equal to 0.05 to test the hypothesis to accept or reject it

1.8 Organization of the Study

This study contains four chapters. The first chapter is the introduction that gives insights to what will be discussed in the next part of the paper. It has seven parts (background, statement of the problem, significance of the study, objective of the study, delimitation of the study, limitation of the study, research design and methodology). The second chapter reviews the related literatures that confirm the experiences of the idea of the study. The third and the fourth chapters' discusses about data collected through the research instruments, which also encompass findings, conclusions and recommendations.

CHAPTER TWO

Review of Related Literature

2.1 The Evolution of Human Resource Management

The emergence of industrial revolution of the mid-eighteenth century required larger number of workers to operate the newly developed machines. At the same time, manager's attention was to increase industrial productivity through job specialization. This is because managers like Taylor, Weber dividing tasks into smaller unit and assigning that unit to one employee to increase efficiency and effectiveness of the workers. Accordingly, thoughts were overwhelmed various human resource managements along with management theories overtime up to today. Thus, an attempt is made to review the following three schools of thoughts to get insight of human resource management evolution and brief indication to human resource practices today.

2.2.1 The Classical School of Management Thought

The classical school of management thought emerged in early 20th c having an aim of increasing efficiency and effectiveness of workers. It comprises of administrative management theory developed by (max-Weber, Heneri Fayol and their followers) and scientific management theory, which was developed by (Frederick W.Taylor Frank and Lillan Gilberts, Gentt and others).

A. Scientific Management Theory

During the era of scientific management, scarcity of qualified worker was a great headache to the managers in industries. This is because of the innovation of new technologies; expansion of market places and promising capital needs large number of labor. Thus, the managers begin to solve these problems by wisely using the existing labor in developing scientific management of labor. It was believed that it reduces cost, increase productivity by applying scientific method to each job.

The pioneer contributors of scientific management school were Fredrick W. Taylor Frank and Lillan Gilbrths, Gantt and others. Taylor, the most popular scientific manager

believed that not scarcity of labor is industrial problem but the management who fail to find potential solution to it (Terry and Franklin, 2002). Taylor also found that worker systematically soldering not to lose their daily payment on the next day. Therefore, he concluded that there is scientifically one best way of doing each task as well as workers can be motivated by economic rewards and limited by physiology, needed constant direction Taylor 1947 cited in (Hoy and Miskel, 1992). Scientific management school highly focused on physical production, time of production and motion of workers (Barners, 1949: 556-567) in Ibid Thus, they undermine the other human resource factor that leads them to critique.

B. The Administrative Management Theory

The contributors of administrative management theory looked in to the entire system of the organization unlike that of scientific management theorists who emphasized to each component of tasks Heneri Fayol and wax. Weber is frequently cited person in this theory. For instance, Heneri Fayol defined management as “a universal set of functions that include five elements: planning, organizing, commanding, coordinating and controlling (Coulter and Robbins, 2005:30). From these he developed fourteen principles of management which he thought that directed to the activities of all managers (division of labor, authority, discipline, unit of command, subordinate of individual interest to general interest, remuneration, centralization order, equity stability of tenure of personnel, initiative and esprit de corps (team worker or unit is strength). At the same, max. Weber, one of the famous administrative management founders, developed a theory of authority structures and negations and relations (bureaucracy).

Bureaucracy is an ideal type of organization characterized by division of labor, a clearly defined hierarchy, detail rules and equations promotion and selection based on competence, and impersonality relationship between members in the organization (Narayana and Roa, 1987).

From both schools of scientific management one can observe that human factors especially the psychological dimension seems forgotten. However, they contribute too much about management systems to the contemporary writers': labor division, rules and regulations and authority of Weber; the five managerial element of Fayol and

specialization of Taylor. Human resource happened because of their philosophy that states impersonality, rationale of decision and one best way of working initiatives.

To overcome this short comes; the human relation school of management thought was developed.

2.1.2 Human Relations Management School of Thought

It is obvious that managers get things done through people. Some scholars like Owen, Muntserberg, Follett, and Barnard and. Mayo studied about the human dimension of organization.

From all, Mayo was the most proponent of human relation movement management thought. This school was the most contributors of human resource management unlike the classical school of management thinkers who viewed organization as a 'machine' and workers as 'cogs' in a machine. On the other hand, classical school of management thinkers was subjected to a certain principles and laws in its design and management. They emphasized rationalist, financial incentives, impartiality, technical, competence and "authoritarianism" way of governing (Narayana and Rao,1987:49). Where as, the human relation movements found that human factors especially the psychological dimension like attitudes, feelings, working environment is very important in addition to the financial and physical factors. Therefore, it is concluded that money is not the only motivator but there are others that has to be fulfilled to motivate worker so as increase productivity and reduce cost.

2.1.3 The Behavioral Science School of Management Thought

They tried to bring both the organizational objectives and the human factors of the organization to compromise the two extreme views of the schools. Hoy and Miskel (1992) express classical and human relation approaches forgot the role of informal interactions and organizational charts correspondingly the behavioral approach used both angle and added proposals pinched from psychology, sociology, political science and economics.

Chester Bannard, Christ Argaris, Abraham Maslow, Douglas McGregor and Frederick Herzberg are frequently cited scholars who found the base for behavioral school. They studied extensively the link between motivation and management functions (benefits, compensation, performance appraisal) organizational success.

To conclude, from all the three schools of thought discussed above human resource management has passed moving from the organization side of rational-economic model to the human factor (the social model). Therefore, for effective and efficient achievements of organizational goal, organizations have an inevitable concern to manage employees based on the science of human resource management. Under this section attempts is made to discuss how human resource management function are practiced in educational institutions concerning secondary schools. Role motivation, compensation and benefits, performance appraisal and managerial role in effective human resource management will be discussed

2.2 Work Motivation in School

There is no substitute for effective teacher motivation. Neither regulations nor sources, neither technical innovation nor program organizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teachers behavior in ways that link education program requirements to student learning need(cited in Hoy and Miskel 1992:167).

2.2.1 Concepts of Motivation

Many scholars define motivation from different perspective but they all agree that motivation is something that drives, encourages or initiates someone to perform something to achieve the intended goal.

For example, Baron (1986) in Fox (1993:107) defines motivation as “the set of processes that energize person’s behavior and direct it towards obtaining some goals”. There are various types of motivational theories like need or content theory, process motivational theory, achievement motivational theory and others. From need or content theory of

motivation is discussed for the purpose of this research because it is one of the most pervasive concept in the area of work motivation is that of human needs Hoy k. and Miskel (1992:169). To put in a net shell, Herzberg's two-factor theory is emphasized.

2.2.2 Need Theory of Motivation

Need theories of motivation were developed in the 1920s based on the concept of drives Fox (1993). Abram Maslow, Aderfer and Herzberg were the prominent contributors of need motivational theory.

A. Abraham Maslow's Need Theory of Motivation

Abraham Maslow changed the believe state that motivation is any derived from the physical need by finding the contribution of psychological needs up to self-actualization. He constructed the hierarchy to which the most essentials are at bottom and basic to be resumed first before the next step is attempted. His hierarchy of need from the bottom (the most important) to the top (the last attainable) are physiological need, security needs, social needs, esteem and self – actualization (Fox, 1993).

Malsow emphasized that the physiological needs are the basic ones. Without the achievement of the lower level of the ladder, no one can be interested to be motivated by the top ones. Thus, the need that derives teachers is the same on the ladder (Ibid).

Similarly, Coulter and Robbins (2005) described Maslow of hierarchical needs as follows:

1. **Physiological needs** include the physical requirements for the survival of the individual like food, air water, shelter...
2. **Safety needs**. This category can function when the physiological needs secured. Safety need comprises job security, protection from physical and emotion disasters, economic security (benefits, health insurance fringes), desire for an orderly predictable environment and the desire to know the limits of acceptable behavior. Safety needs can be satisfied through the economic behavior in which the organization can insure through pension schemes, insurance plans.

3. **Social needs** as man is a social animal (gregarious being) he /she wants to belong to associate, to gain acceptance from association, to give and receive friendship and affection. Social need provides meaning to the work and creates mutual feelings among the group
4. **Esteem needs.** Consists of self-esteem and esteem of others. Self-esteem is usually derived from internal factors such as, self-respect, autonomy, achievement, self-confidence, competence and freedom. Esteem of others on the other hand, related to reputation, need for status, recognition, appreciation, attention and respect from colleagues. It can be satisfied when the person get self-confident, feel strong, and has get prestige from his/her colleague.
5. **Self-actualization need:** is a need for realizing (one's own Potential) for continued self-development and the desire to be come what one is capable of becoming. Whether a person is a University professor, musician, a schoolteacher or a Poet, that drive to be effective, creative, innovative and happy in that role is the manifestation of the need for self – actualization. Unlike the above four former ladders of needs decreased when they are attained; it is needed more and more as it is attained.

On the same way, Clayton Alderfer modified Maslow's hierarchy of need by reducing in to three level. These are existence need that includes physiological an safety needs, relatedness which contains social need and growth esteem and self – actualization (Fox 1993)

B. Herzberg Motivation – Hygiene Theory

He developed the extension of Maslow's hierarchical need theory in to a specific content theory of motivation. Herzberg identified those factors which motivate and which are not. He called them motivational and hygiene factors respectively (Coulter and Robbins, 2005). The motivational factors are mainly rise from intrinsic motivation, which includes: achievement, autonomy, recognition, responsibility, advancement or promotion, task itself and growth (Narayana and Rao ,1987)

Therefore, the absence of motivational factors can prevent both satisfaction and motivation. Thus, the managers has to enrich the job content, increases person's freedom on the work, and appreciate one's performance to motivate and satisfy his/her employee. This in turn, leads to high job satisfaction and ended with high performance and high production.

Hygiene factors are an extrinsically flourished in which they are not actually targeted to the job but surrounding it. This is because Herzberg affirms that the adequacy of these factors does not bring satisfaction or motivation but avoid dissatisfaction. According to him, hygiene factors gained from company policy and administration, relationship with supervisor, work condition, salary, and relationship with peers, personal life, status, security, reward and incentives

Therefore, hygiene factor represents to avoid pain in the environment under which the job performed. Thus, they are associated with negative feelings so that they prevent or remove dissatisfaction but not bring satisfaction (Pipette, 2004).

2.2.3 Applications of motivational Theories in Secondary Schools

Recent studies have shown conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey, which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results. Maslow hierarchy of needs theory commonly applied in any organization because it is based on the needs of individuals to meet. Accordingly, teachers in school have series of physiological, psychological and social needs to satisfy their basic needs to insure their survival. These three lower level needs of Maslow (deficiency needs) have to be satisfied before trying to attain the next two above. This is because with physiological, security and social assurance, teachers do not live healthy life and cannot grow. As it is decisive to teachers', grow and develop as

individual, without this he/she may be exists physical but not psychologically. Fox (1993) describes the role of Maslow hierarchy of need in relation to schoolteachers as follows:

1. **Physiological needs** (the need for food, drink, shelter and sex) when these needs satisfied that, the teacher would be at school. Without Physiological satisfaction, it is impossible to talk about other motivational factors in relation to teaching.
2. **Security**—For teachers security needs are job security, pension, working conditions, students' characteristics etc. A teacher who, confirm his/ her security need can be motivated to solve some teaching learning related questions or problems.
3. **Social need** —when teacher satisfied with the security need that they motivated by social need. At this time, they strive to develop positive relationship with their peers, students, and head teachers and among the whole staff in general. These are followed by love, belongingness and affection, which in turn, construct mutual understanding of the staff that enhances teachers' motivation.
4. **Esteem**: At this level, teachers need recognition, appreciation to be considered as competent and to be respected (reputation) as a good teacher and nice person among their colleagues, in front of their students and in the society.
5. **Self-actualization**: Teachers are not only motivated by payment, acceptance, recognition and competent but also need to grow and develop in their profession. This is a need to acquire new skills and operational their knowledge and skill in to the real world.

Thus, teachers who are not satisfied by physiological, security and social needs do not motivated by the top level of hierarchy. Similarly, Herzberg two-factor theory of satisfaction and dissatisfaction are also useful in school context to motivate teachers. He supposed that dissatisfaction factors like teachers' pay, working conditions, quality of head-teacher, relationship with others, job security and school are not likely to motivate teachers but they can avoid dissatisfaction. For instance, improving teachers' salary does not motivate the teacher but that may remove his/her dissatisfactions.

On the other hand, motivational factors (satisfiers) that are based in to the job itself (feeling of achievement, recognition of accomplishments, challenging of the job itself, responsibility, opportunity for promotion and professional development or personal growth) increases teachers motivation when they are offered adequately.

To sum up, the introduction of Herzberg two-factor theory helps as to identity the bases for satisfaction (motivation) and dissatisfaction, which are not stem from one factor. They are different and separate. Therefore, to motivate teachers the motivators have addressed than the hygiene one.

Job satisfaction is the perceptions, expectations and experiences that individual developed in an organization can determined the job satisfaction of his/her commitment. Thus, job satisfaction is the positive emotional state resulting from evaluating one's job experience (Jackson and Mathis, 1997).

Fox (1993:111) explains that there are certain elements that make the teachers dissatisfy at work. These are "pay, working condition, quality of head teachers' relation ship with others, job security and school policy."

Therefore, increasing payment or ensuring job security cannot motivate the teacher in the school but it can remove dissatisfaction, which mean not satisfaction. In addition to this, Fox (1993) advised that to motivate teachers in a school, it is better to close look at the motivational factors of Herzberg or Alderfer's growth factors such as: feeling of achievement, recognition of teaching profession (prestige), interest to the job (teaching), responsibility of teachers on teaching, personal /professional development and providing opportunity for promotion.

All theories of motivation tell as that teachers have unmet internal and external needs. Where as motivation is the energy that teachers use to fulfill their needs. Though job related satisfaction and dissatisfaction based mostly on perceptions, expectations, and experiences to words the tasks and surrounding the task, there are observable differences on the feeling of satisfaction and dissatisfaction among teachers. It happened because of the individual interest and level of need as well as the way one perceives (view) is different from others. In case acquiring more what is expected having positive experience

and perception are usually related to job satisfaction of teachers. Where as the external reward (extrinsic) one can reduce dissatisfaction but not increase satisfaction.

2.2.3.2 Characteristic of Satisfied and Dissatisfied Teachers

There are a number of variable (characteristics) that related to job satisfaction and dissatisfaction of employee working in any organization whether company, university or school. These variables characterized by absenteeism, turnover and derived from educational level, occupational (positions), organizational site, age and sex. Some of these characteristics of job satisfaction and dissatisfaction are summarized as follows from (Jackson and Mathis, 1997; Coulter and Robbins ,2005 and Mayber and Thomson,1994)

- A. **Absenteeism** though the relation is too tight, satisfied employees have lower absenteeism than disappointed ones.
- B. **Turnover**, many researches reveal that there is a strong relationship between job dissatisfaction and turnover. Dissatisfied employees have high level of turnover, which is characterized by high absenteeism. Where as, these who are satisfied are committed to their work that provide them with both intrinsic and extrinsic motivation. These interns avoid or reduce level of turnover. Teachers' satisfactions can reveal from their performance. Therefore, performance appraisal will be discussed in the next topic.

2.3 Performance Appraisal

High quality teaching is essential to improving student outcomes and reducing gaps in student achievement. The Teacher Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required.

2.3.1 The Concept of Performance Appraisal

Scholars define performance appraisal differently though their essence is the same. For example Terry and Franklin (2002) defined, that performance appraisal is a periodic evaluation of an employee's job performance level against the job stated or presumed requirements. Coulter and Robbins (2005) described that appraisal is a process of establishing performance standards and appraising employee performance in order to arrive at objective of human resource decisions as well as to provide documentation to support those decisions. Moreover, Jackson and Mathis (2005:342) defined performance appraisal as a process of evaluating how well employees do their jobs compared to a set of standards communicating that information to those employee.

All of the three definitions of performance appraisal can be summarized as performance appraisal is a process of formal and systematic evaluation of employees performance to ensure how, what and when an employee can accomplished his/her duties based on per-prepared criteria. These accounts for his/her career planning, benefits or punishments.

This tells us that performance appraisal has importance to both teachers and appraiser in which the teachers can get promotion and feedback to improve his/her performance and the employer can get information to decide of human resource function.

2.3.2 Characteristics of Effective Performance Appraisal

Though performance appraisal systems expected to be rational and legally acceptable, most of appraisal methods exposed to critics. However, appraisal systems that give an emphasis to the following variables and legally defensible are likely to achieve the appraisal goal. Therefore, effective performance appraisal has the following characteristics summarized from Fletcher,1997; Jackson and Mathis ,2005 and Coulter, and Robbins, 2005).

A. Appraisal criteria are standard and commonly used for measuring performance criteria for evaluating job performance classified as fruit-based, behavioral-based and results-based.

- I. **Trait-based-** is a criterion that identifies a subjective character trait such as pleasant personality initiative or creativity but it has little to do with the specific job. It wages to decide of human resource because of its adaptability and general behavior.
- II. **Behavioral based criteria-** It focuses on specified behaviors that lead to job success. They are more difficult to develop but have the advantage of clearly specifying the behaviors that the management has to see. A potential problem is that there may be several behaviors, all of which can be successful in a given situation.
- III. **Results-based-** Criteria look at what the employee has done or accomplish. It works very well for some jobs that are easy to measure and appropriate. However, there are parts of jobs which are equally important but no measurable may be left out.

B. Appraisal standards-must be realistic, measurable, and clearly understandable. Performance standard and benefit for both the organization and the employees. To develop the appraisal standard one has to communicate the employee before setting it; appraise the right way to do the job. In most of the cases, effective standard developed (constructed) to measure: quality of output like the result of national examination (GSCE) for students; manner of performance (methods of teaching i.e. students' center); effective in case of resources (teaching aids and materials); timelines of result (students' dropout)

C. Appraiser Choice- Choice of performance appraiser is critical to avoid bias because of lack knowledge or former disagreement that affect appraises motivation and leads to wrong decision. Appraiser may supervisor subordinates, team, outsiders, self appraisal or outsource collection.

1. **Supervisors-**they are the most immediate person to evaluate the employee's performance realistically, objectively and fairly as they now what is and to what extent jobs are accomplished.

2. **Subordinates**-here, the employees can appraise their boss on the bases of communication, relationship and mutual understanding of each other's.
3. **Peers**- are especially useful when supervisors do not get the opportunity to observe each employee's performance but other work group members conduct evolution. It has also an importance in enhancing motivation relationship among workers and understands of general goal.

D. Selection of appraisal methods

Selecting the methods of appraisal is a great contribution to the effectiveness of the appraisal result. The method that is best suit with the critical performance is a method contingent to the job described or deities and responsibilities of the individual expected to accomplish.

Thus, there are various appraisal methods commonly used to measure job relate performance of the individual. These are: graphic rating scale, checklist, forced choice, comparison, forced distribution, critical incident, essay field review, behavioral rating approaches and management by objective

All of the appraisal methods have their own weakness and strengths due to its lack of objectivity. Their objective merely focused on personal factors such as attitudes, perception, and personal quality than the actual work performance.

In case critical in incidents, behavioral rating approaches and management by objectives are more potentially preferable than the methods listed so far to measure job performance. Thus, it minimizes subjectivity of the appraised. For instance, in critical incidents, the supervisor has to record employees' performance whether good or bad. In rating and in behavioral anchors scales the appraiser records job behaviors in accordance with specific standard. Thus, both critical incidents and behavioral anchor scales measure the behavior of job performance. On the other hand, management by object measures the appropriate length of time needed to attain the goal, which is more of result oriented.

E. Feedback-an appraiser has to communicate with the appraise after conducting the assessment about the findings. In addition, he/she has to present both opportunities for

good performance and critics for the poor one. At the same time, how to communicate needs attention if not it may result in conflict that reflected on future job performance rather than motivating and optimizing employees' effort of accomplish his /her duties.

2.3.3 Teachers' Performance Appraisal

Most teachers agree that they should be appraised but evaluating teacher is highly tricky and easier said than done. This is because of two elements. One the result of teachers' appraisal determines their career development, promotion or even causes punishment. The second is appraisal in school held form 'top to bottom or by external supervisor where there is no two-way communication or self-evaluation is not commonly observed. As appraisal determines teachers, career development or promoting, it is a crucial issue to be conducted in rationale manner. It identifies in-service training needs for both their own benefit and that of school. Where a change of job is appropriate, candidates for promotion pay increment or capability of solving problems provide as evidence in disciplinary and dismissal cases and used as evidence in awarding of discretionary payments. For example, extra increment, incentives, allowances inter incremental extension of standard scales (Conner and Worth, 1994:167-8).

An effective appraisal of teachers' bears a close look to the effectiveness of the appraiser, criteria of appraisal, confidentiality of the results and negotiation of teachers and feedback before, while and after performance appraisal conducted. Accordingly, Furtell (1986:58) in Andrews (1995:17) explains.

Teachers do not want evaluation done by someone standing outside to classroom door or some one who turns on the public address system and listens in a classroom or by someone who steps in to classroom to deliver a message and later calls for stopover an evaluation. Teachers want to know what evaluation instrument will be used. They want the evaluator to come in to the classroom for at least five full periods and provide them with oral or written feedback.

Therefore, the choice of appraiser, the methods used for appraisal, the confidentiality of the secret and agreement of teachers plays a great role in the successfulness of teachers' performance appraisal.

A Appraiser Choice- The selection of teachers' performance appraiser has to look for competent, educated, and experienced in pedagogy and methodologies of teaching. In addition to these, good observational skills, document objectively what is observed, credible, trustworthy, unbiased, respect and recognize teachers work is very important (Rows, 1993:45); Keep privacy of the results. Furthermore, openness to communicate well, persuade, assist teachers for mutual benefits be reasonable, let the teachers to express their feeling and others.

On the other hand, literature confirms that head teacher, department heads, peers, students and the teacher himself/herself are legally accepted appraisers of teachers in a school (Central, 1975 in Begashaw, 2006).

- I. **Department head as on appraiser** as an immediate supervisor, he/she has a responsibility for handling a particular division. Accordingly, he/she must appraise his/her followers' performance based on the data he/she mounts up.
- II. **Colleagues as appraisers** in this case the peers, especially the experienced or experts can appraise based on classroom observation, preparation of material or skill of subject matter. They usually recommend than direct appraise the teacher.
- III. **Student appraisal** students' appraisal of teachers' performance weighs any of the appraisers and it is widely used to improve teaching (Curse 1987, in Thompson et.al 1990). This is because students are directly contact/observe the teachers' classroom teaching (method he/she used, skill of subject matter, usage of teaching aid etc) as well as the effectiveness of the teacher also reflected on the students. Therefore, the feedback or students response have direct relation with teachers' performance.
- IV. **Self-appraisal** it is conducted by the individual teacher. However, teachers many tend to overestimate their performance in comparing to that of students. It may de motivate the teacher (Casey et.al 1997 in Begashaw 2006).

To sum up, teachers' performance appraiser should select based on teacher interest as well as expected to be rational. Similarly, the direct result of performance appraisal is compensation and benefits. Therefore, the next portion of this unit is going to deal about it.

2.4. Compensation and Benefits

2.4.1 The Concepts of Compensation

Any form of financial returns and tangible benefits that is given to the employee on behave of the service he/she provides for the institution is compensation (Bernardin, 2003:214). An individual lived and work in any organization that may be a company or a school mainly for two things. The first and essential element is to get economic security to satisfy his/her physiological need. The teacher can get these when he or she can go to school. Psychological satisfaction is the second issue to be addressed. Thus, the employee (teacher) who motivated (interested) performs the job well than the unmotivated one. Therefore, teachers have to get compensation to talk about performance.

A research conducted by Belcher in Monappa and Salyadin (1996: 276 –274) classify compensation issue in to seven categories. These are: wage and salary level, wage and salary structure, individual wage determination incentive payments, fringe benefit, compensation of managers and professionals and control.

For the purpose of this study, wage and salary level, wage and salary structure, individual wage determination, incentive payments and fringe benefit can be discussed below as they have direct relation with teachers' remuneration.

i. Wage and salary level

The government legislation, the market demands, the impact of labor union and the philosophy of that organization can determine the wage and salary level of any institution. Not these all dimensions are equally influential but they have their own contribution on the decision of basic salary.

At the same time, cost of living, productivity, prevailing wage rates, ability to pay, attracting and retaining of qualified employees (teachers) also plays a great role in formulation of basic salary (Monappa and Salyadin, 1996).

ii. Wage and salary structure

In most cases base salary structure program is belongs to the organization at first step. However, there are several option proposed by various researchers to plan basic salary. For example, Bernard (2003) wrote that it is possible to pay equal for all workers who assigned to do the same job. Pay also structured based on tenure, still, it is possible to use the combination of the two above farther more, he proposed which is popular nowadays-incentive opportunity.

iii. Incentives payments

People can work and live in organization for which they are paid. They work because they expect something of their effort contribution that is incentives. Incentives are intrinsic or extrinsic rewards that sustain performance of the individual on the work and retain him/her in the organization (Narayana and Rao, 1987:69). Extrinsic incentives are financial or non-financial rewards that the individuals collect due to his/her excellence in performance. It includes money, bonus, awards of materials, etc.

On the other hand, intrinsic which are obtained from teaching itself, recognition, certification, appreciation, and prestige are also given to an individual who perform well. (Frase 1989, in Herman, 1993) compared that providing intrinsic motivations is more useful than the extrinsic one. He called intrinsic rewards are satisfiers that leads to motivation rather than removing dissatisfaction

Similarly, (Clay 1993, in Herman, 1993) confirms that extrinsic reward is planned only when intrinsic rewards are at lowest level. This tells us that boosting intrinsic rewards can leads teachers to on the way to promotion, encourage participation in decision-making, develop individual confidence and provide respect from peers and students.

Therefore, any educational institution has to plan to provide intrinsic incentives for the teachers so that they feel self confident, responsible, and excellent performer of their duties on time. Thus, the management has to up grade (both) teachers moral and their participation in governance.

2.4.2 Benefits

Benefits are a payment given to an individual indirectly to help assist the worker in enhancing his/her job performance. It also given to attract and creates stable work environment through vanishing workers personal or family problems Monappa and Salyadin (1996)

They are two types of based on its criticality:

- I. **Fringe benefits** that include status (car, entertainment facilities holidays, foreign travel, and telephone), security (medical, insurance,) and educational and work benefits like office accommodation, training etc.)
- II. **Key benefits** like retirement counseling and house purchase.

On the other hand, Bernardin (2003) categorize benefit in to five elements. These are:- governmental mandated program; employee welfare program medical care, disability payment, hospital care; pension plan long term capital accumulation; time off program paid or unpaid vocation, sick leave, sabbaticals and employee services tuition for children schooling, housing, reelections and counseling programs. Therefore, employee (teachers) can retain working through the institution when they are sure that their institution is besides them during damage times and when they have a bright future living style.

2.5 Managerial Roles of Effective Human Resource Management

2.5.1 Facilitate Communication

Communication is an evolutionary, culturally dependent process of sharing information and creating relationships in environments designed for management goal-oriented behavior (Fisher, 199:5) It consists of all process through which information is exchanged (verbal or non-verbal). Effective communications takes place when the listener and the speaker have common understanding on the same issue. It occupies fifty to ninety percent of management's time because managers need communication for all managerial functions (planning, organize, staffing, directly, motivating, controlling, coordinating and reporting) are done (Coulter and Robbins, 2005). The managers also use communication to identify problems, investigating solutions and to impose decisions.

Therefore, to be effective communicator is essential for managers. Effective communicator manager has the following characteristic according to (Terry and Franklin, 2002: 176-7 and Blasé (1994).

1. Recognize essentiality–The manager has to recognize the crucially of communication in findings of problems, draw up plans, assist employee to satisfy their basic needs/interests and check on the results.
2. High human relations effective communication builds a base in developing good relationship between management and subordinates. These help the manager to communicate easily. Where, honesty, factuality and complete information have to be distributed.
3. Plan what to communicate; effective communication has to be planned considering the goal, time and way of presentation.
4. Openness and Trust- To understand how openness and trust eliminate in communication helps one has to know about Johari window. It tells us that an individual has areas of open, blind, hidden and unknown personality. Thus, the manager has to develop the following skills.
 - A. *Active listing* – recognizing, paying attention to the speaker and understand meaning
 - B. *Paraphrasing* – checking the meaning again/clarify the meaning
 - C. *Impression checking* – confirm the meaning
 - D. *Giving I massage* - consider the meaning from the position of the speaker (Blasé, 1994:22)

To sum up, communication is a basic element in any organization that some authorities like (Narayana and Rao,1987) considered it as a blood in human body that circulates food and oxygen for the survival of life. Thus, the managers (the educational leaders) have to communicate well to promote school improvement through building collegiality, trust and collaborative working relationship among teachers. It in turn, promote classroom teaching which ended with improved learning out comes for students (Harris and Lumbert, 2003).

2.5.2 Managing Conflict

Conflict is a perception of individuals incompatible or unbalance of benefits, values that caused due to other parties interference (Coulter and Robbins 2005). The basic fact of life exists wherever you find individual or group in organizations there is conflict (Narayana and Rao, 1987).

Therefore, conflict is inevitable that cannot be avoided in any organization because of the social system and interaction due to job relations or work process are always their where there is group. (Coulter and Robbins, 2005).

There are three various views evolved concerning conflict. The first one is traditional view of conflict where it always thought to be bad and has to be avoided. The second view is the human relation view that argues that conflict is natural and inevitable which happen in any organization; not negative rather it has a contribution for the progress of workers performance. Regarding this Bales (1994 24:5) states:

Conflict is inevitable. In fact, many types of conflict considered normal and even, necessary for organizational change and improvement ... our differences naturally emerged and 'put on the table'. These allow us to discuss over problems and to explore alternative ways to resolve them. With good communication, we are able to work through our conflicts and create better schools where all concerns, ideas, and needs respected to where all people strive to be their best.

He also added that conflict usually guides to win-win result rather a situation where some one finishes ahead and the other left behind. Thus, a principal has to recognize and welcome conflict to produce a mutual competition among teachers.

The third view is the interactionist view where conflict is valued as both positive and negative. Some conflicts are seen as supporting the goal of the work group and improve performance constructive nature (functional group). Whereas others are destructive and prevent a group from achieving its goal (dysfunctional) (Coulter and Robbins, 2005).

2.5.3.2 Method of Conflict Resolutions

To make conflict functional, looking for an appropriate method of conflict resolutions is vital. There is no one best way of solving conflict at various situations. Narayana and Roa, (1987) and Coulter and Robbins (2005) advise that there are five options of conflict resolutions based on the managers' interest to more or less cooperative and more or less assertive. These five methods explained as follows:

1. **Avoidance (withdraw)** – is a method when one party remove involvement in discussion about the disagreement. Here, the conflict is neither solved nor aggravated but hidden.
2. **Accommodation (smoothing)** – is a method when one party sacrifice and they try to avoid the difference where as smoothening their interests.
3. **Compromising (lose– lose)** – in the case each can negotiate by losing some of their interest to come to agreement.
4. **Dominance (competition)** – that used when one party is more powerful than the other is. Thus, the powerful one forces the other party to accept unwillingly
5. **Problem solving (confrontation/collaboration)** is resolving conflict by seeking an advantageous solution for all parties through open and faithful discussion on the sources of the conflict.

2.5.3.3 Sources of Conflict

As it is discussed above though the main sources of conflict are task relation ship and process, there are also some specific sources where conflict can raise. Knowing these lend a hand the managers to solve conflict easily. These source summarized from Narayana and Rao(1987) as follows:

The incompatible goals, high task interdependence, inequality of resource allocation, competitive incentive and reward among teachers, disagreement of line and staff, difference in values and perceptions, heterogeneity of members communication distortion, lack of participative decision making and low formalization are the main sources of teachers' conflict.

2.5.4 Applying Appropriate Style of Leadership

2.5.4.1 The Concept of Leadership

There are many definitions of leadership have proposed by various scholars. However, most of scholars who defined leadership agree on the concept of the term, as it is process of driving tasks in a direction to be performed in a given situation (Narayana and Rao, 1987). Therefore, leadership is a relationship among a group where one influences the other and the other accepts the inference; continues process that what a person does not and what he does.

According to Fox (1993:153), “leadership is the influence that the teachers have over the pupils, and is based on the concept of referent power.” He also advised that to be effective leadership teachers have to analyses

Power – the power they posses of their position and the exposition to reward and punishment

Task structure – knowledge about what is expected of students.

Relationship – intimacy between students and teachers.

Thus, the teachers have to use his/her power fairly, structure and clarity of the tasks and develop tight intimacy with students and peers so as to lead them properly.

Accordingly, Harris and Lambert (2003) stated that a teacher is to be called skillful when they acquired a skill that permit them to capture the interest of their colleagues, enable them to negotiate to improve/promote their school and reduce the inevitable conflict. They also have to develop a skill of decision making (participative) which is characteristic through clarity of moral purpose to contribute, content indication to the vision in action frequent recognition of future challenges and openness to ideas (West Burnham (1997:118)

2.5.4.1 Theories of Leadership Style of Leadership

Leadership is an integral part of management and plays a vital role in managerial operations. It has a history equal to when human being begun to work in-group. The early researches on the evolution of leadership there is rooted in to the leader's trait the interaction of the /behavioral/ and the task he/she perform situational.

According to Narayana and Rao (1987) and Coutler and Robbins (2005) the traits founders were argue that the personality of that leader like ability, (intelligence and initiative), personality traits (self-assurance, maturity, decisiveness) and motivators (power over others, job security and self-actualization plays a great role to be an effective leader. However, there is no research that confirmed these assumptions.

On the other hand, the behavioral their it's were based the behavioral dimension of the leader. There are various universities that looked in to these researches from these:

i. Iowa Universities- There Researchers Identified Three Styles of Leadership.

Autocratic style is a hierarchical and goal-seeking approach, here, decisions made at center.

...is a characteristic of leader who goes by the book. Subordinate is expected to confirm completely with he bureaucratic expectation .the leader perceives his /her position or office as a center of authority and vigorously applies the same rules and produce to all subordinate.

Democratic style polices, rules and goals are set in to implementation through discussion. The leader can share his/her powers as well as professionals have a power of expertise.

Laissez-faire style in this case the group has complete freedom therefore, to do there way their own advantage and disadvantage. From all the democratic style has more important than the other does as a school is loosely coupled.

i. Ohio State University two Dimensions of Leadership Style

Initiating structure is the behavior of the leader to identify role, organize work and work relationship to attain the goal. Consideration is the extent to which the leader trust and recognized his/her members. Thus leaders who promote high initiating structure and consideration of the group are more likely fruitful.

iii. Michigan University

They developed a managerial grid having two dimensions (concern for the people and concern for the product). It is developed on the horizontal axis concern for product and on the vertical axis concern for people having a scale runs from 1 to 9. This in turn, produces five managerial grid of style like: improvised management (1, 1), middle of the road management (5, 5), Task management (9, 1), country club management (1, 9) and team management (9, 9). As it is indicated in Coulter and Robbins (2005) and Narayana and Roa (1987) the research revealed that (1, 1) show low achievement whereas, (9, 9) recorded higher achievement of their goals.

Furthermore, the situational leadership theorists argued that there is no best style of leadership but it has to be contingent to the environment (situation) where, when and in what context that leader needs to decide. Thus, leadership is not only traits, behavioral (interaction to tasks) but also the situation can dictate the style of leadership (Chandran 1987).

The studies conducted by Fiedler in (1967 and 1974), Hersey, and Blanchard in (1969 and 1982) identified the two approaches of contingency theory of leadership:

- A. **Fiedler contingency theory**-he examined the leaders' relationship (trust), the structure of tasks and leaders' provision of legitimate power by the scale he developed. Finally, he found that the most preferable situation for leader is when he/she develops positive relationship, highly structured tasks and made decisions made of legitimate power.
- B. **The situational leadership approach** Hersey and Blanchard developed no leader that is always effective in different situation. Therefore, leaders have to be changed on reflexive based on the external pressure. They advise that to effective leader for long period the person's trait and situational characteristics are complementing each other (Chandan, 1987).

In general, human resource refers to people working in an organization for the attainment its goal and survival. Especially, teachers in school to enable the school achieve its objectives. Therefore, human resource management is a process of acquiring, developing and maintaining work force that are important for the school to implement its plans effectively. It focuses on teachers' related practices such as performance appraisal, compensation and benefits and various managerial functions to secure teachers commitment and motivation.

CHAPTER THREE

PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA

In this section, data gathered to compare the practice of human resource management in government and private secondary schools of Addis Ababa City Administration would be presented, analyzed and interpreted. The data were collected from academic staff through self-administered questionnaires (close and open-ended questions). In-depth interviews were also made to supplement the data gathered through questionnaire.

3.2 Characteristics of the Respondents

The study population comprised classroom teachers, department heads, unit leaders and vice directors from both government and private secondary schools of Addis Ababa City Administration. The sampling method, numbers of the respondents and the description of the sample area were discussed in unit one of section six. Accordingly, a total of 100 participants, 82 percent male and 18 percent female were all from three government secondary schools (GSS) involved as the respondents. The schools are Dil-Bar, Medhanalem and Wondirad. On the same way, fifty (50) from which 47(94 %) male and 3(6 %) females were selected as a source of information from three private secondary schools (PSS) These are Kegna Andarge Memorial Secondary School, Enat Primary and Secondary and Ethio Parents Secondary

As the number of males in the sample population is six fold of the female teacher participants, the findings might be male dominated ideas. The domination of the male population might be the result of low number of female teachers in secondary school.

Table 1: The Characteristics of Respondent

No	Items		Respondents			
			Government		Private	
			No	%	No	%
1	Sex	Male	82	82	47	94
		Female	18	18	3	6
		Total	100	100	50	100
2	Age	20-27	32	32	14	28
		28-34	32	32	25	50
		>35	36	36	11	22
		Total	100	100	10	100
3	Service in school	1-5	30	30	36	72
		6-10	38	38	8	16
		11-15	14	14	3	6
		>16	18	18	3	6
		Total	100	100	50	100
4	Total service	1-5	5	5	16	32
		6-10	15	15	18	36
		11-15	42	42	9	18
		>16	38	38	7	14
		Total	100	100	50	100
5	Qualification	Diploma	22	22	9	18
		Degree	63	63	37	74
		Masters	15	15	4	8
		Total	100	100	50	100
6	Service area	Classroom Teacher	80	80	32	64
		Department head	11	11	10	20
		Unit Leader	7	7	5	10
		Vice Director	2	2	3	6
		Total	100	100	50	100

As indicated in table 1, 32 percent of respondents in government school were in age category of twenty to twenty seven years, 32 percent were twenty to thirty four and 36 percent of them were thirty five years old and above. On the other hand, 28 percent, 50 percent and 22 percent of the respondents from private secondary schools were twenty to twenty seven, twenty to thirty four and thirty-five years old and above respectively. Therefore, most of the respondents were youngsters that account 64 percent for government secondary schools and 78 percent for private schools having age of thirty-four and below year. From these one can conclude that the ideas of youngsters were highly reflected in this study, as the sample respondents were youngsters dominated.

Regarding, qualification, of all respondents in government secondary schools 63 percent, 22 percent and 15 percent were first degree, diploma and master holders respectively. This shows that more than half of the government school respondents were first-degree holders. Similarly, 74 percent (37), 18 percent (9) and 8 percent (4) of private secondary school participants were degree, diploma and master holders respectively. Therefore, one can say those degree holders were the central part of the research. This might be happened because of the Minister of Education requirements of first degree to teach in secondary schools.

Most of the respondents were teaching in grades, nine and ten which comprise 53 percent of the respondents in government secondary schools and 54 percent in private secondary schools. Accordingly, 36 percent of government secondary schools and 20 percent of private secondary schools were teaching preparatory. While, 11 percent (26) taught from 9 -12 or might not assigned to teach (vice directors and unit leaders) in government and private respectively.

Furthermore, item no 6 identify the roles of teachers in the school. 80 percent of the respondents were classroom teachers 11 percent of them are department heads 7 percent unit leaders and 2 percent vice directors are from government school. At the same time, 64 percent of respondents, 20 percent (10), 10 percent (5) and 6 percent (3) of teachers, department heads, and unit leaders were respondents from in private secondary schools. Therefore, classroom teachers' belief and ideas take the lion's share in the finding of this study.

The services of the respondent were described from two angles: service in current school and total service year. This was intended to identity for how long that a teacher stayed in school in terms of years. Regarding this, item no-3 indicates that 70 percent of government secondary school teachers have an experience of more than six year in their current school; where the rest 30 percent served from 1-5 year in their current school. Similarly, 72 percent (36) of private secondary school respondents have an experience of less than five years and 28 percent (14) served six and above years. This information makes confident that the respondents were matured enough in both ages, qualification in

experience to respond correctly to all questions. Therefore, the ideas of experienced teachers from government and relatively newly recruited teachers from private secondary were reflected.

3.1.1 General Perception of Teachers towards their School and Profession

Table below indicates that the majority GSS of teachers (60 percent) reported that they did not have an interest to stay at their school because of salary problem, and physical and age problems. There were teachers who responded that they did not know why they need a change. Consequently, 90 percent of teachers responded, “yes” to the question “Do you want to look for other job rather than teaching?” and almost 97 percent of them answered that they would like to leave their school if they have chances to get another school or job. From this, one can conclude that teachers were generally; at school but thinking outside except the few who replied “we need the profession though we are not happy.”

On the same way, 65 percent of private secondary school teachers were responded that they do not want to stay in their current school. Accordingly, 95 percent of them were looking for another job rather than teaching. Yet, all of teachers in private secondary schools were on tip to leave their school at any time.

Table. 2: General perception of teachers towards their school and profession

No	Items	Yes (%)		No (%)	
		GSS	PSS	GSS	PSS
1	Do you want to work in this school at least for five years?	40	35	60	65
2	Do you want to look for other job rather than teaching	90	95	10	5
3	If you have choices, do you want to leave your school at any time?	97	100	3	-

3.2. Analysis and Interpretation of human Resource Management

For the purpose of analysis part one is divided into two parts: intrinsic and extrinsic motivation factors. Part two is also classified into teachers' perception of their appraiser, criteria development, its effectiveness and acceptance of the appraisal result. Moreover, teachers' salary satisfaction, incentive and fringe benefits are analyzed under part three. Finally, the role of school management in handling teachers, communicating teachers so as to develop common understanding about the objective of the school; approaching teachers to solve conflicts and leadership style would be analyzed.

3.2.1. Teachers' Degree of Motivation

Understanding job satisfaction is critical to the success of school and continues to be a major topic of research interest. Job satisfaction, the dependent variable, was measured by the response to the question: "On the whole, how satisfied are you with the work you do, would you say you are extremely satisfied, fairly satisfied, a slightly dissatisfied, or extremely dissatisfied with key teaching activities?" Therefore, in this section, teachers' degree of motivation in government and private secondary schools are compared against two dimensions. These are intrinsic and extrinsic motivational factors. To analyze and interpret the data, the average level of teachers' motivation was indicated by weighted mean to compare each motivational factors as calculated from the responses of level of motivation on five level of likert scale of satisfaction: high=5, medium = 4, fair = 3, low = 2, and very low=1.

3.2.1.1 Teachers' Intrinsic Motivation

Scholars Fax (1993) agrees that teachers gain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. Accordingly, to collect necessary information from teachers, fifteen motivational indicators were utilized. These pointers focused to assess teachers' achievement satisfactions due to their success in their duty or their students' success. It also looks into teachers' responsibilities recognition and teaching satisfaction.

Table 3: Teachers' Level of intrinsic Motivation

No	Items	Government		Private	Difference		
		M	SD		SD	F-ratio	sig
	Achievement satisfaction						
1	Students are active and successful in my school	2.75	1.5	3.65	1.3	.600	.666
2	Enough time is given to cover the whole portion on time	2.97	1.3	3.74	1.5	1.147	1.356
3	I feel happy when I get my former students employed in various sector	3.88	1.5	3.50	1.7	.306	.875
	Weighted mean	3.2	1.4	3.63	1.5	2.05	2.53
	Responsibility motivation						
4	Students' disciplinary problems affects teachers retentions in a school	3.2	1.3	3.50	1.2	4.312	.076
5	I teach each and every portion in my subject and finish it on time.	3.07	1.2	3.84	1.3	.326	.023
6	The subject I am teaching is easily managed.	2.80	1.6	2.47	1.8	.384	.856
7	Teachers conduct action research to solve the current problem of the school.	2.70	1.4	2.82	1.5	.258	.933
	Cumulative mean	2.50	1.2	3.11	2.7	0.857	.017
	Motivation from recognition						
8	I received appreciation from my department head	2.82	1.5	3.32	1.4	.430	.825
9	There is healthy respectful and cooperative relationship among teachers in my school	3.18	1.1	3.92	1.2	.213	.013
10	Students in my school appreciate their teachers' skill and methods of teaching in my school.	2.62	1.7	2.97	1.5	.656	.024
11	Teachers admired and praised while they accomplished their duties by their peers.	2.35	1.3	3.05	1.6	.356	0.011
	Cumulative mean	2.84	1.4	3.31	1.4	1.42	0.002
	Motivation from teaching						
12	Teachers to improve their knowledge and skill while teaching	2.75	1.3	3.10	1.4	.591	.706
13	Teachers pass long hours in school on teaching students lie free tutorials	2.18	1.2	2.42	1.4	.591	.706
14	I prefer any other profession than teaching	3.17	1.6	3.05	1.9	2.299	.025
15	I used to care more about other professions but know my profession (teaching) more important to me	1.83	1.6	1.92	1.6	.69	.675
16	Teachers have an initiation to improve teaching methods	2.05	1.5	2.25	1.5	.771	.577
	Cumulative	2.26	1.4	2.34	1.4	4.88	2.68
	CM*	2.87	1.4	3.34	1.4	3.14	.584

SD=all round to one digit

$\alpha=0.05$

Df =(100,1)for GSS & (50, 1)for PSS

CM*= Cumulative of all factors

Table-3 reveals that teachers level of motivation from their students' activeness and time for accomplishments was medium for GSS teachers' with mean of 2.75 and 2.97 but high for private secondary school teachers having mean of 3.65 and 3.74. On the other hand, both government and private secondary school teachers were highly motivated in their students' ability to get employed in various sectors, which is indicated by a mean of 3.88 and 3.50 respectively. Thus, one can deduce that private secondary school teachers were motivated higher than their counter part teachers in government with relative terms. However, both private and government secondary school teachers have high motivation having cumulative mean of 3.20 and 3.63 without significant difference as $p(2.53)$ which is greater than 0.05 for all the three factors.

The capability to finalize the whole portion of a given subject in a given time, fulfilling duties and responsibility without hesitation, knowledge of the subject matter one taught and conducting action research were used as indicators of responsibility. Accordingly, the responses gathered are presented as follows:

Item no 4 of table-3 depicts that teachers were highly motivated in teaching each portion of their subject; including to finish it on time in both government and private schools having a mean of 3.07 and 3.84 respectively. However, teachers in private secondary schools were not sure of their ability in managing the subjects they were teaching, where teachers in government schools have slightly higher than their counterparts in private. This might be because of the less experienced teachers in private secondary school (due to lack of experience in handling their subjects), which is indicated by the mean of 2.45. In general, as cumulative mean is medium, teachers were slightly satisfied with accomplishing their duties and responsibility. Yet, there is no significant difference in accomplishing their duties between teachers in private and government where $p(2.72)$ which is greater than 0.05 for all items.

Teachers in both government and private secondary schools were not motivated with their students' discipline problems that are indicated by 3.2(GSS) and 3.5(PSS). Though teachers were expected to produce democrat and disciplined human behavior in school, they preferred to rush out of the school as their immediate solution. This action partly

resulted from negligence of most teachers reflected in supervising their students. On top of this, conducting action research in solving current school problem got least attention in both government and private secondary schools with having the mean of 2.7 and 2.82 in government and private respectively. From these one can deduce that teachers were accepted that escaping as a solution than searching remedy for students' discipline problems. There is no significance difference between PSS and GSS as $p(0.076)$ is greater than 0.05.

Herzberg (1943) that recognition is one of the satisfiers used in motivation to increase teachers' satisfaction in teaching. It is gained from self and others acceptance of one's activity, appreciation and recognition. Therefore, teachers' intrinsic motivation regarding recognition would be investigated using four indicators as stated in above table from items number seven up to ten (7-10).

The above table shows that teachers in government secondary schools were highly satisfied with regard to the relationship and coordination among teachers, in having a mean of (3.18). In addition, they have medium satisfaction with respect to appreciation from director, department heads and student (2.82 and 3.32). Nevertheless, they were poorly satisfied with the praise and admiration they offered among their department members (2.35). This might be taken place because of the rivalry competition made for promotion. On the other hand, private secondary school teachers were highly satisfied with the recognition they offered from department head (3.32), respectful and healthy cooperation (3.92) and praise they have got from their peers (3.05). However, medium satisfaction was found in respect to students' recognition of their teachers. One can say that there is high teachers' motivation on the bases of recognition in private secondary schools but medium in government school with significance difference between them as $p(0.002)$ is less than 0.05.

The fourth element treated under motivational factor was the motivation obtained from the task itself (teaching). Herzberg and Alderfer emphasized that satisfaction gained from tasks exceeds all other motivational factors obtained, as task itself is the foundation of other motivational factors.

Items 11-15 portrayed that teachers in both government and private secondary schools were less satisfied with passing long hours on teaching (2.18 and 2.42) respectively. In addition, government secondary school teachers were also reflected medium satisfactions in improving their knowledge and skills while teaching (2.75) but it is high for private secondary school (3.10) secondary schools teachers. Despite this, teachers in both government and private schools show poor satisfaction in improving methods of teaching (2.05 and 2.25) respectively. Yet, they were not satisfied with their profession in general. This is indicated by they question, "I prefer any other profession than teaching." Both respond with a mean of 3.17 and 3.08 for government and private. From these one can conclude that teachers were not satisfied in their teaching and they were at school not because they like teaching but waiting for a chance to change their school and even their profession.

In general for all intrinsic motivational factors teachers were highly motivated relatively than teachers in government secondary schools without significant difference between private and government secondary schools.

3.2.1.2 Hygiene Factors

Herzberg states that hygiene factors are not used as direct motivational or satisfier but remove dissatisfaction. They are facilities that gained from the environments or around the task. Therefore, six indicators of hygiene factors were used to collect data, which are presented as follows:

Table 4: Teachers' Level of extrinsic Motivation

No	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	Our school provide us necessary teaching materials	2.48	1.2	2.79	1.3	.335	.000
2	Large class hinders teachers from giving adequate attention to their students.	3.23	1.6	1.45	1.6	1.183	.012
3	Fair Workload is offered to all teachers in my school	3.12	1.5	2.98	1.5	.649	.664
4	There is a pension schemes for our staff in my school	3.03	1.4	1.21	1.4	2.017	.017
5	There is an award given for outperforming teachers	2.07	1.3	2.24	1.4	.207	..097
6	There is secured job operation I have	3.18	1.2	2.47	1.4	.342	.011
	Cumulative	2.32	1.3	2.51	1.4	3.174	.033

SD=all round to one digit

$\alpha=0.05$

Df =(100,1)for GSS & (50, 1)for PSS

Table-4 indicates that teachers in private secondary schools were not dissatisfied with fair workload distribution among them (2.79). In addition, teachers in government secondary school were not dissatisfied in having job security and pension (3.18, 3.03). On the other hand, they were dissatisfied with the number of students in a class, provision of necessary teaching materials and the reward given to outperforming teachers having mean of 3.23, 2.48, and 2.07 respectively.

On the other hand, teachers in private secondary schools showed high dissatisfactions with the job security, pension expectation and reward given to them (2.47, 1.21 and 2.24). Yet, they show slight dissatisfactions on the provision of teaching materials by the school (2.79). These were made by far at private secondary school (PSS) with the belief that the more the materials were provided; the more the students are attracted. From these one can argue that teachers in private secondary schools did not attain Masolw's hierarchy of need about security. This leads us to say that teachers were not at a position to think about other elements than to get job security. On the same way, in both private and government schools rewarding outperforming teachers were not found to be attractive. This in turn, leads teacher toward the nominal accomplishments of tasks assigned to them. Overall, these conditions might increase teachers' dissatisfaction, which has an impact on teachers' interest to prepare handouts and thereby using the most simplest and recent teaching materials.

Teachers' intrinsic and extrinsic motivations were reported as it gets less attention. These might become an obstacle to teachers' activity in order to accomplish their duties and responsibility. This in turn affects quality of education. Statistically there is significant difference between the private and government secondary school with respect to hygiene factors for motivation as $p(.033)$ is less than $.050$.

3.3. Teachers' Performance Appraisal

The main purpose of performance appraisal should be to provide information to help teachers to improve their teaching performance. Performance appraisal system, if well designed; it provides teachers with the necessary feedback to assess their own professional growth. However, poorly designed performance appraisal system can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment. Regarding Finnigan(1973)in Haileselassie (1999) stated that to increase the objectivity of appraisal, the appraisers have to know their own attitude, feelings and accept other positively. Consequently, in this section teachers' perception about their appraisers, awareness and contribution of teachers in criteria development, attitude towards the effectiveness of criteria and the result of performance appraisal are discussed.

3.3.1 Teachers' Perception of their Appraiser

Teachers were asked about their feelings and attitudes towards their appraisers' approaches. Roles of intimacy and personal agreements are also considered.

Table -5 Teachers perception of their appraiser.

No	Item	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	Appraisers in my school respect teachers feeling and beliefs.	2.6	1.4	3.19	1.5	1.203	.020
2	Teachers idea and attitudes are respected by the appraisers during performance appraisal	2.56	1.4	3.08	1.3	.574	.001
3	Appraisers give high mark based on intimacy	3.10	1.5	3.33	1.4	.882	.505
4	Personal agreement plays great role in performance appraisal.	3.00	1.5	3.20	1.3	.503	.771
5	The appraisers show, good, positive and affectionate to teachers	2.81	1.4	3.17	1.5	.856	.043
6	Teachers select skillful appraisers before conducting appraisal.	2.22	1.3	2.48	1.7	.929	.476
	Cumulative	2.70	1.4	3.07	1.4	4.938	.035

SD=all round to one digit $\alpha=0.05$ Df =(100,1)for GSS & (50, 1)for PSS

Table -5 reveals that the teachers’ opinion got acceptance by the appraisers. Hence, there was positive relationship among teachers and appraisers in private school, which was medium for government secondary school (GSS) teachers. On the other hand, though appraisal principles forbid role of intimacy for the purpose of getting mark, in both private and government secondary schools, intimacy and personal agreement plays a great role to score high mark in performance appraisal PSS (3.33, 3.20) and GSS (3.10,3.00). On top of this, teachers thought the ability of their appraisers was poor. This might be because of either their way of marking or lack of opportunity to choose one’s appraiser. From these one can conclude that appraisers did not get loyalty from teachers so that they were not accepting the result obtained from performance appraisal.

3.3.2 Teachers’ Awareness and Role in Performance Appraisal Criteria

Many researches are certain that teachers are expected to know why, how and when to be appraised. In addition, the standards of appraisal criteria better get acceptance when it developed by management committee and discussed over by the teachers. These simplify to approve the standard set and its implementation.

Table-6 Teachers’ awareness and role in performance appraisal criteria

No	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	Performance appraisal standard is set by the school management	2.41	1.5	2.48	1.4	1.558	.202
2	Teachers are told on what basis he/she is going to appraised	2.73	1.3	2.72	1.5	.514	.703
3	Teachers are informed when and why performance appraisal is conducted.	2.92	1.3	2.97	1.4	.954	.461
4	Criteria of appraisal are discussed and developed by teachers and management in common	2.67	1.5	2.64	1.7	2.162	.085
5	Every teacher contributes for the development of performance appraisal criteria.	2.53	1.4	2.53	1.6	.665	.653
	Cumulative	2.67	1.4	2.73	1.5	4.85	2.11

SD=all round to one digit α =0.05 Df=(100,1)for GSS & (50, 1)for PSS

In the above table teachers responded to the all three factors as their participation was offer low in setting performance standards, contributing for criteria development and getting chance to discuss on performance criteria issues with a mean between (2.41-2.67). Teachers’ awareness about how, why and when to conduct appraisal was medium for

There is significant difference between private and government as $p(.032)$ which is less than .05. Thus, private secondary school teachers were slightly better perception of their appraisal criteria than government secondary teachers.

3.3.4 Teachers' Perception towards the Result of their Performance

Teachers' perception towards the result of their performance appraisal is decisive to accept or reject what the appraisers' found out. This is noticed on how they perform on the next day of the feedback. To this end, perception of teachers toward the results of the performance appraisal investigated using the indicators like its confidentiality, feedback approaches and general out look of teachers feeling on the result of their performances appraisal.

Table.8: Teachers' perception towards the result of their performance appraisal

No	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	The result of performance appraisal is kept secrete	2.96	1.5	2.94	1.5	.324	.231
2	The appraisal communicate the result with teachers with positive side only	1.45	1.6	2.51	1.4	.657	.025
3	The appraisal communicate the result with teachers negative and almost all critics part	3.25	1.5	3.16	1.9	.657	.537
4	The appraisal communicate the result with teachers both sides (negative& positive)	2.30	1.9	2.46	1.7	.657	.215
5	Appraisers always attempt to give nearly the same.	2.71	1.4	2.79	1.5	.980	.543
	Cumulative.	2.23	1.5	2.588	1.6	1.32	2.53

SD=all round to one digit $\alpha=0.05$ Df =(100,1)for GSS & (50, 1)for PSS

In the above table confidentiality of appraisal result and appraisers' attempt to give nearly the same score for all teachers were responded not to agree or disagree. i.e medium with mean of 2.96 and 2.94 for government and private secondary schools respectively. On the other hand, teachers in government secondary schools show strong disagreement that their appraisers' communicating both the positive and negative side of their appraisal feedback with mean of (2.30) but reflect strong agreement on critic and negative feedback of appraisers 3.25. Teachers in private secondary schools show the same thing about performance appraisal feedback (2.46 and 3.16). Based on this one can conclude that there was no well- defined feedback approach in both government and private secondary schools. However, there is no significant difference between the schools as $p(2.53)$ is greater than .05.

3.4 Compensation and Benefits

Teachers go to school and interested to teach if and only if their physiological need is satisfied (Fax: 1994). In addition, Manappand and Salyadin (1996) address that qualified employee (teachers) are attracted and retained in a school only when they are paid well. Thus, teachers’ compensation and benefit is going to be discussed using sixteen questions under three categories: teachers view on salary payment, incentive criteria and fringes benefits provision.

3.4.1 Teachers’ View on Salary Payment

Teachers were asked whether their salary goes with their qualification and the service years they have in both government and private secondary schools.

Table.9: Teachers’ salary payment satisfactions

No	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	Sig
1	High payment is earned in private than government.	3.52	1.8	3.37	1.6	.525	.756
2	My salary is attractive when compared with services and qualification.	1.43	1.7	1.75	1.7	.838	.533
3	My school pays fair salary for teachers based on service offering.	1.70	1.6	1.97	1.6	1.35	.271
4	Teachers are paid overtime for the class above maximum load.	2.30	1.7	2.92	1.6	.398	.847
5	Salary payment is high in other schools than my school.	3.29.	1.3	3.37	1.6	2.40	.060
	Cumulative	2.45	1.6	2.50	1.6	5.51	2.47

SD=all round to one digit α=0.05 Df=(100,1)for GSS & (50, 1)for PSS

Table 9 reveals teachers’ belief in the presence of attractive salary outside of their current schools with average response of (3.37(PSS) and 3.29(GSS)) respectively. This condition rose teachers’ interest to look for other school to be paid more. These in turn, create instable environments where teachers leave their school at any time when they get an opportunity.

Generally, both GSS and PSS teachers strongly agreed that they are paid below their expectation (1.43(GSS), 1.75(PSS)) and service they were offering to school with (1.70)

for government, and (1.97) private respective. Moreover, it was shown in the table that there was no overtime payment for the classes accommodated above ones maximum load in GSS (2.30). But, there was relatively more chance to get an overtime payment in private school (2.92). Given the chance to get overtime work in private school, there were still observable teachers dissatisfactions with the amount of money allotted to them. Thus, one can possibly conclude that teachers in both GSS and PSS were dissatisfied with their current salary payment. Though, government has recently made salary adjustments for teachers in GSS, teachers still agree that there is high salary payment in private school. This in turn, leads to the conclusion that teachers are at school not as a fully-fledged staff members but waiting for a chance to leave their school.

3.4.2 Teachers’ view Incentive

Well-defined incentives criteria avoid teachers’ dissatisfactions and encourage them to accomplish their duties for the success of school goal. It was usually established based on teaching excellences, high performance (outperforming) competence and all-round participations.

Table 10: Teachers’ perception incentive criteria

	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	Teaching excellence	1.41	1.4	2.31	1.7	1.01	.426
2	Seniority	1.81	1.7	2.14	1.7	.842	.027
3	Workload	1.24	1.3	2.14	1.7	.374	.015
4	Intimacy	2.90	2.0	1.86	1.7	3.362	.015
5	Performance	1.49	1.6	3.35	7.1	.884	.518
	Cumulative	1.31	1.6	2.30	2.5	2.95	.017

SD=all round to one digit $\alpha=0.05$ Df=(100,1)for GSS & (50, 1)for PSS

As indicated in table-10 teachers from GSS strongly disagreed to all of the criteria specified on the provision of incentive occasionally. This tells us that there was very low probability for teachers to get an incentive or there is no incentive given to at all (1.31) Even if incentives were given intimacy might function because it the highest average of all,(2.24). Where as, in PSS incentive was given based on the result of performance (3.35). Now it is possible to deduce that teachers in GSS were dissatisfied than their

counter PSS teachers. There is significance difference between them because $p(.017)$ is less than $.05$ which shows PSS teachers view their incentive criteria slight better than GSS teachers.

3.4.3 Fringe Benefits

Fringe benefits are an incentive given for the benefits of teachers to show the sense of identity (belongingness) to the school. As literature confirms, that fringe benefits raise teachers’ interest, facilitate and simplify ways for teachers to teach their students.

Table 11: *Fringe benefits*

No	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	My school is equipped with facility like clinics which teachers freely	1.50	1.6	2.44	1.7	.342	.154
2	Teachers in my school paid house allowance.	1.54	1.3	1.78	1.4	.573	.046
3	Teachers allowed registering their children to school without fee.	1.68	1.4	1.86	1.4	.613	.002
4	There is/are tour program sponsored by the school every year.	1.62	1.3	2.22	1.6	.925	.125
	Cumulative	1.72	1.5	1.69	1.6	3.23	.654

SD=all round to one digit $\alpha =0.05$ Df =(100,1)for GSS & (50, 1)for PSS

Despite its effect, both private and government secondary schools show low provision of the elements of fringe benefits. Especially, school facilities, house allowance for teachers and tour arrangements were all the least offered fringe benefits having a mean of (1.5, 1.54 and 1.62) for GSS and (2.44, 1.78 and 2.22) for PSS respectively. Thus, teachers in both GSS and PSS were dissatisfied with provision of fringe benefits as cumulative mean is lower.

3.5 Managerial Roles of Effective Human Resource Management

This section discusses the managerial role in the practice of managing human resource practices in secondary school. It also identifies style of leadership observed in private and government secondary schools.

3.5.1 Managerial Role in Managing School

Managers have various responsibilities to accomplish at different level. From this the essential are:

- 1. Managing or handling the teachers to achieve the goal of school
- 2. Facilitate communication to create common understanding among teachers so that they are empowered to perform their duties.
- 3. As conflict is inevitable in any organization, so conflict resolutions are the most important role of managers in human resource management.

Table.12: Teachers' view on aspects of managers

No	Items handling teachers						
		Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	Genuinely understand of personal problems	2.27	1.4	3.08	1.7	1.73	..020
2	Are faultfinders and always give unfair critics of teachers.	3.18	1.7	2.41	1.6	.678	.643
3	Encourage friendly atmosphere.	2.40	1.7	3.65	1.6	.966	.035
4	Always impose decision on teachers	2.81	1.7	2.45	1.6	.654	.013
	Cumulative	2.19	1.65	2.47	1.6	3.37	.037
	Communication						
5	Encourage teachers excellence	2.33	1.5	2.98	1.5	1.483	.018
6	Listens carefully to understand teachers' interest.	2.44	1.5	2.98	1.7	.816	.033
7	Set the school goal and communicate to teachers.	2.87	1.6	2.77	1.8	.982	.443
8	Encourage openness and trust among teachers.	2.60	1.4	3.25	1.6	.782	.013
9	Invite teachers to talk about their problem.	2.56	1.7	3.08	1.6	.923	.027
	Cumulative	2.56	1.5	2.61	1.6	3.28	1.24
	Conflict						
11	Avoiding conflict	2.60	1.6	3.05	1.5	1.50	.216
12	Use discussion to solve problem	2.38	1.4	3.36	1.5	.507	.012
13	Use power to under conflict	2.59	1.5	2.51	1.6	2.05	.097
	Cumulative	2.51	1.5	2.97	1.5	4.06	.025

SD=all round to one digit α =0.05 Df =(100,1)for GSS & (50, 1)for PSS

Table-12 reveals that school management in private school encourages friendly atmosphere (3.65). They also genuinely understand teachers' personal issues and influence them to accomplish their duties (3.08). In addition, they did not impose

decisions on teachers (2.45). Whereas in GSS, teachers reflected that managers were not genuinely understand their personal problems (2.27) and teachers were uncertain to say that managers encouraged friendly atmosphere (2.40) but impose decision on teachers (2.81). In addition, GSS teachers strongly agreed that school managers were faultfinders and always forward unfair critics (3.18). Thus, one can possibly argue that school management in GSS use power, impose decision and stress teachers by frustrating them to attain school goals. On the other hand, teachers in PSS were enjoying the way their school management handle teachers to perform their duties and responsibilities. There is a significance difference between the PSS and GSS as $p(.037)$ is less than .05

Communication is one of the essential skills that a manager has to develop to achieve his/her objective through people. Accordingly, fifty to ninety percent of manager's work is accomplished through communication. Thus, the levels of managers' communication in assisting teachers to achieve their teaching excellence, informing the established goals and methods of attaining it, encouraging trust and openness as well as inviting teachers to talk about their problem and giving attention to their issue were utilized.

As can be seen form the above table, communication is very poor in GSS on the basis of assisting teachers to achieve their goals and interest to listen to teachers' problem (2.33 and 2.44) that was moderate for private school (2.98,2.98) respectively. On the other hand, there was a moderate openness and trust between teachers and school management in GSS (2.6 and 2.59), which was high for PSS with a mean of (3.25 and 3.08). This tells us that managers in private school are effective communicators than their counter part in government. This may be because of the relationships developed among teachers in the private school.

Conflict is inevitable where-ever people come and work together to achieve common goals. To this end, managerial approaches to manage conflict were assessed using teachers' agreement on types of conflict management. Accordingly, managers in GSS practiced avoidance methods and use moderate power in managing conflict with mean of 2.6 and 2.59. Whereas, discussion approach solve problem was poorly functioning (2.38). One can possibly argue that conflict in GSS was solved not to vanish the problem from

its root but to give temporary solution. The problem may mount after a short period time. Teachers might also avoid the problem because of the fear of power that the managers exercise.

On the other hand, discussion approach was best practiced in PSS (3.36). Yet, avoidance also played a great role in managing conflict (3.05). However, power was moderately practiced in private school to manage conflict. From these one can conclude that PSS schools' management was efficient and effective in managing conflict than GSS School managers. Though solving conflict from its root is crucial, managers in GSS tried to solve only the superficial part of the problem where avoidance was high. There is significance difference between PSS and GSS because $p(.025)$ is less than .05

3.5.2 Leadership Style

Leadership is an integral part of management and plays a vital role in human resource management. Thus, twelve (12) items were used under three categories to understand the type of leadership style currently practiced in government and private secondary school as follows.

Table-13 School leadership style

No	Items	Government		Private		Difference	
		M	SD	M	SD	F-ratio	sig
1	Autocratic style						
	A. School leaders do not actually sympathetic to deal with teachers' problem.	2.85	1.5	2.54	1.6	.543	.214
	B. Schools management favor punishment to get things done.	2.95	1.5	2.97	1.7	.658	.096
	C. Schools management enjoy always order to implement what to be done	2.76	1.5	2.87	1.6	.348	.035
	D Directors usually pass decision on him/herself	2.73	1.5	2.92	1.5	.167	.325
	E Aggressive and forceful in controlling teaches work.	2.71	1.5	2.56	1.7	.376	.021
	Cumulative	2.66	1.5	2.77	1.6	.789	.352
2	Democratic style						
	A. Acts with social fairness and ethical manner	2.60	1.6	3.21	1.6	.324	.045
	B. Favors persuasion to get things done	2.77	1.5	2.64	1.7	.987	.573
	C. Exercises medium influence on teachers work.	2.63	1.5	2.72	1.5	.327	.0426
	D. Invite teachers to participate in decisions making	2.57	1.4	2.57	1.6	.546	.326
	Cumulative	2.64	1.5	2.78	1.6	1.25	.957
3	Laissez-faire style						
	A. School management actually do not help teachers in achieving their objectives	2.89	1.6	2.30	1.7	.355	.013
	B. Exercise almost no control on teachers work	2.21	1.3	2.62	1.7	.534	.006
	C. He/she is careless, no fellow up of teachers	2.25	1.4	2.67	3.7	.234	.783
	Cumulative	2.43	1.4	2.50	2.1	2.25	3.12

SD=all round to one digit

$\alpha=0.05$

Df=(100,1)for GSS & (50, 1)for PSS

As can be seen from table 13 the autocratic style of leadership was reflected in the issues that school leadership sensitivity to deal with teachers' problem. They also favor punishment to get things done GSS teachers have slight agreement. (2.85 and 2.95). Similarly, they moderately agreed to school leaders enjoying order to influence teachers, pass decision on him/ herself and use power to control teachers (2.76, 2.73 and 2.71 respectively.)

On the other hand, PSS teachers reflected slight agreement on item 1 and 5 in the table-18 (2.54 and 2.56). However, there was medium satisfaction that school leaders enjoy order to get things done (2.87), in favoring of punishments (2.97) and imposing decisions

(2.92). Regarding, social fairness, interest in persuading, exercise medium influence and make participatory decision, teachers in GSS responded with medium mean. This tells us that there is democratic style of leadership is functioning.

Moreover, it is found to be the same for PSS, except teachers in PSS strongly agree to the socially fairness and ethical genuine in private schools Besides, teachers' respond vividly that all school managements were not careless. (Do not actual help 2.3, almost no control 2.62 and careless 2.5). To sum up, in spite of an issue that indicates autocratic style way of leadership, there were overflow of democratic style of leadership in both private and government school.

CHAPTER FOUR

Summary of Findings, Conclusion and Recommendations

4.1 Summary of Findings

Human resource management is an essential part of all resources in a school. This research made an investigation into the effectiveness of human resource management practices in private and government secondary schools of Addis Ababa City Administration. It also compares, if there is any significant difference between private and government secondary schools in human resource management practices. The study focused on the academic staffs' motivation, performance appraisal, compensation and benefits and managerial roles in effective human resource management.

Sampling was made from schools, which were accredited before 2004 from private secondary schools. Accordingly, there were eight accredited private secondary schools in the study area. From these three private secondary schools were randomly selected. These were Enat Primary and Secondary, Kengasmach Andarge Memorial and Ethio Parents Secondary. On the same way, out of seven government secondary schools three of them were randomly selected Medihanaalem, Dil-Bar and Wondirad Secondary Schools were studied.

Data were collected through questionnaire from academic staff. In addition, interviews were administered to the directors of the sample secondary schools to substantiate the information gathered through questionnaire. Data were analyzed using percentage, weighted mean, mean scores, standard deviation and one-way ANOVA. Percentage is used to analyze responses of which were nominal, weighted mean also used to analyze the average values of factors. Mean scores were manipulated to present the average values of each factor. Finally, one-way ANOVA was employed to test whether there is any significance difference observed between government and private secondary schools with regard to human resource management practices.

4.1.1 Teachers' Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic are the two dimension of teachers' motivation were analyzed separately. Intrinsic was treated using achievements, recognition, teaching itself and responsibility through sixteen items. Similarly, extrinsic motivation was investigated using six items.

4.1.1.1 Teachers' Intrinsic Motivation

The result of teachers' intrinsic motivational satisfactions summarized as follows:

Teachers in both private and government were satisfied with their need for achievement, (3.20 and 3.63) respectively. On the other hand work itself (teaching) was also the least motivational factor that teachers in both private and government secondary schools achieved with (2.34 and 2.26) respectively. In addition to their teaching activities, teachers were not happy of their profession so that most of teachers were looking for another job rather than teaching.

Furthermore, recognition and responsibility were moderately achieved intrinsic motivation in both GSS and PSS but job factor like ability to manage their subjects were least achieved by teachers' in private secondary school (2.80) and students' disciplinary problems were provide with low satisfaction for teachers (1.43) for private and (1.45) and government schools. Finally, from all the intrinsic motivational factors teachers were highly satisfied with their need of achievement from both GSS and PSS (3.11 and 3.63 respectively). Especially, teachers in GSS are highly motivated when they get their former students working in various sectors (3.88). Whereas, teachers in PSS were satisfied in their students activity and successfulness currently (3.67).

Accordingly, for all intrinsic factors, teachers in PSS were satisfied higher than GSS because the weighted mean of PSS (3.39) is greater than GSS (2.87). There is significant differences between private and government secondary school as $p(.028)$ is less than .05.

4.1.1.2 Teachers' hygiene (Extrinsic) Factors

To identify and compare teachers' views about their job dissatisfaction elements in PSS and GSS six secondary school related hygiene factors were presented to the respondents. Accordingly, the findings show that there is no significant difference between private and government secondary schools with respect to fair distribution of workload and reward provided for teachers. At the same time, large class size and fair distribution of workload were not the most considered as dissatisfaction factors of all (3.03 for GSS and 3.37 for PSS teachers). However, pension scheme and job security were considered as dissatisfactory element in PSS with (1.21 and 2.47) respectively with significant differences $p (.033)$ that is less than .05.

Teachers in GSS were highly dissatisfied with the provision of necessary teaching materials (2.48), large class size (3.32) and award provided for outperforming teachers' (2.07). However, they show moderate dissatisfaction with the provision of necessary teaching materials. Thus, teachers' in both PSS and GSS were dissatisfied from the cumulative of all factors (2.58 and 2.3) respectively with having significance difference because $p (.033)$ is less than .05.

4.1.1.3 Teachers' Performance Appraisal

The summary of the findings reveal that teachers' in both PSS and GSS have negative attitude towards their appraisers because they feel that high mark was given based on intimacy (3.10 and 3.08) and personal relations (3.00(GSS) and 3.20(PSS)). On top of these, they were also less certain about the skills and ability of their appraisers. (2.229 (GSS) and 2.48 (PSS)). Furthermore appraisers' positive attitudes towards teacher (2.81) and their respect to them (2.6) were moderately accepted by teachers in GSS and highly appreciated by PSS teachers (3.17 and 3.19)

Teachers believed that performance appraisal criteria did not effectively measures teaching activities (3.10 (GSS) 2.78 and (PSS)).It forces teachers to do non-teaching activities (3.14 (GSS), and 2.81(PSS)). In addition, they perceived that teachers'

performance appraisal criteria were not independent of appraisers' bias and as it was not transparent. (3.14 GSS and 2.94 PSS). Accordingly, appraisers tried to give nearly the same to all teachers as (2.71 (GSS) and 2.67(PSS)). Appraisers also communicate the result with full of critics including few positive issues in it.

4.1.1.4. Compensation and Benefits

Teachers' compensation is the essential element that attracts and retains qualified teachers in the schools. Correspondingly, fourteen compensation and benefit pointers were used under three categories to collect reliable information from the respondents. There responses are summarized, there was confusion among teachers in GSS and PSS on salary payment in which teachers in GSS thinks that salary payment was high in PSS where as teachers in PSS also assumes that salary payment was below their expectation (3.5 (GSS) and 3.25 (PSS)). AT the time they believed that salary (PSS) payment is high any where outside than in their schools (3.29 GSS and 3.37(PSS)). Moreover teachers in both GSS and PSS were highly dissatisfied with their current salary (3.57(GSS) and 3.25 (PSS)). Teachers in GSS were not paid fair for the services they offered like classes above their maximum load and they believe that their salary is below their expectation. Whereas it is moderate for PSS teachers with (2.65).

There is no regular incentive given in both GSS and PSS. The criteria used in GSS to provide these seasonal incentives are intimacy (2.90), which is the maximum mean for all criteria specified. Whereas performance appraisal is best used in private secondary schools. School facilities, house allowance for teachers and tour arrangements were the least offered fringe benefits in both PSS and GSS. It is also possible to say that there is no fringe benefits for teachers because the cumulative is almost near to zero cm= 1.3 GSS and 2.3 for PSS.

4.1.1.5 Managerial Roles in Effective Human Resource Management

Managers (directors, vice directors, department heads and unit leaders) have a power to influence teachers, facilitate communication and resolve conflict to create suitable work settings and to enrich teaching activities to motivate teachers. To investigate the role of managers in the human resource management practices, twelve (12) managerial roles related questions were presented. Thus, the findings are summarized as managers in PSS genuinely understand teachers' personal issues and (3.08) encourage friendly atmosphere (3.15) by avoiding imposing decisions on teacher (1.7). On the other hand, managers in GSS have the characteristics of moderate friendly (2.6); highly fault finders (3.08) and not genuinely understand teachers' problem (2.27).

Government secondary school managers were poor in communicating with teachers so as to assist in achieving school objectives (2.33). They show low interest to solve teachers' problem (2.44) that is moderate in PSS (2.95 and 2.77 respectively). In addition teachers in GSS moderately encourage trust and openness in school (2.6). Whereas high for PSS teachers (3.08). In GSS avoidance methods of conflict resolution is best practiced (3.00) where discussion is poorly functioning (2.38). On the other hand, managers in PSS use problem-solving methods of conflict resolutions (3.36). Still there is a practice of avoidance (3.05) in PSS. The research found that in both PSS and GSS there is no carelessness or laissez-faire leadership style. Whereas, democratic style of leadership is the most practiced one though there were considerable practices of autocratic style of leadership style in GSS.

4.2 Conclusions

The following are conclusions drawn from the findings of the study.

1. Teachers in both private secondary schools (PSS) and government secondary schools (GSS) were not interested to give voluntary tutorials, stay in school when they do not have classes. Moreover, they have no initiation to improve teaching methods by themselves but waiting for other to lead them. Similarly, the teachers responded that they do not care about their profession nowadays and even they

were looking for new job. This might imply that the teachers were not satisfied in teaching activities and their profession at all. This in turn, affects the stability of teachers in ones school or to keep on as a teacher. These also adversely affect the quality of education, as teachers were not motivated in their profession and teaching activities. As there is no significant difference between PSS and GSS, teachers in PSS and GSS have no intrinsic motivation gained from teaching p(.584)

2. Teachers' both in private and in government were dissatisfied with the provision of teaching materials and lack of reward. At the same time, teachers in GSS were dissatisfied with large class size while job security and pension scheme were sever problem in PSS. In general, for all extrinsic motivational factors mean for GSS teachers is medium (2.32), where slightly low for PSS teachers (2.51). At this point one can possibly say that there is dissatisfactions in both GSS and PSS where the intensity was high for GSS teachers.
3. Regarding performance appraisal, teachers in PSS and GSS believed that high mark was given based on intimacy and personal relations. They were also uncertain to the skills and ability of their appraisers. Moreover, teachers' contributions in developing appraisal criteria were very low. Furthermore, appraisal criteria lacks objectivity and appraisal results were not kept secrete. From this, it is possible to conclude that teachers have negative perception towards their appraisers and appraisal criteria. Therefore, performance appraisals were not effectively practiced in private and government secondary schools.
4. The finding on payment shows that teachers in both PSS and GSS were highly dissatisfied with their current salary ((1.75 (PSS) and 1.43 (GSS)) because they believed that they are paid below other secondary school teachers. They also assumed that there was high salary payment outside their school. This leads the teachers to search for other schools to earn much money but there is no significant difference except creating confusion. On the other hand, literature confirmed that incentives scheme has to be set to retain outperforming teachers and increase

improve performance. In addition, it ensures that incentive criteria were developed based on performance level, excellence in teaching (doing things) and competency bases. Despite these, the finding shows that there was no regular incentive program in both PSS and GSS but occasional which is given based on intimacy in government (2.9) and performance appraisal for private (3.35). Thus, it can be concluded that teachers in GSS were dissatisfied with salary payment, incentive provided and criteria used.

5. Regarding managerial role in effective human resource management, PSS school managers handle teachers positively (3.15), communicate well (3.05) and encourage democratic leadership style. However, managers in GSS influence teachers by finding faults or critics (1.92) and keeping silence rather than trying to solve teachers' problem (2.44). To conclude, managers in PSS are more influential, communicators and relatively democrat than that of their counterparts in GSS with significance difference as .05 is greater than $p(.025)$.

4.3 Recommendations

The following are recommendations of the study.

4.3.1 Teachers' intrinsic motivation was not satisfactorily achieved to motivate teachers to utilize their maximum potential. Especially, teachers in both private and government secondary of Addis Ababa City Administration were not satisfied with teaching activities and their profession in general. To increase teachers' motivation on teaching activity and to make teachers loyal to their profession:

School managements should create facilitated working environment for teachers by setting forums where teachers can discuss about subject they teach, methods of teaching, assigning them to various grades to teach and creating situation where they can share their experiences and learn from each other's. In addition, teachers initially develop negative attitude towards the profession of teaching when they un-willfully join faculty of education as students at University and college levels. Thus, it is expected from instructors to inculcate in the mind of the pupil that teaching would be recognized as important as other professions. It is here that one can develop positive or negative attitude towards one's career.

4.3.2 To avoid teachers' dissatisfaction in private secondary schools owners and managers have to ensure teachers' job security by increasing years of contract. In addition, teachers in private secondary schools need use other saving mechanism like insurance. Similarly, regular reward scheme has to develop. Finally, teaching materials have to provide by both private and government school managers.

4.3.3 To minimize teachers' performance appraisal problems, teachers should participate in the development of appraisal criteria and its content should base on teaching activities. The appraisers' skills, impartiality and interest to conduct performance have to be examined before appraisal begins. In addition, appraisers have to get regular training on the principle of teachers' performance appraisal to update their knowledge of communicating with teachers during appraisal and feedback.

4.3.4 Private and government secondary schools managers along with educational officers have to create awareness among teachers through creating conducive environment for teachers to talk about their salary structures with concerned bodies and organize experience-sharing programs to avoid the confusion that teachers believe that high payment is offered outside their school. In addition, government secondary schools have to arrange overtime payment for classes above one's maximum load. Accordingly, to motivate teachers so that they complete each of their duties for the actualization of quality education, establishing regular incentive programs, which are free of bias, depend on performance, excellence and competence base is very important. Finally, teachers' fringe benefits also needed a close look from educational bureaus and school managements.

4.3.5. Managers in government secondary schools need to invite teachers to talk about their problems and communicate decisions before implementation rather than imposing decision. Accordingly, managers in GSS are expected to increase trust and openness among teachers so that genuine understandings become school culture. This in turn increases cooperation and working together for the achievement of quality education.

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Appendices

Appendix A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL

DEPARTMENT: HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

The purpose of this questionnaire is to assess the practice of human resource management in Addis Ababa city administration secondary schools. It also compares the result of government and private schools to come up with how human resource management effectively practiced. As it is a part of the study, your honest, truthfulness and accuracy in responding to all items in the questionnaire is decisive to determine the validity of this research. Accordingly, your responses kept strictly confidential and you are not identified as an individual.

Directions

- Answer all the questions as you are requested using (✓) mark or writing on the space provided.
- No need to write your name

Thank you in advance

Section I: Bio Data and General information

1. Name of your school _____ government ☐ Private ☐
2. Sex _____ Male ☐ Female ☐
3. Age _____
4. Service year in this school _____ in other school _____ others job _____
5. Your qualification: Degree ☐ Diploma ☐

6. Grade you teach grade: 9 ☐ 10 ☐ 11 ☐ 12 ☐
7. Your area of service in this school: Department head ☐ teacher ☐ unit leader ☐ vice principal ☐
8. Do you want to work in this school at least for the next five years?
 Yes ☐ why _____?
 No ☐ why _____?
9. Do you want transfer or need to look for other job?
 Yes ☐ why _____?
 No ☐ why _____?
10. If you have choices, do you want to leave your school? Yes ☐ No ☐
 If yes, why _____?
 If No, why _____?

SECTION TWO

For each of the phrases or statement from sections I-VI there are five alternative indicating responses towards the point (strongly disagreed(1) disagree(2) undecided(3) agree(4) and strongly agree(5) are given .Answer these questions using tick(✓) under the space provided for response, which express your own view. Write what you think correct for the open-ended questions.

Section I: Motivation Related Factors Questions

Very low (1) low (2) fair (3) medium (4) very high (5)

No	Item	5	4	3	2	1
1	I improved my knowledge and skill while teaching					
2	My students are active and successful					
3	Enough time is given cover the whole portion on time					
4	I received appreciation from my department head.					
5	I can decide on my duties and responsibility without any fear.					
6	I found fair workload in my school					

Section II: Performance appraisal Related Questions

Rank the following items according to their significance to appraise teachers' Performance (1-6).

____ Vice director, ____ Department head, ____ Committee composed of senior staff

____ Students, ____ Parents, ____ director

If others list _____

Strongly disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

No.	Item	5	4	3	2	1
1	Appraisers in my school respect teachers feeling and beliefs.					
2	High mark is given based on intimacy					
3	Teachers idea and attitudes are respected by the appraisers during performance appraisal					
4	Personal agreement plays great role in performance appraisal					
5	The appraisers show, good, positive and affectionate to teachers					
6	Teachers are informed when and why performance appraisal is conducted.					
7	Teachers are told on what basis he/she is going to be appraised					
8	Criterion of appraisal are discussed and developed by teachers and management in common					
9	Performance appraisal standard is set by the school management					
10	Every teacher can contribute for the development of performance appraisal criteria					
11	Skillful appraisers are selected by teachers before conducting appraisal					
12	The result of performance appraisal is kept secrete					
13	The appraisal communicate the result with teachers':					
	A. positive side only					
	B. negative side only					
	C. Both positive and negative sides.					
14	Appraisers always attempt to give nearly the same					
15	Appraisers in our school are all cruel and give no mercy to any one based on the criteria made					
16.	Performance appraisal criteria do/are.					

A. Not measure teachers' performance effectively and clearly					
B. Not independent of appraisers' bias					
C. Not independent of hearsay of the appraisers					
D. Not transparent					
E. Forces the teacher to do non-teaching activities to get promotion					
F. Not depend on teaching activities					
G. Intervene teachers personality					

17. If others issue related to teachers' performance appraiser and appraisal criteria _____

18. Can you recommend _____

Section III: Compensation and Benefits Related Questions

Strongly disagree (1) Disagree(2) Undecided(3) Agree(4) Strongly agree(5)

No	Items	5	4	3	2	1
1	Private secondary schools are equipped with facility like clinics					
2	High payment earned in private than government					
3	Salary payment is better in government secondary school than private					
4	My salary is attractive when compared with my experience and qualification					
5	There are reward (incentive) program in my school.					
6	My school pays fair salary for teachers based on the service I offered					
7	Teachers are paid house allowance in my school.					
8	I think compensation criteria in my school is not fair / full of bias					
9	In my school incentives are given based on:					
	A. teaching excellence					
	B. Seniority					
	C. Workload					
	D. Intimacy					
	E. Result of performance appraisal					
10	Teachers are allowed to register their children fee free in my school					
11	Teachers paid overtime for class above their maximum load.					
12	There is tour program sponsored by the school every year.					

Declaration

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

Name Negassa Abdissa

Signature. 

Place and date of submission AAU, June 2008