

## **Human Resource Management Practices in Selected Secondary Schools of East Shoa Zone**

**By  
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### **Abstract**

The purpose of this study was to evaluate the practices and challenges of Human Resource Management (HRM) in some selected government secondary schools in East Shoa Zone (sample size: 285 teachers and staff). To this end, descriptive survey method was employed. Accordingly, the study results reveal inappropriate planning of teachers and staff, lack of proper recruitment and selection procedures, poor performance appraisal system, absence of facilitating trainings, and high turnover of teachers as critical weaknesses and limitations to function properly, let alone to achieve quality education. The study recommends that HR planning must ensure the recruitment, selection and placement of talented and committed teachers and staff in schools. Besides, training and development should be continuous, comprehensive and result-oriented. The appraisal system should also align individual performance expectations with goals of schools.

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## Introduction

There are a number of factors that contribute towards the success of an organization. These factors include capital, equipment, and manpower and so on. Of all these factors, 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).

Likewise, this fact holds true in school system. In relation to this concern, Ayalew, states:

*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).*

The ability of effective HRM to attract, retain, and motivate employees has been a demanding task both for educational manager in schools. In view of this fact, for the better utilization of human resource in the schools, mainly in planning, recruitment and selection, training and academic staff performance, teachers' salaries, working conditions, and on-the-job training require great concern of the higher body of educational officers and the policy makers.

Even though a number of researches have been conducted so far in search of solutions for problems in education sector in Ethiopia, the problems are related to HRM of which secondary schools are poorly addressed. The researcher in this case analyzes how a school HRM Eastern Shoa Zone secondary schools of the Oromia Regional State.

### 1.2 Statement of the problem

Of the human resources in education system, teachers form the nucleus around which all the operation of school activities revolves. Inadequate attention given to HRM especially in attracting applicants, motivating, and retaining desirable teaching staff is one of the major impediments for the inefficiency of the school system in our country. An unattractive career structure, low salaries, and poor incentives are indicative of this fact.

These have resulted in poor quality of service that schools offer. Even though some researches have already been conducted and certain materials are prepared on the areas of HRM, for example, Aregash Samuel (2006) and Ayalew Shibeshi (1991), there is still research gap with regard to HRM and practices in the secondary schools of East Shoa Zone. Based on this fact, this study is concerned with the existing problems in academic staff management and deals separately in government-run Secondary Schools of East Shoa Zone. It also attempts to address 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, as other in the country, and its bulky problems particularly in HRM management at school stage, should be thoroughly planned.

### **1.4 The Research Design and Methodology**

#### **1.5 The Research Design**

To undertake the study, descriptive survey method was employed. The method helps to collect information about the current problems related to conduct the HRM activities in the sampled Secondary Schools, Woredas and Zone Educational Offices since it examines a situation as it is. Besides, it can 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).

#### **1.5.1 Sample Population and Sampling Techniques**

The sample in the study covered 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 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 sec. Schools	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	Bora	13	6	3.6
Total			333	165	100

**Source: East Show Zone Education Office**

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

### **1.5.2 Instruments of Data Collection**

The data for the study were obtained from primary and secondary sources. To obtain more reliable and adequate information from a large number of respondents, two sets of questionnaires (both closed and open ended) were designed in "English" and distributed to teachers and educational experts. 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 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.

### **1.5.3 Method of Data Analysis**

In analyzing the data, both qualitative and quantitative methods were employed. The data collected through interview were presented and analyzed qualitatively while 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.

## **Literature Review**

### **2.1 An overview of the history of the Human Resource Management**

HRM, as a management discipline, is of comparatively recent origin Flamholtz (1974) pointed out, during the 1970s, personnel management evolved into a new discipline and study under the name of *Human Resource Management*. As a defined school of thought, HRM traces its roots back to the 1970s with the development of Human Resource Accounting Theory. Incorporating the methodological tradition of the personnel and organizational psychologists and the theoretical frameworks of the organizational behaviorists, the new discipline has included staffing (recruiting and hiring staff); workplace policies (schedules, vacations, etc.); compensation and benefits; training and developing employees and regulatory issues that organizations or businesses need to follow to stay in compliance with regulations.

The primary responsibilities associated with HRM, as observed by Barry Cushway (2001:17) include, HR planning, job analysis, recruitment and selection of employees, organization and measurement and appraisal of work force performance, utilization of work force, implementation of reward systems for employees, professional development of workers, and maintenance of work force.

### **2.2.1 Academic Staff Planning and Its Practice**

Burack (1988:63-68) identified that the planning of HR generally involves four phases: (a) gathering and analyzing data to forecast expected HR demand, given organization's plans for the future, and to forecast future HR supply; (b) establishing HR objectives; (c) designing and implementing programs that will enable the organization to achieve its HR objectives; and (d) monitoring and evaluating these programs.

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 can be seen from 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.

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 and Selection**

Recruitment is the process of identifying and attracting potential candidates from within and outside an organization to begin evaluating them for future employment. Once candidates are identified, an organization can begin the selection process. 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. 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).

### **2.2.3 Staff Performance Appraisal**

Performance appraisal is a process of evaluating employee performance to guide and develop the staff potential. As widely used the purposes of good performance appraisal are: (a) to provide feedback and guidance, (b) to set performance goals, (c) to identify training needs, and (d) to provide inputs for management of pay administration, rewards, and promotion. Pareek, U. & Rao, T. V. (1992: 233) also observed that the steps involved in effective performance appraisal: (a) identification of key performance areas and setting yearly objectives under each key performance area, (b) identification of critical attributes for effective performance, (c) periodic review of performance, (d) discussion of performance with employees, and (e) identification of training and developmental needs.

### **2.2.4 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."

Whereas, 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."

#### **2.2.4.1 The Concept of Training, Development and Education**

In education sector, HR personnel is responsible for researching an organization's training needs, and for initiating and evaluating employee development programs designed to address those needs. These training programs may range from orientation programs designed to acclimate new hires to ambitious education programs intended to familiarize workers with a new software system. *Training* can be defined as the systematic development of the attitude, knowledge, skill pattern required by a person to perform a given task or job adequately, *education* is 'mind preparation' and is carried out remote from the actual work area, and *development* is 'the growth of the individual in terms of ability, understanding and awareness' (Truelove, 2000:291; Attwood and Dimmock 1996:96; Anderson, 2000:10).

Within an organization, all three are necessary to develop staff and teachers to undertake higher-grade tasks; provide the conventional training of new and young workers; raise efficiency and standards of performance; meet legislative requirements and inform people (induction training, pre-retirement courses, etc.). It is always required to meet special needs arising from technical, legislative, and knowledge need changes.

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 otherwise it would be wastage for the organization.

#### **2.2.4.2 Human Resource Training Need Assessment**

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." 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.

In support of this, Sherman (1996:136) has stated that when assessing human resource training need it is not enough to analysis 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 to perform well in areas where he/she depicts deficiency to perform the job.

#### **2.2.4.3 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.

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

### **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 contractualization (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. 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**

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 right 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).

## **Discussion**

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.

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. 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	<b>Sex</b>								
	-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	<b>Ages in year</b>								
	30and below	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	<b>Education</b>								
	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	<b>Service year</b>								
	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

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. 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.

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.S.c.		MA/M.Sc.			
			No	%	No	%	No	%	No	%	No	%
1	Wanji	Adama	1	1.89	3	60.2	2	37.74	-	-	53	15.92
2	Bulbula	Adami Tullu	-	-	-	-	2	100	-	-	21	6.31
3	Bosat	Bosat	-	-	1	56.67	1	43.33	-	-	30	9.01
4	Oda Bokota	Dugda	-	-	1	39.29	1	60.71	-	-	28	8.41
5	Dandi Gudina	Fentale	-	-	1	48.5	1	51.61	-	-	31	9.31
6	Chafe Donsa	Gimbichu	-	-	-	-	1	100	-	-	11	3.30
7	Mojo	Lume	-	-	1	32.65	3	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	2	39.06	3	59.38	-	-	64	19.22
10	Dukem	Akaki	-	-	-	-	1	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	1	38.27	2	60.96	-	-	33	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 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**

Item	Respondents					
	Woreda		Zone and Bureau		Total	
	No	%	No	%	No	%
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
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
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
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 item of the table is 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 number 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 number 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 without 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. In light of this 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. Teachers' Views Concerning Appraisal Practices in Secondary School

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.	55	36.7
	a) Low	46	30.7
	b) Moderate	49	32.6
	c) High		
	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 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 overall 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

Table VII: Respondents Views on Teaching Staff Turnover

No	Item	Respondents						d f	X <sup>2</sup>
		Teachers		Educational experts and personnel		Total			
		No	%	No	%	No	%		
1	Is there any teaching staff turnover?								
	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 · 9 2 2 0
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 · 1 6 6 0
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	5.7	11	4.3		
	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 difference 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. On 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. 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** (Table VIII and Table IX) 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 <sup>2</sup>
		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.	62 26 18	58. 5 24.	142 58 56	55. 5 22.		
	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	38 44 24	35. 9 41.	111 80 65	43. 4 31.		
	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	56 4 22 24	52. 8 3.8 20.	105 15 46 90	41 5.9 18 35.		
	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 ( $\chi^2$ ) test for 2 degree of freedom at 5% level of significance show that the calculated  $\chi^2$  (2.558) is less than the table  $\chi^2$  (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 through 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 significant 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 shows 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	Respondents (Teachers)	
		No	%
1	Provision of opportunities for professional development.		
	a) Low	57	38
	b) Moderate	51	34
	c) High	42	28
	Total	150	100
2	Training needs assessment conducted.		
	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 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 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 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 without 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.

**Table X: Responses of Respondents on School Principal Participation in HRM management activities.**

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

. 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

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.

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 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.	48	45.
	b) Moderate	28	31.8	6	5	34	3
	c) High	20	22.7	4	33.	24	32.
					3		1
					22.		22.
					2		6
	<b>Total</b>	88	100	18	100	106	100
	B) Zone Education office and Regional Education Bureau						
	a) Low	33	37.5	7	38.	40	37.
	b) Moderate	27	30.7	6	9	33	8
	c) High	28	31.8	5	33.	33	31.
					3		1
					27.		31.
					8		1
	<b>Total</b>	88	100	18	100	106	100
2	The extent that Woreda Education offices share authority to secondary school principals in the practice of HRM	<b>Teachers</b>		<b>Experts and Personnel</b>		<b>Total</b>	
		No	%	No	%	No	%
	a) Low						
	b) Moderate	56	37.3	49	46.	105	41
	c) High	41	27.3	37	2	78	30.
		53	35.4	20	34.	73	5
					9		28.
					18.		5
					9		
	<b>Total</b>	150	100	106	100	256	100

Table XIII, 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.

## **Conclusion and Recommendations**

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

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. 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 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. 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. For that reason, 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 of 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.

## 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 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 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 towards school goals.

e. Education and training opportunities that are found by individuals and schools need to be encouraged by local education offices in order to develop effective and efficient HRM practices.

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 secondary schools of the zone should be given greater autonomy in terms of practicing HRM as well.

9. Further and more comprehensive study should also be conducted to promote the development of HRM practices in the Region in general and in the zone in particular.

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