

**HUMAN RESOURCE MANAGEMENT PRACTICES AND
PROBLEMS IN SELECTED SECONDARY SCHOOLS OF
EAST SHOA ZONE**

**A Thesis Presented to the School of Graduate Studies in
Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Management of Vocational Education**

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
ABBREVIATIONS AND ACRONYMS	v
ABSTRACT	vi
CHAPTER ONE: THE PROBLEM AND ITS APPROCH.....	1
1.1 Introduction	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.3.1 General Objective	7
1.3.2. Specific Objectives.....	7
1.4 Significance of the Study	7
1.5 Delimitation of the Study.....	8
1.6 The Research Design and Methodology	8
1.6.1 The Research Design	8
1.6.2 Sample Population and Sampling Techniques	9
1.6.3 Instruments of Data Collection	10
1.6.4 Procedures of Data Collection	10
1.6.5 Method of Data Analysis.....	10
1.7 Limitations of the Study	11
1.8 Definitions of Terms	12
1.9 Organization of the Study	13
CHAPTER TWO: REVIEW OF RELATED LITEREATURE	14
2.1. An Overview of the History of the Human Resource Management	14
2.2 Components of Human Resource Management.	16
2.2.1. Academic Staff Planning and Its Practice.....	17
2.2.2. Academic Staff Recruitment.....	22
2.2.3. Academic Staff Selection.....	26
2.2.4. Staff Performance Appraisal.....	28
2.2.5 Provision of Training for Teaching Staff	36
2.2.5.1 The Concept of Training, Development and Education	36

2.2.5.2 The Needs for Human Resource Training.....	37
2.2.5.3 Human Resource Training Need Assessment	39
2.2.5.4 Types of Human Resource Training.....	41
2.2.5.5 Evaluation of Human Resource Training	43
2.3 The Role of the School Principal in School Human Resource Management Practices.....	45
2.4 An Overview of School Human Resource Management in Oromia Regional State.....	47
CHAPTER III: PRESENTATION AND ANALYSIS OF DATA	51
3.1. Characteristics of the Population under Study.....	51
3.2 Analysis of the Current Human Resource Management Practices.....	55
CHAPTER IV: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	84
4.1 Summary	84
4.3 Conclusions	89
4.4 Recommendations.....	92
BIBLIOGRAPHY	98
APPENDICES.....	103

LIST OF TABLES

Table	Title	Page
I	Total and Sample Population of Teachers in the Study	9
II	Characteristics of the Respondents	52
III	East Shoa Zone Secondary Schools and the Distribution of Teachers with the Respective Woreda's of the Zone.....	54
IV	Responses Given on Human Resource Planning Activities	56
V	Responses Given on Recruitment and Selection of Teachers	59
VI	Views of Teachers on Teachers' Appraisal System	63
VII	Respondents Views on Teaching Staff Turnover	66
VIII	Responses Obtained on Teaching Staff Selection for Training	70
IX	Views of Teachers on Provision of Training Situation in Their Respective Schools	73
X	Responses of Respondents on School Principals Participation in HRM	76
XI	Respondents Views on Involvement of Principals in Teachers Performance Appraisal.	78
XII	The Respondents Views on the Existing Rules and Regulations/ Guidelines in HRM	80
XIII	The Work Relationships Between Schools, Woreda, Zone Education Offices and Regional Education Bureau	82

ABBREVIATIONS AND ACRONYMS

AAU- Addis Ababa University

AS- Academic Staff

ESDP-III- Education Sector Development Program-III

HRM- Human Resource Management

HRP- Human Resource Planning

HR- Human Resource

REB- Regional Education Bureau

MOE- Ministry of Education

OEB- Oromia Education Bureau

PA- Performance Appraisal

RAS- Recruitment and Selection

SS- Secondary School

SPM- Strategic Plan Management

TS- Teaching Staff

UNESCO- United Nations Educational, Scientific, and Cultural Organization

WEO- Woreda Education Office

ZEO- Zonal Education Office

ABSTRACT

The major purpose of the study was to undertake the assessment of human resource management practices and problems in some selected secondary schools of East Shoa Zone, thereby to investigate as to how the current practices of HRM and to give recommendations for problems that may be identified so as to improve the existing situation. A descriptive survey method was employed to reveal the current status of teaching staff management in the selected schools. Twelve secondary schools were taken from East Shoa Zone on the basis of availability sampling and the study excluded the secondary schools that are found under the reform towns of Adama and Bishoftu City Administrations.

An extended review of the literature was taken to discuss the different principles and theory of HRM practiced in the world. As a result, an attempt was made to carefully examine the general practices of the selected secondary schools' current HRM practices.

The subjects of the study were 285 teachers, and educational experts and personnel. To this effect, the respondent sampling was carried out through purposive and availability sampling techniques. To test the basic questions, primary and secondary data have been collected through field work from various sources. The results of obtained information have been analyzed in line with basic theoretical and conceptual arguments of the subject.

The required information was gathered through the use of questionnaires, interview and document analysis. Different models of tools like chi-square, percentage, t-test and average mean were used to make analysis of data obtained from the respondents under the study.

The findings indicated that the selected schools faced problems due to inappropriate planning of the teaching staff which must be prepared in advance. Furthermore, REB, ZEO and WEOs lacked appropriate recruitment and selection procedures and much attention was not given to the secondary school teaching staff manning in general. Teachers were less informed or with no information about their strengths and weaknesses through performance evaluation process conducted periodically and low rate of usage performance appraisal result for further placement, rewards, promotion or punishment. As a result, there were high teaching staff turnover in the zone.

The efforts of schools in finding and facilitating opportunities for short-term and long-term training for their teaching staff in the selected schools were found to be low or absent at all. Besides, the involvement of principals in assigning teachers for training was also minimal. The existing HRM rules, regulations and directives were found to be not refined enough to accelerate the smooth HRM activities in the selected Schools.

Finally, certain recommendations were made based on the findings and conclusions.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This part deals with the introduction, statement of the problem, objectives of the study, significance of the study, delimitation of the study, the research design and methodology, limitations of the study, definitions of terms and organization of the study.

1.1 Introduction

Proper use of the human capital is the principal source of economic, social, political, cultural and technological development of a country. The contemporary global information age is characterized by the emergence of what we call the period of "globalization" that involves the flow of plenty of information to everybody with efficiency at a reduced cost. However, the value of human skill still remains important for educational institutions. Many scholars in the field of the study posit that the value of a human resource remains indispensable for the achieving the desired results.

There are a number of factors that contribute towards the success of an organization. These factors include capital, equipment, and manpower and so on. Even if these all factors are important, the human factor is the most significant one, since it is the people that use all other resources. Without the productive efforts of workers, the material resources of an institution would be of no use. Furthermore, if the people who are in charge of these resources are not sufficiently qualified, then the utilization of these resources would not be optimal (Chandan, 2003: 272).

From the various resources of an organization, none is as critical to the success of its undertakings as its human wealth. It is the human resources that supply the talent, skills and creativity to an organization. Their efforts and leadership to effective and efficient utilization of other resources would contribute much for the successful realization of desired organizational objectives (Melaku, 1992:2).

In relation to this concern, Haileselassie, states:

To meet organizational objectives of all the resources required to attain the intended objectives, the most important is the human resource. Thus, creating an organization which facilitates conditions for effective and efficient performance of workers, and staffing the organization with appropriate people has become the most primary task of management of an organization (Haileselassie, 1999:1).

As can be seen from the above point, people in a given institution are the very important of all resources that the institutions have. Furthermore, Ayalew, emphasizes:

Human resources along with material, financial and time resources should efficiently be utilized if schools want to attain their goals effectively. Consequently, the efficiency of any organization could be realized through proper use of skills and talents of its existing human resources. In school systems, teachers are very crucial in achieving school objectives. Because the strength of an educational system is, for the most part, determined by the quality of its teachers (Ayalew, 1991:109).

Therefore, the basic assumption underlying on Human Resource Management (HRM) aspect of an educational institution is that educational manager has an obligation to motivate, develop, and effectively and efficiently utilize the workforce. This implies that in any educational organization the involvement of human element is of paramount importance. That is why human resource is a resource that is considered as one of the priceless economic assets of the nation. Hence, there should be given a due consideration to the human resource so as to maintain its quality output.

Proponents of HRM maintain that, school conditions created through efficient human resources management that result in a better life for teachers and more productive schooling satisfaction. Therefore, the new management emphasizes on creating the conditions of successful work as a means of increasing one's satisfaction and confidence in a better HRM practices (Starratt,2002:18).

The idea of the value of human resource for the purpose of this particular study is not concerned with the populations of workforce but with the question how the quality of this human wealth is available and kept in good condition.

The educational sectors hold primary responsibility of generating capable and adequate manpower in different fields. This is because employees are the most prominent resources to carry out any activities of the organization and to come up with change and new development. It is only through people that the organizations are considered as existing supplies of the society with skilled labor in all sectors of specialization accordance with the need to the study of educational institutions.

The above arguments attest to the conditions of HRM practices in many schools across Oromia Regional State in Ethiopia. Thus, the writer believes that a proper management of teaching staff in a school is crucial for all-rounded development of schools, which in turn contributes to the development of the educational sector at the national level. Such a situation requires proper human resource planning, selection and recruitment of the teaching staff, proper performance appraisal, appropriate utilization of the available teachers, and an effective strategy for the professional development of teacher educators.

As stated in Surafel (2004:3), it is only when a favorable environment is created for the management and sustainable professional improvement of the teaching staff, that can be nurtured and consequently the quality of education would be maintained. This can be materialized through proper human resource planning, recruitment and selection, performance appraisal, and human resource training. Moreover, it should also be noted that effective use of the academic staff and their professional competence constitute the most crucial issue in teacher management.

Therefore, schools should be able to retain those teaching personnel as part of alleviating the existing scarcity in competency of teachers in school system. In view of this fact, for the better utilization of human resource in

the school, mainly in planning, recruitment and selection, training and academic staff performance, teachers' salaries, working conditions, and on-the-job training should be seen as a great concern of the higher body of educational officers and the policy makers of the state at large.

Even though a number of researches were carried out and are still going on to look for solutions of educational problems in Ethiopia, the problems related to the educational human resource management of secondary school teaching staff is the one which is not fully addressed. It is at this point that the need for planned and wise management of academic staff comes to its highest relevance. Thus, the current situation has aroused the interest of the investigator to analyze as to how a school workforce management practices have been taking place in Eastern Shoa Zone. The study intends to present the practical HRM conditions in secondary schools that are found in Eastern Shoa Zone of the Oromia Regional State.

1.2 Statement of the problem

Any organization, whether it is a school or another, would have defined goals set to achieve and requires resources to attain the objectives. Resources may be composed of technical, financial, material, human etc. To achieve the desired goals, the human resource component is a primary and fundamental resource to all organizations. When it comes to schools, particularly, the academic staff might be the first to be addressed with the provision of teaching skilled workforce.

Among the staff personnel in the education system, teachers are the supreme factor because they are critically involved in the operation of school activities. Any other resources such as special buildings, costly equipment, and sound syllabus will serve some useful purposes only when teachers ^{are} involved to the nobility of the profession and its accompanying responsibilities. Successful and effective schools directly depend on the success and effectiveness of those who work in them. Hence, it should be noted here that the quality performances in a school system are to be

developed and maintained, careful attention should also be given to effective personnel management of the teaching staff (Aggarawal, 1995:395).

In bringing well qualified employees to the school system, the need for having an effective administrative system, the recruitment, selection, training and utilization of the teaching staff are crucial factors. It is to be structured in such a way that it enables one to equip with the appropriate skills in teaching and more conscious of one's responsibilities. When a favorable environment is employed to administration of teachers, the professional improvement of the teaching staff can be ensured and consequently quality of education can be administered.

In support of the above idea Surafel (2004:5) stated that school institutions need skilled and competent personnel to attain their intended objectives. The success of the institutions in achieving these educational objectives, however, is determined mainly by the quality of its teachers since good education rests in the hands of the teaching force.

A competent teaching force with high qualification and talent, however, can be secured through careful recruitment and selection. Moreover, in order to make the best use of the existing teaching staff and achieve better, their skills and abilities also need to be developed to their full potential. These tasks, among other things, call for effective management of the teaching personnel.

The above case also explained by Flippo (1984:8) as, today the increasingly critical nature of problems and challenges in the more effective utilization of human resources has greatly elevated the status of the field. It estimated that human resource issues now consume about 20 percent of the total attention of top management; predictions have been made that this will soon rise to 30 percent as mentioned by this scholar.

As mentioned by Rustom (1996:3), in recent years management's efforts have been intensified to harness the more effective use of the human

resources. The problem of organizing human effort effectively is a sensitive and delicate business, which has not yet been solved.

To this effect, the study attempts to the extent which the contemporary way of thinking on human resource is not only employing staff but also believes there must be serious considerations for staff training, skill upgrading programs and creating favorable conditions for teaching staff management planning so that the goals of a school are achieved. The Secondary Schools in East Shoa Zone seem not on the right track in HRM procedures of recruitment and selection of academic staff, performance appraisal and shortage of training for academic staff, absence of motivating factors, lack of clear rules and regulations in the practice of HRM at every level of Educational Office and at Schools in the Region. These and other human resource mismanagement are related to teaching staff resulted in poor quality of service that schools offer.

Consequently, this study tries to identify the existing problems in academic staff management and deals separately in government-run Secondary Schools of East Shoa Zone. In the quest of identifying the root causes of the above problems, attempts will be made to extract answers to some of the underlying set of research questions.

1. What are the major factors that affect the managerial practices of principals in the selected sample secondary Schools?
2. What are the methods and criteria that are used in the human resource planning, recruitment and selection of the academic staff in the secondary schools?
3. What are the practical relationships in human resource management activities between schools, Woredas and Zone Educational Office?
4. When and how are the appraisals and trainings for the academic staff administered?

1.3 Objectives of the Study

The ever-increasing complex educational system of Oromia region, which is also natural at national level, and its bulky problems particularly in human resource management at school stage, should be thoroughly planned.

1.3.1. General Objectives

The general objective of this study is to identify the underlying problems in the practices of HRM in East Shoa Zone Secondary Schools and thereby to give remedial recommendations aimed at improving of the situation.

1.3.2. Specific Objectives

Specific purposes of the research include;

- To assess the extent and scope of human resource planning level and its activities at region, zone, woreda and school levels.
- To examine the intensity of teachers' recruitment and selection practices at the recruiter bodies and the participation of school principals in the activities.
- To examine the extent to which whether the teaching staff appraisal conducted so as to improve the teaching learning activities of the School.
- To point out major problems faced with teaching staff development and work relation of secondary schools and Woreda education offices as well as zone education office and regional education bureau.
- To give feasible recommendations on ways through which the zone's secondary schools of HRM is enhanced.

1.4 Significance of the Study

Now, HRM is becoming a global issue which has come to being by the need of more institutions, especially in the developing countries, like ours. This study is then believed to have the following importance:

- The output of this study would have some contributions to the decision makers in considering the existing problems as an input.
- The result of the study may enable to strengthen the HRM practices of secondary school teaching staff in the zone.
- The study would also throw some ideas for academicians, researchers, students and even to others as a stepping stone for further study; and most importantly, will encourage local researchers to examine the problem in a wider scope.

1.5 Delimitation of the Study

The current system of HRM practices is operating at all levels of government school in all over the Zone in the region. However, this study is dedicated to deal with teaching and non-teaching staff particularly (principals, teachers and Educational experts and personnel) in twelve Government Secondary Schools, Zone and Woreda Education Offices of East Shoa Zone as well as the Regional Education Bureau. The study also excluded secondary schools that are found in reformed towns of Adama and Bushoftu since they are not structurally organized under Zonal Administration.

The Zone was selected to be the research point for two reasons; Firstly, it is due to the proximity of the zone to the researcher that it has an advantage in terms of time and resource utilization. Secondly, East Shoa is relatively convenient for the researcher to identify the problems in depth that the researcher had a prior exposure during his career in the Zone. Accordingly, it is believed to obtain reliable data that enable on the real causes of the problems mentioned above.

The study was tried to cover about 91% Woredas of the Zone. These are: Adama, Adami Tullu, Bosat, Dugda, Bora, Fentale, Gimbichu, Lume, Akaki, Liban Cukala and Bora Woreda education offices were the target on which the study placed upon and from which subjects of the study were chosen.

1.6 The Research Design and Methodology

1.6.1 The Research Design

To undertake this study, Descriptive Survey method was employed. Descriptive Research was used to collect information about the current problems related to conduct the human resource management activities in the sampled Secondary Schools, Woredas and Zone Educational Offices since it examines a situation as it is. Besides, descriptive research helps to describe and interpret the trend of events that exist now and existed in the past and that have influences on the present (Leedy, 2005:179; Seyoum and Ayalew, 1989:17; and Koul, L., 1984:402).

1.6.2 Sample Population and Sampling Techniques

The sample of this study embraced Regional Education Bureau (REB), Zone Education Office (ZEO), 10 Woreda Education Offices (WEOs) and 12 secondary schools (SS). The respondents include, 16 educational experts and personnel were drawn from REB, 8 educational experts and personnel from ZEO, 10 educational experts and personnel from each WEO and about 50 percent of teachers from each school were involved in the study. The total number of respondents was 289 in number.

The sample elements of the respondents were drawn by the techniques of purposive and availability sampling in order to include all items of composition into the sample size. By doing this, the researcher would have reliable and adequate information on the issue under study. The following table shows the total and sample population of teachers in the study with their respective schools and woredas.

Table I: Total and Sample Population of Teachers in the Study

No	The sample Schools	Sec.	Woreda	Total population of teachers	Sample population	%age
1	Wanji		Adama	53	26	15.8
2	Bulbula		Adami Tullu	21	10	6.1
3	Bosat		Bosat	30	15	9.2
4	Oda Bokota		Dugda	28	14	8.1
5	Dandi Gudina		Fentale	31	15	9.3
6	Chafe Bonsa		Gimbichu	11	6	3.6
7	Mojo		Lume	49	24	14.7
8	Metahara		Fentale	11	6	3.6
9	Bantu		Adami Tullu	64	31	18.8
10	Dukem		Akaki	15	8	4.8
11	Liban Chukala		Liban Chukala	7	4	2.4
12	Bora		Borā	13	6	3.6
Total				333	165	100

Source: East Show Zone Education Office

In addition to the above samples of the study, some officials from REB, heads of ZEO, heads of five WEOs, and six secondary schools principals were also interviewed for the study.

1.6.3 Instruments of Data Collection

The data for the study were obtained from primary and secondary sources. As secondary sources, relevant literatures were consulted to acquire information and insights in the area of the study. In addition, various available documents which constituted guidelines, regulations and directives were thoroughly reviewed to acquire background information about the issue. To get more reliable and adequate information from a large number of respondents, two sets of questionnaires were also designed in "English" as the instrument of data gathering. Two types of self-completed questionnaires (both closed and open ended) were distributed to teachers and educational experts.

To assess the overall picture of the teaching staff management in the secondary schools, interviews were also conducted with principals of the schools and head of Woredas and Zonal Education Offices as well as with officials of Regional Education Bureau to obtain their views, opinions, and expectations on the problems identified.

1.6.4 Procedures of Data Collection

The data gathering instruments, that were drafted on the basis of the reviewed literature and problems of HRM related issues, the researcher had established the basic questions of the study on which the design of the questionnaire was field-tested, and then, modified in accordance with relevant inputs obtained from thesis advisor, professionals, and friends' of the researcher in the field of HRM in education sector. At the initial stage of questionnaire administration, the researcher made clear the objectives of the study to all respondents so as to avoid unnecessary confusions. In order to maximize the rate of return, attempts were made to distribute the questionnaire at convenient time for respondents. Moreover, a close follow-up was made to obtain reliable data return.

1.6.5 Method of Data Analysis

Having done the collection of the questionnaires, the work of tabulation was carried out. The items were classified into different tables in line with the nature of issues raised in questionnaires and interviews. Each of the issues

was analyzed and interpreted. In analyzing the data, both qualitative and quantitative methods were used as governing techniques. The data collected through interview were completely presented and analyzed qualitatively. The quantitative data obtained through questionnaire were tabulated, defined, explained and described by using the following appropriate statistical tools. These are:

1. Data collected were organized in tabular forms and in terms of frequency or percentage of the respondents selecting each response option appeared in each item of the questionnaire.
2. The mean values and rating scales were also used for the purpose of calculating the results of obtained.
3. The chi-square and t-test were utilized for further analysis.
4. Documents were reviewed and analyzed in relation to the responses obtained from the subjects under study.

Finally, conclusions were drawn from the findings and applicable recommendations were forwarded accordingly.

1.7 Limitations of the Study

Any research requires adequate time, finance and materials to undertake successful study. The researcher has faced time constraints due to different responsibility he bears. This shortage of sufficient time has remained a major drawback of the effectively conducting the process of investigation as detailed as it was originally planned. There were also inadequate reading materials which were recently published.

Moreover, since the study is based on data obtained from only East Shoa Zone Secondary Schools sample, the findings of the study would not clarify problems perceived by educational managers, teachers and educational experts as well as educational personnel that are working in school system of other Zones in the region.

1.8 Definitions of Terms

Academic Staff: - Referring to the school staff with teaching responsibilities (Page and Thomas, 1978:68).

Human resource: - Human resource in education refers to people who are directly or indirectly involved in carrying out activities related to teaching and learning process (UNEESCO, 1992:151-152).

Human Resource Management: -is the utilization of human resource to achieve organizational objectives (Mondy and Noe, 1990:4).

Human resource planning: -is the process of systematically reviewing human resource requirements to ensure that the required numbers of employees, with the required skills, are available when they are needed (Mondy and Noe, 1990:146).

Performance appraisal: systematic assessment of individual's performance in order to assert training needs, potential for promotion, eligibility for merit and increment succession planning (Johansson, 1983: 255).

Personnel administration- It is the totality of concern with the human resources of the organization ... those processes that are planned and implemented to establish an effective system of human resources and to foster an organizational climate that enhances the accomplishment of educational goals (Webb, 1987:25).

Recruitment: - is the process of generating a pool of qualified candidates for a particular job; the first step in the hiring process (Gomez-Mejia, 2003:165).

Selection: - The process of making a "hire" or "no hire" decision regarding each applicant for a job; the second step in the hiring process (Gomez-Mejia, 2003:165).

Training: - The process of providing employees with specific skills or helping them correct deficiencies in their performance (Gomez-Mejia, 2003:260).

Woreda: - A partition or district marked off developed for the Government administrative purposes, with defined authority and responsibility.

Zone: - A middle administrative level between region and Woreda.

1.9 Organization of the Study

The study consists of four chapters and appendices. The first chapter includes the introduction of the study, statement of the problem, significance of the study, the research design, and methods of procedures and source of data, delimitation of the study, limitation of the study as well as the definition of terms in the study. The second chapter deals with review of related literature. The third chapter which is the heart of the study comes with data analysis and presentation. The collected data through the application of different instruments will also be discussed in this part. The fourth chapter is dedicated for summary, conclusions and recommendations. Lastly, bibliography, and sample questionnaires are given as appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the thesis deals with the literature review related to the problem under the study. It provides a theoretical background on human resource management, human resource planning in education, academic staff recruitment and selection, staff performance appraisal, staff training and the role of school principals in the practice of human resource management. It also presents principles of HRM so far developed from theories and practices.

2.1 An overview of the history of the Human Resource Management

Human resource management as a practice is perhaps as old as human kind. As a field of study, it is relatively new. Human resource management did not evolve in one smooth movement. It rather has gone through a series of historical events to reach its current level of development.

In support of this, Barry (2001:4) has stated that the precise origins of what we would understand by human resource management (HRM) can be debated. It could be argued that it originated the first time that any group of people were organized to achieve a common purpose. In terms of modern HRM, at least in the UK, the beginning of the professional function is generally viewed as the pre-World War II welfare officer. In the 1950's and 1960s personnel managers began to be appointed and establishment officers in the public sector.

The human resource management function has become increasingly important in today's fast changing world. Several trends, such as global competition, technological dynamics, increasingly knowledgeable and sophisticated customers and more educated workforce, are all forcing companies to organize more responsively (Chandan, 2003: 272).

As further explained by Gomez-Mejia and others (2003, 40), currently, the size of the typical Human Resource Department in the Organization has been increased considerably. This increase reflects both the growth and

complexity of government regulations and a great awareness that human resource issues are important to the achievement of business objectives.

Mondy and Noe (1990:4 and 12) have also stated the development of the field as:

The field of human resource management changed dramatically during the 1980's in ways that created a greatly depended role for the human resource manager... One of the major changes in business in recent years has been the increased respect and responsibility afforded in human resource professionals. These individuals are now expected to provide the direction necessary to meet the many human resource problems and challenges of the future.

When we come to the definition of human resource management, different scholars in the field define similarly the term as follow. Armstrong (1991:33-34) has defined HRM as "a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organization's key resource... the people who work in and for it." Dessler (2004:530) also has defined the term as human resource management is "the policies and practices involved in carrying out the "People" or human resource aspects of a management position including recruiting, screening, training, rewarding and appraising".

In addition to the above definition, the UNESCO reading paper (UNESCO, 1992:151-152), has provided a useful explanation to the idea of HRM that is in conformity with the topic of our study, by stating: Human resource in education refers to people who are directly or indirectly involved in carrying out activities related to teaching and learning process. This includes both teaching and non-teaching personnel who are organized and conducted instruction.

The foregoing definitions indicate that HRM is the performance of all managerial functions involved in planning, recruiting, selecting, developing, utilizing, appraising, rewarding, and maximizing the potential of the human resources to the best achievement of the objective of an organization.

Therefore, human resource management is mainly concerned with the improvement of the effectiveness of human resources existing in each department in particular and in the organization in general.

2.2 Components of Human Resource Management

It is clear that HRM is concerned with the employee and his place in the organization. The human resource management functions can be engaged in any organizations activities regardless of its level. Since people are the necessary ingredients in any organization, human resource management is inherent in all organizations.

The function of HRM is, therefore, to ensure that productive effort of the individual employee is utilized in such a way that he/she gives of his/her best towards the achievement of the goals of the organizations.

Different Scholars in the field of HRM have recognized a variety of functions or components of human resource management activities. According to Webb (1987:25), the major components HRM include are as follows:

1. **Human resource utilization**, which encompasses the process of planning, recruitment and selection, orientation, utilization, collective negotiations, compensation and welfare and stability;
2. **Human resource development**, which contains the process of staff development and evaluation; and
3. **Human resource environment**, which includes the organizational climate process and the protection process.

In similar way, as pointed out by Mondy and Neo (1990: 8-11), the human resource management incorporates six functional areas, which includes:

- ❖ Human resource planning, recruitment and selection,
- ❖ Human resource development,
- ❖ Compensation and benefits,
- ❖ Safety and health,

- ❖ Employee and labor relation and
- ❖ Human resource research.

According to Heneman (1994:10-13), the personnel/human resource management functions include analyzing individual and jobs, human resource planning, external staffing (recruitment), internal staffing and development, compensation, labor relations, and the work environment.

Personnel management performs a number of functions for the achievement of organizational objectives. These are: organizational human resource planning and development, staffing, training and development, wage and salary administration, motivation, employee services, employee record, labor relation and, personnel research (Agrawal, 1993:668).

Human resource management involves the management function through which managers recruit, select, appraise, train and develop employees of an organization (Chandan, 2003:272; Gomez-Mejia, 1984:4-5; and Dessler, 2004:20).

Furthermore, Cassell, et.al. (2002:6) assert the practices of HRM functions that are performed in organizations consist of recruitment and selection, appraisal, rewards, and development.

From the above discussion point of view, the component /function of HRM can be grouped in an unrestricted number of ways. Therefore, this study presents only some of the human resource functions, which primary spotlight on major activities of every organization. These are human resource planning, recruitment, selection, performance appraisal and training are discussed as follow.

2.2.1 Academic Staff Planning and Its Practice

Human resource planning (HRP) is a process which involves objective and systematic assessment of present and future staffing needs of the organization, identifying the available personnel to satisfy the current needs, forecasting the future demand and supply of workers, formulating staffing strategies with a view to both short range as well as long range strategic

plans and continuously monitoring, evaluating and updating these needs and sources of supply (Chandan, 2003: 274).

Human resource planning is one of the managerial functions in HRM. Since all management tasks are concerned about decision making in an environment of risk, planning techniques that are to be put as a starting point for the activities with clear rationale. The purpose of human resources planning (HRP) is to ensure the most effective use of personnel resources to move an organization towards its mission and achieve its strategic objectives (Webb, 1987:61).

Therefore, HRP should be designed in such a way that it can help to acquire vital information about the uncertain world and indicate clear vision of the system. Thus, HRP mainly refers the growing importance of people in the organization and helps the education system and its employees to prepare themselves in their working environment (Storey, 1995:186).

As pointed out by Webb (1987:62), a school as a social system requires various skilled personnel such as school principal, teachers and service personnel to accomplish the teaching learning process in a desirable way. In order to get adequate and appropriate personnel to a school at the right time and place, human resource planning is a very essential administrative function of personnel administrator. Like business, the factors that affect sound human resource planning are also important to strategic planning in education. Strategic human resource planning must be an integral part to the strategic educational planning process, and it must possess certain characteristics to assure its effectiveness.

Thus, human resource planning is an attempt to forecast how many and what kind of employees will be required in the future and to what extent this demand is likely to be met. Forecasting the future man power need of an organization requires a deep analysis of the demand–supply match of employees in advance (Graham and Bennett, 1990: 156).

As mentioned by Weeb (1987:26), effective personnel planning forms a foundation for decision making ... Activities within the personnel planning process include inventories of needs, assessments of the labor market, projections of the student population, policy development, development of job analyses and job descriptions, and inventory evaluations.

As stated by Vancevich and Glueck (1989:18), HRP is the process that helps to provide human resources to meet future needs for the employees of various types and determine the number and types of the employees to be recruited or suspend out of the organization employment group. According to this explanation, HRP should always be oriented towards achieving organizational goals. Thus, in planning human resources and related activities, decisions and priorities should be based around the primary organizational goals. In relation to the need for human resource planning for schools, Castetter (1981:71-76) has the following to say:

By developing systematic plans for human resource planning, random administrative behavior is minimized and goal oriented, a coordinated, orderly organizational effort becomes possible. If human resource planning is neglected, a school will face the problems of attracting and holding personnel essential to its purpose.

As can be seen form the above quotation, human resource planning is an essential activity that has to be carried out by the school personnel in the schools. In more specific terms, human resource planning helps to make decision in the area of recruitment, selection and training of the teachers in the schools. The school management needs to plan its manpower requirements to be prepared for the new manpower demands in-terms of numbers, skills and occupational groups to meet increasing demands either due to business growth or service expansions.

Human resource planning as essential part of human resource development involves the activities like forecasting demands, analysis of employee supply and analysis of composition of the workforce. HRP precedes all other staffing activities by which the organization to be effective of productive and

has the following specific purposes as mentioned by Tyson and York (1996:64). These are:

- Planning is used in balancing the cost between the utilization of the plant and human resources.
- Determining recruitment needs: it is an essential prerequisite for the process of recruitment i.e. to avoid an unexpected shortage.
- Determining training needs: it is fundamentally important to planning training programs for which it is necessary to assess not only qualitatively but also quantitatively in terms of skills required by educational organization.
- Management development: a succession of trained and experienced managers is essential to the effectiveness of the organization and depends on the accurate information about present and future requirements in all management posts.

Manpower planning is used to show the way of improving performance and providing greater job satisfaction. In support of this, Meggison (1981:125) has stated that the use of personnel plan "as it provides the organization with the people needed to perform the activities that will achieve the organization's goals."

According to Chandan (2003: 274-275), HRP is important in providing the following direct benefits to the organization.

- It improves the utilization human resources by helping the management forecast the recruitment needs in terms of both numbers as well as types of skills required and develop ways to avoid or correct problems before they become serious and disrupt operations.
- It helps focus the recruitment efforts on the most likely sources of supply. This will cut down the total cost of hiring and training personnel and reduce costs associated with the hiring practices.
- It makes provisions for replacement or back-up staff from either inside or outside the organization, whenever the need arises, either on a temporary

or permanent basis. These available sources of supply are important to identify, especially in the case of any emergencies that might occur.

- It helps achieve an integration of personnel plans with other operating as well as strategic plans by making available the personnel management information database to other organizational operations.

In similar way, Barry (2001: 23-24) emphasizes on the importance of the HRP as the major reasons for undertaking human resource planning are to ensure that the organization:

- Is able to attract and retain staff in sufficient numbers and with the appropriate skills to be able to operate effectively and achieve its organizational objectives;
- Fully utilizes the staff employed;
- Is able to ensure that employees receive all the training and development necessary for effective performance on their current roles and develop the flexibility to be able to undertake other roles as the need arises;
- Is able to anticipate and meet changes in the demand for its services or in the labor supply;
- Is able to meet future human resource requirements from its own internal sources;
- Ensures that equal opportunities for promotion and development are available to staff, particularly women, members of ethnic minorities and the disabled; and
- Keeps control of human resource costs and effectively anticipates the staffing costs of any new initiatives.

Consequently, HRP is the basis for management to change its plan to actual practices of staffing which is a broad process that includes attracting people to the organization that is recruitment; selection among candidates; orienting them to the job; employees' performance appraisal and so on. And thus, it requires due consideration by all concerned bodies.

2.2.2 Academic Staff Recruitment

Human resource management in today's high-velocity, global market place is complex and challenging, and global HRM professionals constantly look for new conceptual frameworks to improve the quality of recruitment interview practices. There is a growing consensus that a key differentiator between organizational winners and losers in the 21st century will be the extent to which their decisions about HR recruitment are carefully made to secure people who can handle multiple levels of domestic and international performance complexity. Since recruitment of the highest quality human capital in a globally or regionally mobile workforce is critical in achieving organizational sustainable competitive advantage, there are obvious links between sound recruitment practices and successful organizational strategies at both the domestic and international levels (Jspence, 2000: 49).

Before an organization recruits, selects and hires personnel, the management should take into account its current human resource position, its future human requirement and how to fulfill. The recruitment planning process includes job analysis, job description and job specification which are described for personnel transition processes. In job analysis, the personnel manger should make a systematic investigation on job content of physical circumstances in which the job is carried out and the qualifications needed to carry out the job responsibility (Wendell 1990: 195-197).

Once the job analysis is made, the job is described in the job description in which the personnel manger states the purpose and relation of the job with other jobs or position and people. As Wendell (1990:197) describes in general, job description is a written summary of the basic task associated with a particular job. After the job analysis and job description are made, the organization should plan for the minimum acceptable human qualities necessary to perform a given job properly in the job specification. It is a qualification to perform a job.

After proper recruitment planning process is finished what the personnel manager needs to do is to recruit potential candidates from the pool of

candidates. This process is called Recruitment. Recruitment is, thus, the consideration of suitable candidates, making contacts with them and attracting applicants from them in an attempt to prepare employees to fill vacancies of the organization (Graham and Bennett, 1990:162 and Chandan, 2003:277). It has also further defined by Saiyadain (1988:64) as "recruitment is the process of attracting people to apply and a process of searching for prospective employees as well as stimulating them to apply for a job." According to (Musaazi, 1988:192), "recruitment is the process of securing enough applicants so that during the selection process they can be matched with the jobs."

The sort of information asked during recruitment as cited by Musaazi, (1988:192) for in most application forms include personal characteristics, marital status, experience, the address of a referee, academic qualifications, letters of recommendation, academic suitability and details of the previous post held and salary scale.

The main point they need to make about recruitment task is that the employing organization should not waste time and money in giving examination if the credentials of people whose qualification do not match the requirement of the job. The accomplishment of the recruitment will depend very much in the end on how efficient human resource planning has been carried out and applied.

According to Graham (1983:126-127) there are two main sources of recruitment, i.e., internal and external. Internal source recruitment is obtained through promoting a person currently working in the section or transferring a person working in another section of the organization. It is a quick and cheaper way of recruitment. On the other hand, the external sources are of two types: those which are relatively inexpensive but often limited to choice and those which are relatively expensive but give the employees better opportunity to be candidates (Jackson, 1972: 26-127).

Similarly, as mentioned by Chandan (2003: 278), the recruitment may be internal to the organization or the prospective candidates can be drawn from outside sources. To What extent the internal sources or external sources for recruitment would be used would depend upon the specific environment of the organization as well as its philosophy of operations.

2.2.2.1 Internal Source

Internal sources of recruitment are the most obvious sources within the organization itself. Most organizations have procedures for announcing vacancies through bulletin boards, news letter or word of mouth. Some promotions may be built in the hierarchical structure and take place automatically on the basis of seniority or when a position at the upper level becomes available. Whenever a higher level vacancy occurs, some one from within the organization is upgraded, promoted or transferred to another department or location. Occasionally, a person may be demoted to fill a position.

The internal recruitment process can be very encouraging and motivating for employees since they are assured that they will be preferred over outsiders when the opportunities occur. This reinforces a sense of loyalty among employees for it provides them with an opportunity for advancement. This also helps the management to be assured of the quality of performance of employees since the organization generally keeps a record of the employee performance and progress. Furthermore, internal recruitment is economical in terms of time and money, since all the energies expended in the process of hiring new candidates from outside are saved. Additionally, new employees from outside always have to go through a period of indoctrination during which the contribution of the employee to the organization is limited.

The benefit of the internal sources of recruitment as further explained by Saiyadain (1994: 64), it helps the organization when external sources are not accessible to recruit employees on their job gaining information from their previous experience and present work performance. Moreover, internal source helps the organization to secure some important workers internally

and prepare them for promotion and new placement to fulfill the vacancies from within the organization and has the following advantages:

- Better motivation of employees;
- Better utilization of employees;
- It is more reliable than external source because employee is known more thoroughly than an external candidate;
- A present employee is more likely to stay with the organization than an external candidate; and
- Internal recruitment is quicker and cheaper than external one.

According to this scholar, organizations can generally depend on internal sources only when the internal sources are adequate and when the need of employing new employees is not rising. Recruitment can be made realistic in the process of choosing a few among those who have been attracted or recruited in the selection steps.

2.2.2.2 External Sources

According to Chandan (2003: 278-280), the external sources are varied and many. Most organizations cannot fill their manpower needs from within and hence they must look for outside sources. The outside pool of potential candidates includes new entrants to workforce, the unemployed and retired experienced persons. Some of the sources of external recruitment include:

- ❖ Active files of potential candidates kept at the organization;
- ❖ Employment agencies;
- ❖ Advertising;
- ❖ Colleges, universities and other educational institutions;
- ❖ Professional associations;
- ❖ Labor unions; and
- ❖ Employee referrals.

Similarly, as enlightened by Barry (2003:62-65), there are a number of potential sources of candidates for a job. These are:

- Word of mouth;
- Newspaper and magazine advertisements;
- Job center and employment agencies;

- Selection consultants;
- Executive search consultants;
- Schools and universities; and
- Internet.

When we compare the internal staffing with the external one, internal staffing has some drawbacks. As further stated by Chandan (2003: 278), internal staffing, may be biased in nature and may be based on nepotism or seniority rather than merit resulting sometimes in unqualified persons in more responsible positions. Secondly, it discourages new blood which may be more innovative and creative, in entering the organization, thus inhibiting change and growth. Hence, it is preferable to hire from outside that is because the outside personnel do not know the company so that they can bring some new and fresh ideas into the organization.

Therefore, it is better that before any recruitment is made, the recruiter must plan about the nature of the job, the skills and knowledge required for the position and possible means of fulfilling the requirement.

2.2.3 Academic Staff Selection

Selection is a process of choosing a few among those who have been attracted in recruitment process (Saiyadain, 1988:64). The staff selection process comes after the staff recruitment with the intention to match the requirements of the job that are indicated in the job description and job specification with the qualification of the individual applicants. In light of this, Pigors and Mayers (1981: 172-174) further explain that the selection process involves assessing applicants using various techniques that include selection interview and selection tests and making choice out of them.

As pointed out by Southworth (1990:1), selecting staff is a key management task. Staff, be the teachers, ancillaries, caretakers or secretaries, are the resource of school. Thus, the chance to select a 'new' member of staff is vitally important because the selectors' decision will have a direct bearing on the school's effectiveness.

To this effect, Stoops (1981: 370-175) has addressed that, the success of the educational program is mainly dependent upon the selection of qualified teachers and administrators.... Thus, the principals and other administrators are able to observe closely and to select early the highly competent prospective teachers.

As stated by Agrwal (1993:680), the importance of employee selection from a given candidates in connection with any institution indicates that:

Selection of personnel to man the organization is one of the most important managerial responsibilities. The ability of an organization to achieve its goal and to survive and grow in a dynamic environment significantly and substantially depends on the effectiveness of its selection process. How far an organization will be able not only to respond to these environmental forces but also to influence their speed and direction, will very much depend on the quality of its managerial personnel, and this will in turn, depend, to great extent, on the effectiveness of its selection techniques and procedures.

Before going to selection, interview and tests of the employee, organization should check on some courses of information about applicants. Some of these usually used are weighing application forms, checking references, which are previous employers and physical examination (Musaazi, 1988:192).

Wendell (1990:167) also states that selection tests can be used as guidelines in asking candidates about their abilities, experience and interests. After the selection test, the organization will have some screened applicants that are expected to sit for an interview. Even though screening interview takes place early in the process, it is also used after the selection test. Thus, it is used for the manager to fill the gaps in the information provided by application forms and tests.

Similarly, Musaazi (1988:193-196) has mentioned that there are a number of critical factors governing the selection procedures such as: mental ability or talent, physical characteristics, Professional qualifications, personal

characteristics, social and emotional adjustment, posting and orientation programs for new teachers.

The tools and techniques of selection include application blank, preliminary interview, employment tests including intelligence tests, achievement tests, interest tests and personality test, interviewing and reference checks (Agarwal, 1993:686). The author further states that whether we choose the selection test or selection interview or both, there are four main components that the selection method should satisfy the selection process. These are the *validity* which is a measure as to how far a current predictive of success in employment has been made. *Reliability*, which is a measure of consistency in a forecaster continue to predict performance with the same degree of success. *Cost effectiveness*, which refers to the cost that are incurred in the process and *acceptability*, which is the virtues of validity, reliability and cost effectiveness exhibited (Agarwal, 1993:681).

2.2.4 Staff Performance Appraisal

Performance appraisal is the identification, measurement, and management of human performance in organization. Appraisal should be a future-oriented activity that provides workers with useful feedback and coaches them to higher levels of performance. Appraisal can be used administratively or developmentally (Gomez-Mejia, 2003:249).

In recent years performance management has come to the front as organizations seek constantly to optimize their human resources in the face of growing competitive pressures. The increased interest in performance management has been mirrored by the popularity of performance related pay (PRP) schemes which reward individual employees on the basis of their job performance, defined as a method of payment where an individual employee receives increases in pay based wholly or partly on the regular and systematic assessment of job performance (Lewis, 1998:66).

To this end, effective performance management is central to the success of the organization as people are probably the greatest variable and are likely to be the crucial in making difference between success and failure. It also has

implications for all the other systems of the organization including recruitment, pay and benefits, training and development and employee relations (Barry, 2001:109).

The most effective way of improving performance is to inform teachers of their strengths and weaknesses (Stoops E. et al., 1981:379). Teachers are evaluated for many reasons and the most important of which is to improve their effectiveness in promoting teaching-learning process (Musaazi, 1988:198).

Though methods of performance appraisal are different from organization to organization, there are some common methods that personnel managers or school administrators need to know. Tedesco and Mitchell (1987: 144) point out four common methods of performance appraisal; first standards must be established, that specify what is expected from the employees; then, employees performance will be measured with the application of the right method; after that the result will be communicated with the employees; finally decision will be made with the result.

To make the decision process reliable, employees should believe in the performance appraisal procedure and know who is in charge of making appraisal. According to Dessler (2004:241), employees' performance appraisal involves three important issues, these are:-

1. Setting work standards;
2. Assessing the employee's actual performance relative to these standards; and
3. Providing feedback to the employee with the aim of motivating that person to eliminate deficiencies or to continue to perform above average.

Authorities in the field of HRM have identified a variety of purposes which they believe a system of performance appraisal should serve. In the school situation, performance appraisal is considered as an activity which is crucial to the effective management of the teaching-learning environment. Therefore,

the major purpose of performance appraisal as Mathias and Jones (1989:3), have noted is to enrich the educational opportunities of students through the professional development of principals, teachers, and other staff members that leading to both organizational and personal growth.

As cited by Chandan (2003: 276), the evaluation of the performance of employees serves as a basis for judging the contributions and weaknesses of employees so that continuous efforts can be made to build a stronger and more effective workforce. Performance appraisal constitutes a systematic way of evaluating a worker's performance and his potential for development. This continuing monitoring of the performance and periodic evaluation helps in retaining, promotional and retraining policies.

The main objectives of employees' performance appraisal emphasized by Melaku (1992) as follow:

No one denies the fact that performance appraisal is one of the major responsibilities of administrators involved in a system of human resource management. For organizational members to perform better, their performance should be assessed; their weaknesses and strengths should be identified; and they should be given feedback with the information about the place where they stand in their performance. Not only should they be told about their levels of performance but should also be helped, guided, and inspired to bring about improved changes in their performance.

The basic assumption underlying the emphasis on human resource aspect of an organization is that management has an obligation to motivate, develop their employees at work. Organizations have, therefore, found systematic performance appraisal to be an essential aspect of management not only to make sound personnel decisions but also to identify employees development needs and to ensure that those needs are satisfied; to promote two-way communication between management and employees; and to improve employees' level of productivity (Dessler, 1984:215).

In light to this, Barry, performance in its context although the emphasis is on the individual, it is important to bear in mind that the effectiveness of

people's performance is dependent on the organization itself having a clear mission, strategy and objectives. Provided the overall direction is clear, it is then possible to specify the outputs to be achieved by the individual components of the organization, including departments, sections, individuals and the processes necessary to achieve those outputs. Without having this clarity those same individuals, departments etc will be charging off in all directions without any particular destination in sight. There is an underlining assumption that if individuals can satisfy their own needs by meeting their objectives and at the same time contribute to the attainment of the organization's objectives then they are likely to be more highly motivated and achieve greater job satisfaction. This assumption is also at the core of strategic HRM (Barry, 2001: 83-86).

In designing staff performance appraisal system, it is necessary to make it clear the purpose and aim of the exercise. The purpose should be clear between the two parties: the appraisee and the appraiser, before stepping into the next stage, otherwise it will bring dissatisfaction on the part of the staff. Staff performance appraisal is designed for the purpose of aiding personnel manager by providing useful information for reliable decision. It is the formal, systematic assessment of who employees are well performing their jobs in relation to established standards and communication of that assessment to employees (Wendell, 1990:382).

According to Chandan (2003: 286-287), performances can be evaluated against some set standards. The formal appraisal plans are designed to meet three objectives. First, performance appraisal provides evidence to justify or validate selections, promotions, transfers or salary increments. Second, the worker learns as to where he stands relative to expectations and whether any changes are required in his behavior, attitudes, skills or job knowledge. Finally, performance appraisal helps to determine what additional training the employee may need.

To this effect, Wendell (1990: 388-399) has stated that there are five kinds of performance appraisals which comprise supervisor appraisal, self appraisal, peer appraisal, subordinate appraisal and ground or committee appraisal.

There are a number of performance appraisal methods available and care must be taken to select a method which is most suitable for a given candidate for such appraisal. Some of these methods are more suitable for blue-collar workers, other for white-collar workers and still other for executives. In addition, the evaluators must be competent enough in administering these appraisal techniques because some techniques measure productivity while others measure traits and behaviors qualities (Chandan, 2003: 287-288).

As further elaborated by Chandan (2003: 286-288), some of the performance appraisal methods are discussed as follows:

A. Narrative Technique: In this method, the rater simply writes a page or so about the strengths and weaknesses of the employees and makes some personal recommendations. It provides actual description of performance.

B. Ranking Method: This method simply ranks the person from the "most valuable" to "least valuable". This is the simplest method of separating the most efficient from the least efficient worker.

C. Graphic Rating Scales: A commonly used method that it assesses a person on the quality and quantity of his work divided into a number of factors. These factors can be categorized as employee characteristics and employee contributions. The employee characteristics include qualities such as initiative, leadership, dependability, cooperativeness, enthusiasm, loyalty, decisiveness, emotional stability, maturity, analytical ability and so on. The employee contributions also include quantity and quality of work, responsibility undertaken, results achieved, and devotion to the organization, attitudes towards superiors as well as subordinates and the like. These traits are evaluated on a "continuous" scale from unsatisfactory

to outstanding, where the rater puts his mark somewhere along this scale based on his judgment of that particular trait.

D. Behaviorally Anchored Rating Scales: In this method the rating process is highly job oriented rather than trait-oriented. This makes the method more quantifiable. In this technique, the requirements for effective performance as well as the requirements for ineffective performance are identified on the basis of judgment by a specialist and these requirements are “anchored” at each end of a vertical bar.

The bar consists of a series of vertical scales, each scale identifying each important dimension of job performance. Each bar is scaled, generally from 1 to 9, where 1 is the lowest rating on a continuous basis and identifies specific examples of job behaviors. The rater then scores the performance of each behavior on the appraisal form. This method is designed to reduce the risk and impact of errors that are caused by subjective judgments and a personal prejudice.

E. Critical Incident Method: The critical incident method is based on the principle that there are certain acts or incidents as a result of the employee’s behavior or performance which make the difference between the success and the failure. These critical incidents, both good and bad are recorded so that the supervisor has some factual basis for discussion during evaluations. For example, if an employee has missed important deadlines, then this could form a basis for “unreliability”.

These collected incidents are then ranked in order of frequency and importance. One drawback of this method is that unfavorable incidents may occur since critical incidents usually have a subjective evaluation and are difficult to quantify. They also do not lend themselves to comparison or statistical analysis.

According to Barry, some of the important guidelines to be followed to ensure any appraisal interview that to bear in mind are as follows:

- ❖ There should be careful planning of the meeting in advance;

- ❖ The appraiser should ensure that the meeting is conducted in a supportive atmosphere and place emphasis on the counseling, coaching, and managerial responsibility;
- ❖ The emphasis should be, as far as possible, on the positive aspect of performance. This is not to say that the negative should be ignored, but the overall mood should be upbeat;
- ❖ In discussing the less effective areas of performance, the opportunities for improvement should be stressed;
- ❖ The appraisee should be encouraged to talk, and the appraiser should discuss any problems, concerns or shortcomings and offer solutions where appropriate;
- ❖ Actions should be agreed to resolve any identified problems and to develop the appraisee generally;
- ❖ Following the meeting it should be ensured that whatever actions are agreed is taken, that track is kept of performance and that the positive aspects are continually reinforced; and
- ❖ Where performance ratings have a direct bearing on pay, this will tend to influence the attitude of appraisees' towards the meeting. For this reason, it is better to keep pay-related discussions separate from appraisal interviews that are more concerned with the employee's development.

Supporting to this, scholars have agreed that the key to successful performance appraisal probably lies in ensuring that line managers have ownership of the process, that they are fully trained in it, and that there is general acceptance of the principle of appraisal by the employees concerned (Barry, 2001:100-101).

On the similar matter, Flippo (1984:237) asserts that the rater is the immediate superior of the person to be rated. Because of frequent contact, he or she is most familiar with the employees work. Supervisor ratings are often reviewed and approved by higher management, thereby maintaining hierarchical control over the appraisal process.

In strengthening the above points, Prasad and Bannerjee (1985:118) consider performance appraisal as “a systematic evaluation of an employee by some other qualified person who is familiar with the employee’s performance”. This implies that for a performance appraisal system to be effective, it should be carried out by trained individuals who are knowledgeable about the nature of the work and the performance level of the appraisal.

Managers or school principals usually judge subordinates performance because it is essential for them to know who is doing what and to what extent, to strengthen desirable qualities so that the better can be achieved in the future. Regarding the importance of performance appraisal as mentioned by Ramasamy (2001:252), Now-a-days, the management uses performance appraisal as a tool. The scope of performance appraisal is not limited to pay obsession and is enlarged to include many decisions.

1. Performance appraisal helps the management to take decision about the salary increase of an employee;
2. The continuous evaluation of an employee helps in improving the quality of an employee in job performance;
3. The performance appraisal brings about the facilities available to an employee, when the management is prepared to provide adequate facilities for effective performance;
4. It minimizes the communication gap between the employer and employee;
5. Promotion is given to an employee on the basis of performance appraisal;
6. The training needs of an employee can be identified through performance appraisal;
7. The decision for discharging an employee from the job is also taken on the basis of performance appraisal;
8. Performance appraisal is used to transfer a person who is misfit for a job to the right placement;
9. The grievances of an employee are eliminated through performance appraisal; and

10. The job satisfaction of an employee increases their morale which can be achieved through performance appraisal.

2.2.5 Provision of Training for Teaching Staff

Different authors defined the term 'training' similarly, but the way they define it could have slight variation. For the sake of readers' understanding, it is better to indicate some of the definitions that given by different authors.

According to Anderson (2000:9), training is a process to change behavior of employees at work through the application of learning principles. ...It is the systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. Armstrong and Dawson (1985: 209) have also defined the staff training process as "... the purposeful development of required skill, knowledge and attitudes in the employees and should be seen as an investment by the organization in its human resource."

Where as, training as defined by Barry (2001:111), it is the process by which people are taught skills, and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard. This author also proceeds to describe training as "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization."

2.2.5.1 The Concept of Training, Development and Education

Most of the time the terms, training, development and education used interchangeably because, three of these terms are often seemed synonymous. In some cases, they are also open to difference interpretation (Ramasamy, 2001:260; Attwood and Dimmock 1996:96). The difference between education, training and development can be identified from their characteristics (objectives, time scale and content). The basic difference of these concepts as indicated by different authors as follows:

- **Education-** is a process whose prime purposes are to impart knowledge and develop the way mental faculties are used. Education is not primarily concerned with job performance. More abstract objectives geared to the needs of the individual and the society. It is characterized by a long-term process and widely drawn content. Education is broader based and traditionally it has dealt with the higher order knowledge or cognitive aspects of learning over a longer time horizon.
- **Training-** It is an endeavor to impart knowledge, skills and attitudes necessary to perform job-related tasks. Its aim is to improve job performance in a direct way. Training is a task-based where the specific objectives to make workers more effective in their jobs. It is characterized by very short-term which is needed when concerned with the acquisition of specific skills. It has often fairly narrow content specific to the employee's work situation.
- **Development-** is a process whereby individuals, learn through experience to be more effective. It aims to help people utilize the skills and knowledge that education and training have given them not only their current jobs, but also in future posts. It embodies concepts such as psychological growth, greater maturity and increased confidence (Truelove, 2000:291; Attwood and Dimmock 1996:96; Anderson, 2000:10).

In general, training is the systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. It is not one time task but a continuous, systematic development among all levels of employees of that knowledge and those skills and attitudes which contribute to their welfare and that of the company (Anderson, 2000:10; and Ramasamy, 1999:224).

2.2.5.2 The Need for Human Resource Training

Human resource is an active element that is crucial for mobilizing inactive resources to bring about a desired development and change. The effective realization of development and change further requires continuous and

sustainable systematic training and development of human asset. Human resource training is one of the important organizational functions which enable the management to increase efficiency and effectiveness of the employee. Moreover, human resource training also enables the employee to implement the policies, programs, rules, and regulations of the organizations up to the required standards. It also encourages the employee to increase his/ her performance level and enables the organization to use the existing human resources effectively (Ramasamy, 2001:261).

Whenever we talk about achieving organizational or national objectives, training and education become significant and prerequisite areas. Without properly educated or trained human resources, talking about development is worthless. That is why many organizations and even nations pay out a lot of money to train their human resource. In this way achieving organizational missions would become easy to many organizations with quality of human resource (Eshetu, 2004:1).

In the same manner, the needs for training also emphasized by Chandan (2003:282-283), that training is important for both organizations and individuals in that the employees are inducted into training programs to improve their job knowledge, skill and future performance. The need for proper training is increased due to many reasons. Some of them are: increase productivity, bring about improvement in employee morale, availability for future personnel needs of the organization, improvement in health and safety, reduced supervision, personal growth and organizational stability.

Reinforcing the foregoing idea, Taylor (1999:384) has stated that training programs are not only avenues for career advancement, but also forums for making broader company contacts. Participation in corporate training courses offers an opportunity to gain "know who" information, including knowledge about people in other parts of the company with matching technical language skills.

Therefore, the kind of personnel required to the academic staff of school is primarily a basic factor for achieving organizational objective. Acquiring the required personnel by itself doesn't guarantee the attainment of organizational goals. So, it is essential for an organization to develop the employees' knowledge and skill to accomplish their jobs effectively and to adopt them with the fast changes of technology as well as changes within the organization.

As far as the investigator is concerned, the human resource training program can only achieve its purposes if and only if it is designed carefully according to the human resource training need of the organization. That is an organization should conduct an assessment of the training needs before it designs the human resource-training program other wise it would be wastage for the organization.

2.2.5.3 Human Resource Training Need Assessment

This is one of the activities that a manager or/ and the person who is responsible for the human resource should do before he/she designs human resource training program. Because it enables him/her to identify the area in which he/she decides in advance what is to be achieved through human resource training by applying different resources and the way in which the program is arranged.

According to Attwood and Dimmock (1996:98-99), training need assessment can be defined as "the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holders. It is vital that this gap is adequately analyzed to establish exactly what training is required."

Graham (1989:230-231) states that, no employee can work well with out adequate job knowledge, but in some cases it can be acquired in informal ways through experiences while in their job. But as far as the accuracy and shorter time of learning concerned, formal training is more important than experiences. Moreover, formal training is very important for the employee to

enable him/her to get new knowledge which the job requires and the method of performing the work. It is necessary to assess training need before starting to train the employees. According to Sherman (1996:234), this helps the organization to know the type of training needed by assessing training need. We can arrive at the conclusion that human resource training in an organization is necessary. Some of the indicators for the need of human resource training are inefficiency of workers to produce under the established standard and inability to use the materials/resources properly.

In order to determine organization's human resource development training needs, it is first important to make three types of analysis, as suggested by Mondy (In Haileselassie, 1999:44) namely an organizational analysis; a task analysis; and a person analysis.

A. Organizational Analysis: - examines the entire firm to determine where, training, education, and development should be conducted. The firm's strategic goals and plans should be studied along with the results of human resource planning.

B. Task Analysis: - relies largely on the results of job analysis being the systematic process of determining the skills and Knowledge for performing specific jobs in the organization.

C. Person Analysis: - which focuses on the individual employee, deals with two questions; who needs to be trained? And what kind of training is needed?

In support of this, Sherman (1996:136) has stated that when assessing human resource training need it is not enough to analyze only the organization and the task, but it is mandatory to make the person analysis that performs the job. Person analysis involves the determination of task performance by the employee is accepted by the study of characteristics of the person who will be placed in the training environment. It helps the trainer to understand what the person can do and cannot do. Thus, the

training program can be designed to enable the worker, in order to perform well in areas where he/she depicts deficiency to perform the job.

2.2.5.4 Types of Human Resource Training

There are many types of training programs in widespread use. Some are computerized, others use simulations and still others use the traditional lecture format. Some types of training are more effective than others for some purposes and in some situations. However, designing effective training remains as much an art as a science. On the other hand, there is no single type of training has proved most effective....An organizational culture that supports change, learning, and improvement can be a more important determinant of training program's effectiveness than any aspect of the program itself (Gomez-Mejia, 2003:262).

As stated by Ramasamy (2001:262-263), the wide variety of human resource training methods have been divided into two main categories which consist of sub-other categories under them. Training is given to the employees of organization whether they are experienced or newly hired as the need for the training arises. Commonly, there are two types of trainings i.e., *On-the-Job Training* and *Off-the-Job Training*.

1. On the Job Training: - It is a type of training in which an employee learns while actually performing his/her assigned duties in the organization. It has been delivered to the employee in different forms.

- a. **On the specific job:** this is a form of on-the-job training in which an employee learns when he/she is actually put in a job that he/she is selected to perform. Moreover, it is the most widely used method of human resource training in almost all organizations.
- b. **Rotation of position:** This is also a form of on-the-job training in which an employee transferred to various departments of an organization. Its main objective is to broaden the knowledge background of the trainee with the intention of helping the trainee to develop an integrated view of the functioning of the organizations.

- c. **Special Project:** an employee is assigned to work in special projects from its beginning up to its final stages and then after he/she acquires adequate knowledge by working under special project he/she gets an opportunity to move to other projects with other different types of projects.
- d. **Apprenticeship:** it is known by another name called understudy. Here a trainee puts under the supervision of an expert, who acquired more experiences.

2. Off-the-Job Training:- Under this training system, the trainee does not contribute to the organization because he/she spends his/her fulltime for training purpose in another places out of the organization.

According to Ramasamy (2001:263-264), off-the-job training can be given in different forms. These include:

- a. **Special Course and lecture:** it is aimed to give necessary information, basic concepts and theories, principles and pure applied knowledge of a given subject to the trainees.
- b. **Conference:** participants are divided into groups to discuss about different topics and offer their ideas and use their experiences. It is developed to overcome the disadvantage of lecture.
- c. **Case study:** it helps to improve the ability of analyzing and decision making of a trainee through answering the question of instructor and other trainees. It is a form of training in which a case is written in blue-print form and distributed among the trainees. The blue-print contains some information about the organization but not in a full detail as trainees need. This is to enable the trainee to make discussion on the available information.
- d. **Role playing:** in this form of training groups are asked to solve certain problems and reach at some solutions by taking the role of different managers. At the end of the program, the trainee should get about the efficiency and effectiveness of the job they perform.
- e. **Management game:** it stimulates the thinking of people to develop their managerial skill through some given situations by dividing

trainees into teams. Each team tries to win another team and they are asked to make decisions on such given situation. The decision made by one team is the result of another team. And, each team should be given feed back by the trainer so as to enable each team to evaluate its decisions and arrive at a better result by changing its decisions.

f. Brainstorming: is used to generate idea by ten to fifteen members of a group who are at the same level of knowledge. The problem is clarified to the group together with the rules and objectives of the brainstorming. Each member is asked to generate more idea, which is not measured by its quality. This is to avoid social and psychological blocks which may arise during the generation of idea.

g. Transactional analysis: is used to develop interpersonal interactions among individuals. Its objective is to understand personal factors of individuals.

In selecting a particular training method to conduct training, there are several conditions that are to be considered. There is, no one method is always best, the best method depends on: cost effectiveness, desired program content, appropriateness of the facilities, trainer preferences and capabilities, and learning principles (Hodder and Stoughton, 1999:138).

2.2.5.5 Evaluation of Human Resource Training

The evaluation of training is the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities (French, 1987:367).

As mentioned by Haileselassie (1999:51), at the end of a given training, evaluating the program is enormously necessary in order to know whether an organization's investment in the training program is effective and worth of the effort, time and money spent on it. Moreover, Heneman (1996:443) states that evaluation which is the final phase of employee training serves for two purposes. First, it determines whether training programs are successful or not. Second, it assesses the extent to which the overall employee training process met its goals.

Hememan (1996:443) also says since training programs are discrete events, it is possible to evaluate each one separately. At a basic level, this can be done by obtaining trainee reactions to the program. At a more advanced level, the task is to determine with as much confidence as possible:-

- How much change in knowledge, attitudes, skills, job behaviors, or organizational results occurred among the participants in the program, and
- To what extent this change can reasonably be attributed to their participation in the program.

In as much as possible, these questions are answered in a way that it provides maximum information for those who must develop future programs.

According to Haileselassie (1999: 51-52), there are four basic kinds of training evaluation criteria. These are: reaction; learning; behavior; and result.

Reaction- it refers to trainees' opinions and attitudes on the particular training program. This does not include a measure of learning that takes place in order to gauge trainees' reaction to the training program. Reactions to training provide little information about how effective training has been but they do suggest whether the training achieved minimal requirements for success, or if it failed.

Learning: - this refers to the training analyst being concerned with measuring principles, facts, techniques and attitudes that were specified as training objectives. The measure must be based on objective and quantifiable indicators of the learning that has been taken place in the training program.

Behavior: - it is the actual job performance just as favorable reaction. ... In this step, training effectiveness is changed into job behavior. Again, before-and-after training measures of performance levels should be taken to see whether or not learning from training has transferred to job performance.

Result: - this refers to a program impact on organizational objectives. The results to be examined include costs, turnover, absenteeism, grievances, and morale.

In the viewpoint of the student investigator, it is necessary to evaluate whether the human resource training program is effective or not in the achievement of its desired objectives. This is because some times training program may result in waste of time, effort and money. This may be resulted from due to the wrong method, poor instruction and poor training materials. Therefore, in order to make the training program efficient it is necessary to evaluate it on the basis of the above basic principles and idea.

2.3 The Role of the School Principal in School Human Resource Management Practices

The function of HRM in school systems is relatively unique, whether there is a specific staff or line role for managing the personnel functions or that responsibility, as in quite small units, is absorbed by principals and/ or superintendents as part of their regular duties. These dimensions may include recruitment and selection, induction, appraisal, development and advancement, compensation, assignment, transfer and termination, and systematic contractualisation (Monhahan, 1982:130).

Secondary school principals as mentioned by Saxe (1980:219) encouraged the professional growth of teachers through their participation in conferences, in-service training programs and related activities, make recommendations for promotion, transfer or dismissal.

The principal as the shapers of educational leader sets the stage for successful directed teaching. He or she introduces new teacher to students and to the school as the whole and to other personnel. He/she is also responsible to commence rules, regulations, and policies that are explained and should be understood by teaching staff. Moreover, the principal or head teacher has the direct responsibility in human resource management in the school (Stoops, et al., 1981:374 and Musaazi, 1988:190).

According to Lulsegg (2003), the educational administrator by virtue of his/her nearness to the policy-making levels of the Educational Institution Officials, the principals will endeavor to contribute to the development and implementation of appropriate policies for educational staff, in the following policy areas:

- ❖ **Staffing**- the process of equipping the schools with adequate staff-including interviewing, testing, recruitment, keeping records, job analysis, promotion and transfer of school staff;
- ❖ **Staff Maintenance** – serving and keeping staff in top form - including guidance and counseling service for staff, health and housing services, staff salaries and benefits, and conditions of service;
- ❖ **Labor Relations**- giving the staff opportunities for external support - including encouraging the teachers to join the teachers unions, collective negotiations with employers, formation of teachers' disciplinary councils, the adherence to the professional ethics for teachers disciplinary councils, adherence to the professional ethics for teachers, grievance settlements, etc.
- ❖ **Training and Development of Staff** - aimed at improving staff competencies and productivity-including on-the-job training, in-service education, pre-employment and special purpose training, workshops, study-leave, etc. as well as ensuring that whether programs for teacher training are adequate.
- ❖ **Employment Communication and Compensations**- aimed at informing the staff of their opportunities, rights and liabilities- including the issue of staff handbooks, morals boosting devices, rumor control, attitude shaping, compensation for accidents and deaths, job-enrichment services, etc. The school administrator ensures that good personnel policies are formulated and implemented appropriated in his school (Lulsegg, 2003:49).

The appraising activities of the school human resource are also done by the school personnel. Concerning this issue, Monahan (1982:146) said that the administrator involved most centrally in the smooth function of the system

as well as the manager of the units most affected is the school principal. In large measure, it is at the building level where most of the appraisal activity takes place and where it obviously has the greatest impact. Accordingly, principals must be involved throughout the HRM activities in the school.

Some school systems practice centralized selection where by the principals has little opportunity to participate formally in the selection of teachers. To become an effective leader, the principal must be given as much decision-making autonomy as possible in the selection of teachers for the school (Kimbrough, 1968:241).

As mentioned by Musaaazi (1988: 198-199), the school head must include teacher evaluation as part of his responsibilities. The school principal or any other officer who carrying out the evaluation of teacher's performance must have skills in evaluation judgment teacher's co-operation and criteria to be used in evaluating the teacher's performance.

From the above different scholars points of view, school principal is a key player in the activities of implementing some functions of human resource management at school level. Therefore, to achieve school objectives, attention should be given in assisting school principals in the field of HRM activities by the concerned officials in the area.

2.4 An Overview of School Human Resource Management in Oromia Regional State

Human resource is one of the important organizational resources that have to be developed. Moreover, it is a critical input in socio-economic development efforts of the region. Human resource development is generally a long term process, taking more time and financial resources. These all together robustly substantiate the need for effective human resource development and management strategy at the regional level in general and institutional level in particular. Hence, in order to accelerate the region's socio-economic development, the availability of skilled and competent manpower is a key device at all administrative and institutional levels (SPM, 2003:86).

It may be difficult to increase the wealth of any nation without improving the quality of its human resource. Progress of a nation can be mainly possible through training and development (Aregash, 2006:34). In support of this, the government of Ethiopia places a very high priority for poverty reduction as part of its overall goals for socio-economic development. Education is one of the four priority sectors that identified as a major tool of the poverty reduction strategy (ESDP-II, 2002: 19).

According to the education policy (MOE, 1994:30-34), educational management will be decentralized to create the necessary conditions to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.... Along with this, the management of teachers and other personnel will also be organized on the basis of professional code of ethics, salary, working conditions, professional growth and overall rights and duties that focused on teacher training and overall professional development of the teacher and other personnel.

On the other hand, the regional strategic plan (SPM) document report (SPM, 2003:87-88), reveals that the regional state's HRM practices faced the following problems.

- Unfavorable and inappropriate decisions on grievance and disputes, highly bureaucratic and delayed decision making process in handling grievances and resolving disputes,
- No due recognition given for professional opinions, recommendations and views,
- Insufficient pay, absence of rewards and motivation as well as benefit systems,
- Lack of adequate practices that encourage and promote staff confidence,
- Inappropriate evaluation, transfer, promotion procedures and practices,
- Lack of clear human resource development strategy, and
- Unnecessary interference of regional, zonal, and woreda administrative organs in the routine activities and decisions of

technical staff are the prominent factors that cause high turnover of professionals in the region.

Similarly as stated by John (2006:10-11), many African countries are plagued by problems of motivation and job satisfaction, and are evident in the very low productivity, inefficiencies, and the workers lack of will to work hard. The low productivity and inefficiencies of these employees have sparked growing public criticism of government agencies, and renewed interest among researchers in the analysis of government employees' attitude to jobs.

According to the Oromia Education Sector Development Program III document (2005:23-30), the following major problems need to be improved while implementing the program. These are:

- Shortage of skilled and qualified manpower as per the education policy and inefficient utilization of the existing ones. The problem is very acute in secondary schools and TVET institutions,
- High turnover of professionals and management,
- Lack of clear human resources development strategy,
- Poor database management on human resources, and
- The absence of transparency in managing human resource i.e. promotion, transfer, placement, performance appraisal and the carrier structure of teachers are not implemented as per the policy and the guidelines that negatively affecting the quality of teaching.

The Oromia Regional Government has given the top priority to increase the supply of qualified teachers to the education system and plan to exercise appropriate HRM activities in the region. To ensure these activities, the following points included in the ESDP-III so as to promote the teaching-learning process.

- ❖ Improving selection criteria of trainees and giving the trainings that suit to the actual classroom practice through periodic assessment, in order to produce capable teachers.

- ❖ Fully and effectively implementing Continuous Professional Development, and other Teacher Development Program components.
- ❖ Providing up-grading trainings through summer and distance learning programs for those teachers who teach in second cycle primary, general secondary, preparatory and TVET program without meeting the required qualification or standards.
- ❖ Improving teachers' management in line with the existing decentralized management by developing and implementing regional teachers' transfer and placement policy.
- ❖ Moreover as pre-service training program has a positive impact on improving the quality of education, unqualified and under qualified teachers in primary education program will be upgraded through the provision of higher education training opportunities during summer and intensive short-term in-service training programs in the way that does not affect the teaching-learning process (ESDP-III, 2005:30-49).

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

This part of the thesis deals with the presentation, analysis and interpretation of the data gathered from the sample of Secondary Schools, Woreda Education Offices (WEOs), Zone Education Office (ZEO) and Regional Education Bureau (REB) of the Oromia Regional State. The data obtained through questionnaires, interview and documents review were analyzed and interpreted.

The primary objective of this part is to seek appropriate responses for the basic questions raised at the beginning of this research from the above mentioned respondents. Out of the total 289 questionnaires of which 124 were distributed to educational experts and personnel, 85.48 percent (106) were filled in and returned. On the other hand, from the remaining total of 165 questionnaires distributed to the teachers, 90.10 percent (150) were filled and returned. Therefore, out of the total distributed questionnaires, 88.58 percent (256) were filled and returned.

The rate of return of the questionnaires was 88.58 percent, which is reasonable amount in case of survey study to conduct data analysis. Consequently, based on the responses obtained from the sample respondents and conducted interview with the concerned bodies, the analysis and interpretation of the data are presented subsequently for each table, in this section of the study.

3.1. Characteristics of the Population under Study

In order to maximize varieties of the study groups, different categories of respondents were involved in this study as mentioned earlier. Therefore, it is believed that the responses and other relevant data were organized and analyzed in order to determine the outcome of the study.

A. Respondents' Background

Table II. Characteristics of the Respondents

No	Item	Respondents							
		Teachers (58.59%)		Educational experts and personnel (Woreda) (34.38%)		Educational experts and personnel (Bureau and Zone) (7.03%)		Total	
		No	%	No	%	No	%	No	%
1	Sex								
	-Male	132	88	80	90.9	16	88.9	228	89.1
	- Female	18	12	8	9.1	2	11.1	28	10.9
	Total	150	100	88	100	18	100	256	100
2	Ages in year								
	20 and below	-	-	-	-	-	-	-	-
	21-30	45	30	21	23.8	3	16.7	69	26.9
	31-40	42	28	38	43.2	8	44.4	88	34.4
	41-50	55	36.7	27	30.7	5	27.8	87	34
	51 and above	8	5.3	2	2.3	2	11.1	12	4.7
	Total	150	100	88	100	18	100	256	100
3	Education								
	Certificate	2	1.3	3	3.4	-	-	5	1.9
	Diploma	69	46	48	54.6	3	16.7	120	46.9
	BA/B.SC	77	51.4	37	42	10	55.5	124	48.5
	MA/M.SC	2	1.3	-	-	5	27.8	7	2.7
	Others	-	-	-	-	-	-	-	-
	Total	150	100	88	100	18	100	256	100
4	Service year								
	5 and below	8	5.3	2	2.3	-	-	10	3.9
	6-10	36	24	25	28.4	3	16.7	64	25
	11-15	64	42.7	32	36.4	8	44.4	104	40.6
	16-20	27	18	22	25	3	16.7	52	20.3
	21 and above	15	10	7	7.9	4	22.2	26	10.2
	Total	150	100	88	100	18	100	256	100

As it can be observed from Table II of item one, the majority 88 percent (132) of the teachers, 90.9 percent (80) of the Woreda, 88.9 percent (16) of the Zone and Bureau educational experts and personnel were found to be males. The grand total of sex, 89.1 percent (228) of respondents were males and 10.9 percent (28) were females. This may indicate that the participation of female in the area was low. Thus, the responses of the subject in this study have represented predominantly males' idea. It also indicated that the female participation and employment rate to the teaching profession in the Secondary Schools, Woreda and Zone education Offices as well as the

Regional Education Bureau has been low. Moreover, the proportion of their representation in this study would obviously take the same pattern.

With respect to age category, as shown in the same table, 4.7 percent (12) of the respondents fall within the age of 51 and above, 26.9 percent (69) of them fall with the age range of 21-30. The remaining 34.3 percent (88) and 34 percent (87) of the respondents were within the age range of 31-40 and 41-50 respectively. From the table one can understand that most of the respondents were matured enough, since they are found in the adult age group and their responses could be dependable.

As far as item three of table II is concerned, 1.3 percent (2), 46 percent (69), 51.4 percent (77), and 1.3 percent (2) of the teacher respondents had certificate, diploma, BA/B.SC and MA/M.SC respectively. From this data, we can understand that 51.4 percent (77) of the teaching staff have the required qualification to teach at secondary school level, according to the established standard of the Ministry of Education. Concerning the educational experts and personnel from the same table, the majority of the Woreda respondents 54.6 percent (48) and 42 percent (37) were diploma and first degree holders respectively. The rest 3.4 percent (3) of them were at certificate level. When we come to the educational experts and personnel at regional level, most of them 55.5 percent (10) were first degree holders. The remaining respondents, 27.8 percent (5) and 16.7 percent (3) of them were MA/M.SC and diploma holders respectively.

In relation to service year, as depicted in item four of table II, the majority 42.7 percent (64) of teachers, 36.4 percent (32) of the Woreda educational experts and personnel as well as 44.4 percent (8) of the zone and bureau educational experts and personnel have served between 11-15 years. The remaining numbers of respondents, 18 percent (27) of teachers, 25 percent (22) of the Woreda, and 16.7 percent (3) of Zone and Bureau, educational experts and personnel also have served for 16-20 years. As can be seen from the data, the majority of teachers and educational experts have adequate

teaching experiences and the administrative skills in the area they have been entitled to undertake their assignment.

B. Teachers' Population Distribution and their Educational Background of the Sampled Zone

Table III: East Shoa Zone Secondary Schools and the Distribution of Teachers with the Respective Woreda's of the Zone.

No	Name of the School	Woreda	Number and educational level of teachers								Total	
			Certificate		Diploma		BA/B.Sc.		MA/M.Sc.		No	%
			No	%	No	%	NO	%	NO	%		
1	Wanji	Adama	1	1.89	32	60.37	20	37.74	-	-	53	15.92
2	Bulbula	Adami Tullu	-	-	-	-	21	100	-	--	21	6.31
3	Bosat	Bosat	-	-	17	56.67	13	43.33	-	-	30	9.01
4	Oda Bokota	Dugda	-	-	11	39.29	17	60.71	-	-	28	8.41
5	Dandi Gudina	Fentale	-	-	15	48.39	16	51.61	-	-	31	9.31
6	Chafe Donsa	Gimbichu	-	-	-	-	11	100	-	-	11	3.30
7	Mojo	Lume	-	-	16	32.65	33	67.35	-	-	49	14.71
8	Metahara	Fentale	1	9.09	6	54.55	4	36.36	-	-	11	3.30
9	Bantu	Adami Tullu	1	1.56	25	39.06	38	59.38	-	-	64	19.22
10	Dukem	Akaki	-	-	-	-	15	100	-	-	15	4.51
11	Liban Chukala	Liban cukala	-	-	-	-	7	100	-	-	7	2.10
12	Bora	Bora	-	-	5	38.46	8	61.54	-	-	13	3.90
Total			3	0.90	127	38.14	203	60.96	-	-	333	100

Source: East Show Zone Education office.

The minimum required qualification for secondary School teachers as of the standard of Ministry of Education or Regional Education Bureau is first degree. The qualifications of the existing teaching staff of the total population for the sampled school, as of Table III above can be roughly assessed against the above standards. As already has shown, out of the total teaching staff, 60.96 percent (203) of them have qualified for minimum requirement, i.e. first degree. The rest 38.14 percent (127) and 0.90 percent (3) of them have college diploma and certificate respectively. These show that about 39 percent of the teaching staff populations are found to be below the standards that have been established. Thus, from this reality one may assume that the quality of education is not maintained as required standards.

3.2 Analysis of the Current Human Resource Management Practices

3.2.1 Human Resource Planning

The management of academic staff bases up on manpower planning for efficient and effective HRM. Manpower planning in addition to the utilization of the existing teaching staff, aims at providing the school with relevant data related to educational background and work experience of a newly employed teaching staff. As mentioned in the part of literature review, manpower planning is the process which includes forecasting, developing and controlling by which an organization ensures that it has the right number of people and the right kind of people at the right place and the right time of doing work for which they are economically most useful.

Human resource planning is used to show the ways of improving performance and providing greater job satisfaction. As stated by Meggision (1981:125) that the use of human resource plan as it provides the organization with people needed to perform the activities that will achieve the organization's goals. In this respect, the existing HRP practices of the sampled schools, offices and Bureau related to the HRP principles and the regional policies in the area was described based on the responses obtained on the following table.

Table IV: Responses Given on Human Resource Planning Activities

No	Item	Respondents					
		Woreda		Zone and bureau		Total	
		No	%	No	%	No	%
1	Strategic thinking in HRP practices						
	a) Low	32	36.4	7	38.9	39	36.8
	b) Moderate	29	32.9	6	33.3	35	33
	c) High	27	30.7	5	27.8	32	30.2
	Total	88	100	18	100	106	100
2	Availability of skilled manpower in HRP activities						
	a) Low	31	35.2	10	55.6	41	38.7
	b) Moderate	30	34	4	22.2	34	32.1
	c) High	27	30.8	4	22.2	31	29.2
	Total	88	100	18	100	106	100
3	Trained manpower need assessment that has been done so far for secondary school						
	a) Low	36	40.9	9	50	45	42.5
	b) Moderate	31	35.2	5	27.8	36	33.9
	c) High	21	23.9	4	22.2	25	23.6
	Total	88	100	18	100	106	100
4	Attraction and retention of manpower in the school based HRP activities.						
	a) Low	35	39.8	8	44.4	43	40.6
	b) Moderate	26	29.5	5	27.8	31	29.2
	c) High	27	30.7	5	27.8	32	30.2
	Total	88	100	18	100	106	100

As indicated in Table IV the extent that the education sector activities concerning teaching manpower planning for secondary schools were exposed to the study groups to rate the items. Based on the responses obtained, each items of the table are analyzed as follows.

As it can be observed from the above table of item one, 36.8 percent (39) of the total respondents agreed upon that the strategic thinking of teaching

staff resource planning was low. Concerning this item, a large portion of the study groups 36.4 percent (32) of the Woreda and 38.9 percent (7) of the Zone and Bureau educational experts and personnel confirmed that the application of the matter is low.

The existence of competent and skilled manpower that conduct the activities of human resource planning at every level of educational institutions is very important. Based on this fact, respondents were asked to rate the availability of skilled manpower to run HRP. Accordingly, 35.2 percent (31) and 55.6 percent (10) of educational experts and personnel from Woreda Education Offices, Zone and Bureau respectively replied regarding the availability of skilled manpower that was low. On top of this, the interview held with head of Educational Offices and the Regional Education Bureau officials revealed that one of the most critical problems in HRP activities were the unavailability of competent and trained manpower at each level of the education sector.

Pertaining to the need assessment that has been done so far for trained manpower for secondary school, as the proceeding item of the same table, the majority 42.5 percent (45) of the total respondents reported that the need assessment held was low. The rest, 33.9 percent (36) and 23.6 percent (25) of them responded as moderate and high respectively. Therefore, based on the responses of the majority, it sounds logical to assume that the sampled educational sector under study, at every level, did not conduct teaching staff need assessment for secondary schools.

In the last item of Table IV, the sampled respondents were asked to rate the extent of attraction and retention of manpower in the school based HRP activities. To this effect, 39.78 percent (35) and 44.4 percent (8) of Woreda education offices and zone and Bureau educational experts and personnel respectively, rated the attraction and retention of manpower in the school based HRP activities was low. These responses have clearly showed that the attraction and retention of teaching staff in HRP practices so far has done was little.

As a whole, the above findings that obtained from the analysis of the items of Table IV indicate that there was a poor teaching staff resource planning from the bureau to each level of ladder in the sector including the school level. Furthermore, the interview conducted with education offices and regional education bureau officials also confirm that the overall strategic thinking and plan, relating to the issue of HRP was inadequate. This might be due to lack of the capacity at lower level of the sector, the turnover of trained manpower in the area, less awareness on the important of HRP and the less attention that has been given to the HRP at all level of the sector.

3.2.3 Recruitment and Selection of Teaching Staff

As it discussed in the review of literature part, the first operating function of HRM management is concerning with obtaining of proper kind and number of personnel necessary to accomplish organizational goals. Procurement deals with determination of human resource recruitments and their recruitment, selection and placement, i.e. hiring and assigning of worker in the organization.

With this intention, the researcher was inspired to investigate how the recruitment of teaching staff employed currently in the sampled zone based on the following table. In an attempt to investigate whether the educational offices and Bureau was recruited teaching staff for secondary schools following the recruitment steps and procedures, questions concerning recruitment were posed to Woreda and Zone Education offices as well as for regional education bureau experts and personnel.

Table V: Responses Given on Recruitment and Selection of Teachers

No	Item	Respondents					
		Woreda		Zone and bureau		Total	
		No	%	No	%	No	%
1	Recruitment conducted based on HRP						
	a) Low	34	38.6	6	33.3	40	37.7
	b) Moderate	34	38.6	5	27.8	39	36.8
	c) High	20	22.8	7	38.9	27	25.5
	Total	88	100	18	100	106	100
2	Availability of skilled manpower to conduct teaching staff recruitment and selection						
	a) Low	30	34.1	8	44.5	38	35.9
	b) Moderate	30	34.1	6	33.3	36	33.9
	c) High	28	31.9	4	22.2	32	30.2
	Total	88	100	18	100	106	100
3	Following the necessary steps, rules and personnel policies in recruitment and selection.						
	a) Low	33	37.5	7	38.9	40	37.7
	b) Moderate	31	35.3	6	33.3	37	34.9
	c) High	24	27.2	5	27.8	29	27.4
	Total	88	100	18	100	106	100
4	System of advertising the existing vacancies						
	a) Low	39	44.3	4	22.2	43	40.6
	b) Moderate	24	27.3	8	44.5	32	30.2
	c) High	25	28.4	6	33.3	31	29.2
	Total	88	100	18	100	106	100
5	The degree of employing qualified teachers						
	a) Low	47	53.4	4	22.2	51	48.1
	b) Moderate	20	22.7	5	27.8	25	23.6
	c) High	21	23.9	9	50	30	28.3
	Total	88	100	18	100	106	100
6	Using appropriate selection technique like educational level, GPA, working experience, giving of test and interview etc						
	a) Low	28	31.8	6	33.3	34	32.1
	d) Moderate	35	39.8	7	38.9	42	39.6
	e) High	25	28.4	5	27.8	30	28.3
	Total	88	100	18	100	106	100

As depicted in the Table V of item one, the respondents asked to rate whether the recruitments of teaching staff conducted based on pre-exist human resource plan or not. The majority of respondents 37.7 percent (40) of the total respondents reported that the recruitment conducted in the absence of pre-determined plan. The rest 36.8 percent (39) and 25.5 percent (27) of the respondents have reported respectively that it was moderate and high. Subsequently, as the majority of the respondents underline on the issue that the recruitment was conducted in the absence of human resource plan. This has revealed the poor existing system of the educational sector concerning the matter at each level of hierarchy in the area under the study.

In item two of the same table, the question of the availability of skilled manpower to conduct the teaching staff recruitment and selection was asked the respondents in order to rate them. Accordingly, 33.9 percent (36) and 30.2 percent (32) of the total respondents witnessed that the availability of skilled manpower was moderate and high respectively.

On the other hand, the substantial amount 35.9 percent (38) of the total respondents reported that the availability of skilled manpower to run the teaching staff recruitment and selection activities were low. Besides the above responses, the interview held with School principals, Woreda and Zone Heads of Education Offices and the Regional Education Bureau officials confirmed that there was a shortage of trained and skilled manpower at every level of the education sector.

With regard to item three of the same table, the respondents were requested whether the recruiters following the necessary steps, rules and personnel policies in recruitment or not. Accordingly, considerable amount 37.7 percent (40) of the total respondents said that necessary steps, rules and policies were not followed in conducting recruitment of teaching staff. The rest, 34.9 percent (37) and 27.4 percent (29) of them reported that following the steps were moderate and high respectively. As a result, from this data, it can be inferred that the recruiters of teaching staff at every level of the educational sector, from the Regional Bureau to Woreda Education Offices

might not following the necessary steps, the existing Regional civil service commission rules and personnel policies of recruitment and selection.

Pertaining to advertising system, the existing vacancies in Schools within the Zone, both the study groups were asked to show their degree of agreement. In view of that, the small minority 29.2 percent (31) of the total respondents have reported that the existing system was high. On the other hand, a great majority 40.6 percent (40) of the total respondents witnessed that the existing system of advertising was low. The rest, 30.2 percent (32) of respondents were agreed that it was moderate. Therefore, based on the responses of the majority, it is fair to infer that either there was no existence of the system of teachers' position vacancy advertisement or even if it may exist its implementation was low.

Item five of the same table deals with the reaction of the two study groups on the request asked to rate the degree of employing qualified teachers during recruitment. As reported by 48.1 percent (51) of the total respondents negatively responded that the degree of employing qualified teachers during recruitment was low. The rest, 28.3 percent (30) and 23.6 percent (25) of the total respondents reported that employing qualified teachers for secondary Schools were high and moderate respectively. Thus, based on the responses of the majority, it is safe to infer that the degree of employing those qualified individuals that help the school educational goals was low.

As to the last item of the same table, the majority of the respondents 39.6 percent (42) have responded that following the mentioned criteria for selection was moderate. On the other hand, few of the respondents 28.3 percent of them have reported that the criterion for selection was high. Despite the fact that 32.1 percent (34) of the respondents confirm that maintaining the procedure and criteria was low, implementation of the selection criteria at screening time in the sector seems moderate as confirmed by the majority above. On the contrary, the witnesses obtained from open ended question imply that recruitment and selection, teachers' promotion, and assignment were targeted at faithfulness and relationship to

the administrative body. Recruitment and selection mostly conducted centrally at ZEO or REB with out considering the local situation. These circumstances might be created gaps for administrator and leader to force different hierarchy of education sector offices to run activities which affect the goals of education.

In general, from the above items of analysis, one can understand that there was lack of appropriate recruitment and selection procedures and due attention was not given to secondary school teaching staff recruitment and selection at every level of the educational institutions.

However, if the organization recruits the right people in most aspects, running organizations will become easier. Errors made at this can prove very costly and time consuming in the future. Organization needs people whom it can trust to do good job quickly and pleasantly to work with.

Identifying and attracting suitable applicants depends on the effectiveness of intuitional advertising, both in terms of the substance of the advertisement and the extent to which it reaches the target audience. Once candidates have been identified, however, the principles of selection on merit based should be applied as for any other method of recruitment. Missing to do this in recruitment and selection, results in inappropriate organizational goals achievement.

3.2.4 Teachers' Performance Appraisal Management

The purpose of teachers' performance appraisal includes performance appraisal planning, task assignment, supervising/ assisting, measurement, evaluation, feedback, control and the application of associated incentives. The sum of these elements constitutes the accountability system to which teachers are subjected in the execution of their jobs. At best, the performance appraisal management system includes the above mentioned elements as well as procedures that define and regulate areas of freedom, monitoring and evaluating, and rewards and penalties for once did in the institute. Subsequently, the accountability component of performance

appraisal management may fail or be less effective if various elements of the above are missing, loss of not properly designed or enforced .

In light of the above notion, the activities of teacher appraisal performance management system were investigated and analyzed based on the responses obtained from the respondents as described hereunder.

A. Secondary School Appraisal Practice in Teachers' View

Table VI: Views of Teachers on Teachers' Appraisal System

No	Item	Respondents (Teachers)	
		No	%
1	Teaching staff evaluation so as to improve teaching- learning process.		
	a) Low	55	36.7
	b) Moderate	46	30.7
	c) High	49	32.6
	Total	150	100
2	Teaching staff performance appraisal based on well-established and clear criteria.		
	a) Low	56	37.3
	b) Moderate	46	30.7
	c) High	48	32
	Total	150	100
3	Informing the strengths and weaknesses of teaching staff through evaluation report.		
	a) Low	60	40
	b) Moderate	49	32.7
	c) High	41	27.3
	Total	150	100
4	Appraisal results have been free from bias and favoritism.		
	a) Low	40	26.7
	b) Moderate	61	40.6
	c) High	49	32.7
	Total	150	100
5	Placement of teachers based on their appraisal results.		
	a) Low	68	45.3
	b) Moderate	29	19.3
	c) High	53	35.4
	Total	150	100

The above table demonstrates the response for the question presented, when and how the appraisal for the teaching staff was administered.

The first item of Table VI shows, the view of teachers' appraisal system. To determine the contribution of appraisal in improving the teaching learning process, the teaching staff of the secondary schools was asked to weigh up the evaluation of teachers in their respective schools, in relation to the resultant improvement in the teaching learning process. Accordingly, 36.7 percent (55) of teachers responded that teaching staff evaluation had low effect on improving teaching learning process. On the other hand, other teachers who were 46 in number 30.7 percent and 49 teachers 32.6 percent answered that teaching staff evaluation had moderate and high impact on improving over all teaching learning process respectively.

The respondent teaching staff was also asked about the basis of staff appraisal performance. The second item of the same table has indicated that 56 teachers 37.3 percent reported low level of establishment and clarity of criteria of staff performance appraisal. Whereas 46 teachers that constitute 30.7 percent of the respondent teachers, have indicated the moderate level of establishment and clarity of the existing evaluation criteria. The remaining teacher respondents, 32 percent (48) of them answered the question by saying it was high level.

The teachers' evaluation was also treated from the point of informing teachers' strengths and weaknesses in its overall report. With regard to this issue, item three of the above table revealed 40 percent (60) of the teacher respondents indicated that low level of informing teachers' strengths and weaknesses by the evaluation process. Thirty-two point seven percent (49) of the teachers have reported that as it to be moderate level. And the rest, 27.3 percent (41) of the teachers revealed that teachers' evaluation inform about the strengths and weaknesses of the teaching staff highly.

The respondent teaching staffs was also asked to indicate the degree that the appraisal results have been free from biases and favoritism. As indicated on item four of Table VI, 26.7 percent (40) of the teachers indicated that it was low degree and 40.6 percent (61) of the teachers indicated moderate degree of freedom from biases and favorites. The remaining, 32.7 percent (49) of the

teachers indicated that the appraisal results to be free from bias and favoritism at high level.

It is assumed that one of the outputs of the academic staff evaluation is promotion and/or placement of personnel at the right position. With regard to this point, item five of Table VI indicates that, 45.3 percent (68) teachers said there was low rate of usage of teachers' appraisal in placement. Whereas, 19.3 percent (29) teachers replied there was moderate rate of placement of teachers based on their results and the remaining, 35.4 percent (53) said it was of high rate.

From these facts we can understand that majority of teacher respondents 36.7 percent which was 55 in number have indicated that teaching staff evaluation has low impact on improving the teaching learning process. Almost the same number of respondents 56(37.3%) indicated that the clarity of criteria for teaching staff performance appraisal was low. In the same token, 60(40%) of the respondents indicated low level of capacity of the teachers' appraisal in informing strengths and weaknesses. The majority of respondents 61(40.6%) said that the evaluation process is free from bias and favoritism. Finally, 68 (45.3%) teachers indicated low effect of teachers' evaluation on their placements.

On the whole, from this analysis one can deduce that the overall teaching staff appraisal in the sampled Zone was not based on clear and transparent procedures and criteria. Besides, its effects have no impact on teachers' self improvement, school goal achievement as explained exhaustively above. Thus, this situation needs a critical attention to lessen the identified problems from educational system.

B. The Current Teaching Staff Turnover and Its Reasons

The following Table presents the opinion of respondents about teaching staff turnover. The absence of doing teaching staff reward based on their performance result, might be led the teaching staff mobilization. Based on this ground, the researcher initiated to identify whether or no the existence of teaching staff turnover and its reasons.

Table VII: Respondents Views on Teaching Staff Turnover

No	Item	Respondents						df	X ²
		Teachers		Educational experts and personnel		Total			
		No	%	No	%	No	%		
1	Is there any teaching staff turn over?								
	Yes	101	67.3	87	82.1	188	73.4		
	No	49	32.7	19	17.9	68	26.6		
	Total	150	100	106	100	256	100	1	6.920
2	Which level of teaching staff do turnover frequently?								
	A. Fresh	54	36	28	26.4	82	32		
	B. Middle	10	6.7	6	5.7	16	6.3		
	C. Senior	18	12	9	8.5	27	10.5		
	D. Middle and Senior	16	10.7	20	18.8	36	14.1		
	E. All	52	34.6	43	40.6	95	37.1		
	Total	150	100	106	100	256		4	6.160
3	If your response to Item 2 is yes, what is the best reason from the listed answers below?								
	A. Low salary	53	35.3	35	33	88	34.4		
	B. Boss interference	12	8	17	16	29	11.3		
	C. Absence of reward for performance evaluation results	5	3.3	6	15.1	21	8.2		
	D. Low professional status	80	53.4	38	35.9	118	46.1		
	Total	150	100	106	100	256			

Table VII above depicts respondents' perception of teaching staff turnover in the selected secondary Schools. As of the item one from this table, the majority 73.4 percent of the total respondents [67.3 percent of teachers and 82.1 percent of educational experts and personnel] have reported that there was a teaching staff turnover. The rest, 26.6 percent of the respondents [32.7 percent of teachers and 17.9 percent of educational experts and personnel] denied the existence of teaching staff turnover.

Form the above data, only few respondents reported that as there was no human resources turn over. Documents assessed at zone education offices and interview held with School principals and educational officials revealed that, there was high rates of teachers' turnover in every School in the zone.

Further statistical analysis was used to test the significant difference among the respondents in using them as a source of data input to the teaching staff turnover in the school. Thus, the chi-square (X^2) test at 5% level of significance shows that the calculated X^2 (6.920) is greater than the table value of X^2 (3.84) and it implies that there is a significant differences in opinions of the two study groups on the issue of teaching staff turnover. This perception difference might be due to either the educational experts and personnel have rarely recognized the movement of teaching staff or denied the turnover since its impact more revealed at Secondary School than education offices or Bureau. No matter what the rationale might be, despite the fact that the great amount of study groups, 73.4 percent (188) of the total respondents have reported that the existence of teaching staff turnover.

The second item of the same table, the respondents were requested to show the level of teaching staff that frequently left the job for various reasons.

Accordingly, the significant portion, 37.1 percent (95) of the total respondents reported that from all levels of teaching staff (fresh, middle and senior) teachers frequently left the school. On the other hand, a substantial portion of the respondents, 32 percent (82) reported that fresh teaching staff frequently left the School than others. This response also supported by statistical figure observed from document review in some of the sampled

Schools by the student researcher while conducting interview with the School principals.

The Chi-square test was also calculated in item two of the same table, to identify the perception gap of the two study groups. To this effect, the test showed that, there is a great deal of similarity and had no variation that exists between them regarding the issue being questioned.

For item three of the above table, those who agreed the existence of teaching staff turnover were further asked to specify their reasons. To this end, unexpectedly, only a very small portion 8.2 percent (21) of the total respondents replied that the absence of reward. The majority of the respondents 46.1 percent (118) reported that the best reason of the teaching staff turnover was the status of teaching profession. On the other hand, some of the substantial portion of respondents 34.4 percent (88) reported that one of the best reasons for teachers' turnover was the low salary paid to the teacher for their profession.

Concerning this issue the supplement answers from the open-ended question, the respondents also mentioned some other reasons like inappropriate facility in the School, poor student disciplines, lack of trained school principals, and absence of motivating factor in working environment were some of the reasons that could be cited by the respondents.

In general, human resource turnover can be directly related to human resource management issue especially with human resource planning. HRM determines the quality of professionals required, how to use them, how to get them and how to manage them as well. It also includes the human resource planning aspect which indicates the systematic and continuing process of analyzing an organization's human resource needs under changing conditions and developing personnel policies appropriate to the longer-term effectiveness of the organization. But, the current functions of HRM practices were not considering this reality. This might be due to lack of attractive pay and benefits, absence of recognition and prospects, poor working conditions, inadequate working relationships, inadequate recruitment and selection,

poor promotion, and ineffective supervision or management were some to mention.

3.2.5 Provision of Training for Teaching Staff

The kind of people required to the teaching staff of a secondary School is a basic factor for achieving the School objectives. Acquiring the required teachers by itself doesn't guarantee the attainment of school institutional goals. So, it is essential for an institution to develop the teaching staff knowledge and skill to accomplish their job effectively and to adopt them with the fast changes of technology as well as changes within the School institution.

Therefore, the target of the researcher was to identify how the teaching staff training and development considered and applied in the sampled secondary Schools. Based on this, the following tables are analyzed, considering the responses obtained on the current application of teaching staff training activities.

A. Teaching Staff Training Selection Criteria for Further Training

Table VIII: Responses Obtained on Teaching Staff Selection for Training

No	Item	Respondents						df	X ²
		Teachers		Educational experts and personnel		Total			
		No	%	No	%	No	%		
1	Is there clear selection criterion for teachers' further education? Yes No Not sure	80 32 38	53.3 21.3 25.4	62 26 18	58.5 24.5 17	142 58 56	55.5 22.6 21.9		
	Total	150	100	106	100	256	100	2	2.558
2	The involvement of school principal in selecting teaching staff for training. a) Low b) Moderate c) High	73 36 41	48.7 24 27.3	38 44 24	35.9 41.5 22.6	111 80 65	43.4 31.2 25.4		
	Total	150	100	106	100	256	100	2	8.985
3	In the past two-to-three years most of the opportunities for further training were obtained by/through A. Regional education bureau B. School effort C. Personal effort D. Zone /Woreda Education Office	49 11 24 66	32.7 7.3 16 44	56 4 22 24	52.8 3.8 20.8 22.6	105 15 46 90	41 5.9 18 35.1		
	Total	150	100	106	100	256	100	3	16.3411

In table VIII, items related to the training of teachers were considered. In response of item one, 22.6 percent (58) of the total respondents' confirmed that the selection criteria for teachers' further education was clear and transparent. However, a considerable portion 55.5 percent (142) have reported that the inexistence or inconsiderable of clear criteria to select teaching staff for further education. On the same issue 21.9 percent (56) of the total respondents reported that they were not sure whether clear selection criteria was in place or not. This by itself shows that lack of transparency while conducting the selection of teachers for further education or the absence of clear criteria at all.

Further statistical analysis was used to test significant differences in responses. Thus, the chi-square (χ^2) test for 2 degree of freedom at 5% level of significance show that the calculated χ^2 (2.558) is less than the table χ^2 (5.99) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard to clear selection criteria for further education of teachers.

With regards to the opportunity obtained for further training for the last two-to-three years, 41 percent (105) of the total respondents agreed that the chance was obtained by the Regional Education Bureau (REB). On the other hand, 35.1 percent (90) of them reported that the opportunities were obtained by Zone/Woreda Education offices. In this item the effort of school, revealed that 5.9 percent (15) which is the least one when compared with other options. This may be due to the absence of appropriate and skilled educational managers at school level or lack of assigning the right person at the right position, it may need.

The chi-square test result for this item revealed that there was a statistically difference between the responses of the two subject groups. This variation in perception could be due to either there is a communication gap at every level of the education sector from regional bureau up to the school level or the absence of statistical figure that lead respondents to guess their answer from the given options. Whatever the reason it may be, despite the perceptual differences

between the two study groups, the least amount of respondent 17.6 percent (45) of the total respondent confirmed that the school effort in finding the opportunities for further training of the teaching staff was low. On this matter interview conducted with officials and school principals witnessed that the appropriate person or educational managers were not assigned to run the school activities. Therefore, this by implication endorses, that the effort of searching opportunities for further training of teachers in secondary school was minimal.

From the same table above, with regards to school principal involvement in selecting teaching staff for training, both groups of the study were asked to show their degree of agreement. Accordingly, the small minority, 25.4 percent (65) of the total respondents reported that the involvement of school principal in selecting teaching staff for training is high. On the other hand, a great majority 43.4 percent (111) of the total respondents refused to accept the idea. The rest which is, 31.2 percent (80) of the total respondents agreed upon the issue as it was moderate or fair. Consequently, it is clear to say from the data that, there was no, such an involvement of school principal in teacher's selection for training. This idea was also supported by the data obtained through the interview held with some heads of Woreda Education Office and School principals.

The interview revealed that a little or no effort was made by the School principals, to facilitate the School teaching staff training, before they have been recommended activities that should be done by the Woreda Education Officials.

As witnessed by some of the school principals, the authority was given to schools, to practice educational human resource management activities within tight outline and only some decisions made by the Schools concerning HRM exercises.

The chi-square test result shows that, the table value of X^2 was less than the calculated X^2 which implying that, there was statistically difference between the responses perception of the two study groups on matter. Although the

variation in perception of the idea, the majority of the respondents 43.4 percent (111) of them, reported that the involvement of School principal in teaching staff selection for training was inadequate. This identified problem needs urgent response to conduct the smooth activities of HRM practices in the zone.

B. Provision of Teaching Staff training

Table IX: Views of Teachers on Provision of Training Situation in Their Respective schools

No	Item	Respondent s (Teachers)	
		No	%
1	Teachers' provision of professional improvement.		
	a) Low	57	38
	b) Moderate	51	34
	c) High	42	28
	Total	150	100
2	Training needs assessment conducted and its implementation.		
	a) Low	60	40
	b) Moderate	45	30
	c) High	45	30
	Total	150	100
3	Training compatibility with the position that the teacher holds.		
	a) Low	54	36
	b) Moderate	61	40.7
	c) High	35	23.3
	Total	150	100
4	On-the-job training given for teaching staff.		
	a) Low	92	61.3
	b) Moderate	18	12
	c) High	40	26.7
	Total	150	100
5	Off-the-job training given for teaching staff.		
	a) Low	33	22
	b) Moderate	68	45.3
	c) High	49	32.7
	Total	150	100
6	Practice of evaluating the training results on the work along with its effects and changes that are exhibited.		
	a) Low	69	46
	b) Moderate	40	26.7
	c) High	41	27.3
	Total	150	100

The above Table Shows, the view of teacher's on training provision situation, in selected secondary schools. Item one of table IX, tries to investigate that, to what extent teachers were provided with different professional improvement and training programs to develop competency in their profession. With regard to this point, 38 percent (57) teachers said, there was low level of professional improvement as a result of training offered to the teaching staff. Fifty-one teacher respondents which constitute 34 percent indicated moderate level and the remaining 28 percent (42) of the respondents said that there was high level of provision of professional improvement.

Item two of table IX, demonstrates the level of conducting training need assessment and its implementation. Here, majority of respondents 40 percent (60) responded that there was low level of conducting the needs assessment and the implementation to be of moderate level. And the remaining 30 percent (45) of the respondents indicated it, to be of high level.

The third item of table IX, which tries to analyze the compatibility of the training with current position of teachers 36 percent (54), said it was of low level of compatibility, 40.7 percent (61) replied it was of moderate level of compatibility and the remaining 23.3 percent (35) stated it to be of high level of compatibility.

The process of investigating the rating of, on-the-job training and off-the-job training, were offered for the teaching staff. As of item four and five from the same table indicates, 61.3 percent (92) of respondents demonstrated that of on-the-job training was low rate, and the rest 12 percent (18) and 26.7 percent (40) of respondents indicated moderate and high rate of on the job training respectively. On the other hand, 22 percent (33) of the respondents stated that there was low rate of off-the-job training and the remaining 45.3 percent (68) and 32.7 percent (49) of the respondents of the teaching staff indicated the rate of Off-the-job training to be moderate and high respectively.

With regard to evaluating the training results, on the work of the teaching staff, 46 percent (69) of respondents indicated that, there was low practice of evaluating the training programs in relation to the teaching staff job holder. Twenty-six point six percent (40) of the respondents stated that moderate practice and the remaining 27.3 percent (41) said that, there was high practice of evaluating the training results, on the work along with its effects and changes that were exhibited.

From the above facts presented on the table, we can understand that significant number of respondents, 38 percent (57) of the respondents revealed that there was low level of professional improvement brought about via the training process offered to the teaching staff. Almost majority 40 percent (60) of the respondents also said the level of conducting and implementing needs assessment of training was low. With regard to the compatibility of the training 36 percent (54) of respondents revealed it to be less compatible. Sixty-one point three percent (92) of respondents reported as low rating for on-the-job training of the teaching staff and 45.3 percent (68) indicated moderate rate of, the off-the-job training. Finally, with regard to the practice of evaluating the training program 46 percent (69) indicated it to be of low rating.

Overall, with the exception of the compatibility of training from the above analysis all items seek immediate rethinking in finding the necessary solutions to get better teaching profession in the demonstrated zone.

3.2.6 The role of Secondary School Principal in HRM Practices

One of the most crucial activities of the school principal is managing the teaching staff in the School. In addition to his leadership influences on the staff, the School manager also influences the attitudes, perceptions and functions of the staff.

The principle of HRM requires the School principal to ensure the right man in the right job. In the employment of staff, there should be careful selection,

appointment and placement, job description, training or staff development with out bias, nepotisms, tribalism, or discrimination. One of the problems of school manager is inadequate staff development and maintenance of staff based on proper of personnel policies.

Therefore, the intention of the researcher was to examine how secondary school principals currently have practiced, the teaching staff resource management, in their respective Schools. Based on this, the following respondents were exposed to rate using the three point Likert type scales of low (1), moderate (2), and high (3). The concern of the table is to analyze whether the secondary school principals actively interact in school human resource management activities. The mean scores from data analysis were interpreted as follows:- <mean 1.85 "low", mean 1.85-2.75 "moderate", and mean above 2.75 is "high",

Table X: Responses of Respondents on School Principal Participation in HRM

No	Item	Mean and SD	Respondents		Average Mean	T-Value
			Teachers N= 150	Educational experts and personnel N=106		
1	Human resource planning	Mean SD	1.78 0.802	1.87 0.829	1.82	*0.395
2	Teaching staff recruitment	Mean SD	1.77 0.804	2.86 0.951	2.31	*0.000
3	Teaching staff selection	Mean SD	1.90 0.841	1.79 0.789	1.84	*0.302
4	Teaching staff appraising	Mean SD	1.76 0.783	1.98 0.756	1.87	*0.025
5	Teaching staff training	Mean SD	1.88 0.866	1.83 0.774	1.85	*0.636

Mean<1.85 "low", mean ' 1.85-2.75 "moderate", mean >2.75 "high"

***Statistically significant at 0.05 level**

As can be observed in table X, the grand mean scores of activities for items one and three laid below 1.85. These imply that degree of secondary school principals' participation in human resource management activities like

resource planning and teaching staff selection was low. On the other hand, the grand mean scores of items four and five laid between 1.85- 2.75. This shows that the extent that the school principal human resource managerial involvement in teaching staff appraising and teaching staff training activities seems moderate or normal. Only one item, which is item two, has a grand mean of 2.31 one which witnessed that the participation of school head in recruitment was high.

The interview conducted with different head of educational sector, officials and school directors revealed that except the teachers' appraisal activities, most of the human resource operation mentioned under Table X above can be performed either by WEO and ZEO or REB. This is due to the fact that either it might be lack of the capacity at school level or absence of the system that invited the school principals to participate on those human resource activities.

For item one, three and five, the value of $t= 0.395, 0.302$ and 0.636 respectively. Since P is greater than 0.05 for all of the three items, there is no statistically significance difference between the two study groups concerning their views on the school principals' engagement in some human resource management activities. On the other hand, there is a significant perceptual difference between the two study groups in human resource management activities of teaching staff recruitment and teaching staff appraisal ($t= 0.000$ and 0.025) for item one and four respectively).

In general, human resource management activities concerning teaching staff should be practiced in the secondary school levels in principle. However, the real situation that exercised by school principals showed that insufficient. This might be due to lack of trained manpower in educational administration or absence of clear and transparent work relations between secondary schools and woreda Education offices.

Table XI: Respondents Views on Involvement of Principals in Teachers Performance Appraisal

No	Item	Mean and SD	Respondents		Average Mean	T-Value
			Teachers N= 150	Educational experts and personnel N=106		
1	Performance appraisal criteria establishment	Mean SD	1.99 0.875	1.74 0.760	1.86	*0.018
2	School principal's involvement in teacher appraisal	Mean SD	1.81 0.833	1.73 0.724	1.77	*0.424
3	Principal recommendation of staff which is based on performance	Mean SD	1.85 0.809	1.79 0.765	1.82	*0.590

Mean <1.85 "low", mean '1.85-2.75 "moderate", mean >2.75 "high"

***Statistically significant at 0.05 level**

Table XI illustrates that the participation of the school principals in the whole processes of teacher appraisal was low as reported by both study groups of respondents and the average mean score of all items from the table above was about 1.82.

Different subjects under the participation of school principals in appraisal system of teaching staff were exposed to the respondents for their opinion. Concerning the establishment of performance appraisal criteria by the school principals, the view of respondents was moderate or fine (Grand mean score of 1.86). In this regard, interview held with school principals revealed that the provision of educational officials for teacher appraisal system guideline, rules, regulations, expertise and clear direction was low and its sustainability was found to be minimal. Therefore, despite the responses showed moderate from the table above, practically the existing situation on the matter revealed that there was poor activity in the application of the system.

Respondents were also requested to rate about the school principals' partaking in teaching staff appraisal system. To this end, as shown in Table XI,

the result of responses analysis of the grand mean score (1.77) indicated that the participation of the School principals on the issue was low.

Furthermore, in the same table of item three, an attempt was made to investigate the extent of school principals recommendation of teaching staff for some benefits based on the result of teachers' performance was inadequate. The calculated grand mean score for both categories of the study groups (1.82) confirmed that the capacity of principals in recommending teachers for further benefits in their performance result was low.

In an open-ended question, the respondents strongly explained that the School principals didn't have the required qualification in HRM practices as well as in educational administration and lacked the necessary competence to design and implement the overall teacher appraisal system. Besides, there was no any punishment, promotion or reward for teachers' performance result that obtained through appraising system. This by itself confirmed that no one gives attentions or interests for teachers' appraising operation from the whole parts of the School systems.

Concerning the first item of the same table, on the performance appraisal criteria establishment by School principals comparison of mean Score was conducted among the two study groups, namely between teachers and educational experts and personnel. The result of t-test computation showed that, there was statistically significant difference in perception. On the other hand as can be noted from the same table above, both respondents agreed on inadequacy of principal participation in teachers, on the teachers' performance result ($t=0.424$ and 0.590 respectively; $p>0.05$). This, in general, shows that there is no statistically significant difference between the two study groups concerning their outlook on the participation of the school principals in teachers' appraisal system.

Overall, despite the fact that the teaching staff appraisal system conducted fully at School level with great involvement of School principals, the activities so far has been done seems inadequate. This might be due to lack of the

appropriate skill and competence, absence of clear directives and procedures, lack of manuals and trainings on how to do the job, absence of promotion, rewards and punishments on the performance results of the teachers are some of the problems that should have been considered by the Regional Educational Bureau.

Table XII: The Respondents views on the Existing Rules, Regulations/ Guidelines in HRM

No	Item	Respondents					
		Teachers		Experts and personnel		Total	
		No	%	No	%	No	%
1	Does your school/office/Bureau have clear human resource management rules, regulations and directives/ guidelines in relation to:						
	a) Recruitment and selection						
	Yes	40	26.7	51	48.1	91	35.5
	NO	110	73.3	55	51.9	165	64.5
	Total	150	101	106	100	256	100
	b) Human Resource Planning						
	Yes	28	18.7	48	45.8	76	29.7
	No	122	81.3	58	54.2	180	70.3
	Total	150	100	106	100	256	
	c) Teachers appraisal						
	Yes	68	45.3	52	49.1	120	46.9
	No	82	54.7	54	50.9	136	53.1
	Total	150	100	106	100	256	100
	d) Teachers training						
	Yes	42	28	49	46.2	91	35.6
	No	108	72	57	53.8	165	64.4
	Total	150	100	106	100	256	100

According to the data in table XII of item 'a', the majority of the respondents 64.5 percent (165) have reported that there were no clear recruitment and selection rules, regulations and directives. On the contrary, the rest, minority have confirmed the existence of clear recruitment and selection rules, regulations and directions. From this data, it can be observed that a

vital instrument of recruitment and selection was missed. The reasons might be underestimating of the activities in HRM or lack of awareness regarding the issue.

Similarly, from the same table for item 'b', 'c' and 'd' a substantial amount of the total respondents, 70.3 percent (180) 53.1 percent (136) and 64.5 percent (165) have endorsed that there were no clear rules, regulations and directives for human resource planning, teachers' appraisal and training of teachers respectively. In this regard, the interview held with the educational officials and school principals witnessed, despite of the fact that there were rules and regulations to conduct its functions that clarity was not observed in practice. This is due to the frequent turnover of skilled manpower to perform the activities which by itself have weakened the practicality of the existing rules and regulations.

In general, the data obtained shows that the attention that has given to the existence of clear rules, regulations and guidelines in human resource management practices seems poor. This might be emanated from the continual changes of senior educational experts and personnel, school principals and other educational officials working at different levels, or lack of awareness about the importance of the issue.

Table XIII: The Work Relationships between Schools, Woreda, Zone Education Offices and Regional Education Bureau

No	Item	Respondents					
		Woreda Education experts and personnel		Zone and Bureau Ed. exp. and per.		Total	
		No	%	No	%	NO	%
1	The presence of clear functional assignment in HRP practices among:						
	A) Woreda Education Offices with Zone Education office.						
	a) low	40	45.5	8	44.5	48	45.3
	b) Moderate	28	31.8	6	33.3	34	32.1
	c) High	20	22.7	4	22.2	24	22.6
	Total	88	100	18	100	106	100
	B) Zone Education office and Regional Education Bureau						
	a) Low	33	37.5	7	38.9	40	37.8
	b) Moderate	27	30.7	6	33.3	33	31.1
	c) High	28	31.8	5	27.8	33	31.1
	Total	88	100	18	100	106	100
2	The extent that Woreda Education offices share authority to secondary school principals in the practice of HRM	Teachers		Experts and Personnel		Total	
		No	%	No	%	NO	%
	a) Low	56	37.3	49	46.2	105	41
	b) Moderate	41	27.3	37	34.9	78	30.5
	c) High	53	35.4	20	18.9	73	28.5
	Total	150	100	106	100	256	100

Table thirteen, above depicts respondents' opinion of the work relationship at different levels of education sector including School. In the area of work relation between Woreda and zone education offices as revealed in item "A" of the above table, 45.3 percent (48) of the total respondents have showed that the existing relationship was low. On the other hand, 22.6 percent (24) of the total respondents have indicated the existing relationship was high. The rest of the respondents, 32.1 percent (34) reported that it was moderate. Since

the majority of the respondents and the substantial number of respondents agreed upon the existing relationship was low and moderate respectively, it can be inferred from this that there was a poor relation of work between Zone and Woreda education offices.

With regard to the work relation of zone education offices and Regional Education Bureau from item "B" the same table, 37.8 percent (40) of the total respondents have indicated that it was low. The rest of the respondents have confirmed the work relation was moderate and high with equal number and percentage of the respondents. Therefore, from the above data obtained, it could be realized that the existing work relation of zone and Regional education sector seems moderate in working together.

Concerning the decision making power on the utilization of HRM, the extent of Woreda Education Offices shared to Secondary Schools, the majority of the respondents 41 percent (105) have endorsed that it was low. The minority of the respondents 28.5 percent (73) reported that it was high. The remaining respondents 30.5 percent (78) of them agreed that it was moderate.

Based on the above data and the opinion obtained from the school principals through the interview conducted, except the teacher appraisal activities, most of the HRM activities frequently practiced by Woreda and Zone Education Offices as well as Regional Education Bureau. This indicated the authority shared to the School level regarding HRM exercises were low.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section of the thesis the summary of major findings of the study, conclusions are drawn on the basis of the research findings and recommendations that are assumed to be useful to tackle the problems are presented.

4.1 Summary

To meet the objective of the study stated earlier, this study had addressed the four basic research questions raised in the debate. In dealing with the research questions, related data were gathered mainly through questionnaire, interview and document review. The data obtained were analyzed and interpreted by using appropriate statistical instruments such as frequency distribution, percentage, chi-square, t-test, and average mean. Based on the analysis made, the summary of the findings are organized below in seven groups.

4.1.1 Respondents Background

- a. Almost all of the respondents, 89.1 percent of these study groups were male. This indicates that poor participation of female in the area. Therefore, the responses of the subject represented predominantly males' idea.
- b. The majority, 34.3 percent and 34 percent of the respondents were within the age category of 31-40 and 41-50 respectively. This may indicate that most of the respondents were matured enough and their responses could be useful for the study.
- c. About 39 percent of the total size of the teachers in the sampled zone did not have the required qualification for secondary School teachers as of the standard of Ministry of Education (MOE) or Regional Education Bureau (REB).

- d. The majority of teachers, educational experts and personnel have adequate teaching experience and administrative skills of educational systems in that order.

4.1.2 Teaching Staff Resource Planning

- a. Almost all respondents from Woreda, Zone and Bureau educational experts and personnel confirmed that the strategic thinking of HRP was minimal. One of the reasons quoted for the absence of strategic thinking in HRP was the shortage of skilled manpower as required number in the areas.
- b. The respondents reported that the teaching staff need assessment conducted at each hierarchy of the educational sector for secondary Schools was low.
- c. There were no adequate efforts that have been done so far in human resource planning in retention and attraction of well trained and experienced secondary school teachers.
- d. The overall strategic thinking and plan that relating to the issue of HRP was inadequate. This is due to lack of capacity at School, Woreda and Zone Levels, along with skilled human resource turnover on the area, less awareness on the importance of HRP and little attention that has been given to HRP at all levels of the education sectors.

4.1.3. Recruitment and Selection of Teaching Staff

- a. Considerable portion of the respondents i.e., 37.7 percent reported that recruitment of teaching staff conducted in the lower level pre-recruitment existing plan. The rest, 36.8 percent and 25.5 percent of the respondents rated that there was moderate and high pre-recruitment plan respectively. From the sampled areas, one can infer that poor or absence of pre-recruitment plan on those levels of the educational sector.
- b. The degree to which the availability of trained manpower to facilitate the activities of teaching staff recruitment and selection was found to be low.

- c. Based on the existing necessary rules, regulations, steps and procedures in teaching staff recruitment and selection at every stage of the education sector was minimal.
- d. Advertisement of vacancies noticed in the Zone for teachers' was low or it was rarely done.
- e. It has been found that the degree of employing those qualified individuals that help the School educational goals attainment was low.
- f. It was found out that there were inappropriate recruitment and selection procedures due to less attention that was given to the secondary school teaching staff manning in general.
- g. Recruitment and selection mostly conducted centrally at ZEO or REB with out considering the local infrastructure situation.

4.1.4. Secondary School Teachers' Performance Appraisal

- a. The majority of the respondents reported that an evaluation of teaching staff had low effect on improving teaching-learning process in the sampled schools.
- b. The majority of the respondents disclosed that there was low level of establishment and clarity of criteria for staff performance appraisal.
- c. Most of teachers agree that the existence of informing teachers' strengths and weaknesses through evaluation processes was low.
- d. The majority, 40.6 percent of the respondents reported that there was moderate or fair degree of teachers' appraisal free from bias and favoritism.
- e. It was found out that there was no periodic and accurate provision of teachers' appraisal feedback. And also there was lower rate in usage of teachers' appraisal in placement and rewards.
- f. About 73 percent of the respondents indicated that there was a teaching staff turnover. In this regard, there was general perception difference among the respondents. This may be due to either the educational experts or personnel who rarely recognize the movement of

teaching staff or deny the turnover since its impact more revealed at schools than education offices or Bureau.

- g. Most of the respondents confirmed that the fresh teaching staff turnover was most frequently seen in the sampled schools due to lack of promotions and rewards for their performances.
- h. As it was reported by the respondents, the majority reasons that aggravate teaching staff turnover was lower payments paid to the profession, inappropriate facility in the school, poor discipline of the students, lack of trained school principals, and absence of motivating factors in the working environment.

4.1.5. Provision of Training for Teaching Staff

Regarding teaching staff training activities which preformed by Schools, Woredas and Zone Offices and Regional Education Bureau were summarized as follows based on the results of the study.

- a. The majority, 55.5 percent of the respondents reported that there was no or in some cases inexistence of clear criteria and transparency in selecting teaching staff for further education.
- b. The efforts of secondary schools in finding opportunities for further training of their teaching staff were reported low. This was due to absence of appropriate and qualified educational managers at school levels and lack of assigning the exact and appropriate persons at the managerial positions that the positions may require.
- c. It has been found that the principals' involvement in teachers' selection for training was found to be inadequate. It also indicated that there have been little or no efforts were made by the school principals to facilitate teaching staff training until they were recommended doing by higher level officials.
- d. The majority of the respondents reported that there was low level of professional improvement as a result of limited number of trainings that offered to the teaching staff.
- e. It was reported that the training need assessment and implementation of its result was found to be relatively low.

- f. The compatibility of training offered by teaching staff has been found to be moderate or fair in its implication.
- g. The number of trainings given on-the- job and off-the-job to the teaching staff has been discovered low and moderate respectively.
- h. The training impact assessment so far has been conducted to evaluate the training outcomes on performance along with its effects and changes that had been exhibited were low.

4.1.6. The Role of Secondary School Principal in HRM

- a. Except teachers' appraisal activities, most of the Human Resource Management tasks were performed by the involvement of school principals was rated low. This is due to lack of the capacity at school level or absence of the system that invited school principals to take parts in some HRM activities.
- b. There were no significant differences among the respondents in the participation of school principals in teaching staff resource planning, selection and training was rated low. However, significance difference was noticed among the respondents in the participation of principal teaching staff recruitment and appraisal.
- c. As reported by the study groups (teachers, educational experts and personnel) the participation of school principals in the whole processes of teachers appraisal was low (average mean of 1.82).
- d. The calculated grand mean score for both categories of the study groups (1.82) confirmed that the capacity of principals in recommending teaching staff according to their performance for deserving further benefits was minimal. Despite the fact that, the teaching staff appraisal system conducted fully at school level with great involvement of principals, the activities so far have been done seem inadequate. This is due to lack of skills and competencies, absence of clear directives and procedures, lack of manuals and trainings as to how to do the job. Absence of promotion rewards or punishment on performance results of teachers' appraisal are some of the problems that can be cited as well.

4.1.7 HRM Rules, Regulations, Directives and the Work Relationships of Schools with Respective Offices and Bureau

- a. The majority, 64.5 percent of the respondents reported the absence of clear recruitment and selection rules, regulations and directives. Similarly, 70.3 percent, 53.1 percent and 64.5 percent of respondents confirmed lower degree or absence of these vital instruments (rules, regulations and directives) in HRP, teachers' appraisal and training respectively. Additional information on the issue has also witnessed that despite there were regulations and directives, their functions and clarity were not observed in practice. According to this particular report, this was due to the frequent turnover of skilled manpower in the area which by itself has weakened the practicality of the existing rules and regulations.
- b. It was indicated that there was weak work relationship between WEOs and School concerning secondary school teaching staff management practices.
- c. As reported by the respondents, there was a moderate work relationship between Zone Education Office and the Regional Education Bureau regarding secondary school teaching staff management practices.
- d. The majority of the respondents rated the shared authority by Woreda Education Offices to secondary schools in HRM decision making activities was low.

4.3 Conclusions

In the preceding section, the main findings of the study have been summarized in line with its objectives. Based on the findings the following conclusions can be drawn.

The importance of HRP was not acknowledged and well understood by the educational leaders and the implementers. There was little or no appropriate teaching staff recruitment plan in advance in the sampled zone. This shows that staffing, teaching staff appraisal, training, motivating, attracting and

retaining of teaching staff were practiced without the knowledge of pre-determined base analysis. As a result of this, the efforts made had been suffered from lack of planning. Some of the reasons mentioned for the above, shortcomings were absence of skilled manpower and frequent turnover, lesser attention to the HRP by the educational officials and lack of awareness about the importance of it from the same side.

Therefore, we can conclude from this that the room given to the HRP by the officials was minimal largely due to lack of awareness.

School institution needs people whom it can trust to do good job quickly and pleasantly to work with. The organization recruits the right people in most aspects for the purpose of running their organizations effectively will become easier. Errors made at recruitment can prove very costly and time consuming in the future.

On top of this, the existing practices of teaching staff recruitment and selections are conducted either with poor, or absence of pre-recruitment plan. The recruiters were rarely followed the existing rules, regulations and necessary steps of HRM activities. There were inappropriate recruitment and selection procedures found and much attention was not given to the secondary school teaching staff manning in general. Moreover, recruitment and selection mostly conducted centrally at ZEO or REB with out considering the local situation. This is due to the absence of trained and experienced personnel at each levels of the educational sector in the sampled area. From the existing trend, it is possible to deduce that the existing practices of employing teaching staff are in risk to attract qualified and competent teachers. It has also an adverse effect on pooling of competent candidates, and finally it may result in poor performance in teaching learning process activities.

As the study reveals both availability and utilization of clear and transparent teaching staff appraisal of the sampled schools were inadequate. The existing staff evaluation practices had low effect on improving teaching learning

process. Teachers were little or not informed about their strengths and weaknesses through evaluation process periodically and low rate of usage performance result for further placement, rewards, promotion and/or punishment. As a result, there were high teaching staff turnover in the zone. The major reasons justified by teachers as study indicated are of lower status of the profession since it is being paid less, inappropriate facility in the schools, absence of motivating factors in working environment, lack of trained and experienced principals and weak administration in the school cited as some of the reasons to be mentioned.

In general, it can be concluded from the above that overall teaching staff appraisal in the sampled zone was not confirmed on clear and transparent procedures and criteria. Besides, its effects have little or no impact on teaching staff self-improvement and on the overall school goals achievement as was identified.

The efforts of schools in finding opportunities for short-term and long-term training for their teaching staff in the sampled schools were found to be low or absent at all in some case. This is due to the absence of appropriate and experienced educational managers at every school of under study. For some training those were offered by REB, the selection of teaching staff to provide them with trainings was not clear. Besides, the involvement of principals in assigning teachers for having training opportunities was also minimal. Since the absence of conducting periodical training needs assessment, training impacts assessment on its effect and a few trainings were offered only through REB and the professional improvement of teaching staff was relatively low. In this regard, the participation of all levels of educational sector including regional bureau was low.

Therefore, from this one can conclude that when overall HRM lacks integrity, inadequacy and inefficient, its subsystem of training would be no better than the whole.

Since school is the substance of human elements, it needs the proper HRM practices to be exercised in it. However, the involvement of sampled school

principals in HRM activities like planning, recruitment and selection, teaching staff appraisal and teaching staff training and development was insufficient. Despite the fact that the teaching staff appraisal system conducted fully at school level with the great involvement of principals, however; some the activities so far have been done also seem inadequate. Thus, from this one can infer that the most serious consequence is the school institutions lack proper HRM which undermines the overall capacity of the schools to attract and retain professionally qualified and competent teaching staff.

The existing HRM rules, regulations and directives were found to be not refined enough to accelerate the smooth HRM activities in the sampled Schools. Moreover, there was low work relationship between schools and WEOs which by itself has weakened the implementation or practicality of the system. It is also confirmed that the decision making authorities on most issues of HRM activities were concentrated in the hands of woreda and zone education offices as well as REB. With this respect, it can be concluded that there is an existence of considerable gap among the implementers of the existing rules and regulations with regards to HRM activities. This is due to the less attention given for HRM practices; lack of awareness on the importance of the issue or the existing communicating system among and between educational institutions under the study was weak.

4.3 Recommendations

In this section of the study, some recommendations are presented that will help decision makers in the area reconsider past shortcomings and to undertake corrective measures for the success of future accomplishments. On the basis of the research findings and the conclusions drawn, the following recommendations are forwarded for further considerations and applications in the future of HRM practices in the region in general and the zone secondary schools in HRM practices endeavors in particular.

1. It is generally acceptable both in principle and in practice that HRP is the basis of all tasks that would take place in other stages of any sequentially undertaken HRM involvement. Before advancing to other phases, the target HRM personnel, school principals, educational experts and officials need to be adequately informed and remarked about the importance and working mechanisms of the anticipated HRP. This can certainly help to examine which activities of HRM needed at most and when it is applicable as well as get concern and implemented on a continuous and sustainable basis. This is being the likely results of adequate and appropriate HRP if it will be applicable accordingly. Therefore, intensive awareness creation in the form of short-term training should be designed and given due emphasis in teaching staff resource planning for all concerned experts, personnel, school principals and officials by the regional education bureau to alleviate the identified problems in HRP.

2. In order to reduce or ultimately alleviate the problems encountered during recruitment and selection of teaching staff for secondary school, the school, woreda and zone education offices in collaboration with the regional education bureau should:
 - a. Develop clear and transparent criteria and guidelines in which the functions and responsibilities of each entity demarcated or revise the existing one to the same case.
 - b. Place qualified and experienced manpower that can handle the recruitment and selection process so as to employ qualified and competent teachers for secondary schools.
 - c. Arrange short-term training programs on recruitment and selection for educational personnel that are found at all levels of education sectors in order to equip them with the necessary skills and commitment in the area.
 - d. Prepare a clear and easily adaptable rules and regulations based on the existing HRM policies for recruitment and selection or redesign the existing ones.

- e. The REB needs to draw attention to the local level problems while conducting teacher recruitment and selection or should arrange a mechanism to decentralize these activities at the levels Zone and Woreda Education Offices.
3. The main objective of teachers' performance appraisal is to measure the impact of individuals as well as school goals achievement. The present teachers' appraisal system in the Zone lacked measuring the impact of appraisal on individuals in particular and on the school goals in general. Therefore, the woreda and zone education offices' educational experts or supervisors in collaboration with REB, extending appropriate support for school principals and teaching staff in organizing a series of orientations, workshops and symposiums. This could enable them to acquire adequate knowledge, skill, and to acquaint them with the purposes, criteria, processes and procedures of teachers' performance appraisal. In addition, to minimize or limit school teachers' turnover and to conduct efficient and sustainable teaching learning processes. Besides, the REB should design some mechanisms that by which teachers are informed about their performance results for further benefit or other purposes and also should devise a way of motivating working environment to attract and retain school teaching force in the zone.
4. The educational institutions, like schools in order to achieve their planned objectives through teaching staff resources, they should train not only newly hired teachers, but also the senior or experienced ones to update their methods of teaching and to enable them to go along with and keep with dynamic of conditions.

Nevertheless, the finding of this research has indicated the existence of problems in practicing this crucial activity and as a result, currently there is apparently seen the low professional improvement of teaching staff. These include absence of training needs periodical assessment, inappropriate distribution of training opportunities that were obtained, lack of assessing the given training impacts and low efforts of schools in

finding training opportunities. Therefore, to mitigate such drawbacks the following important points need to be considered.

- a. The importance of close support and periodic training needs assessment by REB as well as lower level educational sectors should be promoted and encouraged.
 - b. REB should design rigorous and clear selection criteria that can entertain transparency in selecting teaching staff for short and long-term training opportunities offered. And the local level of educational sector should support the school in finding more training opportunities to develop teachers' profession.
 - c. WEOs and ZEO in alliance with schools need to conduct timely training impacts assessment so as to evaluate the achievement of educational goals in general and the improvement of teachers work efficiency in particular.
 - d. The secondary schools have to be encouraged by local educational offices to up-grade the teachers through workshops, seminars and should also arrange to dedicate teachers for different tangible and intangible incentives so as to secure their commitment to wards school goals.
 - e. For the sake of effective and efficient HRM activities, education and training opportunities that are found by individuals and schools need to be encouraged by local education offices.
5. It is clear that one of the most critical tasks of the school principals is managing human resources in the school. Nevertheless, the finding of this study has revealed that the participation of school managers in some of HRM activities was relatively low. As identified earlier some of the main reasons are lack of appropriate qualified and competent school principals' absence of clear directives and procedures and nonexistence of practical systems that invite the school principals to take part in HRM activities. Therefore, so as to enhance an engagement of school principals in HRM activities the following suggested measures should be taken in to consideration. These are:

- a. REB together with zone and woreda education offices needs to take necessary measures in assigning qualified and competent as well as committed educational managers in the schools so as to enhance the effective and efficient HRM in the area.
 - b. REB should find ways to overcome the shortage of trained school managers by designing short-term and long term training programs mainly in educational planning and management. This will have contributed positively to assist to have sufficient and skilled educational managers that can increase the overall participation of school principals in HRM practices effectively and efficiently.
 - c. The REB together with Zone and Woreda Education Offices need to design strategic system that invites the school principals in the activities of HRM. Furthermore, it is necessary that the REB is required to develop clear rules and regulations concerning HRM activities that could be performed at school level.
6. Ensuring the essential rules, regulations and directives in teaching staff management is one of the prerequisite elements in order to have a favorable working environment for smooth running HRM activities in the schools. Thus, the REB needs to reconsider in refining and developing clear rules, regulations and directives of schools HRM to accelerate the achievement of educational goals in general and the practices of HRM in the school in particular.
7. The duties and responsibilities of REB, ZEO, WEO and the schools in HRM such as HRP, recruitment and selection, teaching staff appraisal, teaching staff training and development and on other activities of HRM practices need to be demarcated in order to make clear assignment to each subsection of the educational system.

8. To realize the objectives of the schools and to maximize their performances, the schools should be given greater autonomy in terms of practicing HRM as well.

To sum up, the importance of HRM is not yet understood and got proper attention even by the REB officials. It is clear that the overall goals of education can be achieved only through human element that needs proper care of management.

Therefore, on this ground the researcher recommends that a more detail and rigorous investigations in the same area should be seriously considered so as to further strengthen the findings of this study. Since such study on the issue of HRM is not an end by itself in the secondary schools human resource management, rather it is likely to be a small attempt to investigate.

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APPENDICES

Appendix- I

**Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education**

Dear Respondents:

This study is being conducted as part of a Master's thesis by a graduate student in the department of Business Education, Addis Ababa University.

A Questionnaire to Assess the Human Resource Management Practices and Problems in Selected Secondary Schools of East Shoa Zone

Questionnaire I: To be filled out by Officials and experts of Woreda and Zone Education Offices and Regional Bureau of Education

Human resource is an active element that is crucial for mobilizing inactive resources to bring about a desired development and change. The effective realization of development and change further requires continuous and sustainable systematic practices of the human resource management functions. To this end, this study is aimed at assessing the present practices of Human Resource Management (HRM) activities of the teaching staff in secondary schools in East Shoa Zone.

The Purpose of this questionnaire is to collect information, ideas and opinions of officials and experts about the current human resource management practices of the academic staff in secondary school in the Zone.

Since the purpose of this study as mentioned above, is purely an academic and in no ways affects your personality or your organization for it will be kept confidential. So, your genuine view, frank opinion and timely responses are quite vital in determining the success of this study. Therefore, you are kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Sincerely yours,

Thank you in advance for your time and concern!!

General Direction

- 1. Mark your response in space provided by putting (✓) mark.
- 2. No need for writing your name.
- 3. Please, follow the instructions provided for each part.
- 4. Write short and brief answers or additional opinion, if any, on the space provided as much as possible.

The questionnaire consists of the following four parts:

- I. Personal Information.
- II. Questions in relation to human resource planning, recruitment and selection.
- III. Assessment of elements that associated with the school principal activities concerning HRM functions.
- IV. General questions in HRM practices.

Part-I: Personal Information

1.1 Name of your Office/Bureau-----
Woreda -----

1.2 Sex

Male
Female

1.3 Age

A. 20 and below B. 21-30
C. 31-40 D. 41-50 E. 51 and above

1.4 Educational Level:

Certificate
Diploma
B.A/B.Sc
M.A/M.Sc
Other, please specify-----

1.5 Your field of specialization-----

1.6 Total Year of Services-----

Part-II: - Questions Concerning Teaching Staff Management Issues in Human Resource Planning, Recruitment, Selection, Appraisal and Training Practices

The effectiveness of Human Resource Management (HRM) practices highly depends on: systematized human resource planning, fair and rational recruitment and selection criteria, effective and efficient human resource appraisal system and continuous as well as sound human resource training practices. These requisites are in turn highly influenced by a number of factors carrying out the HRM process. To this effect, it is essential to get the opinion of the pertinent respondents. Therefore, I request your cooperation to rate the degree of these factors from your experience in educational human resource management practices at Regional Education Bureau, Zone and Woreda Educational Offices and School level as well.

N.B.:-Use the rating scale number for: low= 1, Moderate = 2 and High= 3.

No	Items	Rating Scale		
		1	2	3
2.1	Human resource planning			
1	The extent of strategic thinking practices of Human Resource Planning (HRP) for the coming 3-5 years concerning secondary schools' in your Office/Bureau.			
2	Adequacy and availability of the required skilled manpower to undertake HRP at every level of education sector in advance.			
3	The availability of clear directives and regulations in HRP.			
4	Assessment has been done so far to know the demand-supply side of trained manpower need for secondary schools with the current market.			
5	The degree of HRM practiced based on HRP of educational sectors of Bureau/ Offices /School in relation to recruitment, selection, appraisal, training and likes.			
6	The extent that your Bureau/Office HRP to attract and retain academic staff in sufficient number and quality at school level.			
7	Availability of Skilled and experienced educational personnel to implement HRM functions efficiently at all levels of educational activities.			
8	The presence of clear functional assignment in HRP practices among; <ul style="list-style-type: none"> ▪ Woreda Education Offices with Zone Education Office. ▪ Zone Education Office and Regional Bureau. 			
2.2	Recruitment of teaching staff			
1	The extent of staffing practices of manpower requirements for secondary schools currently that based on HRP of the school/office/bureau.			
2	The availability of skilled and competent manpower to undertake academic staff recruitment.			

3	The degree of pursuing the necessary steps, rules, and personnel policies to conduct the recruitment of academic staff in your Bureau/ Office.			
4	The degree of utilizing internal source as recruitment for the purpose of promotion, transfer, demotion and likes of academic staff.			
5	The extent of advertising vacancies found in school systems using appropriate media before filling up the unoccupied posts.			
6	The quality of internal recruitment based on personnel policies and directives other than incurring some inequalities in the procedures.			
7	The degree that those best qualified individuals that help the School Educational goals is employed.			
2.3	Selection of teaching staff			
1	The degree of following necessary steps and criteria to be employed in selection of academic staff from the candidates of the applicants, <ul style="list-style-type: none"> ▪ The minimum educational level required. ▪ Field of study and Specialties. ▪ Cumulative GPA while graduate from College or University. ▪ Working experience. ▪ Giving Practical test. ▪ Interview ▪ Other than these, please indicate it with its degree, if any 			
2	Availability of qualified personnel and expertise that possess the capacity of conducting appropriate selection from given candidates.			
3	The extent of using appropriate selection techniques to choose the best teacher for the position.			
4	The degree of dominance of favoritism and nepotism while efforts made to fill some position in selection.			
5	The degree of provision for necessary orientation as to how selection is carried out and involvement of pertinent and concerned bodies in the selection process.			

2.4 Please give your additional remarks on any basic factors that you may think influence positively/negatively secondary school human resource planning, recruitment and selection activities _____

Part-III: - Questions Concerning the Role of School Principals in HRM Activities

This part of items requests the extent to which the principal for school performs HRM practices such as, recruitment, selection, appraising and training. After reading each item carefully, please try to rate the degree of these activities that have been performed /carried out/ in the school level by marking <√> in the box against the choices (i.e. low, moderate and High).

Note; Use the rating scale number for: low= 1, Moderate = 2 and High= 3.

- C. The Zone Education Office
- D. The Region Education Bureau
- E. With the combination of some of the above
- F. With the involvement of all party
- G. Please, specify if any _____

4. In your Woreda/ Zone/Bureau who is the responsible organ to decide on the final selection of academic staff for training on the job?

- A. School
- B. Woreda Education Office
- C. Zone Education Office
- D. Zone Council
- E. Regional Education Bureau

5. Does the School/Office/Bureau have clear criteria for selecting teachers for further education?

- A. Yes
- B. No
- C. Not sure

6. If your response for the question number 5 is "yes", what is the most acceptable criteria employed in selecting teachers for training on the job?

- A. Level of education
- B. Cumulative GPA during graduation
- C. Performance at work
- D. Service year
- E. Blood relation
- F. Political relation
- G. All of the above
- H. Other, please specify _____

7. In the past two-to-three years, most of the opportunities for further training were obtained;

- A. by Regional Education Bureau
- B. through the School effort
- C. through Personal effort
- D. by Zone/Woreda Education office
- E. Others (please specify) _____

8. Is there teaching staff turn over at the secondary school?

- A. Yes
- B. No

9. If your answer is "yes" for the above question, what is the best reason for turnover of teaching staff?

- A. Low salary
- B. Interference of boss
- C. Evaluation of teachers' is not supported with sufficient evidence
- D. Low status of the professional
- E. Others, if any _____

10. In which level of academic staff rank do turn over is frequently seen?

- A. Fresh employed teachers
- B. Middle level teachers
- C. Senior teachers
- D. Both middle level and senior teachers
- E. All of these
- F. Others, if any _____

11. What major problems do you observe in human resource management practices at Regional Education Bureau, Zone and Woreda Education Offices which have an impact on school level?

- I. _____
- II. _____
- III. _____

12. What solutions do you suggest to solve the major problems you observe in human resource management activities that you are mentioned above?

- I. _____
- II. _____
- III. _____

Thank You!

Appendix- II
Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education

Dear Respondents:

This study is being conducted as part of a Master's thesis by a graduate student in the department of Business Education, Addis Ababa University.

A Questionnaire to Assess the Human Resource Management Practices and Problems in Selected Secondary Schools of East Shoa Zone

Questionnaire II: to be filled out by the sample Secondary Schools Teachers

Human resource is an active element that is crucial for mobilizing inactive resources to bring about a desired development and change. The effective realization of development and change further requires continuous and sustainable systematic practices of the human resource management functions. To this end, this study is aimed at assessing the present practices of Human Resource Management (HRM) activities of the teaching staff in secondary schools in East Shoa Zone.

The Purpose of this questionnaire is to collect information, ideas and opinions of teachers about the current human resource management practices of the academic staff in secondary school in the Zone.

Since the purpose of this study as mentioned above, is purely an academic and in no ways affects your personality or your organization for it will be kept confidential. So, your genuine view, frank opinion and timely responses are quite vital in determining the success of this study. Therefore, you are kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Sincerely yours,

Thank you in advance for your time and concern!!

General Direction

1. Mark your response in space provided by putting (✓) mark.
2. No need for writing your name.
3. Please, follow the instructions provided for each part.
4. Write short and brief answers or additional opinion, if any, on the space provided as much as possible.

The questionnaire consists of the following four parts:

- I. Personal Information.
- II. Questions in relation to human resource appraisal and training.
- III. Assessment of elements that associated with the school principal activities concerning HRM functions.
- IV. General questions in HRM practices.

Part-I: Personal Information

1.1 Name of your School-----
Woreda -----

1.2 Sex

Male
Female

1.3 Age

A. 20 and below B. 21-30
C. 31-40 D. 41-50 E. 51 and above

1.4 Educational Level:

Certificate
Diploma
B.A/B.Sc
M.A/M.Sc
Other, please specify-----

1.5 Your field of specialization-----

1.6 Total Year of Services-----

Part-II: - Questions Concerning HRM Practices in Teaching Staff Appraisal and Training

The effectiveness of Human Resource Management (HRM) practices highly depends on: systematized human resource planning, fair and rational recruitment and selection criteria, effective and efficient human resource appraisal system and continuous as well as sound human resource training practices. These requisites are in turn highly influenced by a number of factors carrying out the HRM process. To this effect, it is essential to get the opinion of the pertinent respondents. Therefore, I request your cooperation to rate the degree of these factors from your experience in educational human resource management practices at Secondary School level.

N.B.:-Use the rating scale number for: low= 1, Moderate = 2 and High= 3.

No	Items	Rating Scale		
		1	2	3
2.1	Appraising of teaching staff			
1	The degree that evaluation of teachers in your school so as to improve their effectiveness in promoting teaching-learning.			
2	Academic staff performance appraisal conducted based on well-established and clear criteria.			
3	The degree that academic staff appraisal periodically conducted and informed their strengths and weakness through evaluation report.			
4	The degree that the appraisal results have been free from bias and favoritism.			
5	The extent to which the opportunities discussing the less effective areas of performance for improvement is stressed and strengths ones are being capitalized.			
6	The skills and knowledge of appraiser to run the activities of appraising employees in your school.			
7	The degree that the continuous assessment results of performance appraisal is used to transfer a person for the right placement.			
8	The degree that the out put of academic staff evaluation used for retraining, promotion, reward, counseling purpose, etc.			
2.2	Training of teaching staff			
1	The degree that the teachers are provided with different professional improvement training programs to acquire competency to their professional.			
2	The degree that training needs are periodically assessed and effectively implemented.			
3	The extent of fairness and transparency of selection criteria for further education at the school.			

No	Items	Rating Scale		
		1	2	3
4	The extent that training is compatible with the training programs and the individual trainee who holds the position.			
5	The types of training opportunities offered in your school in the past two years,			
	▪ On-the-job/short term training			
	▪ Off-the-job training			
	▪ Other types, if any			
6	The degree that the given training brings about some changes to trainees' working system.			
7	Practice of evaluating the training results on the work along with its effects and changes that are exhibited.			

2.3 Please give your additional remarks on any basic factors that you may think influence secondary school human resource appraisal and training activities

Part-III: - Questions Concerning the Role of School Principals in HRM Activities

This part of items requests the extent to which the principal of school performs HRM practices such as recruitment, selection, appraising and training. After reading each item carefully, please try to rate the degree of these activities that have been performed in your school by marking <√> in the box against the choices (i.e. low, moderate and High).

Note: (Use the symbol, L= Low, Mo= Moderate and H= High).

The Role of school principal in implementing the function of HRM in the school

No	Items	Rating Scale		
		L	Mo	H
1	The extent that the school principal participate in academic staff resource management practices in relation to:			
	▪ Human resource planning			
	▪ Recruitment			
	▪ Selection			
	▪ Appraising			
	▪ Training			
2	The degree to which the Woreda Education Office shared authority to secondary schools principals in the practices of human resource management.			
3	The skills, knowledge and experience of secondary school principals to practice human resource management functions.			

No	Items	Rating Scale		
		L	Mo	H
4	The attempts of the school principal to establish staff performance appraisal criteria based on the existing procedures, rules and regulation of the regional civil service.			
5	The school principal engagement in the role of measuring performance, reward system, motivation and morale of the staff in the school.			
6	The degree that school principal recommending and promoting staff based on their performance results in the secondary school.			
7	The involvement of the school head in selecting academic staff for training.			

11. Please give your additional comments on any basic factors that you may think influence secondary school principal human resource management activities

Part-IV: - General questions in HRM practices

1. Who is the most decisive factor in appraising teachers' performance in your school?

A. Woreda educational office experts

B. Principal

C. Assistant principal

D. Unit leaders

E. Department heads

F. Committee

G. Senior teachers

H. Students

I. Other, please specify-----

2. In your School who is the responsible organ to decide on the final selection of employees for training on the job?

A. School

B. Woreda Education Office

C. Zone Education Office

D. Zone Council

E. Regional Education Bureau

F. Other, please specify-----

3. Does your School set clear criteria for selecting teachers for further education?

A. Yes

B. No

C. Not sure

4. If your response for the question number 3, is "yes", what is the most acceptable criteria employed in selecting teachers for training on the job?

A. Level of education

- B. Cumulative GPA during graduation
- C. Performance at work
- D. Service year
- E. Blood relation
- F. Political relation
- G. All of the above
- H. Other, please specify _____

5. In the past two-to-three years, most of the opportunities for further training were obtained,

- A. by Regional Education Bureau
- B. through the School effort
- C. through Personal Effort
- D. by Zone/Woreda Education office
- E. Others (please specify) _____

6. Is there academic staff turn over at your school?

- A. Yes
- B. No

7. If your answer is "yes" for the above question, what is the best reason for turnover of teaching staff?

- A. Low salary
- B. Interference of boss
- C. Evaluation of teachers' is not supported with sufficient evidence
- D. Low status of the professional
- E. Others, if any _____

8. In which level of academic staff rank do turn over is frequently seen?

- A. Fresh employed teachers
- B. Middle level teachers
- C. Senior teachers
- D. Both middle level and senior teachers
- E. All of these
- F. Others, if any _____

9. What major problems do you observe in human resource management practices at your School?

- I. _____
- II. _____
- III. _____

10. What solutions do you suggest to solve the major problems you observe in human resource management activities that you have mentioned above?

- I. _____
- II. _____
- III. _____

Thank You!

Appendix-III

A. Unstructured Interview Organized for Head of Regional Education Bureau's Personnel Administration and Zone as Well as Woreda Education offices Head

1. What are the major roles of the Regional education Bureau /REB/ in the management of the academic staff of regional secondary schools in,
 - ❖ Human resource planning?
 - ❖ Recruitment of staff?
 - ❖ Selection of staff?
 - ❖ Academic staff appraisal?
 - ❖ Staff professional development?
2. Do you support the regional secondary schools in their human resource management activities? Why? How?
3. Does the bureau arrange ways for academic staff to develop their abilities through further education? How? Why?
4. Do you have clear written procedures, rules/guidelines in human resource management activities at every level, from bureau up to school level? If not, why?
5. What is your work relationship between School, Woreda and Zone Education Offices and the Regional Education Bureau in HRM practices?
6. In your opinion, what are the major strengths and weaknesses of human resource management activities (Such as, human resource Planning, recruitment, selection, appraisal and training) at secondary school?
7. What solution do you suggest to lighten the weaknesses you have mentioned?

Thank You!

Appendix-IV

B. Unstructured Interview Organized for Secondary School Principal

1. Who is responsible in the human resource planning, recruitment and selection of the academic staff for your school?
2. Have you ever been provided any kind of training in the practices of human resource management function?
3. What are your methods of staffing an academic human resource?
4. As of your knowledge, are there any clearly defined parameters, guidelines and transparent directives in recruiting, selecting, appraising and training employees for secondary schools?
5. How do you rate the appraisal system of your school in evaluating teachers' performance?
6. Have you ever been found ways for the academic staff to develop their abilities through different training? If yes, what is your role in this activity? If not, why?
7. In your opinion, what are the major strengths and weakness of academic human resource management in your School concerning:
 - Human resource planning?
 - Recruitment of staff?
 - Selection of staff?
 - Employees/teachers performance appraisal? and
 - Academic staff training?
8. What are other critical problems encountered in the process of HRM practices in your school?
9. What solution do you suggest to alleviate these identified problems?

Thank You!

Appendix-V

1. List of Sampled Woreds and Secondary Schools in East Shoa Zone

No	Woreda	Secondary Schools	No. of distributed questionnaire	No. of returned questionnaire
1	Adama	Wanji	26	24
2	Adami Tullu	Bulbula	10	7
3	Bosat	Bosat	15	12
4	Dugda	Oda Bokota	14	13
5	Fentale	Dandi Gudina	15	13
6	Gimbichu	Chafe Bonsa	6	6
7	Lume	Mojo	24	24
8	Fentale	Metahara	6	6
9	Adami Tullu	Bantu	31	28
10	Akaki	Dukem	8	8
11	Liban Chukala	Liban Chukala	4	4
12	Bora	Bora	6	5
Total			165	150

2. Respondents with Relation to Their Position

No	School	Woreda	Zone	Region
1	Teacher	Head of Education Office	Head of Education Office	Head of Education Bureau
2	Principal	Educational Expert	Educational Expert	Educational Expert
3	-----	Educational personnel	Educational personnel	Educational personnel
4	-----	supervisor	supervisor	supervisor

3. List of Sampled Wored and Zone Education Offices as well as REB

No	Woreda	No. of distributed questionnaire	No. of returned questionnaire
1	Adama	10	10
2	Adami Tullu	10	7
3	Bosat	10	9
4	Dugda	10	9
5	Fentale	10	7
6	Gimbichu	10	7
7	Lume	10	10
8	Akaki	10	8
9	Liban Chukala	10	9
10	Bora	10	9
11	Easta Shoa Zone	8	7
12	REB	16	14
Total		124	106

Declaration

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

Name: - Seyoum Tadesse

Signature: - 

Place: - Addis Ababa University College of Education Department of
Business Education

Date of submission: - March 2007

