

**HUMAN RESOURCE MANAGEMENT PRACTICES AND ITS  
CONTRIBUTION TO QUALITY EDUCATION IN SECONDARY  
SCHOOLS OF HADIYA ZONE**

**MA Thesis**

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**Education in Secondary Schools of Hadiya Zone**

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**In partial Fulfillment of the Requirement for the Degree of MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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## STATEMENT OF THE AUTHOR

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## **ABBREVIATIONS AND ACRONYMS**

<b>HR</b>	Human Resource
<b>HRM</b>	Human Resource Management
<b>HRP</b>	Human Resource Planning
<b>REB</b>	Regional Education Bureau
<b>SNNPR</b>	South Nation Nationality and People Region
<b>TGE</b>	Transitional Government of Ethiopia
<b>UNSECO</b>	United Nations Educational, Scientific, Cultural and Organization
<b>WEO</b>	Woreda Education Office
<b>ZED</b>	Zonal Education Department

## **BIOGRAPHICAL SKETCH OF THE AUTHOR**

The author was born in SNNPR, in Hadiya Zone East/Misrak/ Badawacho woreda Tikare Anbessa kebele on Oct 15, 1969 E.C. he attended his elementary, junior and senior secondary education at Adilo and shone preparatory high school respectively. After he has completed secondary school 1990 he TTI, in Hawassa and graduated in 1991. Immediately after graduation, he was assigned as a teacher. He joined in summer Addis Ababa University and awarded diploma in mathematics in 1998 E.C. after completion of diploma he has served as a teacher for 3 years. In 2001, he also joined at Wolaita Sodo university degree program in Educational Planning and Management. After graduation, he has been serving in Misrak Badawacho woreda education offices as a principal. Finally, he joined school of graduate studies at Haramaya University to pursue postgraduate study in 2009 in the Department of Educational Planning and Management.

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## TABLE OF CONTENTS

TABLE	PAGE
<b>STATEMENT OF THE AUTHOR</b>	<b>iv</b>
<b>ABBREVIATIONS AND ACRONYMS</b>	<b>v</b>
<b>BIOGRAPHICAL SKETCH OF THE AUTHOR</b>	<b>vi</b>
<b>ACNONOWLEGMENTS</b>	Error! Bookmark not defined.
<b>LISTS OF TABLES</b>	<b>x</b>
<b>LISTS OF FIGURES</b>	<b>xiii</b>
<b>1. INTRODUCTION</b>	<b>1</b>
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	5
1.4. Objectives of the Study	5
1.4.1. General objectives	5
1.4.2. Specific objectives	6
1.5. Significance of the Study	6
1.6. Delimitation of the Study	6
1.7. Definitions of Key Terms	7
1.8. Limitations of the Study	7
1.9. Organization of the Study	8
<b>2. REVIEW OF RELATED LITERATURE</b>	<b>9</b>
2.1. Overview of Human Resource Management	9
2.1. Personnel management to human resources management	11
2.2. Components of Human Resource Management	12
2.3. Contributions of Human Resource Management to Employees	13
2.3.1 Competitive Advantage	16

2.3.2. Employee-employer relationship	16
2.3.3. Effective utilization of employees	16
2.3.4. Service quality	16
2.3.5. Organizational performance	17
2.4. Existing Challenges in Human Resources Management	17
2.4.1. Internal environmental influences	17
2.4.2. External environmental influences	18
2.5. Human Resources Management in Education	21
2.5.1. Academic staff planning and its practice	21
2.5.2. Academic staff recruitment	24
2.5.3. Academic staff selection	26
2.5.4. Staff performance appraisal	26
2.5.5. Provision of training for teaching Staff	29
2.6. The Concept of Training, Development and Education	30
2.6.1. The need for human resource training	30
2.6.2. Human resource training need assessment	31
2.6.3. Types of human resource training	31
2.7. HRM Practices and its contribution to Quality Service Delivery	32
2.8. Education Sector Human Resource Management Polices and Strategies in Ethiopia	33
2.9. The Role of the Secondary School Principal in school H R M Practices	33
2.10. An Overview of Secondary Schools Principal H R M in SN N P R State	34
2.11. Conceptual Frame work	35
<b>3. RESEARCH DESIGN AND METHODOLOGY</b>	
3.1 The Research Design	36
3.2 Descriptions of Study Area	36
3.3. Sources of Data	37
3.3.1. Primary sources of data	37
3.3.2. Secondary sources of data	37

3.4. Target Population of the Study	37
3.5. Sample and Sampling Techniques	38
3.6. Data Collection Instrument	40
3.6.1. Interview	40
3.6.2. Questionnaire	40
3.6.3. Document analysis	41
3.8. Procedures of Data Collection	42
3.9. Method of Data Analysis	42
3.10. Ethical Consideration	43
<b>4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA</b>	<b>45</b>
4.1. Data Presentation, Analysis and Interpretation	45
4.2. Characteristics of the population under the study	46
4.3. Analysis of the H R Management Practices and Its contribution to education quality	49
4.4. Recruitment and selection practices and its contribution to quality education	53
4.5. Appraisal of Teaching staff practices and its contribution to quality education	58
4.6. Training for teaching staff practices and its contribution to quality education	63
4.7. Challenges in human resource management practices to quality education	67
<b>5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>76</b>
5.1. Summary of the major findings	76
5.2. Conclusions	79
5.3. Recommendations	81
<b>6. REFERENCES</b>	<b>84</b>
<b>7. APPENDICES</b>	<b>89</b>
7.1. Appendix -I	89
7.2. Appendix -II	97
7.3. Appendix -III	106
7.4. Appendix IV	112
7.5. Appendix-V	113



## LISTS OF TABLES

<b>Table</b>	<b>page</b>
Table 1: Total target population	38
Table 2: Sample size and Sampling techniques	39
Table 3: Description of respondents by sex, Age, Education level and Service year	46
Table 4 :Teachers educational level	48
Table 5 :Responses given by Official’s Experts on HRM contribute to educational quality	50
Table 6 : Responses given on recruitment and selection practices contribute to quality education	54
Table 7: Responses given on appraisal practices and its contribution to quality education	59
Table 8: Responses given on training practices and its contribution to quality education	64
Table 9: Responses given on the challenges in HRM practices to quality education	68
Table 10: Responses given on the challenges in HRM practices	70
Table 11: Responses given on the human resource management practices and its contribution to quality education in secondary schools	73

## LISTS OF FIGURES

<b>Figure</b>	<b>page</b>
1: Conceptual framework	35

# **HUMAN RESOURCE MANAGEMENT PRACTICES AND ITS CONTRIBUTION TO QUALITY EDUCATION IN HADIYA ZONE SECONDARY SCHOOLS**

**BY ABEBE TIRAGO**

## **ABSTRACT**

*The purpose of this study was to assess the human resource management practices and its contribution to quality education in Hadiya zone secondary schools. For this purpose, a sample of 171(88.1%) teachers, 18(100 %) principal and vice principal, 24(82.8%) woreda education experts and 14(60.86) Zone and Regional education experts respondents were drawn through available sampling method with the combination of simple random sampling technique. Questionnaires, Interview and document analysis were used to gather data. Data gathered through questionnaire have been analyzed with descriptive statistics (mean and frequency) and inferential statics (t-test).Moreover, the data obtained using interviews and from document have been analyzed identifying patterns and themes drawn from participants' own responses. The study revealed that human resource management practices in the sampled zone contribute to quality education. The calculated result obtained using inferential statistics showed that there were no significant statistical differences between the opinion of principal and education offices experts respondents on different issues raised under the practices of human resource management and its contribution to quality education at Zone. Finding indicated that the majority of respondents were replied that human resource management practices contribute to quality education. However, in the sampled zone human resource management practices conducted without per-plan. Recruitment and selection were run in the absence of right persons at right position in the right time, which, influences negative impacts on quality education, also appraisal practices not focused to the quality education and the on-job and off-job training not separate the shortage of teaching staff by kind and by subject in secondary school. In addition, there were challenges such as turnover of teaching staff, lack of commitment of responsible bodies' lack of skilled manpower, relation of blood and politics and low salary were some of major problems of the practices. The study concluded that the sampled zone has human resource management practices with some limitations. Therefore, it has been recommended that the human resource management practices shall be planned and designed systematically in order to address these constraint. Generally, the study suggested that human resource management practices have to be strategic and systematic in order to achieve the quality education.*

## **1. INTRODUCTION**

This chapter includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

### **1.1. Background of the Study**

Human resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents to accomplish organizational goals. Griffin (1997), defined human resource management as the set of organizational activities directed at attracting, developing and maintaining an effective workforce. Human resource management concerns the recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation, relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organization (Armstrong, 2008).

Human resource management is a basic function of management that determines the performance of staff in any organization. Staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded, and provided for, properly developed, appraised and promoted on the job, they will be committed to the job; remain dedicated and productive in the education systems. Simply put this that it is the co-ordination of the activities and efforts of the workers in educational organization so that educational goals achieved. Hence, human resource management in education is the process of motivating workers to maximize their Performance in order to obtain maximum output starting from the day they recruited. That means utilizing people to perform duties and functions in the school (Oduma, 2012).

Human resources easily recognized as the most important resource out of the resources required for the production of goods and services. Human resources are the key to rapid socio-economic development and efficient service delivery (Onah, 2008). Without an adequate, skilled and well-motivated workforce operating within a sound human resource management programmer, development is not possible.

The basic assumption underlying on Human Resource Management (HRM) aspect of educational institution is that educational manager has an obligation to motivate, develop, and effectively and efficiently utilize the workforce. That is why; human resource is a resource that considered as one of the priceless economic assets of the nation. Hence, there should be given a due to consideration to the human resource so as maintain its quality output. Proponents of Human Resource Management maintain that, school conditions created through efficient human resource management that result in a 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 Human Resource Management practices (Starratt, 2002).

With the rise of education initiations in our country today, competition is becoming very much apparent. In order to survive and succeed, these institutions should make full use of their “human capital”. 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 and academic staff performance, teacher`s 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. Issues related to human resource in education have been addressed by the 1994 Education and Training Policy of Ethiopia, the policy envisages that” the management of teachers and educational personnel will be organized on the basis of professional principles, code of ethics, salary, working conditions, professional growth and over all rights and duties” (TGE,1994). It also envisages certifying, recruiting and selecting the component professionals before being assigned to teach, continuous education and training, and the development of career structure for professional development (TGE, 1994).

It is only through people that the organizations exist to supply to the society with skilled labor in all sectors of specialization. In accordance with the need to the study of educational institutions, the above arguments attest to the conditions of human resource management practices in many schools across South Nation Nationality and Peoples Region 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's educators.

The idea of the value of human resource for the purpose of this particular study will not concern with the populations of workforce but with the question how the quality of this human wealth is available and kept in condition. The education sectors hold primary responsibility of generating capable and adequate work force in different field. This is because employees are the most prominent resources to carry out any activities of the organization and to come up with change and development.

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 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 Hadiya Zone. The study intends to present the practical human resource management conditions and its contributions to quality education in secondary schools that found in Hadiya Zone of the South Nation Nationality and Peoples Regional state.

## **1.2 Statement of the Problem**

Every educational system at every level depends heavily on the human resources for execution of its program. Nwakaand Ofojebe (2010) stated that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector, which think little of the critical role and underplays the importance of people in goal achievement, can be neither effective nor efficient (Oduma, 2012).

It is the human resources who ultimately understand and implement policy as represented in the school curriculum, which is designed to actualize educational goals. Maintaining and

improving educational standards is only possible through human resources/ teachers. Human resources therefore are the most indispensable entity in the school. They are the greatest aid to learning. The shortage or poor management of human resource reduces the extent to which the quality can be delivered effectively. It should be well known that the major premise of human resources management in education is that the results of the educative process will be determined by the effectiveness of the human resources /teachers who facilitate learning for self-actualization and national development (Omojunwa, 2007).

The researcher stabilizing the scholar mentioned above idea and his point of view inadequate attention given to Human Resource Management 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 different researches have been already, conducted and certain materials are prepared on the areas of Human Resource Management, for example, Girum Berhanu(2014) Human resources management practice in selected civil service bureaus of Addis Ababa city government. The finding reveals better performance of HRM practice compared to centralized administrative system, and Siyum Tadessa (2011) Human Resource Management Practices in Selected Secondary Schools. Their finding was the practices of HRM conducted either with poor, or with absence of pre- plan. The practices were rarely followed the existing rules, regulations and necessary steps of HRM activities.

There still research gap with regard to Human Resource Management practices and its contributions in the secondary schools. Based on this fact, this study is concerned with the existing problems of Human Resource Management practices of recruitment and selection of academic staff, performance appraisal, and shortage of training for academic staff and its contribution to quality of education services.

As mentioned by Rustom (1996) manager`s effort 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 find out the extent to which the existing way of thinking on human resources not only employing staff but also believes there must be serious consideration for staff training, skill upgrading programs and creating favorable for teaching staff management planning, so that the goals of a school will be achieved. The Hadiya zone secondary schools look like not on the right truck in Human Resource Management practices of recruitment and selection of academic staff, performance appraisal, and shortage of training for academic staff. In addition, the schools do not apply clear rules and regulations in the practice of Human Resource Management at every level of office and at schools in the zone. These and other human resource management are related to teaching staff resulted in poor quality of service that school offer.

To these problems, the study attempts to address the following basic research questions:

### **1.3. Research Questions**

1. What is the contribution of human resource management practices to quality education in secondary schools of Hadiya zone?
2. How do human resource management practices influence education quality in secondary schools of Hadiya zone?
3. What are the challenges in human resource management practices to quality education in the secondary schools of Hadiya zone?
4. What strategies should be used to improve the practices of human resource management in secondary schools of Hadiya zone?

### **1.4 Objectives of the Study**

This study has both general and specific objectives.

#### **1.4.1. General objectives**

The general objectives of this study was to assess the human resource management practices and its contribution to quality education in Hadiya zone secondary schools so as to forward viable recommendations based on the identified gap.

### **1.4.2. Specific objectives**

Specifically the study has tried:

1. To find out the contribution of human resource management practices to quality service in secondary schools of Hadiya zone.
2. To determine how human resource management practices influence education quality in secondary schools of Hadiya zone.
3. To find out the challenges in human resource management practices to quality of education in secondary schools of Hadiya zone.
4. To suggest the strategies should be used to improve the practices of human resource management in secondary schools of Hadiya zone.

### **1.5. Significance of the Study**

Now, human resource management is becoming a global issue, which has come to being by the need of more institutions, especially in the developing countries. This study believed to have the following importance: The output of this study will have contributions to the decision makers in considering the existing problem as an input. In addition, the result of the study may provide useful information, which can be use to strength the HRM practices at the secondary schools in the zone. Finally, the study could be useful to researchers as a stepping-stone for further study.

### **1.6. Delimitation of the Study**

The current system of HRM practices is operating at all levels of government and private schools all over the zone in the region. However, to make the study more manageable and feasible the study was delimited to nine government schools (9-12) out of twenty seven in human resource management practices and its contribution to quality education (principals, teachers and educational experts and personnel) in Hadiya Zone, and six woreda Education offices of the zone as well as the Regional Educational Bureau (REB). The reason why researcher chose Hadiya zone from other zones, is the researcher has well acquaintance with the principals and the teachers in the Zone, where he worked as school principal. This will help the researcher to get pertinent information on the factor affect the human resource

management practices and its contribution in Secondary schools of sampled zone schools that enriches the study. Additionally, not all aspects human resource management practices and its contribution discussed in this study, but only the contribution such as planning, recruitment and selection, appraisal and training of teaching staff.

### **1.7.Limitations of the Study**

The following limitations were encountered during the study:-

I) Time constraint – the period within which this study expected to complete was not sufficient. The researcher thus had to work within a very constrained period.

II) Financial constraint- the money required for the successful completion of the research was the researchers own resources.

III) Study population – it was not possible to study the whole population for full information gathering therefore a representative sample of the whole population through simple random sampling technique, available sampling technique and stratified sampling technique was applied.

### **1.8. Definitions of Key Terms**

**Human Resource:** Human resource refers to people who are directly or indirectly involved in carrying out activities related to teaching and learning process (Sims, 2002).

**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 (Obeidat, 2012).

**Performance appraisal:** is a Systematic assessment of individual's performance in order to assert training needs, potential for promotion, eligibility for merit and increment succession planning (Armstrong, 2008).

**Recruitment:** Is the process of searching for prospective employees and stimulating and encouraging them to apply for jobs in an organization (Flippo, B.E. 1984).

**Selection:** Is the process of making a “hire” or “no hire” decision regarding each applicant for a job; the second step in the hiring process (Pravin, 2010).

**Training:** Is the process of increasing the knowledge and skills for doing a particular job (Fey *et al*, 2000).

**Human Resource Management:** A combination of people centered management practices that recognize employees as assets, geared to creating, maintaining skillful and committed workforce for achieving organizational goals (Armstrong, 2006).

**Human resources management practices:** is regarded as a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organization`s key resource, that is, the people who work in and for it (Armstrong, 2009).

**Quality:** Even if various educators conceptualize quality differently, in this study quality defined as fitness for purpose. Quality is the extent to which the set goals have been achieved.

**Challenges:** Is Problems that affect the human resource management practices.

**Practices:** is to do something repeatedly in order to improve human resource management practices.

### **1.9. Organization of the Study**

The study was presented in five chapters. The first chapter highlights the background of the study; the statement of the problem, objectives, and scope, significant of the study and definition of key terms. Chapter 2 presents the review of related literatures while chapter three deals with research design and methodology. Chapter 4 treats major findings. Finally, chapter 5 treated summery of the findings, conclusions, and recommendations.

## **2. REVIEW OF RELATED LITERATURE**

This chapter focused on reviewing the related literature on Human Resource Management (HRM). The literature covers the main elements of HRM mainly, Human Resource Planning (HRP), Recruitment and Selection, Training and Developing, Performance appraisal. This review helps the researcher and reader to enhance their understanding on human resource management and guides the entire research work. Further, it also helps in developing conceptual framework for this study.

### **2.1. Overview of Human Resource Management**

Human Resources (HR) are the lifeblood of an organization. Despite the application of technology in modern business management, human resources are still relevant and most adaptive resources of the organization. The strategic values of HR stem from the fact that apart from other resources employed in the course of production (land, capital, technology, etc.) which are passive, human resources endowed with discretionary decision-making power and thus have competitive advantage over the other resources. The management of HR is complex and problematic because the individuals as workers hardly adapt or voluntarily embrace the objectives of the organization. As individuals, the employees have needs, aspirations, motivations, desires and interests, who influence their behavior at work, but unfortunately these objectives, are sometimes in conflict with the corporate objectives of the enterprise.

In reconciling this, conflicting interests Human Resources Management and Planning are useful tools employed in harmonizing the needs of the employees with the goals and objectives of the organization on a continuous basis. New kinds of technical knowledge, skills and abilities would require HR practitioners in future who are flexible and willing to deal with the ever accelerating pace and often unpredictable changes in the global workplace .The focus for managers of this century is the urgency to manage change speedily and efficiently in a HRM context with appropriate competencies. Issues like international HRM, diversity, employment equity, reputation management and corporate ethics amongst others must factored regarding future identification of HR professionals" role and capabilities (Maryhofer and Brewster, 2005).

Bhagwatti. J. (2004) clearly states that the forces of global change are at work in organizations and are bound significantly influence the future of the HRM profession. Personal management

is that part of management concerned with people at work and their relationship within an enterprise. It aims to bring together and develop into an effective organization men and women who make up an enterprise and having required for the well-being of the individual and of working group to enable them make their best contribution to its success. Human Resource/Personal management in the sense of getting things done through people is an essential part of every manager's responsibilities. It is an advantage to establish a specialist division to provide an expert service dedicated to ensuring that the human resources function is performed efficiently.

People are the most valuable assets "is a formula which no member of any senior management would disagree with. Yet reality for many organizations is that their people remain undervalued, undertrained and underutilized. Good human resource management strategies make a lot of difference in the output of the employees. Human resource management (also known as HRM or HR) involves managing people in an organization. The last few decades have seen some drastic changes in the strategies employed by various companies for this purpose. Earlier, it had limited functions, which were mainly confined to paperwork related to hiring and payment of the staff in the company.

However, now, it is understood that the most valuable resources of any establishment are its employees, as they play a crucial role in the accomplishment of the aims and objectives of a business. Therefore, the focus of human resource management is to deal with the work force and all the decisions related to it that can have an impact on the productivity. Human Resources refer to workers with different skills, qualifications, ambitions, managerial talents and so on either in an organization. The function of a manager is the management of human resources and is concerned with the optimum deployment and development of people within an organization in order that the objectives of the organization may be met and effectively adapted to changing circumstances. It changes the role of "control oriented supply of labor" to an overall human resources planning, development and utilization agency. It integrates and coordinates people planning with strategy formulation and takes a practical view of human resources activity in any organization setting (Adebayo, 2002).

The fortunes of human resource management started in the 1980s Torrington and Nneka (2005) noted that the underlying trend was for personal specialist. The opinion they put toward was that personal management was being directed mainly at the organizations employees and not being total identified with managerial intend. They concluded by observing that personal managers always prefer to be in between the management and employees, in mediating the need of each to the other. Expressing a similar criticism of personal management Watson and McKenzie (2000) postulated that personal manager appear to be facing two ways at the same time, they want to be in good book of their employee also to show concern for the workers welfare. To justify the existence with their own employee i.e. the management they want to show a concern for the efficient use of labor and equally ensuring that staff interest always made secondary to organization effectiveness.

Human Resources Management Philosophy emerges wherever people perceived not as a cost of doing business but as the only resources capsule of training inanimate factor of production into wealth, people provide sources of creative energy in any direction the organization dictated. Human Resources based in the behavioral sciences because; it concerned with the induction and development of individuals enhances organization performance (Egwunyenga EJ, 2000).

Human Resource Management has seen a lot of nicknaming in its age. Since it was recognized as a separate and important function, it has been called "personnel relations" then it evolved to "industrial relations", then "employee relations" and then, finally, to "human resources". The researcher strongly believes that human resource is the most appropriate name for it. It, essentially, proves the importance of the human beings working in the organization.

### **2.1. Personnel management to human resources management**

There has been increasing interchangeable usage by personnel management and human resources management concept in recent times. The two are conceptually separable, notwithstanding their similarities in their prying focus on the management of people in the work organization. The notion of human resources management has become very topical in many organizations. This kind of development symbolize by the change in terminology from industrial relations to employee relations and from personnel management to human resources

management. There are some relevant authorities for the benchmark of strategic human resources management as contrasted with traditional personnel management. Karen (2005) said that human resources management introduces innovation such as strategic management and planning of human resources utilization and new orientation such as individualization of employee rewards but perceived the same function of both as being similar in terms of imperative of employees' selection and development among others.

Karen (2005) also perceived traditional personnel management as supply driven while human resource is demand driven. In addition, human resources management considered as a further dimension to a multi-faceted role. While personnel management on the other hand has two broad functions managerial and cooperative. Personnel Management focused on the welfare of labors in the organizations. According to the tasks they have done, the officers at Personnel Department called as "Welfare Officers". The complexity of organization tasks, quick growth and quick changes in needs and wants of their operations. These officers have called as "Labor managers" at that time. This has grown up and changed to "Personnel Management", and Personnel Management was focus on employee administration and the legislation. In the late 70s, the economics of the world changed gradually and organizations started to consider labors work as an important resource. At the decade of 80, the concept of "Human Resource Management" started and then it has shown growth gradually in decade of 1990. Finally, the tasks and operations of personnel management shifted to the human resource management and it is functioning now in broad way in the organizations than Personnel Management.

## **2.2. Components of Human Resource Management**

It is clear that human resource management is concerned with the employee and their performance 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 organization.

As stated in Surafel (2004) 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 materialized through proper human resource planning, recruitment and selection, performance appraisal,

and human resource training. Moreover, it should note that effective use of academic staff and their professional competence constitute the most crucial issue in teacher management.

In similar way, as pointed out by Monday (1990), the human resource management incorporate many functional areas, which includes; The Human resource planning, recruitment and selection, Human resource development, Compensation and benefits, and Safety and health, etc. Human resource management involves the management function through which managers recruit, select, appraise, train and develop employees of an organization (Chandan, 2003, Gomez-Mejia, 1984, and Desseler, 2004).

### **2.3. Contributions of Human Resource Management to Employees**

In general, human resources management aims to increase contributions of employees in organizations. Those contributions are new ideas, productively working and success. Human resources management should be responsible for social aims. This means human resources managers should behave fairly to social ethical norms and at the same time, they should minimize the negative forces on organizations because of their demands from organizations. Human resources management is also responsible for organizations this it can be guessable from the concept. Their aims firstly establish fairly and higher standards of working places for every worker.

Robinson defined HRM role is the provision of assistance in HRM issues to line employees, or those directly involved in producing the organization's goods and services. Acquiring people's services, developing their skills, motivating them to high levels of performance, and ensuring their continuing maintenance and commitment to the organization are essential to achieving organizational goals. The authors proposed an HRM specific approach as consisting of four functions- staffing, training and development, motivation, and maintenance (Robinson D. 1997).

In addition, Bratton and Gold (2003) define HRM as the strategic approach to managing employment relations, which emphasizes that leveraging people's capabilities is critical to achieving sustainable competitive advantage. This achieved through a distinctive set of integrated employment policies, programs and practices. The authors presented HRM

functions as planning, recruitment and selection, appraisal and performance management, reward management, development, employee relations, health and safety, and union-management relations (Bratton & Jeffrey, 2003).

According to Dessler(1999), function of HRM include assisting the organization in attracting the quality and quantity of candidates required with respect to the organization's strategy and operational goals, staffing needs, and desired culture. Helping to maintain performance standards and increase productivity through orientation, training, development, job design, effective communication, and performance appraisal. Helping to create a climate in which employees are encouraged to develop and utilize their skills to the fullest. Helping to establish and maintain cordial working relationship with employees. Helping to create and maintain safe and healthy work environment.

Helping the organization to retain productive employees and ensuring that the organization complies with provincial/territorial and federal laws affecting the work place such as human rights, employment equity, occupational health and safety (Dessler *et.al.* 1999). Human resource management that is should evaluate because of business as a whole and the human resource management functions cannot considered independent from each other. As mentioned, human resource management in accordance with the organization's culture and accurate specific strategy of the organization to continue its activities is an inevitable necessity.

In human resource management, to provide the sufficient number of employees timely a plan should made considering the organization's present potential, development trend and strategic targets. It is called as human resource management, which aims using the present human resources wisely, supplies the future human resource needs in terms of quality and quantity (Akyüz, 2001).

According to Barutcugil, when there is a need in the organization, human resource management is an operation, which provides the proper employees for the organization. Human resource planning is a process in which the employees evaluated from the entrance to the exit of the work. Human resource planning should be determined according to

organization's vision, mission and strategies. The required numbers of the employees, their quality, how and to what extent they should work connected to the human resource management. With the planning, human resources prevented from being less or more than the necessary (Barutçugil, 2004).

Therefore, the quality of human resources in an organization depends on the success in recruiting process largely. In the employee selection process, cannot finding sufficient number of candidates, who have competence with the job, may lead not to fill some empty jobs and recruitment of noncompeting employees in the context of the job. It will result with some negative events such as increase in efficiency as well as increase in wage costs, labor force transfer, job accidents, decrease in motivation and thus in job satisfaction, increase in supervision costs of the business that the employee recruited does not bear the qualities of the job in full. If the qualities of the employee, if the candidate's features are not meeting with the qualifications those employees are looking for, then in this situation, it is said made wrong employee choice.

Directly related to Human Resources planning is selection and recruitment of right people from internal or external sources. This obviously is another critical issue for HRM it is directly relate to cost and overall performance of the organization. Chawdhury (2002) emphasizes the importance of a talented workforce as "in an era of competition the growth of any organization is proportional to the growth of its talent." As important a selection and recruitment is to retain good employees and to encourage them to give of their best. Taylor (2009) states that four points are important to make the employee "fall in love" with the organization: Reward fairly in line with market place, treat well: i.e. focus in recognition of every employee's contribution, train, improve skills, and develop talented people.

To sum up, human resource planning crucial for organization performance also consistent reward systems are interrelated to objective, defined and consistent performance appraisal systems. Therefore, the organizational manager to achieve their organization performance planning, rewarding and appraisal systems is the first and frontline activities for mangers.

### **2.3.1 Competitive Advantage**

Human Resource Management help the organizations to achieve competitive. According to the resource-based view of firm (Penrose 1995; Barney 1991), competitive advantage can be develop and sustained by creating value in a way that is rare and difficult for competitors to imitate and the quality the human resource within is difficult to imitate.

### **2.3.2. Employee-employer relationship**

Employee-Employer relations can make improve if the organization implements effective HRM practices. Tzafirir et al, (2004) conducted a survey to find out the consequences of effective HRM practices on employees trust. The result indicated a positive and significant influence of empowerment, organizational communication and procedural justice as determinants of employees trust in their managers. The result also indicates that procedural justice mediates the impact of employee development on their trust in their managers. The HRM practices help the organization to increase mutual understanding between the employees and employer. Guzzo and Noonan (1994) considered HRM practices as communication channel between employer and employees. Rousscau and Greller (1994) proposed HRM practices as contract-shaping events.

### **2.3.3. Effective utilization of employees**

Baily (1993) presented an argument for the application of promoting HRM practices on the grounds that human resource are frequently underutilized. Employees often perform below their potential. Baily points out that HRM practices may have an influence on employee skills and motivation. HRM practices influence employee skills through the acquisition and development of a firm's human capital. Recruiting procedures and selection regimes will have an influence over quality and type of skills new employees possess.

### **2.3.4. Service quality**

Researches provide evidence to show that HRM practices help the organization to improve the quality of services Tsaura and Lin (2004) empirically explored the relationship among HRM practices, service behavior and quality in the tourist hotel. The result indicated the HRM practices had partially a direct effect on customer perceptions of services quality and an indirect effect through employees` service behavior. This means that service behavior only partially mediates the relationship HRM practices and service quality.

### **2.3.5. Organizational performance**

Appropriate Human Resource Management practices enhance organizational performance. Rondeau and Wager (2001) examined the relationship between Human Resource Management practices, work place climate and perceptions of organizational performance, in a large sample of Canadian nursing homes and found that nursing homes, which had implemented more `progressive` Human Resource Management practices and which reported a work place climate that strongly valued employee participation; empowerment and accountability tend to be perceived generally perform better on a number of valued organizational outcomes. Chand and Katou (2007) found that organizational performance is positively related to the HRM systems of recruitment and selection, work force planning, training and development, quality circle and appraisal system.

## **2.4. Existing Challenges in Human Resources Management**

Internal and external environmental influences play a major role in HRM. Organizational climate and culture, for example, help to shape HR policies and practices, which, in turn, have an impact on the quality of candidates that a firm can attract, as well as its ability to retain desired workers. The economic environment, labor market conditions, and unions also play a role in determining the quality and variety of employees that can be attracted and retained. There are external challenges that are dramatically changing the environment of HRM, however, and requiring it to play an ever more crucial role in organizations. These challenges include demographic trends and increasing work-force diversity, trends in technology, increasing government involvement in the employer–employee relationship, globalization, and changes in the nature of jobs and work (Akyüz, 2001).

### **2.4.1. Internal environmental influences**

How a firm deals with the following two internal environmental influences has a major impact on its ability to meet its objectives.

#### **2.4.1.1. Organizational culture**

Organizational culture consists of the core values, beliefs, and assumptions that are widely shared by members of an organization. It serves a variety of purposes: for communicating what the organization “believes in” and “stands for”, in addition providing employees with a sense of direction and expected behavior (norms), also, shaping employees’ attitudes about

themselves, the organization, and their roles, creating a sense of identity, orderliness, and consistency finally, fostering employee loyalty and commitment. Culture often conveyed through an organization's mission statement, as well as through stories, myths, symbols, and ceremonies (Akyüz, 2001).

#### **2.4.1.2. Organizational climate**

Organizational climate refers to the prevailing atmosphere that exists in an organization and its impact on employees. Organizations have personalities, just like people. They can be friendly or unfriendly, open or secretive, rigid or flexible, innovative or stagnant. The major factors influencing the climate are management's leadership style, HR policies and practices, and amount and style of communication. The type of climate that exists is generally reflect in the level of employee motivation, job satisfaction, performance, and productivity, and thus has a direct impact on organizational profits and/or ongoing viability. HR department staff members play a key role in helping managers throughout the firm to establish and maintain a positive organizational climate. They can help to develop policies and practices, for example, which encourage a spirit of teamwork and build employee commitment, which can have very positive consequences (Akyüz, 2001).

#### **2.4.2. External environmental influences**

The external environmental factors a direct or indirect influence on HRM. To be effective, HR managers must monitor the environment on an ongoing basis; assess the impact of any changes; and be proactive in implementing policies and programs to deal with such challenges (Akyüz, 2001).

##### **2.4.2.1. Economic environment**

The economic environment has a major impact on business in general and the management of human resources in particular. Economic conditions affect supply and demand for products and services, which, in turn, have a dramatic impact on the labor force by affecting the number and types of employees required, as well as an employer's ability to pay wages and provide benefits.

When the economy is healthy, companies often hire more workers as demand for products and services increases. Consequently, unemployment rates fall, there is more competition for qualified employees, and training and retention strategies increase in importance. Conversely, during a downturn, some firms reduce pay and benefits in order to retain workers. Other

employers forced to downsize, by offering attractive early retirement and early leave programs or by lay off and terminating employees. Unemployment rates rise, and employers are often overwhelmed with applicants when vacancies advertised (Akyüz, 2001).

#### **2.4.2.2. Labor market conditions**

The labor market is the geographic area from which an organization recruits employees and where individuals seek employment. In other words, the forces of supply and demand interact in the area. The labor market is often different for various employee groups within an organization. While clerical and technical employees generally recruited locally, the labor market for senior managers and highly specialized employees is often national or even international in scope. One measure of an organization's effectiveness is its ability to compete successfully for high-caliber human resources. Many factors motivate candidates to seek employment with a particular organization, including type of business/industry, reputation, opportunities for advancement, compensation, job security, and working conditions (Akyüz, 2001).

#### **2.4.2.3. Labor unions**

A labor union is an officially recognized association of employees, practicing a similar trade or employed in the same company or industry, who have joined together to present a united front and collective voice in dealing with management, with the aim of securing and furthering the social and economic interests and well-being of their membership. Although both an internal and external challenge, we have listed unions as an external factor because they become an additional party in the relationship between the company and employees. Once a union has been certified or recognized to represent a specific group of employees, the union negotiates terms and conditions of employment with management, rather than individual employees doing so. The company required by law to recognize the union and bargain with it in good faith (Akyüz, 2001).

#### **2.4.2.4. Demographic trends and increasing work-force diversity**

Demographics: refers to the characteristics of the work force, which include age, sex, marital status, and education level. A demographic change occurs slowly and is well measured, which means that they known in advance. Diversity refers to "... any attribute that humans are likely to use to tell themselves, 'that person is different from me, "and thus includes such factors as race, gender, age, values, and cultural norms. Population Growth The single most important

factor governing the size and composition of the labor force is population growth (Akyüz, 2001).

#### **2.4.2.5. Technology**

It is mainly through technological innovation that firms develop new products and services and/or improve existing ones in order to remain competitive, and gain the productivity and quality needed for competitive advantage. The impact of the technological changes affecting almost every field is that labor-intensive blue-collar and clerical jobs have been decreasing, while technical, managerial, and professional jobs are on the increase. This shift in employment opportunities has many implications for organizations: jobs and organization structures are being redesigned; new incentive and compensation plans are being instituted; revised job descriptions are being written; and new programs are being instituted for employee selection, evaluation, and training/retraining all with the help of HR specialists(Akyüz, 2001).

#### **2.4.2.6. Trends in the nature of jobs and work**

Major changes have been occurring in the nature of jobs and work, in part as a response to a number of the environmental challenges.

#### **2.4.2.7. Globalization**

Globalization refers to the tendency of firms to extend their sales or manufacturing to new markets abroad. For businesses everywhere, the rate of globalization in the past few years has been nothing short of phenomenal.

#### **2.4.2.7. Government**

Various laws enacted by governments have had and will continue to have a dramatic impact on the employer–employee relationship in organization. The legal framework for employment includes: constitutional law, particularly the Charter of Rights and Freedoms; acts of parliament; common law, which is the accumulation of judicial precedents that do not derive from specific pieces of legislation; and contract law, which governs collective agreements and individual employment contracts. Such laws impose specific requirements and constraints on management policies, procedures, and practices. Some of the employment-related legislation aimed at prohibiting discrimination in various aspects and terms and conditions of employment, such as human rights, employment equity, and pay equity. Other laws require

employers to meet certain obligations, such as occupational health and safety, employment standards, and labor relations (Akyüz, 2001).

## **2.5. Human Resources Management in Education**

Human Resource Planning in education is not only effective utilization of people parses at worse but also it is the harnessing of the totality of the people skills, energies, talent, capability, social characteristics, like and belief to achieve educational objectives and simultaneously making the people to be part of organization in fulfilling their life goals. Hum Resource in Education is the systematic utilization of human potentials to realize educational objectives and staff contentment (Egwunyenga EJ, 2000).

Therefore, the benefits of proper human resource management in education are many. An organization cannot build a good team of working professionals without it. The key functions of the HR management team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety, and much more. The beneficial effects of these functions discussed here:

### **2.5.1. Academic staff planning and its practice**

Human resource planning 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 ranges as well as long range strategic plans and continuously monitoring, evaluating and updating these needs and sources of supply (Chanda, 2003)

The purpose of human resources panning is to ensure the most effective use of personnel resources to move an organization towards its mission and achieve its strategic objectives (Webb, 1987).

As pointed out by Webb (1987), 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 very essential.

Barry (2001) 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.

As mentioned by Weeb (1987) 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 carried out by the school personnel in the schools. In specific term, 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 labor requirements to be prepared for the new labor demands in-terms of numbers, skills and occupational groups to meet increasing demands due to either 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. Thus, it requires due consideration by all concerned bodies.

Human Resources planning in other words work force planning is one of the important functions of any organization. Savas (2006) the objective of human resources planning are:- To be determine the need of work force according to the development plan of the organization, to control the work force of the costs which have an important effect on profitability, to make the human resource work more effectively and efficient, to decided highlight the career development of the employee. As well, as cover their need, and improve their work condition, to make them highly motivated, and determine the salary norm, as well as make job appraisal objectively and wage accordingly. Finally, relate work force supply and organization work force demand.

As a result, Human Resources planning is the basis for the 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. Thus, it requires due consideration by all concerned bodies.

### **2.5.1.1. Factors affecting human resources planning**

Human Resources planning are influence by several factors. The factors that affect Human Resources planning are (1) type and strategy of organization (2) organizational growth cycles and planning (3) environmental uncertainties (4) time horizons (5) type and quality of forecasting information (4) nature of jobs being filled and (5) off loading the work ( Elmer *et al*,1987).

**1. Type and Strategy of the Organization:** Type of the organization determines the production processes involve, number and type of staff needed and the supervisory and managerial personnel required. HR need is also defined by the strategic plan of organization. If the organization has a plan for organic growth then organization need to hire additional employees. On the other hand, if the organization is going for mergers and acquisition, then organization need to plan for layoffs, as mergers can create, duplicate or overlap positions that can handled more efficiently with fewer employees. Organization first decides whether to be reactive or proactive in HRP. Organizations either carefully anticipate the needs and systematically plan to fill the need in advance (proactive) or can simply react to the needs as they arise (reactive). Likewise, the organization must determine the width of the HR plan ( Elmer *et al*,1987).

Organization can choose a narrow focus by planning in only one or two HR areas like recruitment and selection or can have a broad perspective by planning in all areas including training and remuneration. The nature of HR plan is also decides upon the formality of the plan. It can decides to have an informal plan that lies mostly in the minds of the managers and personnel staff or can have a formal plan which is properly documented in writing the nature of HR plan is also depended upon the flexibility that is practiced in the organization. HR plan should have the ability to anticipate and deal with contingencies. Organizations frame HRP in such a way that it can contain many contingencies, which reflect different scenarios thereby assuring that the plan is flexible and adaptable (Elmer *et al*, 1987).

**2. Organizational Growth Cycles and Planning:** All organizations pass through different stages of growth from the day of its inception. The stage of growth in which an organization is determines the nature and extends of HRP. Small organizations in the earlier stages of growth may not have well defined personnel planning. However, as the organization enters the growth stage they feel the need to plan its human resource. At this stage, organization gives emphasis upon employee development. However, as the organization reaches the mature stage it experience less flexibility and variability resulting in low growth rate. HR planning becomes more formalized, less flexible, and less innovative and problem like retirement and possible retrenchment dominate planning. During the declining stage of the organization, HRP takes a different focus like planning to do the layoff, retrenchment and retirement. In declining situation, planning always becomes reactive in nature towards the financial and sales distress faced by the company (Elmer *et al*, 1987).

**3. Environmental Uncertainties:** Political, social and economic changes affect all organizations and the fluctuations that are happening in these environments affect organizations drastically. Personnel planners deal with such environmental uncertainties by carefully formulating recruitment, selection, training and development policies and programs. The balance in the organization achieved through careful succession planning, promotion channels, layoffs, job sharing, retirement, and other personnel related arrangements (Elmer *et al*, 1987).

**4. Time Horizons:** HR plans can be short term or long term. Short term plans spans from six months to one year, while long-term plans spread over three to twenty years. The extent of time depends upon the degree of uncertainty that is prevailing in an organizations environment. Greater the uncertainty, shorter the plan time horizon and vice versa.

**5. Type and quality of information:** The information used to forecast personnel needs originates from a multitude of sources. The forecast depends largely upon the type of information and the quality of data that is available to personnel planners. The quality and accuracy of information depend upon the clarity with which the organizational decision makers have defined their strategy, structure, budgets, production schedule and so on (Leap& Crino)

### **2.5.2. 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 growing consensus that a key differentiator between organizational winners and losers in the 21<sup>st</sup> century will be the extent to which their decisions about HR recruitment carefully made to secure people who can handle multiple levels of domestic and international performance complexity.

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 identified, an organization can begin the selection process. As pointed out by South worth (1990) 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) 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).

Support of the above idea Flippo (1984) 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, determined mainly by the quality of its teachers since good education rests in the hands of teaching force. A competent teaching force with high qualification and talent, however, secured through careful recruitment and selection. Before an organization recruits, select and hires personnel, the management should take into account current human resource position, future human requirement and how to fulfill.

Recruitment is the consideration of suitable candidates, making contact with them and attracting applicants from them in an attempt to prepare employees to fill vacancies of the organization (Graham, 1990; and Chandan, 2003). It has also further defined by Saiyadain

(1988) 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.”

The sort of information asked during recruitment as cited by Musaazi (1988) 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.

Therefore, it is better that before any recruitment 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 requirements. In addition, in recruitment season the responsible bodies take care to recruit the applicants focused on the plan, nature, skills and require of organization.

### **2.5.3. Academic staff selection**

Selection is a process of choosing a few among these who have been attracted recruitment process (Saiyadain, 1988). The staff selection process comes after the staff recruitment with the intention to match the requirements of the job that indicated in the job description and job specification with the qualification of the individual applicants. In light of this Pigors (1981) 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.

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

### **2.5.4. 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 use administratively or developmentally (Gomez-Mejia, 2003).

The most effective way of improving performance is to inform teachers of their strengths and weaknesses (Stoops E.et, 1981). Teachers evaluated for many reasons and the most important of which is to improve their effectiveness in promoting teaching-learning process (Musaazi, 1988).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. Organization has, found systematic performance appraisal to be an essential aspect of management.

According to Chandan (2003), performance can be evaluated against some set standards. The formal appraisal plans designed to meet three objectives. First, performance appraisal provides evidence to justify or validate selection, promotion, transfers or salary increments. Second, the worker learns as to where he stands relative to expectation 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.

Therefore, it is possible to conclude that the performance appraisal process is an important process of HRM of any organization; it identifies the strength and weakness of workforce. It is important to any organization to know the performance levels of its workforce.

#### **2.5.4.1. Factors affecting employee performance**

##### **1. Management – subordinate relationship**

As organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organizational decision making for example, there is a high chance of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel *et al.*,1989). Additionally, (Ichniowski, 1997) argues that innovative human resource management practices improve performance like use of systems related to enhance worker

participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.

## **2. Working conditions**

Working conditions, although do not have a direct impact on production or output, they indeed indirect performance. For example, if the manual or mental work involved in certain jobs in a factory is tiresome it, will result into endangering not only the company property but, also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore, organizations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, and adequate temperatures (Hogber, 2005). Organizations can prevent accidents and maintain good safety records through development of a positive safety culture to ensure good working condition hence performance improvement (Newstrom, 2002).

## **3. Reward system**

The overall aim of reward systems is to attract and retain quality human resources. When, the employee as equitable and in relation to their performance improvement perceives the pay conditions. Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong, 2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore, for performance to improve, organizations need to create and maintain a sense of fairness equity and consistence in their pay structures (Debrah, 2006). Employees expect that the employers will purchase their labor at a certain price.

## **4. Health unionization**

In creating a healthy work climate, both management and workers unions should have a united hand and in the well-being of the organizational employees. Unionizations improve the industrial relations in instances where the management allows free participation of employees in trade unions. Management and trade unions will negotiate through collective bargaining processes the conditions of workers employment. Nilsen (2002) argued that industrial peace is a very important aspect for performance and growth of organizations. If the organization plagued by industrial disputes and strikes, performance is bound to decrease. In other words,

for overall productivity to improve health, unionization should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation (Daft, 1997).

### **5. Team work**

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organizational members work together in teams, coordination of organizational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees, which will later lead to improvements in productivity. Team work encourages open communication between employees and have complementary skills, which enable them to achieve more in a specified period as compared to when the individual is working alone hence creating synergy (Daft, 1997).

Additionally Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self-worth. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore, support from management enhances performance of teams and performance improved in general.

#### **2.5.5. Provision of training for teaching Staff**

Different authors use the terms 'training' similarly, but the way they define it could have slight variation. For sake of readers' understanding, it is better to indicate some of the definitions that are given by different authors. According to Anderson (2000) 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 adequately perform a given task or job. Armosrong (2001) has 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) 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”.

Therefore, to maximize the effectiveness of training, organization must constantly assess their employees` current training and needs and identifies training needs to prepare employees for their next position.

## **2.6. The Concept of Training, Development and Education**

Most of the times, training, development and education used interchangeably because, three of these terms are often seemed synonymous. In some cases, are also open to difference interpretation (Ramasamy, 2001; and Attwood, 1996).

In general, training is the systematic development of the attitude, knowledge and skill behavior pattern required by and 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; and Ramasamy, 1999).

### **2.6.1. The need for human resource training**

Human resource is and active element that is crucial for mobilizing in active 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 organization functions, which enable the management to increase efficiency and effectiveness of the employee. Moreover, human resource training also enable the employee to implement the policies, programs, rules, and regulation of the organization up to the required standards. It also encourages using the existing human resources effectively (Ramasamy, 2001).

In the same manner, the needs for training also emphasized by Chandan (2003) that training is important for both organizations and individuals in that the employees are inducted in to training program to improve their job knowledge, skill and future performance. The need for proper training 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.

As far as the investigator is concerned carefully according to the human resource training need of the organization. That is an organization should conduct an assessment of the training needs before designing the human resource- training program otherwise it would be a wastage for the organization.

### **2.6.2. 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 a 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 (Gomez-Mejia (2007))

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 before starting to train the employees. According to Sherman (1996) 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 in efficiency of worker to produce under the established standard and inability to use the materials/resource properly.

### **2.6.3. Types of human resource training**

There are many types of training programs in widespread use. Some are computerized, others use simulations and skills others use the traditional lecture format. Some types of training are more effective 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 that 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 (2007)).

Training 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 training i.e. on-the –job Training and Off- the-Job Training (Armstrong, 2001).

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

## **2.7. HRM Practices and its contribution to Quality Service Delivery**

Quality service delivery is an important issue for the organizational survival as customer satisfaction has been linked to business performance and profitability, (Bhagwatti, J. 2004). Customer satisfaction is also an important determinant of customers’ retention which in turn has a strong effect on profitability. Dissatisfied customers will consider taking their custom elsewhere and it is widely accepted that it is five times more costly to attract new customers than it is to retain existing ones, (Bhagwatti, J. 2004). Service quality is measured in four key dimensions; reliability (consistence), Assurance (how confident the customer is about the service being provided), responsiveness (to the customers’ demands) and empathy for the customers, (Bratton John and Gold Jeffrey, 2003). Service quality and customer satisfaction are inarguably the two core concepts that are at the crux of the marketing theory and practice, (Bratton John and Gold Jeffrey, 2003). In today’s world of intense competition, advantage relies on delivering high quality service that will in turn result in satisfied customers, (Bratton John and Gold Jeffrey, 2003). Therefore, there is not an iota of doubt concerning the importance of service quality and customer satisfaction as the ultimate goals of service providers.

Organizations such as British Airways and Xerox have used HR policies and practices such as selection and training to enhance successful service delivery systems and to increase customer satisfaction, (Bratton John and Gold Jeffrey,2003). HRM policies and practices are intended to play a critical role in the way services are delivered and in order to be successful policies are

needed which have to fit the type of service climate that the organization want to achieve. For example, from studies of frontline employees in a bank, it was established that HRM policies were crucial for creating a positive service climate, (Bratton John and Gold Jeffrey, 2003). More specifically, four main HR themes (hiring procedures, performance feedback, internal equity of compensation and training) were identified as correlating highly with a "service passion", (Schneider and Cox, 1992). Also pay, recruitment and training have been found to correlate with specific dimensions of the service delivery encounter (speed, courtesy and convenience) leading to the conclusion that HRM policies and practices are not only crucial for a service climate but should match the type of service to be delivered, (Bratton John and Gold Jeffrey ,2003). HRM policies and practices are therefore likely to have an impact on the quality of service as the use of coherent HR strategy will enable the selection, recruitment, training, development and reward of the most appropriate human resources, (Chandan, J.S,2003). Now that customers probably have different expectations about how different services are delivered, Budhwar, P. and Debrah, Y, (2004) add that organizations need employees who deliver the services in a way that meets those expectations, (Bratton John and Gold Jeffrey ,2003). Then these organizations need to implement different HR policies and practices in HRM that will provide a useful starting point for identifying significant elements of HRM that constitute the enabling HR climate, (Bratton John and Gold Jeffrey ,2003).

## **2.8. Educational Sector Human Resource Management Polices and Strategies in Ethiopia**

The education policy of Ethiopia emphasizes training of community based task oriented frontline and all levels education sector workers. As a mechanism to retain education sector workers, the policy supports developing an attractive career structure, remuneration and incentives for all categories of workers within their respective systems of employment. Besides there will be a focus on developing appropriate continuing education for all categories of workers in education sector and appropriate recruitment and selection methods to have competent, innovative and motivated man power. Strengthen administration and management of education systems is one of the areas given priority by the policy (TGE, 1994).

## **2.9. The Role of the Secondary School Principal in school H R M Practices**

The function of Human Resource Management in school systems is relatively unique, whether there is a specific staff or line role for managing the personnel function or principals

and/or superintendents as part of their regular duties absorb that responsibility, as in quite small units. These dimensions may include recruitment, selection, induction, appraisal, development and advancement, compensation, assignment, transfer and termination, and systematic contra actualization (Monahan, 1982).

Secondary school principals as mentioned by Saxe (1980) 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 school personnel also do the appraising activities of the school human resource. Concerning the issue Monahan (1982) said that the administrator involved most centrally in the smooth function of the system as well as the manager of the unit 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.

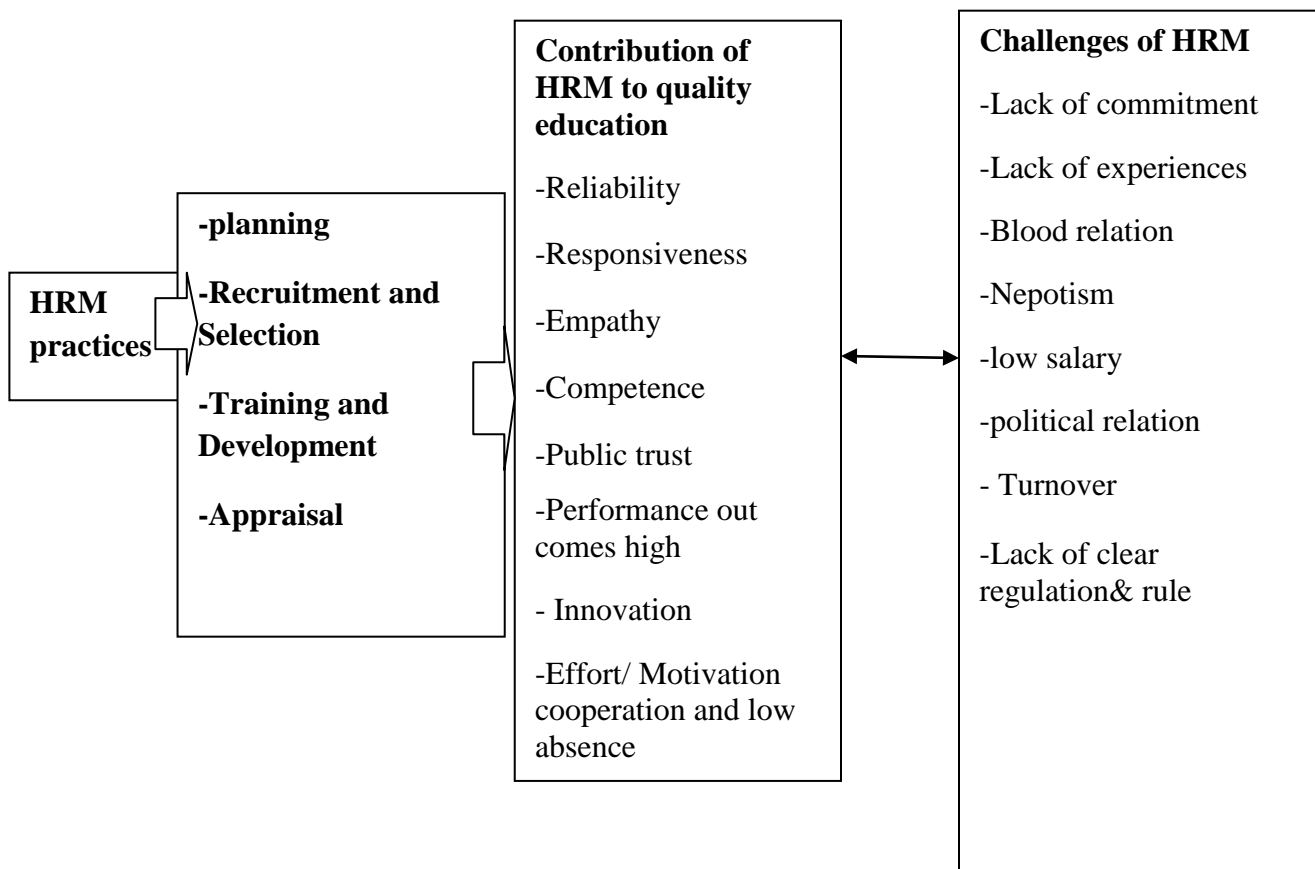
## **2.10. An Overview of Secondary Schools Principal Human Resource Management in South Nation Nationalities People Regional State**

Human resource is one of the important organizational resources that have to develop moreover; it is a critical input in socio-economic development efforts of the region. Human resource development is generally along 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 level (SPM, 2003). According to the South Nation Nationalities People Regional State education sector development program III document (2005) the South Nation Nationalities People Regional government has given the top priority to increase the supply of qualified teachers to the education system and plan to exercise appropriate human resource management activities in the region.

## 2.11. Conceptual Frame work

Based on the entire review of the literature presented in the above sections, researcher has confined his study to some of the elements of human resource management in education sector of Hadiya Zone. There are numerous elements and activities of Human resource management, but it is may be difficult to researcher to study and address all the elements of Human resource management. Therefore, researcher has delimited to a few elements or functions of human resource management, those are, Practices of human planning, recruitment and selection process, training and development, performance managements.

**Figure 1: conceptual framework**



### **3. RESEARCH DESIGN AND METHODOLOGY**

The primary focus of this chapter is to provide an overview of the research methodology used to investigate the research problem. It covers the research design, source of data, population, sampling method, data collection procedure and methods of data analysis in Human Resource Management practices and its contribution to quality education in sampled Hadiya zone secondary schools.

#### **3.1 The Research Design**

Since the main objective of the study was to assess the human resource management and its contribution to quality education in secondary schools, the type of research method applied in this study was descriptive survey. It is because the aim of the study was to describe and disclose the practice human resource management and its contribution to quality education in secondary schools. It also helps to find the real facts as they exist at present and describe the state of affairs concerning human resource development of the organizations.

To collect information concerning the status of the issue to be describing what exists with respect to variable or condition in a situation. It also allows for the collection of data using tools and documentary analysis, describes and interprets what is and also it is concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, the effects that are evident, or trends that are developing. Therefore, it can enable the researcher to get adequate information about the current situation of human resource management and its contribution to quality education in secondary schools (Leedy, 2005; Ayalew, 1989; and Koul, 1987).

#### **3.2 Descriptions of Study Area**

The study Zone, Hadiya zone is one of fourteen zones and four special woredas in of the South Nation Nationality and Peoples Region state of the Ethiopia. It is located in the western margin of the Great Ethiopian Rift Valley and at the border of the Gurage mountains in the northern part of the region.

Its capital, Hossana, is 232 km away from Addis Ababa, the capital of the Ethiopia and it is also 168kms and 200kms away from the capital of the South Nation Nationality and Peoples Region state, Hawassa through Alaba- Danboya-Anegacha and Durame- Shenshicho,

respectively. Kembata–Tembaro Zone and Alaba Special Woreda border Hadiya zone in the South, on the West by the Omo River, which separates it from Oromia Region and the Yem Special Woreda, in the North by Gurage and Silite Zones, and in the East by the Oromia Region.

### **3.3. Sources of Data**

To obtain reliable and objective information, data for the study were collected from both primary and secondary sources. Therefore, the researcher was selected five woredas and one-town administration, out of these woredas and town administration 9 Secondary schools was selected.

#### **3.3.1. Primary sources of data**

Primary data were gather adequate and accurate data. Primary source of data were collected from principals, vice-principal, administrative staffs, education experts, and teachers

#### **3.3.2. Secondary sources of data**

Secondary data were collected from different documents such as research papers that done before in these areas, journals, different scholar`s book and statically records at Woreda education office, documents, regulation and reports.

### **3.4. Target Population of the Study**

Brinker (1998) defines a target population as a large population from which a sample population was selected. The target population of the study includes Regional education Bureau (REB), Zone Education department (ZED), the six woreda Education Offices (WEOs) and nine secondary schools principals and vice principal. From target population the respondents includes Twelve Educational experts from Regional education Bureau (REB ) & Eleven Educational experts from Zone Education department (ZED), 29 Education experts and personnel from Six Woreda Education Offices (WEOs), 9 prcipals,9 vice principals, and about 39 percent or 194 of teachers from nine (9) schools were involved in the study.

**Table 1: Total target population**

No	Categories	Total population	Sample size	%
1	Teachers	491	194	39
2	Vice principal	9	9	100
3	Principal	9	9	100
4	Woreda Education Offices (WEOs)	74	29	39
5	Zone Education department (ZED)	26	11	39
6	Regional education Bureau (REB)	30	12	39
	Total	639	274	

### 3.5. Sample and Sampling Techniques

After identifying the population, the researcher employed both probability (simple random sampling) and non-probability (available sampling) techniques to collect relevant data from the classified population of the study. Thus, the researcher decided to use simple random sampling techniques for the teachers, expertise and schools. The techniques Stratified random for select woreda. Principals and vice-principals also, available sampling techniques selected because of their positions and high attachment with the human resource management of the selected zone. On the top of this, available sampling is a form of non-probability sampling in which an experienced individual selects the sample based on his or her judgments about some appropriate characteristics required of the sample member.

Determining the sample size it is important to determine the size of the population, the study population from which actual sample to be taken. Based on this the total population of the study were 194 teachers, 29 Woreda Education Offices (WEOs, 11 Zone Education department (ZED), 12 Regional education Bureau (REB), 9vice principals and 9 principals. The total numbers of the distributed questionnaires were 274. From this, the returned were 227 in number.

**Table 2: Sample size and Sampling techniques**

No	The sample secondary	Woreda or Ketema	Selected sample size	Returned numbers of questionnaires	%	Sampling techniques
1	Wolde Hanna Secondary	Hosana administration	44	38		Simple random
2	Fonko Secondary	Anna Lemmo	42	37		Simple random
3	Jarso Secondary	Misrak badawacho	8	7		Simple random
4	Lenda Secondary	Mirab badawacho	12	11		Simple random
5	Danama Secondary	Mirab badawacho	27	25		Simple random
6	Bonosha Secondary	Shashogo	28	24		Simple random
7	Lisana Secondary	Lemmo	17	15		Simple random
8	Korga Secondary	Misrak badawacho	9	8		Simple random
9	Ajabe Secondary	Misrak badawacho	7	6		Simple random
	Total		194	171	88.1	
	Woreda		12	6	50	Stratified sampling
10	Vice principal		9	9		Available sampling
11	Principal		9	9		Available sampling
12	Woreda Education Offices (WEOs)		29	24		Simple random
13	Zone Education department (ZED)		11	8		Simple random
14	Regional education Bureau (REB)		12	6		Simple random
	Total		80	56	80	
	Total		264	227	86	

### **3.6. Data Collection Instrument**

The data for the study was obtained from the primary and secondary data source. The primary data were gathered from educational experts, principals and teachers of secondary schools. As secondary sources, relevant literatures and library books 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. The data required for this study were gathered using questionnaire, interview and documents.

#### **3.6.1. Interview**

In addition to collecting data through questionnaires; qualitative data collection technique, involving one-to-one interviews with selected respondents was conducted. Semi structured, interview was held to obtain data for further clarity and credibility of the research with key personnel of the experts and principals who were selected based on available sampling. Principal, vice principal, and experts were interviewed. Before the interview the researcher briefly explain the purpose of the interview to the participants and confidentiality of information that the information they provided.

#### **3.6.2. Questionnaire**

Data were obtained through personally administered questionnaires that were prepared based on literature review to address the research questions. The reason why self administered questionnaire used was it helped as a prompt and relatively low cost strategy for obtaining information in the context that was likely to establish a good rapport with respondents and easier to answer for the respondents. The questionnaires were distributed after the expected participants had been selected and informed about the purpose of the research by researcher. The items were subsequently edited. The questionnaires has three parts, section 1, contain instruction and respondents' personal information, section 2, contain statements designed the human resource management practices contribute to quality education in the sampled zone secondary schools and section 3, general questions in human resource management practices in secondary schools using five point likert scales ranging from "strongly agree"(5) through "strongly disagree"(1). Section three, is reserved for respondents to choose the appropriate answer based on their feeling and write on the space provided. The survey questionnaires were

administered to 171 teachers and 56 experts including principals in the sampled zone from the total 274 distributed questionnaires 227 useable questionnaires were returned with the response rate 82.8% the rest questionnaires were missed.

### **3.6.3. Document analysis**

With this data gathering tools, relevant documents reviewed and gathered from human resource department Hadiya zone and SNNPR educational bureau. This data gathering tools was also used to enrich the data obtained through questionnaire and interviews to capture information that cannot be obtained through questionnaire and interview methods. The data collected from documents include teacher's qualification, and major problems faced in offices.

### **3.7. Validity and Reliability**

Validity refers to the extent of accuracy of the results of the study (Ghauri & Grönhaug, 2005). Validity determines whether the research instruments truly measures what it was intended to measure or how truthful research results were. Confidentiality will assure to the participants and the report will edit to protect identification of individuals. Data collected will subject to some preparation such as editing, coding and data entry in order to detect errors and omissions (Norland, 1990). In this study, validity was taken into consideration. Because a structured and pilot- tested questionnaire constructed by the researcher were used to gather quantitative data from expertise, school principal and teacher. Questionnaire and interviews is designed based on the researcher's needs in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure.

Reliability refers to the stability of the measure used to study the relationships between variables (Ghauri & Grönhaug, 2005). Reliability analysis allows examination of the properties of measurement scales and the variables making them up. The reliability analysis procedure calculates a number of commonly used measures of scale reliability and provides information on the relationship between individual variables in the scale. This study was carried out reliability analysis to establish the reliability of the independent variables in the study following the Cronbach Alpha.

Before applying statistical tools, testing of the reliability of the scale is very much important as it shows the extent to which a scale produces consistent result if measurements were made

repeatedly. This done by determining the association in between scores obtained from different administrations of the scales. If the association is high, the scale yields consistent result, thus is reliable. Cronbach's alpha is most widely used method. It has mentioned that its value varies from 0 to 1 but satisfactory value is required to be more than 0.6 for the scale to be reliable (Cronbach, 1951). In the present study, the researcher were used Cronbach's alpha as a measure of reliability. Data analyze to measure reliability.

The questions in the questionnaire were designed taking into consideration the issues related to the problem, goals of the study and theories on the subject.

### **3.8. Procedures of Data Collection**

To get full support in administrating and collecting the instruments of data collection, first contact was made with the Regional education bureau. Following this, respondents who filled out the questionnaires; teachers, principals and educational experts of the sector were indentified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, clarifications for some questions and interpretation were also given to the respondents so as to avoid confusions. Then the questionnaire was distributed to the respondents. Finally, the filled out questionnaire were collected and interviews were conducted to principals and experts using interview guides. In addition to this, relevant document like plan and profiles of human resource of the sector was reviewed.

### **3.9. Method of Data Analysis**

Having done the collection of the data, both qualitative and quantitative methods were used as governing techniques in analyzed the data. The item were classify in line with the natural of issues raise in questionnaires and interviews. Each of the issues analyzed and interpreted. After data were collected, base on the respondents response reliability of the questionnaire was test by using SPSS Version 16.0 statistical software and the result obtain on the basis of reliability test of Cronbac`s alpha.

Qualitative data is about words so to speak in general terms. These include all nonnumeric data that are not quantified or quantifiable and can be a product of all research strategies. This type of analysis claims constructivism of set of knowledge and mainly uses ethnographic and

narrative strategies of enquiry. Qualitative analysis uses methods including, observation, open-ended interview and theory deductions among others. The main advantage of such approaches is that there is a greater degree of wholeness and richness of data collected since it focuses on natural occurrences within natural settings. This makes it a powerful tool to study the process (Creswell (2003). In this study, the data collected through interviews were presented and analyzed qualitatively.

Quantitative data is about numbers in general terms. They are all such data that usually quantified to help answer research questions and meet pre specified objectives (Lewis et al, 2007). These claim post positivism knowledge with experimental strategies of enquiry. Quantitative analysis uses methods such as, cost and effect thinking, measurement and observation as well as test of theories. Proponents of this approach claim that it is a great example of deductive logic of natural science. This is because it allows for comparison, which done through objectively determined validity and reliability. However, since by an approach variables may only measured by specific point in time, one may not achieve an in-depth analysis.

In a study the quantitative data obtain through questionnaire were tabulated, defined, explained and described by using the appropriate statistical tool.

Data collected and organized in tabular forms and in terms of frequency of percentage in each item of the questionnaire. In addition, the mean values and likert scale were used for calculating the results obtain from the subjects under study. The mean value statistical analyzed were used to determine the relationship between the HRM practices (independent variable) and its contribution to quality education (dependent variable). The t-test statistical analyzed were used to compare the mean of the teacher's response and educational expertise response.

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

### **3.10. Ethical Consideration**

Ethical considerations are expected to arise in any kind of research study. This paper therefore takes into consideration of those ethical issues on formulating and clarification of the topic, literature, design, access and use of data, analysis and report of the findings in a moral and

responsible way. Participants were assured that the source of data collected would remain confidential and that anonymity will be maintained. In addition, oral consensus with all the participants and an official letter from the Department of Educational planning and Management was filed and taken along.

The integrity of all participants to the study shall be upheld with the objective and other processes of the study made explicit. The study shall use ways and methods of analysis and report the same in the manner that shall not be embarrassing, stressful, discomforting, painful or harmful to the readers and the participants.

## **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

### **Introduction**

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to assess Human Resource Management practices and its contribution to quality education in sampled Hadiya zone secondary schools. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with Human Resource Management practices by observing the comments written in the Human Resource Management practices documents and assesses the practices of human resource management, specially the availability and conditions of resources.

### **4.1. Data Presentation, Analysis and Interpretation**

This part of the thesis deals with the presentation, interpretation and analysis of the data gathered from the sample of secondary schools, Woreda education offices (WEOs), Zone education Department (ZED) and Regional Education Bureau (REB) of the SNNPR state. The data obtained through questionnaires, interview and documents review 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 above mentioned respondents. Out of the total 264 questionnaires of which 70 were distributed to educational experts and personnel, 80 % (56) were filled in and returned. On the other hand, from the remaining 194 questionnaires distributed to the teachers, 89% (171) filled and returned. Therefore, out of the total distributed questionnaires, 86 % (227) filled and returned.

The rate of return of the questionnaires was 86 %, 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 were presented subsequently for each table in this section of the study.

## 4.2. Characteristics of the population under the study

In order to maximize varieties of the study group's 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.

**Table 3 Description of respondents by sex, Age, Education level and Service year**

No	Item		Respondents									
			Teachers (73.3%)		Principals and vice principals (6.9%)		Educational experts and personnel (woreda) (11%)		Educational experts and personnel (Bureau and Zone) (8.8%)		Total	
			No	%	No	%	No	%	No	%	No	%
1	sex	Male	141	82.5	18	100	18	75	12	85.7	189	83.3
		Female	30	17.5	-	-	6	25	2	14.3	38	16.7
		Total	171	100	18	100	24	100	14	100	227	100
2	Ages in year	20 and below	-	-							-	-
		21-30	37	21.6	2	11.1	-	-	-	-	39	17.2
		31-40	85	49.7	11	61.1	14	58.3	8	57.1	118	52
		41-50	41	24	4	22.2	7	29.2	5	35.7	57	25.1
		51 and above	8	4.7	1	5.6	3	12.5	1	7.2	13	5.7
		Total	171	100	18	100	24	100	14	100	227	100
3	Education	Certificate	2	1.2	-		-		-		2	1
		Diploma	76	44.4	2	11.1	4	16.7	3	21.4	85	37.4
		Degree	84	49.1	12	66.7	14	58.3	7	50	117	51.5
		MA/MSc	9	5.3	4	22.2	6	25	4	28.6	23	10.1
		Total	171	100	18	100	24	100	14	100	227	100
4	Service year	5 and below	12	7	2	11.1	4	16.7	2	14.3	20	8.8
		6-10	41	24	6	33.3	4	16.7	2	14.3	67	29.5
		11-15	68	39.8	8	44.5	12	50	6	42.8	80	35.2
		16-20	31	18.1	2	11.1	2	8.3	4	28.6	39	17.2
		21 and above	19	11.1	-		2	8.3	-	-	21	9.3
		Total	171	100	18	100	24	100	14	100	227	100

As it can be observed from table 3 of item one, the majority 171(75.3 %) of the teachers, 18(7.9 %) of the principals, 24(10.6 %) of the woreda, 14 (6.2 %) of the zone and regional educational Bureau experts and personnel's were found to be males. The grand total of sex, 189(83.3 %) of respondents were males and 38 (16.7 %) 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 educational 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, 130(57.7 %) of the respondents fall within the age of 51 and above, 39 (17.2 %) of them fall with the age range of 21-30. The remaining 118 (52 %) and 57 (25.1 %) of the respondents were within the age of 31-40 and 41-50 respectively. From the table one can understand that most of the respondents matured enough, since they are found in the adult age group and their responses could be dependable.

As far as item three of table 3 is concerned, 2 (1.2 %), 76(44.4 %), 84(49.1 %), 9(5.3 %), of the teacher respondents had certificate, diploma, degree and MA/MSC respectively. From this data we can understand that 84(49.1 %) 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 to the school principals and vice principals 2(11.1 %), 12(66.7 %), and 4 (22.2 %), were diploma, degree and MA holders respectively. This indicates that 4 (22.2 %), of the principals and vice-principals have required qualification to lead at secondary school level, according to Ministry of Education standard.

In relation to service year, as shown in item four of table 3, the majority 68(39.8 %), of the teachers served have between 11-15 years. Also the majority 8(44.5%), of the principals and vice principals, 12 (50%), of the woreda educational experts, and 6 (42.8%), of the zone and regional bureau educational experts have served between 11-15 years. The remaining numbers of respondents, 31(18.1 %), 41(24 %), and 19(11.1 %) of teachers have served between 6-10 years, 16-20 years, 21 and above years respectively. As we can see from the data, the majority of teachers and experts have adequate teaching experiences and the administrative skills in the area they have been entitled to undertake their assignment.

**Table 4 Teachers qualification/educational level**

No	Name of school	Name of woreda	Educational level of teachers								Total
			Certificate		Diploma		Degree		MA/MSc		
			No	%	No	%	No	%	No	%	
1	Wolde Hanna Secondary	Hosana administration	-	-	36	32.1	61	54.5	15	13.4	112
2	Fonko Secondary	Anna Lemmo	-	-	33	30.6	70	64.8	5	4.6	108
3	Jarso Secondary	Misrak badawacho	-	-	12	60	8	40	-		20
4	Lenda Secondary	Mirab badawacho	-	-	15	50	15	50	-		30
5	Danama Secondary	Mirab badawacho	-	-	38	55.9	28	41.2	2	2.9	68
6	Bonosha Secondary	Shashogo	1	1.4	39	54.2	28	38.9	4	5.6	72
7	Lisana Secondary	Lemmo	-	-	20	47.6	22	52.4	-		42
8	Korga Secondary	Misrak badawacho	1	4.5	11	50	10	45.5	-		22
9	Ajabe Secondary	Misrak badawacho	-	-	15	88.2	2	11.8	-		17

Source: Hadiya Zone Educational Department

The standard of Ministry of Education for secondary school teachers is first degree is the minimum required qualification. The qualification of the sampled Zone teaching staff for the sampled secondary school, indicated in the table above shown, from the total teaching staff in the sampled secondary schools, 244 (49.7%) of them have qualified for minimum requirement, i.e. first degree. The rest 219 (44.6%) and 2 (0.4%) of them have college diploma and certificate respectively. From the same table we understand 221(45%) of the teaching staff population are found to below the standards of the Ministry of Education. As a result, from this, reality one the researcher can concluded that the human resource management practices is not properly contribute to quality education as standards of minimum requirement.

The Regional educational Bureau document indicated that the regional state's HRM practices faced the following problems.

- Inappropriate recruitment and selection practices
- 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 rule, and regulation

According to the Hadiya Zone Education Department document, indicated HRM practices faced the following major problems

- Shortage of skilled and qualified manpower at each level of educational sector and secondary schools in Zone.
- High turnover of professionals and management,
- Lack of clear human resource development rule, and regulation
- Lack of commitment by top management on human resources,
- In appropriate recruitment practice and manual that negatively affect the quality of education and,
- Absence of minimum requirement qualification employees at secondary schools

#### **4.3. Analysis of the H R Management Practices and Its contribution to education quality**

The management of academic staff bases up on work force planning for efficient and effective human resource management. Work force 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 literature review, work force 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 work for which they are economically most useful.

Human resource planning is used to show the ways of improving performance and contribute to quality services. As stated by Meggison(1981:125) that 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 human resource planning practices and its contribution to educational quality of the schools, offices and Bureau related to the HRP principles and the regional polices in the area was described based on the responses obtained on the following table.

**Table 5 Views of Official's Experts and principals about human resource planning contribute to educational quality**

No	Item	Level of agreement	Principals(n=18)			Experts(n=38)			t-test
			F	%	Mean	F	%	Mean	p-value
1	clear directives and regulations in HRP contribute to educational quality	S A	8	44.4	2.17	16	42.1	2.03	.994
		A	4	22.2		10	26.3		
		N	2	11.1		4	10.5		
		D	1	5.5		6	15.8		
		S D	1	5.5		2	5.3		
2	Contribution of skilled and experienced personnel contribute to educational quality	S A	12	66.6	2.67	18	47.4	2.66	.192
		A	6	33.3		14	36.8		
		N	-	-		4	10.5		
		D	5	27.7		2	5.3		
		S D	1	5.5		-	-		
3	Assessment of demand-supply side of trained work force need contribute to educational quality	S A	10	56.6	2.33	14	36.8	2.42	.860
		A	8	44.4		13	34.2		
		N	-	-		5	13.2		
		D	-	-		3	7.9		
		S D	-	-		3	7.9		
4	Adequacy and availability of the required skilled work force to undertake HRP at every level	S A	9	49.9	3.44	14	36.8	3.53	.072
		A	8	44.4		12	31.6		
		N	1	5.5		8	21		
		D	-	-		4	10.5		
		S D	-	-		-	-		
5	HRM practices based on pre-plan in the education sectors	S A	4	22.2	2.28	16	42.1	2.45	.217
		A	8	44.4		12	31.2		
		N	2	11.1		6	15.8		
		D	3	16.7		2	5.3		
		S D	1	5.5		2	5.3		
6	Bureau /office HRP to attract or retain academic staff in sufficient	S A	1	5.5	2.67	12	31.2	2.63	.640
		A	6	33.4		13	34.2		
		N	2	11.1		7	10.4		
		D	9	49.9		3	7.9		
		S D	-	-		5	13.2		
		S A	-	-		-	-		
7	The clear functional HRP practice contribute to quality education	S A	8	44.4	2.89	15	39.5	3.03	.719
		A	8	44.4		13	34.2		
		N	2	11.1		8	21		
		D	-	-		-	-		

Note: Degree of freedom (df) =55, critical (table value) t=2.00, level of significance (p) <0.05, strongly A. = strongly agree, strongly D =strongly disagree, Mean value >3 high, mean=3 moderate and mean <3 low,

As it can be observed from the above table of item one, (44. %) of principals and 24.1% of experts agreed up on the clear direction and regulation on human resource planning practices contribute to educational quality at every level and while, 5.5% of principals and 15.8% of experts disagree on this issue. The mean values of 2.17 and 2.03 for principals and experts respondent respectively showed that there is disagreements of both groups on the issue. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05.

Regarding, item -2, the existence of skilled work force that conduct the activities of human resource planning contribute to educational quality at every level, 66.6% of principals and 47.4% of experts strongly agreed that the skilled work force contribute to quality services in educational institutions is very important. Moreover, at 95 percent confidence interval both the principals and experts mean response were less than the moderate mean value ( $x=3$ ). The T-test result also showed that there is no statistical significant difference between principals and experts respondents. Therefore, it is possible to conclude the skilled work forces that conduct in the activities of human resource management practices contribute to quality education at every level of institution. The interviewed one of principals said” *that one of the problem is secondary schools skilled work force was the problems of turnover of teaching experiences staff*”.

As it can be seen from table-5, item 3, 56.6% of principals and 36.8% of experts respondents strongly agreed that the assessment of demand-supply side of trained work force need should be contribute to educational quality for secondary school and while, 7.9% of experts disagree on this issue. The mean values of 2.33 and 2.42 for principals and experts respondent respectively showed that there is disagreements of both groups on the issue. . The calculated t-test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05. One can conclude that the assessment of demand-supply trained work force contributes to quality education.

Regarding item 4, 49.9 percent of principals and 36.8 percent of experts strongly agreed adequacy and availability of the required skilled work force to undertake HRP at every level contribute to quality education with a mean value of 3.44 and 3.53 respectively which is greater than the neutral value ( $x=3$ ). However, 44.4 percent of the principals and 31.6 percent

of experts agreed to this issue. Moreover, the calculated mean values were 3.44 and 3.53 for principals and experts respectively revealing that both groups agree that the adequacy and availability of the required skilled work force to undertake HRP at every level contribute to quality education. Besides, the p-value is greater than 0.05 levels of significance. This confirms that both expressed their agreement to the item stated.

In relation to item -5, of table 5, 44.4 % of principals and 31.2% of experts responds as agreed on idea that the HRM practices based on pre-plan in the education sectors contribute to quality education very high with, mean value 2.28 and 2.45 respectively. 15.8% of principals and 5.8 %of experts' disagree on this issue. Moreover, p-value is greater than 0.05, which implies that there is no statically significant difference between the two groups of respondents. In supporting the survey result, interview conducted with principals of the schools. Accordingly, he explained that objectives of HRM practices based on pre-plan in the education sectors contribute to quality education. From this, one can conclude that the HRM practices based on pre-plan in the education sectors contribute to quality education. This may help teaching staffs aware about the over duties and responsibilities what they are going to do on the process of educational quality practice at school.

Bureau /office HRP to attract or retain academic staff in sufficient, as it were indicated in item 6 of table5, majority (49.9%) of the principals and experts (10.4%) respondents disagreed on the statement stated. The calculated mean value for principals (2.67) and experts (2.63) indicated that both groups disagreed that the Bureau /office HRP to attract or retain academic staff in sufficient. This may confirm that both expressed their disagreement to the issue stated. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05.

Clear functional HRP practices contribute to quality education, as it were indicated in item 7 of table5, majority (44.4%) of the principals and experts (39.5%) respondents strongly agreed on the statement stated. The calculated mean value for principals (2.89) disagreed but experts (3.03) indicated that agreed that the clear functional HRP practice contribute to quality education. This may confirm that one group expressed their disagreement to the issue stated but the other group expressed their agreement to the issue stated. Generally, there are no

statistical significant differences between principals and experts in all items listed in the above table.

As a whole, the findings that obtained from the analysis of items of table -5, indicate that the contribution of human resource planning practices to quality education from regional educational bureau to each level of ladder in the sector is very high. Furthermore, the interview conducted with education offices and bureau confirmed that:

*“The contribution of pre- plan to quality education is high. In contrary, the interviewed answered that there was a poor teaching staff human resource-planning practice, which, influence the quality of education in each level”.*

#### **4.4. Recruitment and selection of teaching staff practices and its contribution to quality education**

As it discussed in the review of literature part, the first operation function of human resource management practices is concerning with obtaining of proper kind and number of personnel contribute to quality education also necessary to accomplish organizational goals. Procurement deals with determination of human resource management 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 practices contribute to quality education in the sampled zone based on the following table. In the attempt to investigate whether the educational offices and regional education bureau was recruited teaching staff for secondary schools following the recruitment steps and producers , questions concerning recruitment were posed to woreda and zone educational offices as well as for regional education bureau experts .

**Table 6 : Views of experts and principals about recruitment and selection of teaching staff practices contribute to quality education**

No	Item	Level of agreement	Principals(n=18)			Experts(n=38)			t-test p-value
			Fr	%	Mean	Fr	%	Mean	
1	Recruitment and selection of teaching staff practices conducted based on pre-plan	S A	9	49.9	2.11	16	42.1	2.11	.719
		A	8	44.4		12	31.2		
		N	1	5.5		6	15.8		
		D	-	-		2	5.3		
		S D	-	-		2	5.3		
2	Quality of internal recruitment based on personnel policies and directives other than incurring some inequalities in the procedures.	S A	8	44.4	2.72	14	36.8	2.68	.994
		A	8	44.4		12	31.6		
		N	2	11.1		8	21		
		D	-	-		4	10.5		
		S D	-	-		-	-		
3	Utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff	S A	10	55.6	2.50	24	63.2	2.38	.192
		A	8	44.4		6	15.8		
		N	-	-		6	15.8		
		D	-	-		2	5.3		
		S D	-	-		-	-		
4	Following the necessary steps, rules, and personnel policies to conduct the recruitment of academic staff in your Bureau/Office	S A	8	44.4	3.67	18	47.4	3.46	.860
		A	9	49.9		14	36.8		
		N	1	5.5		4	10.5		
		D	-	-		2	5.3		
		S D	-	-		-	-		
5	The advertising vacancies found in school system	S A	11	61.1	2.50	13	34.2	2.38	.072
		A	-	-		4	10.5		
		N	1	5.5		6	15.8		
		D	6	33.3		15	39.5		
		S D	-	-		-	-		
6	The best qualified individuals that help to contribution educational quality in schools level	S A	8	44.4	2.72	14	36.8	2.65	.217
		A	7	38.9		13	34.2		
		N	3	16.7		5	13.2		
		D	-	-		3	7.9		
		S D	-	-		3	7.9		

Note: Degree of freedom (df) =55, critical (table value) t=2.00, level of significance (p) <0.05, strongly A. = strongly agree, strongly D =strongly disagree

As shown in the table -6, of item 1, the respondents' agreements that whether the recruitment and selection of teaching staff practices conducted based on pre-plan human resource management practices and its contribution to quality education plan or not. The majority of respondents (49.9 %) of the principals and (42.1%) of the experts respondents reported that the recruitment and selection practices conducted in the absence of pre-determined plan. The rest (5.5 %) of principals and (15.8 %) of experts the respondents have reported respectively that it was neutral on this issue. Subsequently, as the majority of the respondents underline on the issue that the recruitment were conducted in the absence of human resource plan. This has revealed/exposed/ the poor existing human resource management practices system of the educational sector concerning the matter at each level of hierarchy in the area the study.

The mean values of 2.11 and 2.11 for principals and experts respondent respectively showed that there is disagreements of both groups on the issue. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05.

In item -2, of the same table, the question of the recruitment based on personnel policies and directives other than incurring some inequalities in the procedures was asked the respondents in order to rate them. Accordingly, (44.4 %) of principals and (36.8%) of experts respondents witnessed that the contribution of skilled work force was strongly agree. On the other hand, the substantial amount (11.1 %) of principals and (21%) of experts from the total respondents reported that recruitment based on personnel policies and directives other than incurring some inequalities in the procedures low.

The calculated mean value for principals (2.72) and experts (2.68) indicated that both groups disagreement that recruitment based on personnel policies and directives other than incurring some inequalities in the procedures. This may confirm that both expressed their disagreement to the issue stated. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05.

Based the above respondents, the interview held with school principals, woreda and zone education offices as well as regional education bureau official that interviewed the one was

principal answered *“in sample zone recruitment practices not on base of plan but on interests of management bodies”*.

In item -3, of the same table, the question of utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff was asked the respondents in order to rate them. Accordingly, (55.6%) of principals and (63.2%) of experts respondents witnessed that the utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff was strongly agree. On the other hand, the considerable amount ( 5.3%) of experts from the total respondents reported that of utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff was low.

The calculated mean value for principals (2.50) and experts (2.38) indicated that both groups disagreement that utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff. This may confirm that both expressed their disagreement to the issue stated. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05.

As indicated table-6, item-4, the respondents were requested whether the recruiters following the necessary steps, rules and policies in recruitment was contribute to quality education or not. Accordingly, considerable amount (49.9%) of principals and (36.8%) of experts from the total respondents said that necessary steps, rules and policies were followed in conducting recruitment of teaching staff practices contribute to quality education. However , (5.5%) principals and (10.5 %) of experts reported that following the steps were neutral. As the result, from this data, it can be interfered that the recruiters of teaching staff at every level of the education sector, from the regional bureau to woreda education offices might not following the necessary steps, rules and policies of recruitment and selection that influences quality of education at every level.

The mean values of 3.67 and 3.49 for principals and experts respondent respectively showed that there is an agreements of both groups on the issue. The calculated t- test result indicated

that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the recruiters following the necessary steps, rules and policies in recruitment was contribute to quality education.

The advertising vacancies found in school system, as it were indicated in item 5 the existing vacancies in school within the zone, both the study groups was asked to show their agreement. In view of that, the considerable (33.3%) of principals and (39.5%) experts of the respondents have reported that the existing system was disagreed. On the other hand, a great majority 20(35.7 %) of the total respondents witnessed that the existing system of advertising was strongly agreed. The rest, (61.1%) of principals and (34.2 %) experts of the respondents were that was agreed and neutral respectively. Therefore, based on the responses of the majority, the existing system of advertising vacancy contributes to quality education.

Item -6, of the same table deals with the best-qualified individual that contributes to quality education. As reported by (38.9 %) of principals and (34.2%) experts of the total respondents agreed. However (16.7 %) of principals and (13.2%) experts of the respondents reported that qualified teachers for secondary schools were neutral. The mean values of 2.72 and 2.65 for principals and experts respondent respectively showed that there is disagreements of both groups on the issue. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05. The implication of the respondents report show that the qualified individuals contribute to quality education but current qualified employees select at during recruitment period very low which influence the quality education in every level.

In general, from the above items of analysis, one can understand that there was the appropriate recruitment and selection practices contribute to quality education. However, if lack of appropriate recruitment and selection practices and due attention was not given to secondary school teaching staff recruitment and selection at every level of the educational institutions. On the other hand, if the school recruits the right people in most aspects, running schools will become quality education services. 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 quality education services.

Identifying and attracting suitable depends on the effectiveness of institutional advertising, both in terms of the substance of the advertisement and the extent to which it reaches the target audience. Once candidate has been identifying the principles of selection on merit based should applied as for any other method of recruitment. Missing it at this in recruitment and selection results inappropriate organizational goals achievement.

#### **4.5. Appraisal of Teaching staff practices and its contribution to quality education**

The purpose of teacher`s performance appraisal include performance appraisal planning, task assignment, supervising/assisting, measurement, evaluation, feedback, control and the application of associated incentives. The sum of these elements constitutes the contribution system to which teachers are subjected in the execution of their jobs. At best, the performance appraisal management practices 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 various elements of the above are missing, loss of not properly designed or enforced. In light of the above idea, the activities of teacher`s appraisal management practices and its contribution to quality education investigated and analyzed based on the responses obtained from the respondents as described here under.

**Table 7: Views of teachers and experts about appraisal of teaching staff practices and its contribution to quality education**

No	Item	Level of agreem	Teachers(n=171)			Experts(n=38)			t-test
			Fr	%	Mean	Fr	%	Mean	P -value
1	Results of performance appraisal is used to contribute quality education	S A	76	44.4	2.63	13	34.2	3.77	.994
		A	82	48		15	39.5		
		N	13	7.6		6	15.8		
		D	-	-		4	10.5		
		S D	-	-		-	-		
2	Output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality	S A	62	36.3	3.81	16	42.1	3.82	.192
		S A	82	48		12	31.2		
		A	14	8.2		6	15.8		
		N	10	5.8		2	5.3		
		D	3	1.7		2	5.3		
3	Appraisal results have been free from bias and favoritism contribute to education quality	S A	82	48	3.74	15	39.5	3.84	.860
		A	84	49.1		12	31.2		
		N	5	2.9		6	15.8		
		D	-	-		5	13.2		
		S D	-	-		-	-		
4	Academic staff appraisal periodically conducted and informed their strengths and weakness through evaluation	S A	62	36.3	3.98	12	31.2	3.80	.072
		A	82	48		13	34.2		
		N	13	7.6		6	15.8		
		D	14	8.2		5	13.2		
		S D	-	-		2	5.3		
5	Evaluate teachers in your school to improve their effectiveness in promoting teaching learning	S A	56	32.7	3.82	15	39.5	3.79	.217
		A	98	57.3		13	34.2		
		N	8	4.7		6	15.8		
		D	7	4.1		4	10.5		
		S D	-	-		-	-		
6	Academic staff performance appraisal conducted based on well-established and clear criteria	S A	82	48	3.61	12	31.2	3.86	.549
		A	86	50.3		15	39.5		
		N	3	1.7		5	13.2		
		D	-	-		6	15.8		

Note: Degree of freedom (df) =226, critical (table value)  $t=1.98$ , level of significance (p)  $<.05$ , strongly A. = strongly agree, strongly D =strongly disagree

The above table demonstrates that the response for the question presented, the appraisal of teaching staff practices and its contribution to quality education was administrated.

The first item of table 6 shows, the appraisal of teachers practices and its contribution to quality education. To determine the results of performance appraisal are used to contribute quality education in 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, (48%) teachers and (39.5%) experts of respondents responded agree that teaching staff evaluation practices and its contribution to quality education. On the other hand, other respondents who were (44.4%) teachers and (34.2 %) experts answered that teaching staff evaluation had strongly agree impact on contributing overall teaching- learning process. However, (7.6 %) teachers and (15.8%) experts reported both groups neutral on the issue.

The mean values of 2.63 and 3.77 for principals and experts respondent respectively showed that there is disagreements in teachers but agreement in experts ups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This is shows there were no statistical significant differences between teachers and expert respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the result of performance appraisal used to contribute quality education in secondary schools.

The respondents also answered about the output academic staff evaluation performance asked at same table item-2, has indicated that (48%) teachers and (31.2%) experts of the respondents reported agree the output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality in secondary schools. Whereas (36.3 %) teachers and (42.1%) experts of the respondents have indicated strongly agree the output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality in secondary schools. The remaining respondent, of them shows their level of agreement by saying neutral and disagree respectively.

The mean values of 3.81 and 3.82 for principals and experts respondent respectively showed that there is an agreements of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value 0.95 is greater

than the alpha 0.05. This shows there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality in secondary schools.

The respondent also asked to indicate the agreement that the appraisal results free from biases and favoritism. As indicated on item three, of same table, (49.1 %) teachers and (31.2%) of the respondents indicated that agreement and (48%) teachers and (39.5%) experts of the respondents indicated strongly agreements the result of appraisal free from biases and favorites which contribute to quality education. Moreover, the mean values of 3.74 and 3.84 for principals and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This shows there were no statistical significant differences between teachers and expert respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the result of appraisal free from biases and favorites which contribute to quality education.

The respondent also asked to indicate the agreement that the Academic staff appraisal periodically conducted and informed their strengths and weakness. As indicated on item four, of same table, (48 %) teachers and (34.2%) of the respondents indicated that agreement and (36.3%) teachers and (31.2%) experts of the respondents indicated strongly agreement the Academic staff appraisal periodically conducted and informed their strengths and weakness which contribute to quality education. Moreover, the mean values of 3.98 and 3.80 for principals and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This shows there were no statistical significant differences between teachers and expert respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the Academic staff appraisal periodically conducted and informed their strengths and weakness which contribute to quality education.

The respondent also asked to indicate the agreement that evaluate teachers in your school to improve their effectiveness in promoting teaching learning. As indicated on item five, of same table, (57.3 %) teachers and (34.2%) of the respondents indicated that agreement and (32.7%) teachers and (39.5%) experts of the respondents indicated strongly agreement the evaluate teachers in your school to improve their effectiveness in promoting teaching learning which contribute to quality education. Moreover, the mean values of 3.82 and 3.79 for principals and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This is shows there were no statistical significant differences between teachers and expert respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the evaluate teachers in your school to improve their effectiveness in promoting teaching learning which contribute to quality education.

The respondent asked about the basis of staff appraisal performance. The six item of the same table has indicated that (50.3%) teachers and (39.5%) experts reported agreement of establishment and clarity of criteria of staff performance appraisal practices contribute to quality education. Whereas 82 (48 %) teachers and (31.2%) experts of the respondent has indicated the strongly agreement the establishment and clarity of the existing evolution criteria contribute to quality education. Moreover, the mean values of 3.61 and 3.86 for principals and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This is shows there were no statistical significant differences between teachers and experts' respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the evaluate teachers in your school to improve their effectiveness in promoting teaching learning the basis of staff appraisal performance which contribute to quality education.

From this fact, we understand that majority of respondents' responded agreement that the results of performance appraisal teaching staff evaluation practices contribute to quality education. Almost the same numbers of respondents reported that the output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education

quality in secondary schools. In the same token, majority of the respondents indicated the result of appraisal free from biases and favorites, which contribute to quality education. Finally, considerable portion of respondents reported that the establishment and clarity of criteria of staff performance appraisal contribute to quality education.

On whole, from this analysis one can figure out that the overall teaching staff appraisal practices contribute to quality education in institution at every level. However, in the sample zone not based on clear and transparent producers and criteria according to the interview held with school principals, and woreda offices. Besides, its effects have influence the quality of education, and school goal achievement as explained. Thus, this situation needs a critical attention to lessen the identified problems from education system.

#### **4.6. Training for teaching staff practices and its contribution to quality education**

The kind of people required to the teaching staff of a secondary school is basic factor for achieving the school objectives. Acquiring the required teachers by self does not guarantee the attainment of school institutional goals. Therefore, it is essential 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 researcher was how teaching staff training practices contribute to quality education in the sampled secondary school. Based on this, the following table were analyzed, considering the responses obtained on the current of teaching staff training practices.

**Table 8: Views of teachers about training of teaching staff practices and its contribution to quality education**

No	Item	Level of agreement	Teachers(n=171)			Experts(n=38)			t-test
			Fr	%	Mean	Fr	%	Mean	p-value
1	Training needs are periodically assess effectively implemented	S A	82	48	3.29	14	36.8	3.77	0.6
		A	84	49.1		12	31.6		
		N	5	2.9		8	21		
		D	-	-		4	10.5		
		S D	-	-		-	-		
2	Training brings about some changes to trainees` working system	S A	62	36.3	3.16	15	39.5	3.36	-0.72*
		A	82	48		13	34.2		
		N	13	7.6		6	15.8		
		D	14	8.2		4	10.5		
		S D	-	-		-	-		
3	Teachers are providing with different professional improvement training programs	S A	62	36.3	3.38	18	47.4	3.45	1.2
		A	82	48		14	36.8		
		N	14	8.2		4	10.5		
		D	10	5.8		2	5.3		
		S D	3	1.7		-	-		
4	Fairness and transparency of selection criteria for further education at school level	S A	76	44.4	2.91	12	31.2	2.39	-0.43*
		A	82	48		13	34.2		
		N	13	7.6		6	15.8		
		D	-	-		5	13.2		
		S D	-	-		2	5.3		
5	Training is compatible with the training programs and the individual trainer who holds	S A	82	48	2.82	14	36.8	2.71	-0.1*
		A	84	49.1		12	31.6		
		N	5	2.9		8	21		
		D	-	-		4	10.5		
		S D	-	-		-	-		

Note: Degree of freedom (df) =226, critical (table value) t=1.98, level of significance (p) <0.05, strongly A. = strongly agree, strongly D =strongly disagree

In Table-8, response of item one, (49.1%) teachers and (31.6%) experts of the respondents agreed that the training needs are periodically assess effectively implemented contribute to education quality in secondary schools. On the other hand, (48 %) teachers and (36.8 %)

experts of them reported that strongly agreed on the issue. Moreover, the mean values of 3.29 and 3.77 for teachers and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This is shows there were no statistical significant differences between teachers and experts respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the training needs are periodically assess effectively implemented contribute to education quality in secondary schools.

From the same table, item 2, about the given training brings about some changes to trainees' working system contribute to education quality in secondary schools asked to show their agreement. The majority (48%) teachers an (34.2%) expert of the respondent agreed on the training brings about some changes to trainees' working system. On the same, issue (36.3%) teachers and (39.5 %) expert of them show their strongly agreement on the issue. Moreover, the mean values of 3.16 and 3.36 for teachers and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is less than the alpha 0.05. This is shows there were statistical significant differences between teachers and experts' respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the given training brings about some changes to trainees' working system contribute to education quality in secondary schools.

From the same table, item3, about teachers are providing with different professional improvement training programs contribute to education quality in secondary schools asked to show their agreement. The majority (48%) teachers an (36.2%) expert of the respondent agreed on teachers are providing with different professional improvement training programs. On the same, issue (36.3%) teachers and (47.4 %) expert of them show their strongly agreement on the issue. Moreover, the mean values of 3.38 and 3.45 for teachers and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is greater than the alpha 0.05. This is shows there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at

alpha 0.05. Therefore, the majority of the respondents confirmed that the given training brings about some changes to trainees' working system contribute to education quality in secondary schools.

As indicate in the table-7 item 4, (49.1%) teachers and (31.6%) experts of responded as agreed the statement that says fairness and transparency of selection criteria for further education at school level contribute to quality education. Moreover, the mean values of 3.38 and 3.45 for teachers and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is less than the alpha 0.05. This is shows there were statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the statement that says Fairness and transparency of selection criteria for further education at school level contribute to quality education.

As indicate in the table-7 item 5, (48%) teachers and (34.2%) experts of responded as agreed the statement that says fairness and transparency of selection criteria for further education at school level contribute to quality education. Moreover, the mean values of 3.38 and 3.45 for teachers and experts' respondent respectively showed that there is an agreement of both groups on the issue. The calculated t- test result indicated that at  $df=226$ , and at the level of significance 0.05, that the calculated p-value is less than the alpha 0.05. This is shows there were statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05. Therefore, the majority of the respondents confirmed that the statement that says Fairness and transparency of selection criteria for further education at school level contribute to quality education.

To sum up, from the analysis one can figure out that the overall teaching staffs training practices contribute to quality education in institution at every level. However, in the sample zone not based on clear and transparent producers and criteria according to the interview held with school principals, and woreda offices. Besides, its effects have influence the quality of education, and school goal achievement as explained. Thus, this situation needs a critical attention to lessen the identified problems from education system.

In line with this interview was conducted with Educational experts regarding the issue of work in human resource management practices in quality education. He emphasized, on their activities in human resource management practices to contribute quality education in secondary schools.

*“Their respond indicated that there is formally the activity on the paper at every level of education sector but each and every point is not functional. This is the because of “the lack of commitment of to management and skilled personnel at every level of education sector”.*

The responses of interview from the school principals and vice principals, also support this idea that the activities in human resource management practices to contribute quality education in secondary schools were very low and so how can encourage and develop the activities of human resource managements and its contribution at each level of in the sector.

Like that, document analysis indicates, Technique commit, Experts, Department of human resource management and String Commit are documented in each education level but it is not functional. This is because of the top management does not create continuous awareness about the human resource management practices and its contribution to quality services.

#### **4.7. Challenges in human resource management practices to quality education**

The following table presents the opinion of respondents about teaching staff challenges. The researcher initiated to identify whether or not the existence of teaching staff challenges and reasons.

**Table 9: Views of teachers and experts about the challenges in HRM practices to quality education**

No	Item	Numbers of respondents	%
1	Which one the challenges in HRM practices at your school? A/ Lack of commitment	9	4
	B/Lack of experiences	10	4.4
	C/Blood relation	40	17.6
	D/Political relation	44	19.4
	E/All of above	124	54.6
2	Is there academic staff turnover Challenges of HRM at your school? A/ Yes	167	73.4
	B/ No	60	26.4
3	What is the best reason for turnover of teaching staff? A/ Low salary	128	56.3
	B/Interference of leaders	68	30
	C/Dissatisfaction of school environment	31	13.7
4	Did you think which one the challenges in HRM practices in the secondary schools? A/Blood relation	9	4
	B/Low salary	40	17.6
	C/ Nepotism	10	4.4
	D/The-regional Bureau office	42	18.5
	E/All except "D"	126	55.5
	Total	227	100

As shown in the table, the respondent replied that the challenges in human resource management practices to contribute quality education in the sample zone secondary schools. As the item one from this table, the majority 124(54.6 %) of the respondents replied that the challenges in the sample zone lack of commitment, lack experiences, blood relation and political relation. From the above data only few of respondents reported 44 (19.4 %) and 40 (17.6 %) political relation and blood relation respectively. From this, one can understand that the sampled zone has no sufficient committed, experienced and unwanted political and blood relation and this can challenged as well as influenced the quality education given by sample zone employees.

The second item of the same table the majority 167 (73.4 %) of the respondents replied the existence of teaching staff turnover challenge at sampled zone. Documents assessed at zone education department and interview held with school principal and educational offices

revealed that there was a teacher turnover challenge at every school in the zone. It indicted that in the sample zone secondary school the teaching staff turnover influenced the contribution of human resource management practices to quality education.

From item three of the above table, those who agreed the existence of teaching staff turnover were further asked to specify their reasons. The majority of the respondents 128 (56.3 %) reported that the best reason of the teaching staff turnover was the status of teaching profession. On other hand some of the substantial portion of respondents 68 (30%) reported that the reasons for teacher`s turnover was boss interference. Concerning this issue the supplement answers from the open-ended question, the respondents also mentioned some other reasons like inappropriate facility in the school, lack of trained school principal, and absence of motivating factor in working environment were some of the reasons that could be cited by respondents.

In general, human resource management challenges can relate to quality education issue especially with human resource planning practices and its contribution to quality education. 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 aspects which indicates the systematic and continuing process of analyzing an organization`s human resource needs under changing condition and developing personnel polices appropriate to the longer-term effectiveness of the organization. However, the current sampled zone 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 relationship, inadequate recruitment and selection, poor promotion, and ineffective supervision or management were some to mention.

#### 4.8. Challenges in human resource management practices in secondary schools

**Table 10: Responses of teachers and experts about the challenges in HRM practices**

No	Item	Respondents						t-test
		Teachers,(N= 171)			Experts,(N =56			
		Mean	S.D	Rank of mean	Mean	S.D	Rank of mean	p-value
1	Lack of experiences of responsible bodies	2.44	1.174	10	2.89	1.18	9	-0.4*
2	Lack of commitment by management	3.86	1.053	5	3.696	1.07	6	0.1
3	Turnover of teaching staff	3.73	1.178	6	3.8	1.2	3	-0.07*
4	Low salary	3.99	.844	2	3.875	.875	1	0.15
5	In appropriate of recruitment and selection	3.93	1.331	3	3.785	1.34	4	0.11
6	Blood relation	3.62	1.018	7	3.678	.974	7	-0.05*
7	Political relation	3.92	1.265	4	3.821	1.30	2	0.08
8	Lack of adequate budget	4.04	1.081	1	3.767	1.07	5	0.28
9	Dissatisfaction of school environment	3.04	1.241	9	2.982	1.151	8	0.06
10	Lack of clear regulation& rule	3.45	1.169	8	2.392	.679	10	1.77

**N.B, Mean value > high, mean=3 neutral, and mean vale <3 low, Degree of freedom (df) =226, critical (table value) t=1.98, level of significance (p) <0.05, S.D is standard deviation**

There are many reasons that may tackle organizations or education sector to carry out human resource management practices. It is found that the most serious impediments are lack of experiences, absences of conducive environment, lack of trained manpower in the field of human resource department lack of support from the concerned bodies, etc. As many writers

have indentified in many literatures. Accordingly, possible reasons mentioned and provided to teachers and experts as options to be marked. Based on the responses provided, mean was calculated, and hence a rank order made to identify the most serious constraints of human resource management practices.

As indicated in table 10, it found that both teachers and experts point out and ranked in terms of the degree of constraint. Accordingly, Lack of adequate budget, Low salary, were found to be the first constrains with mean value of 4.04, and, 3.99, respectively. Moreover, the mean rating compared between the responses of the teachers and experts with respect to item given shows that at  $df = 226$ , and at the level of significance 0.05, that the calculated t-value 0.28 and 0.15 respectively is less than the critical (table) vale 1.98. This is shows that there is no statistical significant mean difference between responses of the two groups. Therefore, the majority of the respondents confirmed that the statement that says Lack of adequate budget, Low salary, were the first constrains to quality education.

At same table 10, it found both teachers and experts point out ranked, inappropriate of recruitment and selection, turnover of teaching staff, were found the second constraints with mean value of 3.93 and 3.8 respectively. Moreover, the mean rating compared between the responses of the teachers and experts with respect to item given shows that at  $df = 226$ , and at the level of significance 0.05, that the calculated t-value 0.11 and 1.2 respectively is less than the critical (table) vale 1.98. This is shows that there is no statistical significant mean difference between responses of the two groups. Therefore, the majority of the respondents confirmed that the statement that says, inappropriate of recruitment and selection, turnover of teaching staff, were the second constrains to quality education.

Lack of commitment by management, and political relation, were found to be the third constrains with mean value 3.86 and 3.82 for two groups of respondents respectively. Moreover, the mean rating compared between the responses of the teachers and experts with respect to item given shows that at  $df = 226$ , and at the level of significance 0.05, that the calculated t-value 0.1 and 0.08 respectively is less than the critical (table) vale 1.98. This is shows that there is no statistical significant mean difference between responses of the two groups. Therefore, the majority of the respondents confirmed that the statement that says, Lack of commitment by management, and political relation, were constrains to quality education.

Lack of clear regulation& rule and Blood relation, were ranked forth by teachers and experts constrains with mean value 3.45 and 3.678 for two groups of respondents respectively. Moreover, the mean rating compared between the responses of the teachers and experts with respect to item given shows that at  $df = 226$ , and at the level of significance 0.05, that the calculated t-value 1.77 and -0.05 respectively is less than the critical (table) vale 1.98. This is shows that there is no statistical significant mean difference between responses of the two groups. Therefore, the majority of the respondents confirmed that the statement that says, Lack of clear regulation& rule and Blood relation, were constrains to quality education.

As indicated table 9, other challenges ranked based on degree of constraint. Therefore, from the finding, the student researcher deducted that Lack of adequate budget, Low salary, in appropriate of recruitment and selection and Political relation was major challenges for human resource management practices respectively.

In line with this interview was conducted with principals and experts regarding the issue of challenges, which were secondary schools faced in this regard. Accordingly, He emphasized,

*“The lack skilled personnel and lack of commitment as well as inadequate budget the most prominent problem that affected the educational quality in schools”.*

According to the t-test was implying that the independent variables the effects of Human Resource Management practices on quality of education services in the secondary schools of the sampled zone with education issues playing a role in the relationship.

**Table 11: Views of teachers and experts about human resource management practices and its contribution to quality education in secondary schools**

No	Item	Level of agreement	Teachers=171			Experts			t-test
			freq	%	Mean	freq	%	Mean	p-value
1	Human resource planning practices contribute to quality	Strongly A	71	41.5	4.21	21	37.5	3.78	0.43
		Agree	94	55		30	53.7		
		Neutral	6	3.5		5	8.9		
		Disagree	-	-		-	-		
		Strongly D	-	-		-	-		
2	Teaching staff recruitment practices contribute to quality	Strongly A	60	35	4.39	17	30.3	4.22	0.17
		Agree	81	47.4		33	60		
		Neutral	-	-		6	10.7		
		Disagree	30	17.5		-	-		
		Strongly D	-	-		-	-		
3	Teaching staff selection practices contribute to quality	Strongly A	68	39.8	4.02	14	25	3.30	0.72
		Agree	70	40.9		26	46.4		
		Neutral	33	19.3		16	28.6		
		Disagree							
		Strongly D							
4	Teaching staff apprising practices contribute to quality education	Strongly A	45	26.3	4.40	16	28.6	4.01	0.39
		Agree	56	32.7		34	60.7		
		Neutral	20	11.7		6	10.7		
		Disagree	50	29.3		-	-		
		Strongly D	-	-		-	-		
5	Teaching staff training practices contribute to quality education	Strongly A	77	45	4.20	22	39.3	4.36	-0.16*
		Agree	86	50.3		30	53.6		
		Neutral	-	-		4	7.1		
		Disagree	8	4.7		-	-		
		Strongly D	-	-		-	-		

**N.B, Mean value, >3high, =3, moderate and <3, low significance vale (p<0.05)**

As indicated in the above table 9, items 1, 55 percent of the teachers and 53.7percents of the experts agree that the human resource planning practices contribute to quality education while, 3.5 percent of the teachers and 8.9 percent of the experts neutral on this issue. The mean

values of 4.21 and 3.78 for teachers and experts respondents respectively showed that there is an agreement of both groups on the stated issue. The p-value result indicated that there is no statistical significant difference teachers and experts respondents in terms of their opinions on the issue at alpha 0.05.

As indicate in the table-8 item 2, 47.4 percent of the teachers and 60 percent of the experts agreed that teaching staff recruitment practices contribute to quality education. Moreover, at 95 percent confidence interval both the teachers and experts mean response were greater than the moderate mean value ( $x=3$ ). The p-value result also showed that there is no statistical significant difference between teachers and experts respondents. Therefore, it is possible to conclude that teaching staff recruitment practices contribute to quality education.

Regarding item 3, 40.9 percent of teachers and 46.4 percent of experts agreed that teaching staff selection practices contribute to quality education with a mean value of 4.02 and 3.30 respectively which is greater than the neutral value ( $x=3$ ). However, 39.8 percent of the teachers and 25 percent of expert has strongly agreed to this issue. Moreover, the calculated mean values were 4.02 and 3.30 for teachers and experts respectively revealing that both groups agree that the teaching staff selection practices contribute to quality education. Besides, the p-value is greater than 0.05 levels of significance. This confirms that both expressed their agreement to the item stated.

In relation to item 4, of table 9, on the statement whether the Teaching staff apprising practices contribute to quality education, 32.7 percent of teachers and 60.7 percent of experts agreed with mean value of 4.40 and 4.01 respectively. Only 29.3 percent teachers gave their disagreement to this issue. Moreover, p-value is greater than 0.05, which implies that there is no statically significant difference between the two groups of respondents. In supporting the survey result, interview conducted with principals and experts of offices. Accordingly, he explained that teaching staff appraisal practices well contribute to quality education. From this, one can conclude that the proper teaching staff appraisal motivate and encourage the employees as well as achieve to organizational goals.

Concerning the Teaching staff training practices contributes to quality education, as it indicated in item 5 of table 9, majority 50.3 percent of the teachers and experts 53.6 percent respondents agreed on the statement stated. The calculated mean value for teachers 4.20 and

experts 4.36 indicated that both groups agreed that the teaching staff training practices contributes to quality education. This may confirm that both expressed their agreement to the issue stated. Generally, there are no statistical significant differences between teachers and experts in all items listed in the above table except item five.

As can be observed in table 9, the grand mean scores of activities for items one up to items five laid between 3.30-4.4.39. These imply that the agreement of secondary school in human resources practices like human resource planning, teaching staff recruitment, and selection; appraisal and teaching staff training contribution to quality education high. In the above table the all p- value less than the 0.05 significance therefore, there are significance differences between the respondents. It indicated that the human resource management practice; such as human resource planning, recruitment, selection and training practices contribute to quality education.

However, during the interview, the WEO expertise informed that, even though the contribution of human resource management to quality education is high, however, no any in appropriate human resource management practices successfully facilitated. One of the WEO experts answered that:

*“The contribution of human resource management practices to education sector; for attracting and retaining quality people in organization. In addition, a proper recruitment and selection practices contribute to education sector for identifying right person for right place in education sector. As well as the good appraisal practices contribute to education sector for rewarding and developing employees accordingly there capabilities”.*

The researcher concluded that, human resource management practices is the main duties of each educational experts because the quality of education and achievement of educational goals based on the expert skills trough experience and their commitment should contribute quality education but still the study indicated that there were not done as expected.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The major purpose of this study was to assess the Human Resource Management practices and its contribution to quality education in sampled Hadiya zone secondary schools. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded based on findings.

### **5.1. Summary of the major findings**

The major purpose of this study was to assess human resource management practices and its contribution to quality education in sample zone secondary schools. Examine the problems they encountered in designing and implementing human resource management practices. The study forwards viable recommendations that help to improve the problems of the issue under study.

Therefore, in order to address the research problem the study focused on answering the following basic questions.

1. What is the contribution of human resource management practices to quality education in secondary schools of Hadiya zone?
2. How do human resource management practices influence education quality in secondary schools of Hadiya zone?
3. What are the challenges in human resource management practices to quality education in the secondary schools of Hadiya zone?
4. What strategies should be used to improve the practices of human resource management in secondary schools of Hadiya zone?

Descriptive survey design was employed to conduct the research. Simple random sampling and available sampling techniques was used to select sample respondents. From the total target population 274, about 194 teachers, 9 principal, 9 vice-principals and 52 experts were included in the study. Questionnaire mainly rating scales, interview and document analysis were used as data gathering tools. Based on this, 274 distributed to respondents of which 227 (82.8%) questionnaires were filled and returned. Accordingly, 171 teachers, 18 principals and vice-principals, 38 experts were used as a data source. Data obtained through questionnaire, mean, frequency and inferential statics (p-value) supported by SPSS software version 16.00 used.

Whereas data obtained using interviews and document analysis were analyzed, interpreted and major findings are summered below.

- ✚ Almost all the respondents, 83.3 % of these study groups were male. This indicates that poor participation of female in the area. Therefore, the responses of the subject represented pre dominantly male`s idea.
- ✚ About 39% 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).
- The first objective of the study was to determine the contribution of human resource management practices to quality education in secondary schools.
- ✚ Almost all respondents from woreda, Zone and Bureau educational experts confirmed that pre-planning of human resource planning practices contribute for attracting and retaining teaching staff in education organization.
- ✚ The respondents reported that the teaching staff needs assessment practices contribute to quality education. However, the teaching staff needs assessment conducted at each hierarchy of the educational sector for secondary schools in zone low.
- ✚ With regard recruitment and selection considerable portion of the respondents, i.e. 50% reported that recruitment and selection teaching staff practices contribute sector for identifying right person for right place in education sector to quality education. However, the interviews confirmed that recruitment and selection of teaching staff practices in the sampled area poor or absence of per recruitment plan on these levels of the education scoter, which more influences the contribution human resource on quality education.
- ✚ With regard of appraisal, teaching staff the majority of the respondents reported that appropriate appraisal practices contribute for developing and rewarding teaching staff in organization which, to quality education. However, the respondents confirmed that an evaluation of teaching staff has no effect on improving teaching learning process in the sampled schools.
- ✚ With regard teaching staff training practices, the majority of the respondents agreed contribute for address their knowledge and skill gaps to quality education.

- ✚ The majority, 54.6% of the respondents reported that the fairness and transparency of teaching staff training practices contribute to quality education. However, respondents confirmed that no or in some cases in existence of clear criteria and transparency in selecting teaching staff for further education.
- The second objective of the study was to determine how human resource management practices influence quality education in sampled zone secondary schools.
- ✚ A human resource management practice has been direct in literature as being very important towards educational capacity building and provision of quality education services in schools. It is evident from the findings that teacher management practice is valued and given priority as teachers get the opportunities to train even while working and such training is evaluated to ensure it is of high quality.
- ✚ However, it was also evident that some conditions that support good training practices of teaching staff were not met or were at least poorly implemented. For example the training practices is not available to them yearly and in many cases the teachers training practices are not availed in line with their needs.
- ✚ T-test analysis reveals that quality of service relates negatively with teacher training practices. This reflects the shortcomings of teacher training practices pointed out above and indicates that they negatively influence the quality of education services provided by teachers.
- ✚ There were, no adequate efforts that have been done so human resource planning practices in retention and attraction of well-trained and experienced secondary school teachers, which influences quality education in the sampled zone.
- ✚ Recruitment and selection mostly conducted centrally at ZED or REB without considering the local right person situation.
- ✚ It found out that there were inappropriate recruitment and selection practices due to less attention that given to the secondary school teaching staff contribution to quality education in general.
- ✚ Based on the necessary rules, regulations, steps and polices in teaching staff recruitment and selection at every stage the education sector was law which the major influences the quality education at the sampled zone.
- ✚ Advertisement of vacancies noticed in the zone for teacher`s was rarely done.

- ✚ The majority 59% of the respondents reported that the teacher`s appraisal no free from bias and favoritism which influences quality education in zone.
- ✚ The majority of the respondents replied that was no establishment and clarity of criteria for staff performance appraisal.
- ✚ The majority of the respondents reported that there was insufficient of professional improvement because of limited number of trainings that offered to teaching staff.
- ✚ The number of training given on-the-job and off-the- job to the teaching staff in sampled secondary schools was insufficient, which influences the quality education.
- ✚ The training practices programs offered to teaching staff were not demand driven since they not designed based on the needs of the teacher`s. As a result, they could not address their knowledge and skill gaps.
- The third objective of the study was to the challenges of human resource management practices to quality education in sampled zone secondary schools.
- ✚ The major challenges of human resource management practices to quality education in the sampled zone are; lack of inadequate budget, low commitment of responsible organs, lack of skilled management body, inappropriate recruitment and selection practices, political relation, blood relation, and turnover teaching staff were the main challenges affect the quality of education in the sampled zone secondary schools.

## 5.2. Conclusions

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

- The contribution of human resource planning practices to quality of education not acknowledged and well understood by the educational leaders and implementers. There was little or no appropriate teaching staff recruitment practices in advance in the sampled zone. From this, the researcher concludes that unless human resource planning practices has not appropriate strategic plan in the sampled zone the quality of education has no effectiveness in secondary schools.
- ✚ On the top of this, the existing practices of teaching staff recruitment and selections conducted with either poor, or absence of pre-recruitment plan. The recruiters were rarely followed the existing rules, regulations and necessary steps of human resource

management practices. There were inappropriate recruitment and selection practices found and much attention not given to the secondary school teaching staff managing in general. Moreover, recruitment and selection mostly conducted centrally at ZED or REB without considering the local situation. This is due to the absence of trained and experienced personnel at each level of the education sector in the sampled zone. From the existing trend, it is possible to conclude that the existing practices of employing teaching staff are in risk to attract qualified and competent teachers. It has also adverse effect on pooling competent candidates, and finally it may result in poor contribution in teaching-learning process activities.

- ✚ The availability of skilled teaching staff is a crucial element in the provision of quality education. However, the result of the study revealed that the sampled zone has no well-qualified teaching staff. From this, the researcher understands that the teaching staff training practices given by the sampled zone not transferred at the required level.
  
- ✚ As the study reveals both availability and utilization of clear and transparent teaching staff, appraisal practices contribute to quality education. However, the fairness and transparent teaching staff appraisal practices of the sampled zone were inadequate. The existing staff evaluation practices had unfit strength and weakness through evaluation practices periodically and low rate of usage performance results 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 were of lower status of the profession since it if being paid less, inappropriate facility in the schools, absence of motivating factors in working environment, lack of trained and experienced managers and administration in the school cited as some of reasons to be mentioned. In general, the researcher can concluded from the above that over all teaching staff appraisal practices in the sampled zone 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 goal achievement as was identified.

- ✚ The existing human resource management rules, regulations and directives were to be not refined enough to contribute the smooth human resource management practices in the sampled schools. Moreover, there was low work relationship between schools and teaching staff, which by it-self had, influences the contribution of quality education. With this respect, it can be conclude that there is an existing of considerable gap among the implementers of the existing rules and regulations about human resource management practices.
- A human resource management practice is one of the factors that affect quality of education services according to the T-test results of this study. This can be mainly attributed to lack of professionalism in the hiring process and poor staffing of schools leading to shortages of teachers in schools. Quality of service relates negatively with teacher training practices, it is concluded that this is attributable to various shortcomings of teacher training practices identified in the study. The study established that although teachers training and evaluation of the process is given priority, conditions that support good training practices of teachers are not provided and therefore the overall goal is not achieved. The greatest factor that may be adversely influencing quality of education though is that teachers training practices are not availed in line with their needs.
- The result reveals that low commitment of responsible bodies, lack of qualified professional managers, shortage of budget for employee trainings, influences of political and blood relation, turnover of teaching staff, absence of teaching staff training needs assessment are the major challenges of human resource management practices hinder quality education in the sampled zone.
- ✚ From this, the researcher can conclude that in the sampled zone was unable to give meaning full human resource management practices contribute to quality education that can transfer to the actual job and bring change in the achievement of organizational goals.

### **5.3. Recommendations**

In this section of the study, some recommendations were presented that would help decision makers in the area reconsider past shortcomings and to undertake corrective measures for the

success of future accomplishments. Based on the findings given and conclusions drawn the researcher forward the following recommendations to alleviate or minimize the major challenges human resource management practices and its contribution to quality education in way they can bring change in the achievement of organizational goals.

➤ The sampled zone should pre-planning of human resource planning is the basis to quality education tasks that would take crucial commitment to human resource so as to have a common understanding and to exert their effort in line with the policy to achieve their organizational goals.

✚ In order to ultimately alleviate the problems encountered during recruitment and selection of teaching staff for secondary school, the school, woreda, zone education offices in collaboration with regional education bureau should:

- Develop clear and transparent criteria and guidelines in which the functions and responsibilities of each entity demarcated or revise the existing one to same case.
- Place qualified and experienced manpower that can handle the recruitment and selection practices so as to employ qualified and competent teachers for secondary schools.
- Arrange short term training programs on recruitment and selection for educational personnel that found at all levels of education sectors in order to equip them with the necessary skills and commitment.
- Prepare a clear and easily adaptable rules and regulations based on the existing human resource management policies for recruitment and selection or redesign the existing ones.
- The REB need to draw attention to the local level problem while conducting teacher recruitment and selection or should arrange a mechanism to decentralize these activities at levels of zone and woreda education offices.

✚ The sampled zone should collaboration with REB extending appropriate teachers appraisal system in organizing a series of orientation, workshops and symposiums. This could enable them to acquire knowledge, skill, and to acquaint them with the purposes, criteria, processes and procedures of teacher`s performance appraisal.

- The second recommendation that recruitment and selection of teachers should be streamlined and managed by professional Human Resource Management expert so as to bring it at similarity with other progressive field. The teams handling recruitment and selections should also be well versed with the education sector and teacher's affairs so as to understand the requirements of the field. Teacher training and selection should be improved through provision of proper framework for capacity building in the education sector. Teachers need to be able to contribute their input into training policies so that their needs and concerns can be accommodated in coming up with a training and selection framework that addresses current teaching needs and the different needs of teachers.
- ✚ The educational institutions, like schools in order to achieve their planned objectives through teaching staff resources, they should train teachers to update their methods of teaching and to enable them to go along with and keep with dynamic of conditions.
- ✚ REB should design rigorous and clear selection criteria that can entertain transparency in selecting teaching staff for short and long-term training opportunities offered.
- ✚ The secondary schools have to be encouraged by local education offices to up-grade the teachers through workshops, seminars and should arrange to dedicate teachers for different tangible and intangible incentives to secure their commitment towards school goals.
- ✚ REB together with Zone and Woreda education offices needs to take necessary measures in assign qualified and competent as well as committed educational managers in the schools to enhance the effective and efficient human resource management in the area.
- ✚ Ensuring the essential rules, regulations and directives in teaching staff management is one of the pre requisite elements in order to have a favorable working environment for smooth running of human resource management activities in the schools. Thus, the REB needs to reconsider in refining and developing clear rules, regulations and directives of schools human resource management to accelerate the achievement of education goals in general and the practices of human resource management in the school in particular.

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## **7. APPENDICES**

### **7.1. Appendix -I HRAMAYA UNIVERSITY**

#### **POSTGRADUATE PROGRAM DIRECTORATE**

#### **DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **Questionnaire filled by Official's Experts of Woreda, Zone Education office and Regional Bureau Education**

#### **Dear respondents:**

This questionnaire prepared by a graduate student Abebe Tirago Leramo Haramaya University in Educational leadership and management masters program.

The purpose of this questionnaire is to collect information, ideas and opinions of officials and experts about the current human resource management practices and its contribution to quality of education in secondary school in the zone. Since the purpose of this study as mentioned above, is purely academic and into ways affects your personality or your organization for it will be confidential. Therefore, your genuine view, frank opinion and timely responses are quite vital in determining the success of study. Therefore, you kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you for your cooperation

### General Direction

1. Mark your response in space provided by putting (√)
2. Writing your name is no need
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 three parts:

- I. Personal information
- II. A question in relation to human resource planning, recruitment and selection practices and its contribution to quality education
- III. General question in HRM practices and its contribution to quality education

### 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  B.A/ BSC

Diploma  M.A/MSc

Other, please specify \_\_\_\_\_

1.5. Your field of specialization. \_\_\_\_\_

1.6. Total year of service. \_\_\_\_\_

**Part II: Questions concerning Human resource Management Issue in Planning, Recruitment, selection, appraising and training practices and its contribution to quality education.**

This part of items requests Regional Education Bureau, Zone, Woreda Education Offices performs HRM practices such as planning, recruitment, and selection. After reading each item carefully, please indicate these practices that have been performed in your institution by marking (√) in the box against the choices (i.e. using rating scale)

**N.B.** Rating scale, 1=strongly disagree, 2= disagree, 3=neutral, 4=Agree, 5=strongly agree

N.O	Items	Rating scale				
		1	2	3	4	5
<b>2.1</b>	<b>Human Resource Planning</b>					
1	The clear directives and regulations in HRP should be contribute to educational quality in Secondary school					
2	The skilled and experienced educational personnel contribute to quality education at all levels of educational activities					
3	The assessment of demand-supply side of trained work force need should be contribute to educational quality for secondary school					
4	Adequacy and availability of the required skilled work force to undertake HRP at every level of education sector in advance					
5	HRM practices based on the pre-plan in educational sectors contribute to educational quality					
6	Your bureau /office HRP to attract or retain academic staff in sufficient and contribution to educational quality at school level					
7	The clear function in HRP practice contribute to quality education					
<b>2.2</b>	<b>Recruitment of teaching staff</b>					
1	The skilled and competent work force recruitment					

	undertake academic staff contribute to quality education					
2	The quality of internal recruitment based on personnel policies and directives other than incurring some inequalities in the procedures.					
3	The utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff					
4	The pursuing the necessary steps, rules, and personnel policies to conduct the recruitment of academic staff in your Bureau/Office					
5	The advertising vacancies found in school system					
6	The best qualified individuals that help to contribution educational quality in schools level					
7	The staffing practices of work force requirements for secondary schools currently that based on HRP of the school/ Office/Bureau					
<b>2.3</b>	<b>Selection of teaching staff</b>					
1	Using appropriate selection techniques to choose the best teacher for the position contribute to educational quality in schools level					
2	The provision for necessary orientation as to how selection carried out and involvement of pertinent and concerned bodies in the selection process should be contribute to educational quality in schools					
3	Availability of qualified personnel and expertise that possess the capacity of conducting appropriate selection from given candidates should be contribute to educational quality in schools					
4	The dominance of favoritism and nepotism while efforts made to fill some position in selection influence educational quality in schools					
5	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"> <li>• The minimum educational level required</li> </ul>					
	<ul style="list-style-type: none"> <li>• Cumulative GPA while graduate from college or University</li> </ul>					
	<ul style="list-style-type: none"> <li>• Working experience</li> </ul>					
	<ul style="list-style-type: none"> <li>• Giving practical test</li> </ul>					
	<ul style="list-style-type: none"> <li>• Interview</li> </ul>					
	<ul style="list-style-type: none"> <li>• Other than these, please indicate it with its degree, if any</li> </ul>					

<b>2.4</b>	<b>Appraisal of Teaching staff</b>					
1	The results of performance appraisal is used to contribute education quality in secondary schools					
2	The output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality in secondary schools.					
3	The appraisal results have been free from bias and favoritism contribute to education quality in secondary schools					
4	The academic staff appraisal periodically conducted and informed their strengths and weakness through evaluation report contributes to education quality in secondary schools					
5	The evaluation teachers in your school to improve their effectiveness in promoting teaching learning					
6	Academic staff performance appraisal conducted based on well-established and clear criteria should be contribute to quality education in school					
7	The skills and knowledge's of appraiser to run the activities of appraising employees in your school					
8	The opportunities discussing the less effective areas of performance for improvement stressed and strengths ones are being capitalized					
<b>2.5</b>	<b>Training of teaching staff</b>					
1	The training needs are periodically assess effectively implemented contribute to education quality in secondary schools					
2	The given training brings about some changes to trainees` working system contribute to education quality in secondary schools					
3	The teachers are provide with different professional improvement training programs to acquire competence to their professional					
4	The fairness and transparency of selection criteria for contribution to the quality education at the school					
5	The training is compatible with the training programs and the individual trainer who holds the contribution to the quality education in school					

6	Practice of evaluation the training results on the work along with its effects and changes that are exhibited should be contribution to the quality education in school					
7	The types of training opportunities offered in your school in the past two years, <ul style="list-style-type: none"> <li>• On-the-job/ short term training</li> </ul>					
	<ul style="list-style-type: none"> <li>• Off-the-job training</li> </ul>					
	<ul style="list-style-type: none"> <li>• Other types, if any</li> </ul>					

8. Please give your additional comments that you may think in human resource management practices influence education quality in secondary school

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### **Part III: A) General Questions in HRM practices and its contribution to quality education**

1. Did your offices have any human resource guidelines/ directives in recruitment and selection that should be contribute to quality education?  
A/ Yes                      B/ No
2. Who is responsible for the recruitment of academic staff for secondary school?  
A/ The school principals  
B/The woreda education offices  
C/The zone education offices  
D/The-regional education Bureau  
F/with combination of some of the above  
G/Please, specify if any\_\_\_\_\_
3. Which one the challenges in HRM practices to quality education in the secondary schools?  
A/Blood relation  
B/Low salary  
C/ Nepotism  
D/The-regional Bureau office    E/All except “D”

4. Which one the challenges in HRM practices to quality education in the secondary schools?
- A/ Lack of commitment
  - B/Woreda education office
  - C/Lack of experiences
  - D/Political relation
  - E/All except “B”
5. Did the office/Bureau have clear criteria for selecting teachers to contribution of quality education?
- A/Yes
  - B/ No
  - C/ not sure
6. If your response for the question number 5 is “yes”, what are 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 personnel effort
  - D/by zone/ Woreda education office
8. Is there teaching staff turnover 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 teacher’s not sufficient evidence

D/ Low status of the profession

E/ Others, if any \_\_\_\_\_

10. In which level of academic staff rank do turnover frequently seen?

A/ Fresh employed teachers

B/ Middle level teachers

C/ Senior teachers

D/ Both middle level and senior teachers E/ All of these

11. What major challenges do observe in human resource management practices at regional education bureau, zone and woreda education offices, which have contribution to quality education in school level?

I. \_\_\_\_\_

12. What solutions do you suggestion to solve the major challenges you observe in human resource management practices that you mentioned above?

I. \_\_\_\_\_

B) Is recruitment and selection contributed to quality education?

A) Yes B) no

If you answer is “yes” for above question, give the short explanation

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**Thank you!**

**7.2. Appendix -II**  
**HRAMAYA UNIVERSITY**

**POSTGRADUATE PROGRAM DIRECTORATE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Questionnaire for Secondary School Principals**

**Dear respondents:**

This questionnaire prepared by a graduate student Abebe Tirago Leramo Haramay University in Educational leadership and management masters program.

The purpose of this questionnaire is to collect information, ideas and opinions secondary schools principals about the current human resource management practices and its contribution to quality of education in secondary school in the zone. Since the purpose of this study as mentioned above, is purely academic and into ways affects your personality or your organization for it will be confidential. Therefore, your genuine view, frank opinion and timely responses are quite vital in determining the success of study. Therefore, you kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you for your cooperation

**General Direction**

1. Mark your response in space provided by putting (√)
2. Writing your name is no need
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

**Part I Personal Information**

1.2 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

B.A/ BSC

Diploma

M.A/MSc

Other, please specify \_\_\_\_\_

1.5. Your field of specialization. \_\_\_\_\_

1.6. Total year of service. \_\_\_\_\_

**Part II: Human resource management practices and its contribution to quality education in secondary schools**

The section of the questionnaire contains statements relating human resource management practices and its contribution to the quality of education service delivered by your teachers to the students.

Please indicate your level of Human resource management practices and its contribution to quality education out put within your institution by tiking(√) in the relevant spaces (i.e. strongly disagree, disagree, neutral, Agree, strongly agree).

**N.B.** Rating scale, 1=strongly disagree, 2= disagree, 3=neutral, 4=Agree, 5=strongly agree

N.O	Items	Rating scale				
		1	2	3	4	5
2.1	<b>Human Resource Planning</b>					
1	The clear directives and regulations in HRP should be contribute to educational quality in Secondary school					
2	The contribution of skilled and experienced educational personnel to educational quality at all levels of educational activities					
3	The assessment of demand-supply side of trained work force need should be contribute to educational quality for secondary school					
4	Adequacy and availability of the required skilled work force to undertake HRP at every level of education sector in advance					
5	The HRM practices based on HRP of educational sectors of Bureau/ Officers/ school in relation to educational quality and likes					
6	Your bureau /office HRP to attract or retain academic staff in sufficient and contribution to educational quality at school level					
7	The contribution of clear functional assignment in HRP practice to quality education among; <ul style="list-style-type: none"> <li>• Secondary schools with Woreda education office</li> <li>• Woreda Education offices with zone Education office</li> <li>• Zone Education office and Regional Bureau</li> </ul>					

<b>2.2</b>	<b>Recruitment of teaching staff</b>					
1	The contribution of skilled and competent work force to quality education undertake academic staff recruitment					
2	The quality of internal recruitment based on personnel policies and directives other than incurring some inequalities in the procedures.					
3	The utilizing internal source as requirement for the purpose of promotion, transfer, demotion and likes of academic staff					
4	The pursuing the necessary steps, rules, and personnel policies to conduct the recruitment of academic staff in your Bureau/Office					
5	The advertising vacancies found in school system					
6	The best qualified individuals that help to contribution educational quality in schools level					
7	The staffing practices of work force requirements for secondary schools currently that based on HRP of the school/ Office/Bureau					
<b>2.3</b>	<b>Selection of teaching staff</b>					
1	Using appropriate selection techniques to choose the best teacher for the position contribute to educational quality in schools level					
2	The provision for necessary orientation as to how selection carried out and involvement of pertinent and concerned bodies in the selection process should be contribute to educational quality in schools					
3	Availability of qualified personnel and expertise that possess the capacity of conducting appropriate selection from given candidates should be contribute to educational quality in schools					
4	The dominance of favoritism and nepotism while efforts made to fill some position in selection influence educational quality in schools					
5	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"> <li>The minimum educational level required</li> </ul>					
	<ul style="list-style-type: none"> <li>Cumulative GPA while graduate from college or University</li> </ul>					
	<ul style="list-style-type: none"> <li>Working experience</li> </ul>					
	<ul style="list-style-type: none"> <li>Giving practical test</li> </ul>					
	<ul style="list-style-type: none"> <li>Interview</li> </ul>					
	<ul style="list-style-type: none"> <li>Other than these, please indicate it with its degree, if any</li> </ul>					

<b>2.4</b>	<b>Appraisal of Teaching staff</b>					
1	The results of performance appraisal is used to contribute education quality in secondary schools					
2	The output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality in secondary schools.					
3	The appraisal results have been free from bias and favoritism contribute to education quality in secondary schools					
4	The academic staff appraisal periodically conducted and informed their strengths and weakness through evaluation report contributes to education quality in secondary schools					
5	The evaluation teachers in your school to improve their effectiveness in promoting teaching learning					
6	Academic staff performance appraisal conducted based on well-established and clear criteria should be contribute to quality education in school					
7	The skills and knowledge's of appraiser to run the activities of appraising employees in your school					
8	The opportunities discussing the less effective areas of performance for improvement stressed and strengths ones are being capitalized					
<b>2.5</b>	<b>Training of teaching staff</b>					
1	The training needs are periodically assess effectively implemented contribute to education quality in secondary schools					
2	The given training brings about some changes to trainees` working system contribute to education quality in secondary schools					
3	The teachers are provide with different professional improvement training programs to acquire competence to their professional					
4	The fairness and transparency of selection criteria for contribution to the quality education at the school					
5	The training is compatible with the training programs and the individual trainer who holds the contribution to the quality education in school					
6	Practice of evaluation the training results on the work along with its effects and changes that are exhibited should be contribution to the quality education in school					

7	The types of training opportunities offered in your school in the past two years, <ul style="list-style-type: none"> <li>• On-the-job/ short term training</li> </ul>					
	<ul style="list-style-type: none"> <li>• Off-the-job training</li> </ul>					
	<ul style="list-style-type: none"> <li>• Other types, if any</li> </ul>					

8. Please give your additional comments that you may think how human resource management practices influence quality education positively/negatively secondary school.

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**Part III General Questions in HRM practices and its contribution to quality education**

1. Did you think human resource guidelines/ directives in HRM practices contribute to quality education?

- A/ Yes                      B/ No

2. Who is responsible for the recruitment of academic staff for secondary school?

- A/The school principals
- B/The woreda education offices
- C/The zone education offices
- D/The-regional education Bureau
- F/with combination of some of the above
- G/Please, specify if any\_\_\_\_\_

3. Did you think which one the challenges in HRM practices to contribute quality education in the secondary schools?

- A/Blood relation
- B/Low salary

C/ Nepotism

D/The-regional Bureau office

E/All except “D”

F/Please, specify if any \_\_\_\_\_

4. Which one of the following are the challenges in HRM practices to contribute quality education in the secondary schools?

A/ Lack of commitment

B/Woreda education office

C/Lack of experiences

D/Political relation

E/All except “B”

5. Did the school/office/Bureau have clear criteria for selecting teachers, which contribute to quality education in the secondary schools?

A/Yes

B/ No

C/ Not sure

6. If your response for the question number 5 is “yes”, what are 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 personnel effort

D/By zone/ Woreda education office

E/Others, please specify\_\_\_\_\_

8. Is there teaching staff turnover 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 teacher’s not sufficient evidence

D/ Low status of the profession

E/ Others, if any \_\_\_\_\_

10. In which level of academic staff rank do turnover 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 challenges do you observe in human resource management practices at regional education bureau, zone and woreda education offices to contribute quality education in the secondary schools level?

I. \_\_\_\_\_

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

I. \_\_\_\_\_

13. Is recruitment and selection practices contributed to quality education? A) Yes B) no

If you answer is “yes” for above question, give the short explanation.

\_\_\_\_\_

14. Is staff appraisal and training practices influence the quality of education?

A. Yes      B. No

If you answer is “yes” for above question, give the short explanation.

\_\_\_\_\_

**Thank you!**

### **7.3. Appendix -III**

#### **HARAMAYA UNIVERSITY**

#### **POSTGRADUATE PROGRAM DIRECTORATE**

#### **DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Questionnaire: To filled out by the sample Secondary Schools Teachers.

**Dear respondents:**

This questionnaire prepared by a graduate student Abebe Tirago Leramo Haramaya university in Educational leadership and management masters program.

The purpose of this questionnaire is to collect information, ideas and opinions of secondary schools teachers about the current human resource management practices and its contribution to quality of education in secondary school in the zone. Since the purpose of this study as mentioned above, is purely academic and into ways affects your personality or your organization for it will be confidential. Therefore, your genuine view, frank opinion and timely responses are quite vital in determining the success of study. Therefore, you kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you for your cooperation

### 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 three parts:

- IV. Personal information
- V. Questions concerning HRM practices in teaching staff appraisal and training practices
- VI. General questions in HRM practices and its contribution to quality education

### Part I: Personal Information

1. Name of your

Office/Bureau/School \_\_\_\_\_

Woreda \_\_\_\_\_

2. Sex

Male

Female

3. Age

A.20 and below

B. 21-30

C. 31-40

D. 41-

50

E. 51 and above

4. Educational level:

Certificate

B.A/ BSC

Diploma M.A/MSc 

Other, please specify \_\_\_\_\_

5. Your field of specialization \_\_\_\_\_

6. Total year of service \_\_\_\_\_

**Part II: Questions concerning HRM practices in teaching staff appraisal and training practices and its contribution to quality education in school level**

The section of the questionnaire contains statements relating human resource management practices and its contribution to the quality education in your school .

Please indicate these practices and its contribution to the quality education service delivery output within your institution by tiking(√) in the relevant spaces (i.e. strongly disagree, disagree, neutral, Agree, strongly agree).

**N.B.** Rating scale 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree

N.O	Items	Rating scale				
		1	2	3	4	5
<b>2.1</b>	<b>Appraisal of Teaching staff</b>					
1	The results of performance appraisal is used to contribute education quality in secondary schools					
2	The output academic staff evaluation used for retraining, promotion, reward, counseling purpose contribute to education quality in secondary schools.					
3	The appraisal results have been free from bias and favoritism contribute to education quality in secondary schools					
4	The academic staff appraisal periodically conducted and informed their strengths and weakness through evaluation report contributes to education quality in secondary schools					
5	The evaluation teachers in your school to improve their effectiveness in promoting teaching learning					
6	Academic staff performance appraisal conducted based on well-established and clear criteria should be contribute to quality education in school					
7	The skills and knowledge's of appraiser to run the activities of appraising employees in your school					
8	The opportunities discussing the less effectives areas of performance for improvement stressed and strengths ones are being capitalized					
<b>2.2</b>	<b>Training of teaching staff</b>					

1	Training needs are periodically assess effectively implemented contribute to education quality in secondary schools					
2	The given training brings about some changes to trainees` working system contribute to education quality in secondary schools					
3	Teachers are provide with different professional improvement training programs to acquire competence to their professional					
4	Fairness and transparency of selection criteria for further education at school level contribute to quality education					
5	Training is compatible with the training programs and the individual trainer who holds the contribution to the quality education in school					
6	Practice of evaluation the training results on the work along with its effects and changes that are exhibited should be contribution to the quality education in school					
7	The types of training opportunities offered in your school in the past two years, <ul style="list-style-type: none"> <li>• On-the-job/ short term training</li> </ul>					
	<ul style="list-style-type: none"> <li>• Off-the-job training</li> </ul>					
	<ul style="list-style-type: none"> <li>• Other types, if any</li> </ul>					

8. Please give your additional remarks you may think in human resource appraisal and training practices influence contribution to the quality education in school secondary school.

### Part III: General Questions in HRM practices and its contribution to quality education

1. Do the methods used during training that have contributed to performance outcome high?

A) Yes

B) No

2. How motivations were the trainings you received to your work?

A) Not motivation at all

B) Motivation

C) Very motivation

3. In your opinion, do you think training has helped innovates your job performance?

A) Yes

B) No

4. Which one the following the challenges in HRM practices to contribute quality education in your school?

A/ Lack of commitment

B/Lack of experiences

C/Blood relation

D/Political relation

E/All of above

F/Other, please specify\_\_\_\_\_

5. Does your school set clear criteria for selecting teachers should be contribution to education quality?

A/Yes

B/ No

C/ not sure

6. If your response for the question number 3 is “yes”, what are 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

F/ All of above

G/Other, please specify\_\_\_\_\_

7. In the past two-to-three years, most of 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

F/ Other, specify\_\_\_\_\_

8. Is there academic staff turnover Challenges of HRM at your 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 leaders

C/Dissatisfaction of school environment

E/ others, if any\_\_\_\_\_

10. In which level of academic staff rank do turnover frequently seen?

A/Fresh employed teachers

B/ Middle level teachers

C/ Senior teachers              D/All of these

11. Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity?      A) Yes B) No

If “yes” to the question above, please provide reasons as to why below.

12. What major challenges do you observe in human resource management practices contribute to quality education at your school?

\_\_\_\_\_

13. What solution do you suggest to solve the major challenges you observe in human resource management activities that you have mentioned above

a. \_\_\_\_\_

b. \_\_\_\_\_

**Thank you for your cooperation!**

**7.4. Appendix IV****HARAMAYA UNIVERSITY****POSTGRADUATE PROGRAM DIRECTORATE****DEPARTMENT OF EDUCATIONAL PLANNING**

- A. Interview organized for Head of Regional Educational Bureau`s Human Resource Management and Zone as well as Woreda Education office.
1. What is your work in HRM practices and its contribution to quality education in secondary school?
  2. Do you think clear written procedures, rules /guidelines in human resource management practices influence education quality at every level? If not, why/
  3. Do you support the regional secondary schools in their human resource management practices? Why, How
  4. What are the major challenges in HRM practices to contribute quality education in the secondary schools?
  5. What solution do you suggest should be improve the practices of HRM in secondary schools?

**Thank you!**

**7.5. Appendix-V****HRAMAYA UNIVERSITY****POSTGRADUATE PROGRAM DIRECTORATE****DEPARTMENT OF EDUCATIONAL PLANNING**

- B. Interview organized for Secondary school principal
1. What are contributions of staff an academic human resource practices to education quality?
  2. Do you think your knowledge, clearly defined parameters, guidelines and transparent directives in recruiting, selection, appraising, and training practices influence education quality at every level? If not, why?
  3. What are the major challenges in HRM practices to contribute quality education in the secondary schools?
  4. Do you think the human resource management practice (planning, recruitment, selection, training and appraising) of the academic staff should be influence education quality in your school?
  5. What solution do you suggest should be improve the practices of HRM in secondary schools?

**Thank you!**