

**HUMAN RESOURCE MANAGEMENT PRACTICES IN SECONDARY
SCHOOLS OF EAST HARARGE ZONE, OROMIA NATIONAL
REGIONAL STATE**

MA THESIS

REMEDAN BESHIR ADEM

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Remedan Beshir Adem

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HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

As thesis Research advisors, we hereby certify that we have read and evaluated this Thesis, entitled **Human Resource Management Practices in Secondary Schools Of East Hararge Zone, Oromia National Regional State** prepared under our guidance by Remedan Beshir. We recommend that it be submitted as fulfilling the thesis requirement.

1. Dawit Negassa (PhD)

Major Advisor

Signature

Date

2. Endris Seid (Assist .Prof.)

Co-Advisor

Signature

Date

As member of the Board of Examiners of the M.A. Thesis Open Defense examination, we certify that we have read and evaluated the Thesis prepared by Remedan Beshir and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Arts in school Leadership.

Chairperson

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

Final approval and acceptance of the thesis was contingent upon the submission of final copy of the thesis to the council of graduate studies (CGS) through the department or school of graduate of committee (DGC or SGC) of the candidate.

DEDICATION

I dedicate the entire thesis to my wife, Asli Abdella who devoted all her energies to encourage me and my mother, Kadija Adem and all my freinds the love of learning and constantly motivate me to strive and achieve the highest academic success.

STATEMENT OF THE AUTHOR

By my signature below, I declare that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in it has been recognition through citation.

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Name: Remedan Beshir

Signature: _____

Department: Education and Behavioral Science

Date of Submission: _____

BIOGRAPHICAL SKETCH

The author Remedan Beshir was born from his father, Beshir Adem and his mother, Kadija Adem in 1984/1976 E.C in Fungbira town, Gursum District, East Hararge Zone, Oromia Regional State, Ethiopia. He attended his primary and Secondary education from 1982 to 1994 in Gursum. After completion of his secondary School in 1994, he joined Jimma TTC in 2003/1995. He graduated, in July 2004/1996 with Diploma in Maths. Then he was employed by Oromia Education Bureau as school teacher. After two years of service, he joined Haramaya University in 2006/1998 for his undergraduate study. He graduated in July 2009/2001 with BA in Maths. After graduation, he was employed by Oromia Education Bureau as a teacher at Babile Secondary School, East Hararge. After seven years of service, he joined the Graduate Studies at Haramaya University in July for his MA in School Leadership since 2016/2008 E.C.

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ACRONYMS AND ABBREVIATIONS

ESDP	Education Sector Development Program
ETP	Educational Training Policy
GEQIP	General Education Quality Improvement Program
HRM	Human Resource Management
KETB	Kebele Education and Training Board
MoE	Ministry of Education
NGO	Non Governmental Organization
PTA	Parent Teacher Association
REB	Regional Education Bureau
SIP	School Improvement Program
WEO	Worada Education Office
ZEO	Zone Education Office

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Human Resource Management Practices in Secondary Schools of East Hararge Zone, Oromia Regional State

Remedan Beshir

ABSTRACT

The purpose of the study was to investigate Human Resource Management practices in Secondary Schools of East Hararge zone, Oromia Regional State. The study employed a descriptive survey method using both qualitative and quantitative methods. Questionnaire, interview and document analysis were used as data gathering tools. The data were collected from 12 secondary schools in 12 woredas of east Hararge Zone which were selected by simple random sampling technique. Based on this, 187 teachers were selected by systematic random sampling technique and 60 WEO educational experts were selected by purposive sampling technique from 12 woredas. Seven principals, Seven supervisors, seven Woreda Education Office Heads, five ZEO educational experts and head of ZEO were selected using purposive sampling technique. The collected data were analyzed using frequency, percentage, mean, Average mean, standard deviation, chi-square test by using SPSS V.26.0. The findings of the research showed inappropriate planning of teachers and staff, lack of proper recruitment and selection procedures, poor performance appraisal system, absence of facilitating trainings, poor performance rewards and uneffective teamwork as critical weaknesses and limitations to function properly, let alone to achieve quality education. In line with the above findings and conclusions it was recommended that HR planning must ensure the recruitment, selection and placement of talented and committed teachers and staff in schools. Besides, training and development should be continuous, comprehensive and result-oriented the Zonal, Woreda Education Officials and schools should arrange workshops, seminars, short and long term training in collaboration with different universities, colleges and Nongovernmental organization. The appraisal system should also align individual performance expectations with goals of schools. Woreda education office and Schools management to create an opportunity regarding the job performance rewards and teamwork in the schools.

1. INTRODUCTION

This section provides a detailed background of the study, statement of the problem, the research questions, and objectives of the study, significance of the study, limitation and delimitation of the study, operational definition and organization of the study.

1.1 Background of the Study

School resources constitute a very important factor in the functioning of the educational system as the success of system. It depends on the manpower made available (Oni, 1995). In support of this, Fabunmi (1997) identified resources in an educational establishment to include students, personnel, physical facilities, curriculum and finance. These are the major variables that determine the rate of educational development of a given country. The school resources management was affected in various ways, such as policy of management and lack of qualified person on management.

Educational institutions need huge initial investment in physical resources and also need to maintain continuous supply of the required resources to achieve the educational goal. Moreover, educational institutions are required to ensure success. Hence, the school resource management refers to the effective and efficient allocation and utilization of educational resource to achieve intended organizational goals (Hywell and Jane, 1996).

Human resources are 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). Human resources development constitutes are foundations upon which material development can occur, and education represents a major form of human resources development. Education provides a fundamental base for all further human development and quality which are central to the human resource development of any society. 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. Human resource management as the set of organizational activities directed at attracting, developing and maintaining an effective workforce. Human resource management concerns the

procurement or recruitment, planning, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff (Chinyere *et al.*, 2014). Human resource management refers to the policies, practices and systems that influence employees attitude and their inference on company performance (Robbins, 2005).

According to MoE (1994), the educational management will be decentralized to woreda (district) and schools to more participatory decision making complementation and monitoring at lower level of accountability. Responsibility in operational lining budget allocation and budget shall be developing to school. The woreda education and training board established and assume the overall responsibility for managing secondary education in woreda. Member of the boards are drawn from relevant government offices, kebele (Group of Village), education and training boards, the community, civil societies, private sectors and Non Governmental Organizations (NGOs).

Ethiopia has declared Education and Training Policy (ETP) in 1994. It is relatively long plan to address problem of education in the country with the goal of universal primary education by the year 2015. The policy and strategy called for the formulation of a sustained public program through the mobilization of the national and international resources (Wondemagegn, 2001).

The ability of effective HRM to attract, retain, and motivate employees has been a demanding task both for educational manager in schools. In view of this fact, for the better utilization of human resource in the schools, mainly in planning, recruitment and selection, performance appraisal, training of academic staff, rewards, team work, and on the job training require great concern of the higher body of educational officers and the policy makers. Even though a number of researches have been conducted so far in search of solutions for problems in education sector in Ethiopia, for example, MoE (2007), the problems are related to HRM of which secondary schools are poorly addressed.

It is for this reason that this study seeks current practices HRM in secondary schools in Eastern Hararge zone. This study would make a significant contribution to the knowledge and understanding of the practices of HRM of secondary schools in Eastern Hararge zone.

In this study, the researcher is initiated to analyze how a school human resource management practice in government secondary schools of Eastern Hararge zone. The utilization of human

resource management implementations characters in a way that reflects their actual images and roles in the school community.

1.2. Statement of the Problem

Bock and Papagiannis (2001) indicated that one of the problems that educational school human resource management scarcity faces is meeting constantly increasing social demands. “The main problems with which education faced are the student flood, rapidly rising costs, inefficient management and teaching methods, unsuitability of present output and scarcity of resources available for educational expansion.” This implies the proper management and utilization of human resources in school for an effective teaching learning process and improving on the quality of education.

The improvement in all aspects of education however, necessitates incurring a considerable amount of human and financial resources, which is a great challenge for developing countries (Mosley, 1995). Another useful issue to conduct this study was that authorities at various levels (zonal, woreda and school) have a tendency to procure additional types of human resources without paying attention to its management and utilization.

According to UNESCO (2012) every country made a great effort to the optimum degree. The limited resources in our country are also able to show underutilization. Hence, mass mobilization and continuous control of educational human resource and their wise management is highly essential.

The study conducted by Seyoum (2011) suggests that HR planning must ensure the recruitment, selection and placement of talented and committed teachers and staff, training and development should be continuous and appraisal system should also align individual performance.

In light with this, the researcher looks in to the gaps that affect the improvement of quality education on the side of school based HRM practices. The shortage of human resource components have been experienced on global scale, with demand exceeding the supply and the price of many school resources has increased significantly. The quantitative growth in education is not accompanied by an increase in the educational personnel and the constructions of new buildings but also resulted within the need for educational school human resource management and school

properties too. Now a days, educational school resource management and school properties are considered to be a major for raising quality and educational effectiveness.

In addition to this, the researcher was look in detail of the existing practices on human resource management; like planning, recruitment and selection, training of academic staff, inadequate attention given to HRM especially in attracting applicants, motivating, and retaining desirable teaching staff, poor performance appraisal, poor incentives or rewards and poor team work. Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as human resource management will be a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue.

The findings of different research conducted Aregash Samuel (2006), Abdirahman Hussein (2017) and Ayalew Shibeshi (1991) on the practice of human resource in secondary schools of different Regions and Zones of our country have shown that, there was a lack of awareness on utilizing various human resource options, underutilization, mismatch selection of administrative workers and some teachers loaded period improvement. In this way, human resource management in, Woreda, Zonal and Regional educational experts are responsible to closely and periodically assist human resource management in the schools (MoE, 2009).

As the whole, the school human resource management requires criteria planning, recruitment and selection of academic staff in the secondary schools. To do so, it requires professional experts of its own. Accordingly, it demands competent, able leadership to harness all human resources for the success of schools. But, as the researcher observed from his work experience, in the secondary schools, most of administrative staffs are under qualified in educational administration and as a result in most secondary schools in Eastern Hararge zone, inappropriate planning of teachers and staff, lack of proper recruitment and selection procedures, poor performance appraisal and reward system, absence of facilitating trainings, and lack of proper team working of teachers as critical weaknesses and limitations to function properly, let alone to achieve quality education and school improvement. This study, therefore, concerned with the existing problems in academic and non-academic staff management and deals separately in government run Secondary Schools of East Hararge Zone. The reason the researcher conducts the study, is that for improving the problems of underutilization of planning, recruitment and selection of the academic staff,

training and development of academic staff, performance appraisal and rewards and team work in the secondary schools.

1.3. Research Questions

1. What are the human resource planning criteria used in secondary Schools of Eastern Hararge Zone?
2. To what extent are the recruitment and selection criteria used in secondary Schools of Eastern Hararge Zone?
3. How are the appraisals and trainings for the academic staff administered?
4. How are the performance rewards and team-work conducted in secondary Schools of Eastern Hararge Zone?

1.4. Objectives of the Study

1.4.1. General objective

The research is designed to determine the extent to which HRM practices have been adopted by governmental secondary schools in Eastern Hararge Zone, Oromia.

1.4.2. Specific objectives

The specific objectives of study were :

1. To determine whether human resource planning criteria are used in secondary Schools of Eastern Hararge Zone.
2. To determine whether recruitment and selection criteria are used in secondary Schools of Eastern Hararge Zone or not.
3. To discover the appraisals and trainings for the academic staff administered.
4. To determine the extent to which performance rewards and team-work are used in secondary schools of Eastern Hararge Zone.

1.5. Significance of the Study

The purpose of human resource management is to improve human resource aims in helping students ensure for effective teaching, and that all the ministry policies, rules and regulations are implemented (MoE, 1994).

Educational school human resource management is among the most important factors of the education system used as inputs to enhance accomplishment of the desired goals. Besides this the attainment of educational objectives can be achieved through the effective human resource management and proper utilization of human resources. In light of this, the study is believed to have the following contributions:

It points out the major problems to school principals, teachers, educational experts and supervisors that revolve around the management and utilization of educational resources as human resources in secondary schools. It gives suggestion for the school principals, teachers, experts and supervisor how to improve schools human resource management in secondary schools. It may provide some alternative solutions or recommendations to the policy makers to make policies that might keep maximizing the effective management and utilization of education resources.

It may serve as an input for different levels of educational experts that is WEO, ZEO, supervisors, Principals and vice principals may get some ideas on how to become effective in their works to know the current practice of human resource management in secondary schools. This study may help as a springboard for other researchers who want to conduct further research in the area of human resource for effective learning and teaching.

Further, it may enable practicing of human resource management to identify the challenges facing their profession. It may provide educational officers at the region information about the contribution of human resource management for the deterioration of quality education, so that they would take responsive measures. Finally researchers may benefit from the study. In that it may contribute additional information to the existing findings to serve as literature for related area.

1.6. Delimitation of the Study

The scope of this research was geographically delimited to Some Selected secondary Schools of East Hararge Zone to examining human resource management practices. The participants were delimited to government secondary school teachers, school principals, supervisor and educational experts.

Conceptually the study was delimited to assess the practice and existing problems of human resource management in government secondary schools of East Hararge Zone. It gave due emphasis on variables how principals internalize the utilization of human resource, the various human resource management approaches mostly applied by the principals in the schools. Therefore, in this study, not all aspect of human resource management but specific areas of major functions human resource management on human resource planning, recruitment and selection, academic staff performance appraisal, training, performance rewards and team-work of academic staff in the school were focused.

Due to constraints of time, money, and other resources, the dimension of this study was conducted in East Hararge Zone instead of considering the entire region.

1.7. Limitation of the Study

The limitation of the study due to constraints of time, money and other resources was conducted only in some selected secondary schools of East Hararge Zone. There were some challenges encountered in the progress of finalizing this research. The lack of similar research works on the issue in study area impedes the researcher from dealing with more findings in the literature as well as in the discussion part. Moreover, during the process of data collection especially in interviewing, some respondents were on frequent meetings and some individuals were busy in routine works. To overcome this limitation, the researcher made consent with the respondents through explaining and selecting possible time for them, as their information is critically important for the success of this study.

1.8. Operational definition of Key Terms

- **Eastern Hararge Zone** is one of the 20 zones Oromia Regional State, Ethiopia.
- **Human resource** is refers to the teachers and administrative workers in the schools.
- **Human Resource Management** refers to the better utilization of human resource in the schools, mainly in planning, recruitment and selection, training and academic staff performance, teamwork, working conditions, and on the job training require.
- **Leaders** in this study are the principals, vice-principals and head of the departments in the secondary schools.
- **Management** is refers to the organization and coordination of the activities of the school in order to achieve defined objectives.
- **Practice** is the act of engaging in activity again and again for the purpose of improving human resource management.
- **Secondary Schools** are the schools under the direct management of the Ethiopian Government consisting of grades nine to ten.

1.9. Organization of the study

The research consists of five main chapters, Chapter one deals with the introduction part that includes background of the study, statement of the problems, objectives, significances of the study, delimitation, limitation and operational definitions. Chapter two deals with the review of related Literature to the study, the third chapter presents the research design and methodology. Chapter four comes up with presentation, analysis and interpretation of the data. Finally, the last chapter comprises the summary, conclusions and recommendations.

2. REVIEW OF RELATED LITERATURE

Until recently, school management and organisation were not given due attention in education policy formulation, education practice and academic research in Ethiopia. Instead policy documents tend to focus mainly on education access and equity. Between the introduction of the first Education and Training Policy in 1994 and the launching of the third Education Sector Development Programme, education policy has emphasised the need to increase equitable access to quality education (MoE 1998; MoE, 2002). ESDP III focused on improving education management at the woreda(district) and school levels so as to expand access to education (MoE, 2005).

ESDP IV (MoE 2010a) considered improvement in school management and administration as one of the tools for improving education decision-making at all levels. The Government also launched the GEQIP, in which school management and administration are taken as one of the key education quality intervention areas (Nehor, 1998). This chapter reviews related literature about school human resource. Thus it investigates various literature and research findings that are supposed to be relevant to the school human resource management.

2.1. Concept of Human Resources Management

HRM is an American concept. Employees are resources in organizations, and as such they need to be trained and developed properly in order to achieve an organization's goals and expectations (Brewster, 2007). The initial development of the human resource management concept is based on the effective utilization of people, and to treat them as resources leading to the realization of business strategies and organizational objectives (Zhu, Warner & Rowley). Human resource management contributes to create high performance work systems by linking various employees in different departments in the same organization (Brewster, 2007). Organizations use the effectual HRM system to increase their competitiveness by investing in employee development (Sutiyono,2007).

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

of reward systems for employees, professional development of workers, and maintenance of work force.

Human Resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depend on the manpower made available (Oni, 1995). In support of this, Fabunmi (1997) identified resources in an educational establishment to include students, personnel, physical facilities; curriculum and finance. These are the major variables that determine the rate of educational development of a given country. The concept of human resources have been defined in various ways to suit various purposes, almost all definitions accept the fact that human resources are necessary tools for the creation of wealth. According to Williams, (1982) the word “resource” developed out of the Latin phrase “re surgery” literally interpreted as again (re) to rise (surgery), or to rise again. Resurge developed into the French word “resource” meaning ‘relief or recovery’ which in turn developed into the English word, ‘resource’ defined as something that can be turned to for support or help; an available supply that can be drawn upon when needed; and or means that can be used to an advantage.

Hornby (2000) defines resource as something that a country, an organization or an individual has and can use, especially to increase wealth, a thing that gives help, support or comfort when needed. Longman (2006) provides a more comprehensive and detailed approach by defining it to include: all the money, property, skills etc that are available and can be used when needed and Personal qualities such as courage and determination that are necessary in dealing with a difficult situation.

Resources are the basic tools necessary in the effective performance of tasks and for the growth and development of human organizations. The constitution of a resource is determined by the uses to which it can be put. Generally, human resource is identified by its ability to solve problems, and yield more wealth when it is applied to social and economic situation (Hornby, 2000).

Resources are classified as visible when they exist and can be quantified in the form of human beings, land, money, property, books, and pictures and so on. Resources are invisible when they exist in the form of skills and physical dexterity and can only be measured in terms of productivity levels and quality of work; it is difficult to determine who has what skill and what level of physical dexterity if tasks are not assigned to human beings. Human beings who possess the skills and the physical dexterity constitute the class of resources known as human resources. The other types of

visible resources that can be applied by human resources in the production process constitute material resources (Longman, 2006).

Black (2003) separates human capital from other human and physical resources by describing it as: The present discounted value of the additional productivity over and above the product of unskilled labor, of people with skills and qualification. Human capital may be acquired through explicit training or on the job experience: like physical capital, it is liable to obsolescence through change in technology or tastes. Unlike physical capital, it cannot be used as collateral for loans. The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education (MoE 2005). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programmes that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. However, the woreda administration still had more powers of critical decision making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MoE, 2005).

Human resource management during demobilization and reintegration refers to the effective deployment of existing skills, qualifications and competencies of ex-combatants for the maximum achievement of individual, social, organizational or national goals and objectives of demobilization (ILO; World Bank, 1993).

Identification and taxonomy of skills an important first step in achieving effectiveness and efficiency in human resource management during demobilization and reintegration is to identify existing skills of former combatants. Qualifications, skills and competencies may be classified according to different criteria depending on the nature of the task to be performed. A broad view on human capabilities, most studies on demobilization in African post-conflict countries tend to give a minor role to the aspect of utilization of existing skills. They conclude from surveys that most ex combatants have very few or no skills and knowledge (ILO; World Bank, 1993). As a consequence, little consideration is given to effective utilization of existing competence and the focus is placed on human resource development. Although little information is given on the

methodology of data collection, it seems that data on existing skills is mainly collected in interviews, in which former combatants indicate what kind of skills they have acquired.

The literature on empirical research methodologies discusses a range of reasons why the data obtained from self reporting may not be reliable. In addition, it appears that a rather narrow view is taken in terms of skills variety. Reference is made implicitly to (formal) vocational, technical and basic general skills. The world of skills, however, is diverse. Human capabilities and competencies relate to knowledge, abilities, skills, values, attitudes and norms. These are the results of intentional learning, learning-by doing, and the socialization process in the education and training system, as well as the employment system.

Human resource management includes: human resource planning, Job design acquisition training and development, compensation, benefits rewards, safety and healthy, motivation, employee participation in management, organization development, performance appraisal, Job evaluation, human relation employ counseling, personal research and HRIS etc those, human management resource refers to a set of programs, functions and activities design and cared out in order to maximize both employ as well as organizational effectiveness perusal of those definitions highlights the following elements in human resource management elements. Scope is confined to managing people at work in an organization, Wellbeing of individuals and groups are attempted, Development of individuals and their satisfaction, Organizational development and contribution to the organizational objectives, Attempting management functions such as: planning, organizing, directing, coordinating and control as applicable to staff (personnel) management, Attending to staffing functions such as: recruitment, selection and placement, etc

Human resource management is a management function that helps manager recruit, select, train and develops members for an organization obviously. Human resource management is concerned with the people's dimension in organizations (Emetarom, 1991).

Human capital is therefore consciously created through education and training. While accepting the general economic definition of land as the factor of production supplied by nature, Beggetal (1994) believe that the quality of land can be improved by the application of human expertise. Thus a farmer is able to produce better land by applying better labor to extract weeds or fertilizer to improve soil balance. Similarly in the field of education, professional are required in the

effective manipulation of educational resources to achieve the desired balance in the production of educated labor.

According to Black (2003), the cost of creating human capital falls mostly on individuals or their families, philanthropic institutions or the state. Education Sector Development Program (ESDP) IV therefore emphasised the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centres, and improving school-level management through capacity-building programmes (MoE, 2010). The General Education Quality Improvement Program (GEQIP) aims to improve quality intervention in key areas, including school management and administration (Shibeshi, 2008). Priority areas identified included increasing effectiveness and efficiency through decentralised educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MoE, 2008). Alongside ESDPs and GEQIP, the Government has designed and implemented the School Improvement Programme (SIP). One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MoE, 2005).

2.2. Major functions under Human Resource Management

A potentially large number of activities are involved in human resources management. This number varies according to the size and needs of the organization. These HRM activities affect the organization internally as they are meant for organization development and prosperity. These activities are directly related with the human resources of the organization, job structures and job performance of the employees, job results, health and safety, salary structure, productivity, quality, competitiveness, objective of the organization, policies, procedures, strategy of the organization. The human resource Management activities are affected by the external environment, business environment, competition, population etc. (Scott, 1990).

This component supports the Government's initiatives to strengthen the planning, management, and monitoring capacity of MoE, REBs, and WEOs to implement system-wide primary and secondary education programs effectively and efficiently. The following objectives will be addressed: (i) improve the effectiveness and efficiency of education planning, management,

resource allocation and utilization through human capacity development; and strengthen the linkages between the woreda, regional and federal levels; (ii) design and implement a transparent, low-cost and productive system of management and administration; and (iii) strengthen the EMIS including improved collection and use of system data for planning, management, evaluation and policy making. During the first phase of the GEQIP, this component will support capacity development for: (i) Education sector planning and management (ii) School planning and management; and (iii) EMIS at all levels. During the first year, the predominant activity will be a detailed analytical followed by a more comprehensive implementation program from the second year.

2.2.1. Academic Staff Planning

Bratton and Gold (2007, p.197) defined HR planning as “the process of systematically forecasting the future demand and supply for employees and deployment of their skills within the strategic objectives of the organization”. According to Werner and DeSimone (2006, p.10), human resource planning helps companies predict how changes in their strategy will affect their HR needs. Planning the workforce needs of any company is very critical and important especially in the rapid changes in external market demands.

The human resource planning practice starts from making a plan which is an assessment of the future development and their possible impact on the employee issues (Armstrong 2010, 190). This plan is affected by the organizations strategy as well as with practices and methods. Then, there is need for workforce analysis internally and externally to define the present situation (Bratton & Gold, 2007, p.194)

It is required to make an action plan according to the forecasts which can include training, promotions or external recruitments (Armstrong, 2010, pp.190-191). Furthermore, it is managements responsibility to forecast and plan the HR practices accordingly. The possible problems with HR planning can be avoided with planning techniques that are used to identify the problems with the man power.

However, the main aim of the manpower planning is to reduce waste in employing people, reduce uncertainty about current manpower levels and future needs, and eliminate mistakes in staffing. “Its purposes also include avoiding worker and skills shortages, stopping the profit eroding effects of being over or under staffed, preparing succession plans and shaping the optimum future workforce by hiring the right managers, technical specialists and skilled workers in appropriate numbers” (Bratton & Gold 2007, p. 200).

Therefore, the purpose of having a manpower planning either in the short run or in the long run is to have an accurate estimate of the number of employees required with matching skill requirements to accomplish the organizations goals and objectives.

2.2.2 Academic Staff Recruitment and Selection

Recruitment and selection are essentially concerned with identifying, assessing and engaging new employees or promoting existing ones. The focus is on matching the capabilities and interests of prospective candidates with the demands and rewards given by the organization against the job (Fong, Ooi, Tan, Lee, & Chong, 2011).

Recruitment is a process of seeking and attracting a pool of people in order to select qualified candidates for vacant positions within the organization (Caliskan, 2010). Armstrong (2010) stated that “Recruitment and selection is a process that consists of four different stages which are defining requirements, planning recruitment, attracting candidates and selecting candidates.” (p. 192). The aim of recruitment is to obtain the right number of qualified employees to satisfy the need of organizations for human resources (Fong et al., 2011). Therefore, various recruitment methods are used to fulfill this purpose. Recruitment methods can be either internal or external (DeCenzo & Robbins, 2013) but most organizations tend to focus on three external methods which are advertising, online recruitment, and the use of employment agencies which are found to increase the probability of recruiting talented employees (Armstrong, 2006; Lim & Ling, 2012).

The procedures should however at all times take into account the individual organizations vision, mission and objectives and should match the job description with persons qualification otherwise the cost of attracting and retaining a wrong person on the job would be enormous (Mullins, 2005). Bratton and Gold (2007, p.239) defined as “recruitment is the process of generating a pool of

capable people to apply to an organization for employment and selection is the process by which managers and others use specific instruments to choose from a pool of applicants the persons most likely to succeed in the job(s), given management goals and legal requirements”.

2.2.3. Staff Performance Appraisal

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

2.2.4. Provision Of Training For Teaching Staff

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

According to Anderson (2000:9), training is a process to change behavior of employees at work through the application of learning principles. It is the systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. Armstrong and Dawson (1985: 209) have also defined the staff training process as "the purposeful development of required skill, knowledge and attitudes in the employees and should be seen as an investment by the organization in its human resource." Whereas, training as defined by Barry (2001:111), it is the process by which people are taught skills, and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard. This author also proceeds to describe training as "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an

activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization."

2.2.4.1. The Concept Of Training, Development And Education

Training refers to improving competencies needed today or very soon (Jackson & Schuler, 2000). Training is the planned and systematic modification of behavior through learning, programmed and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2006).

According to Dessler (2008) the training process starts with determining what training is required. Analyzing training needs depends on whether you are training new or current employees. The main task in analyzing new employees training needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee. Analyzing current employees training needs can be done through task and performance analysis. Determining training needs is done at three levels; organizational needs analysis which involves examination of short and long-term objectives of the organization and the trends that are likely to affect these objectives. It can include a human resource analysis, analyses of efficiency indexes, and an assessment of the organizational climate.

Job needs analysis involves examining jobs through job analysis. For existing jobs, information on the tasks to be performed, the skills necessary to perform those tasks and the minimum acceptable standards are gathered. Person needs analysis identifies gaps between a person current capabilities and those identified as necessary or desirable (Dessler, 2008). Second, designing a training program involves setting training objectives and choosing the training methods. Training methods can be divided into on-the-job and off-the-job training methods. On the job training methods include coaching, mentoring, job rotation. Off-the-job methods include formal courses, lecture, discussion, role playing and case study (Armstrong, 2006). Third, actual implementation of the training is done. It is important to increase learning during training. This can be done by providing for active participation; increasing self-efficacy; matching training techniques to trainees self-efficacy; providing opportunities for enactive mastery; ensuring specific, timely, diagnostic, and practical feedback; and providing opportunities for trainees to practice new behaviors (Jackson & Schuler, 2000).

Fourthly, training should be evaluated to check on its effectiveness. Training programs can be evaluated at four stages as suggested by Werner and Harris(2002).According to Armstrong (2006) effective training can minimize learning costs; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multi-skilling); attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organization, one that is oriented towards performance improvement; provide higher levels of service to customers.

Due to the numerous challenges employees face in the work environment because human beings are considered valuable assets of an organization, organizations need to invest in the training and development of their human capital to enhance their capabilities and abilities (Jimenez & Valle, 2013). The motive behind having training and development is to increase and update the skills, knowledge and experiences of an organizations employees (Fong et al., 2011).In addition, studies proved that training and development increase employees productivity and commitment which in turn improve a firms performance (Vlachos, 2009).

These training and development programs are conducted by qualified trainers who can come from inside the organization or from external agencies. Hiring either trainer has its advantages and disadvantages; for example using an external trainer is expensive but ensures the effective delivery of the required knowledge, on the other hand, using an internal trainer costs an organization almost nothing but doesn't ensure that presentations will be successful (Lim & Ling, 2012).

According to Martin (2010) training and development is intended to improve effectiveness in the area of productivity, quality, output and customer relations. Human resource practitioners in organizations should make sure that employees are assessed and the necessary training programmed designed and conducted for both newly employed and the existing employees. Companies intending to gain a sustained competitive advantage should help their employees raise

their skills by receiving continuous training so that they can learn new things need to ensure quality improvement of the products and services of the company (Jackson, Randall, & Steven, 2009).

According to Werner and Desimone (2012) stated human resource development is a set of systematic and planned activities designed by an organization to provide its members with the opportunity to learn necessary skills to meet current and future demand. When employees are given the necessary training then there will be human development and empowerment which will lead to organizational performance. Staffing emphasizes the recruitment and selection of the human resources for an organization (Sarma, 2009). When staffing is done through the correct procedures and the right people are recruited to perform the right function most of the human resource problems that are experienced in most Ethiopian schools will be minimized

Equipping employees with the requisite skills to be able to operate in a quality-oriented environment is important, but so too is ‘attitudinal’ training (Armstrong, 2010). Employee commitment to quality and to the ethos of continuous improvement requires extensive training in corporate values and corporate culture, in order to instill within the workforce the importance of customer care, service and product quality (ILO, 2012).

Training and development may be related to organizational performance in many ways. Firstly, training programs increase the firm specificity of employee skills, which in turn, increases employee productivity and reduces job dissatisfaction that results into high employee turnover (Torrington,2005). Secondly, training and developing internal personnel reduces the cost and risk of selecting, hiring, and internalizing people from external labor markets, which again increases employee productivity and reduces turnover. Training and development like job security requires a certain degree of reciprocity (Kalleberg& Moody, 2008).

2.2.5. Job Performance Rewards

This concept, although broad in its application, was defined by Taylor (2011) as “total reward involves designing a rich mix of complimentary initiatives which aim to maximize the chances that employees would find their work to be rewarding in the widest sense of the word”. Aligning this reward system design with the overall strategy of the organization so as it’s not perceived to be ad-hoc was considered to be a key factor in its success according to Taylor (2011) in his case study on aligning rewards to organizational goals within a multinational pharmaceutical company.

It found that through “broad-banding” or the allocation of roles into different grades with different rewards, it motivated employees to perform better in order to attain progression in their careers, but these rewards needed to be varied and flexible and not just pay related.

Also it highlights the need for HR practitioners to understand the business needs of the organization and to design reward strategies that change employee behaviors that would in turn lead to increased performance. The theory on reward systems and their effects on performance cannot be evaluated without looking at how work motivation was also affected by these rewards and how that motivation was directly linked to performance. Kanfer et al. (2008) describe motivation in the work sense as a set of processes which are ultimately used to determine a person's actions, and which actions they would use to achieve a desired outcome. The concept of reward and recognition has gained much importance in the current times and has captured the attention of organizational managers and researchers equally (Mandal and Dalal, 2006)

Reward refers to “the benefits which employees receive in return for working on behalf of an employing organization”. Rewards are considered as benefits received after a successful completion of an assigned task. Rewards can be financial, material or social rewards such as; cash payment or various employment benefits. On the other hand, job satisfaction, personal development, social status and recognition that can be attached to particular job roles are self-granted and psychological rewards. (Supervision document on Reward in Oromia education bureau)

2.2.6. Team Working

Most scholars argue that organisations function better when employees are encouraged to work together as teams rather than on their own: Group forces are important not only in influencing the behaviour of individual work groups with regards to productivity, waste, absence and the like; they also affect the behaviour of entire organizations. It is argued that team working has a positive impact on performance due to social interaction, peer pressure and work norms. In other words, assuming the group norms are favourable, group members will endeavour to maintain high working standards.

Team working is also thought to provide workers with a forum through which they can learn through the grapevine. These factors may lead to greater comradeship, peer support and team performance.

Team effort, enhances school management and contributes towards employees personal growth and development (Barasa J.M, 2004).

In a team, each member is expected to work on his weaknesses and take criticism from colleagues positively. In a school setting, team effort thrives best where members relate to each other freely and openly.

2.3 The Role of the School Principal in School HRM Practices

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

Secondary school principals as mentioned by Saxe (1980:219) encouraged the professional growth of teachers through their participation in conferences, in-service training programs and related activities, make recommendations for promotion, transfer or dismissal. As mentioned by Musaazi (1988: 198-199), the school head must include teacher evaluation as part of his responsibilities. The school principal or any other officer who carrying out the evaluation of teachers performance must have skills in evaluation judgment teachers co-operation and criteria to be used in evaluating the teachers performance.

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

2.4 An Overview Of School Human Resource Management In Oromia Regional State

It may be difficult to increase the wealth of any nation without improving the quality of its human resource. Progress of a nation can be mainly possible through training and development (Aregash,

2006:34). In support of this, the government of Ethiopia places a very high priority for poverty reduction as part of its overall goals for socio-economic development. Education is one of the four priority sectors that identified as a major tool of the poverty reduction strategy (ESDP-II, 2002: 19).

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

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

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

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

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

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

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

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

3. RESEARCH DESIGN AND METHODOLOGY

This section provides a detailed description of study design of the study area, sources of data, population of the study, sample size and sampling techniques, instruments, data collecting procedures, method of data analysis and ethical principle.

3.1. Description of the Study Area

Eastern Hararge Zone is one of 20 zones in Oromia. Eastern Hararge Zone is bordered on the Southwest by Shebelle River which separates it from Bale on the West by West Hararge Zone, on the North by Dire Dawa, on the north and East by Somali Region. The administrative center of Eastern Hararge Zone is Harar. According to report of zonal education office (2011/2019), the woreda categorize depending topographical location into three categories: kola woredas: MidagaTola, Mayu, Cinaksan and Mino. Woina dega woredas: Babile, Gursum, Fadis and Kersa. DegaWoredas are: Haramaya, Metta, Kombolcha and Jarso.

The Demographics based on the 1998/2007 census conducted by the Central Statistical Agency of Ethiopia this zone has a total population of 3,600,000 of whom 1,800,000 are men and 1,800,000 women; with an area of 17,935.40 square kilometers, East Hararge has population density of 151.91. While 300,943 or 8.36% are urban inhabitants, a further 40,215 or 1.12% are pastoralists. Afan Oromo was spoken as a first language by 94.6%, Somali was spoken by 2.92% and Amharic 2.06%.

3.2. Design of the Study

The method used to conduct this research is the descriptive survey research design. It is selected for the reason that it enables to obtain current information about the existing problem that secondary schools encounter regarding human resource management from relatively large number of sample. It help the researcher to study the present conditions and suggest possible alternatives. For this study qualitative and quantitative data approaches were used to get comprehensive information (Wueghzie, 2004).

3.3. Sources of Data

Two sources of data were used in this study, namely the primary and secondary sources.

3.3.1. Primary Sources of data

Primary data was obtained from principals, teachers, supervisor, educational experts of WEOs, heads of Woreda Education Offices and Zone Education Office (ZEO) through questionnaire and interview from twelve selected secondary schools in the Eastern Hararge Zone of Oromia Regional State.

3.3.2. Secondary sources of data

The secondary data was gathered from various available documents which constituted guidelines, regulations and directives and school reports related to the study problems.

3.4. Population, Sample Size and Sampling Techniques

3.4.1 Population

There are 58 secondary schools in Eastern Hararge zone of Oromia regional state. The study was conducted in twelve government secondary schools of Eastern Hararge zone in Oromia. These are Gursum from Gursum woreda, Bisidimo from Babile woreda, Babile from Babile town administration, Adele from Haramaya Woreda, Kersa from Kersa Woreda, Qullubi Gadam from Metta Woreda, Awaday from Awaday city administration, Karamille from Goro Gutu Woreda, Cinaksan from Cinaksan Woreda, Bokkoo from Fadis Woreda, Ahmad Imaam from Jarso Woreda and Midhagaa from Midhagaa Woreda. The number of population of the selected secondary schools, WEO Educational experts, supervisor's and heads of ZEO and WEO six hundred forty five(665).

3.4.2 Sample Size

The sample size of the population is two hundred seventy four (274).

Table 1: Population, Sample size and Sampling Techniques

No	School	Woreda	Respondents					
			Teachers			Educational experts		
			Pop	Sample	%	Pop	Sample	%
1	Gursum	Gursum	40	20	50	19	5	26.32
2	Bisdimo	Babile	24	12	50	28	5	17.86
3	Babile	Babile City	43	21	48.8	8	5	62.5
4	Adelle	Haramaya	29	14	48.28	19	5	26.32
5	Kersa	Kersa	29	14	48.28	18	5	27.78
6	Qullubi Gad	Meta	28	14	50	18	5	27.78
7	Karamile	GoroGutuu	47	23	48.94	20	5	25
8	Awaday	Awaday City	52	26	50	9	5	55.56
9	Midhaga	Midhaga	22	11	50	20	5	25
10	Bokkoo	Fadis	24	12	50	19	5	26.32
11	Ahmed Imam	Jarso	20	10	50	20	5	25
12	Cinaksan	Cinaksan	20	10	50	20	5	25
Total			378	187	49.47	218	60	27.52
		Simple random	Systematic random Sampling Technique			Purposive Sampling Technique		

In addition to the above samples seven principal of seven secondary schools, heads of ZEO, five educational experts of ZEO, heads of seven WEOs and supervisors of each seven secondary schools were selected in Purposive Sampling Technique also interviewed for the study.

3.4.3 Sampling Techniques

These schools are selected by using simple random sampling technique for all secondary schools in Eastern Hararge Zone. The researcher believes that twelve schools are representative enough to the other schools since all schools have students who came from a community of identical culture, language, economic background and the like. The researcher used the systematic random sampling

technique to select 187 teachers and purposive sampling technique to select 60 Educational experts WEO to get more information.

The sample elements of the respondents were drawn by the techniques of simple random, systematic random, purposive and availability sampling to include all items of composition in to the sample size. By doing this, the researcher had reliable and adequate information on the issue under study.

3.5. Instrument of Data Collection

Collecting data through different tools leads to obtain more reliable and adequate information from a large number of respondents. Having this in mind, the study used three types of data gathering instruments: questionnaire, semi structured interview and document analysis.

3.5.1. Questionnaire

The first instrument used in the study was the questionnaire and it provided in the Likert scale. The tool is convenient to receive reliable and adequate information from a large number of respondents within a short period of time. The questionnaire was distributed for 187 teachers and 60 educational experts.

To ensure reliability of the questionnaire, the researcher conducted pilot testing in a non-sample government secondary school on the different categories of the respondents. To test the validity and reliability of the questions, some colleagues were played a checking role. To make sure the validity and reliability of the questionnaire, pilot test was carried out in one of the sample schools beforehand. For this purpose Abdibuc secondary school of Babile woreda was the scene of pilot test.

The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Checking the validity and reliability of data collecting instruments before proceeding to the actual study subject was the core to assure the quality of the data. (Yalew Endawok, 1998, and Daniel M.,2004). Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing was

statistically computed by the SPSS computer program. The Cronbach's Alpha was used for analysis. Based on the pilot test, the reliability coefficient of the instrument were statistically calculated.

Reliability statistics				
Code	Variable Name	Variable type	Cronbach's Alpha	N of Items
Q1	Human resource planning	ID	.923	5
Q2	The recruitment and selection criteria used	ID	.938	7
Q3	The appraisals and trainings for the academic staff	ID	.975	14
Q4	The performance rewards and team-work	ID	.892	9
	Total reliability coefficient		0.932	35

The reliability coefficient for the summed items of Q1, Q2 and Q3 was >0.9 and Q4 was >0.8 , which indicates that the items form a scale that has excellent and Good internal consistency reliability. The reliability coefficient for the summed items 0.932 was >0.9 , which indicates that the all items form a scale that has excellent internal consistency reliability.

The questionnaires were close ended and open ended questions to provide respondents opportunity to write additional comments of their feelings about the practices of human resource management in selected secondary schools.

3.5.2. Interview

In addition to the questionnaire, the researcher conducted interview as an instrument for data collection to complement and obtain relevant data that may not be handled by the questionnaire. The interview consists of oral questions asked by the interviewers and oral responses given by the research participants. The semi structured interview was a general interview guide and some close ended questions for 7 principal, head and 5 experts of zone education office(ZEO), head of seven Worads education office(WEO) and 7 supervisors. In qualitative study, interview is one of the tools used for collecting qualitative data. Likewise, to collect valuable information from

respondents, semi structured interview was conducted in face to face with seven school principals, seven head of WEO, head and five experts of ZEO and seven supervisor.

3.5.3. Document Analysis

Secondary data were gathered from various available documents which constituted guidelines, regulations and directives and reports to enrich the data collected by other tools. The researcher gathered recent information.

3.6. Procedures of Data Collection

In this step, based on the research questions, the questionnaire was prepared with close and open ended items in English for teachers and WEO experts. Besides data gathered through questionnaire and interview, the study was use documents as instruments of data collection.

3.7. Methods of Data Analysis

In analyzing the data, both qualitative and quantitative methods were employed. Data collected through interview was presented and analyzed qualitatively while the quantitative data obtained through questionnaire was tabulated, defined, explained and described by using the following appropriate statistical tools. These are: The data gathered using a five-point Likert Scale (Very low, low, moderate, high and very high) organized in tabular forms and in terms of frequency or percentage of the respondents selecting each response option appeared in each item of the questionnaire, the mean values and rating scales would be also used for the purpose of calculating the results obtained. The t- test was utilized for further analysis to see the significance difference or relation as well as the level of agreement of respondents in the various variables and documents were reviewed and analyzed in relation to the responses obtained from the subjects under study.

The data collected through closed ended questions were tallied, tabulated and filled in to computer SPSS version 26.0 and interpretation was made with help of percentage, mean, standard deviation and t-test. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was served as the basis for interpretation of data as well as to summarize data in simple and understandable way. The interpretations were made for all five point scale measurements based on the following

mean score results: ≤ 1.8 = Very low, 1.81–2.6=Low, 2.61–3.41= Moderate, 3.42–4.22= High, ≥ 4.23 = Very high.

Apart from this, t-test was used in analyzing to see the significance difference or relation as well as the level of agreement of respondents in the various variables. The existing response differences were tested at $\alpha=0.05$ level of significance.

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

3.8. Ethical Consideration

In order to gather relevant data from the intended sources, the study followed the ethical procedures such as having support letter and permission from Haramaya University; institutional permission from Eastern Hararge Zone, and selected school individual consents with the respondents by explaining the purpose of the study deeply, avoiding bias when selecting respondents, asking the willingness of the respondents and having permission from them, gathering data by his own presence, keeping confidentiality of the information gathered by using secret codes and acknowledging the source of information such as authors, and the like.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with description of the sample population, analysis and interpretation of data obtained from the sample of Secondary Schools, Woreda Education Offices (WEOs) and Zone Education Office (ZEO). The study employed questionnaires for teachers and educational experts WEOs and interviews with principals, supervisor, heads of WEOs and head and experts of ZEO. Besides, additional information was gathered through document analysis. Thus, interview were presented and analyzed qualitatively while the quantitative data obtained through questionnaire were tabulated, defined, explained and described by using statistical tools. It consists two parts. In the first part, the characteristics of sample population involved in the study are presented. Here the study groups are discussed in terms of sex, age, service years and academic qualification. The second part deals with the analysis and interpretation of data.

Out of the total 247 questionnaires of which 187 were distributed to teachers, 87.7% (164) were filled in and returned. On the other hand, from the remaining total of 60 questionnaires distributed to the educational experts, 90% (54) were filled and returned. Therefore, out of the total distributed questionnaires, 88.26% (218) were filled and returned. Consequently, based on the responses obtained from the sample respondents and conducted interview with the concerned bodies, the analysis and interpretation of the data are presented subsequently for each table, in this section of the study.

4.1 Background Information

In order to maximize varieties of the study groups, different categories 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 2. Characteristics of the Respondents

No	Item		Respondents									
			Teachers		Educational experts WEOs and ZEO		Principals		Supervisor		Heads of WEOs and ZEO	
			No	%	N	%	No	%	No	%	N	%
1	Sex	Male	144	87.	48	81.36	7	100	7	100	8	100
		Female	20	12.19	11	18.64	-	-	-	-	-	-
2	Ages in year											
	21-30		59	35.	7	11.86	-	-	-	-	-	-
	31-40		51	31.	30	50.85	7	100	6	85.71	8	100
	41-50		43	26.	18	30.51	-	-	1	14.29	-	-
	51 and above		11	6.7	4	6.78	-	-	-	-	-	-
3	Education											
	Certificate		-	-	-	-	-	-	-	-	-	-
	Diploma		17	10.	11	18.64	-	-	-	-	-	-
	BA/B.SC		111	67.	42	71.19	5	71.4	6	85.71	5	62.5
	MA/M.SC		36	21.	6	10.17	2	28.5	1	14.29	3	37.5
	Others		-	-	-	-	-	-	-	-	-	-
4	Service year											
	5 and below		14	8.5	-	-	-	-	-	-	-	-
	6-10		31	18.	12	20.34	3	42.8	2	28.57	-	-
	11-15		70	42.	22	37.29	4	57.1	3	42.86	6	75
	16-20		27	16.	18	30.51	-	-	2	28.57	1	12.5
	21 and above		22	13.	7	11.86	-	-	-	-	1	12.5
Total			164	100	59	100	7	100	7	100	8	100

As it can be observed from Table 2 of item one, the majority 87.8%(144) of the teacher, 81.36% (48) of the Woreda and Zone educational experts, 100%(7) of principals, 100%(7) of supervisor and 100%(8) heads of WEOs and ZEO were found to be males. 87.35 percent (214) of respondents were males and 12.65 percent(31) were females. This may indicate that the participation of female

in the area was low. Thus, the responses of the subject in this study have represented predominantly males idea.

With regard to the age distribution of the respondents as indicated under item 2 of the same table, 27.27% (66) of them fall with the age range of 21-30, 42.15% (102) of the respondents were within the age range of 31-40, 24.38% (59) of the respondents were within the age range of 41-50 and 6.19% (15) of the respondents fall within the age of 51 and above. Therefore, this figure indicates that the majority of the respondents are matured enough to provide reliable information with regard to the issue under study.

Regarding the qualification of respondents as indicated under item 3 of the same table, there is no respondents had certificate, 10.37% (17) of the teacher respondents had diploma, 67.68% (111) of the teacher respondents had BA/B.SC and 21.95% (36) of the teacher respondents had MA/M.SC degree holders. From this data, we can understand that 67.68% (111) of the teaching staff have the required qualification to teach at secondary school level, according to the established standard of the Ministry of Education. Concerning the educational experts from the same Table, there were no certificate, 19.64% (11) were diploma, the majority of the respondents 69.64% (39) were first degree and 10.71% (6) were MA/M.SC holders. When we come to the principals most of them 71.43% (5) were first degree and the remaining 28.57% (2) of them were MA/M.SC holders. The supervisors were also most of them 85.71% (6) were first degree and the remaining 14.29% (1) of them were MA/M.SC holders. Head of WEOs and ZEO most of them 62.5% (5) were first degree and the remaining 37.5% (3) of them were MA/M.SC holders. There were not respondents of principals, supervisor and head of WEOs and ZEO certificate and diploma holders.

As indicated in the Table 3 of item 4 of the total work experience of the respondents 8 (8.54%) of teacher respondents have the work experience of 1-5 years, 31 (18.9%) of teacher respondents have the work experience of 6-10 years and majority of teacher respondents 70 (42.68%) had the work experience of 11-15 years, 27 (16.46%) of teacher respondents have the work experience of 16-20 years and 22 (13.41%) of teachers had 21 and above years. Principals had the range of work experience between 6-10 years were 42.86%, between 11-15 years were 57.14%, Supervisors had the range of work experience between 6-10 years were 82.57%, between 11-15 years were 42.86% and 28.57% were 16-20 year of service and 21.43% (12) of WEOs and ZEO experts had the work

experience between the range of 6-10 years and majority of 39.29%(22) is 11-15 and 26.79%(15) between the range of 16-20 years and 12.5%(7) of above 21 years of services. From the data one can observe that majority of teachers, principals, supervisors and WEOs and ZEO experts and heads have more than 10 years of total work experience. Due to this, it was believed that this group could give relevant information for the purpose of the study. Because as one stay for a long time and having more experience in a specific job, can observe the way the HRM practices in the school.

4.2 Analysis of the Current Human Resource Management Practices

4.2.1 Human Resource Planning

Table 3: Responses Given on Human Resource Planning Activities

No	Item	Respondents		Response[N&%]					x	SD	Over all X	P-Value (t-test)
				5	4	3	2	1				
1	Availability of strategic thinking in HRP practices	-Teachers	F	3	26	44	78	13	2.56	0.915	2.59	0.764
			%	1.8	15.	26.	47.	7.9				
		-WEO educational experts	F	3	10	11	23	7	2.61	1.106		
			%	5.5	18.	20.	42.	12.				
2	Availability of skilled manpower in HRP activities	-Teachers	F	6	16	43	74	25	2.41	0.984	2.49	0.303
			%	3.6	9.7	26.	45.	15.				
		-WEO educational experts	F	2	8	14	25	5	2.57	0.983		
			%	3.7	14.	25.	46.	9.2				
3	Conducting trained manpower need assessment	-Teachers	F	13	21	32	75	23	2.55	1.126	2.56	0.883
			%	7.9	12.	19.	45.	14.				
			F	3	8	51	73	02	2.57	1.002		
			%		11	18	16	9				

		-WEO educational experts	%		20. 37	33. 33	29. 63	16. 67				
4	Attraction and retention of manpower in the school based HRP activities	-Teachers	F		28	39	73	24	2.43	0.941	2.41	0.730
			%		17. 07	23. 78	44. 51	14. 63				
		-WEO educational experts	F		4	18	27	5	2.39	0.763		
			%		7.4	33. 33	50	9.2 6				
5	Participation of school principal in school human resource planning	-Teachers	F	18	53	59	34		3.34	0.929	3.39	0.452
			%	10. 98	32. 32	35. 98	20. 73					
		-WEO educational experts	F	7	18	21	8		3.44	0.904		
			%	12. 96	33. 33	46. 29	7.4					

Item 1 of Table 3 indicated that 3(1.83%) of teachers and 3(5.56%) of WEO educational experts rated very high, 26(15.85%) of teachers and 10(18.52%) of WEO educational experts rated high, 44(26.83%) of teachers and 11(20.37%) WEO educational experts rated moderate and 78(47.56%) of teachers and 23(42.59%) WEO educational experts low and 13(7.93%) of teachers 7(12.96%) WEO educational experts rated very low respectively. So that as it indicated in table 3 item 1 respondents were asked concerning teaching manpower planning for secondary schools, teachers and WEO educational experts with the ($x = 2.56$, $SD = 0.915$) and ($x = 2.61$, $SD = 1.106$) respectively agreed upon that the strategic thinking of teaching staff resource planning was low. The overall $x = 2.59$ shows the total respondent confirmed that the application of the matter is low. Therefore based on the overall score value, it can be concluded that Availability of strategic thinking in HRP practices in secondary schools was low. In supporting a t-test calculated

to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.764 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts. In line with this the information gathered through Interview made with Principals, Supervisors, WEOs heads and ZEOs heads and experts were also confirmed that Availability of strategic thinking in HRP practices in secondary schools was low.

Item 2 of table 3 indicates that 6(3.66%) of teachers and 2(3.7%) of WEO educational experts rated very high, 16(9.76%) of teachers and 8(14.82%) of WEO educational experts rated high, 43(26.22%) of teachers and 14(25.93%) WEO educational experts rated moderate and 74(45.12%) of teachers and 25(46.29%) WEO educational experts rated low and 25(15.24%) of teachers and 5(9.26%) WEO educational experts rated very low respectively. So that as it indicated in table 3 item 2 respondents were asked concerning the availability of skilled manpower to run HRP, teachers and WEO educational experts with the ($x= 2.41$, $SD = 0.984$) and ($x= 2.57$, $SD = 0.983$) respectively replied regarding the availability of skilled manpower that was low. The overall $x = 2.49$ shows the total respondent confirmed that the application of the matter is low with the point. Therefore based on the overall score value, it can be concluded that the availability of skilled manpower to run HRP in secondary schools is low. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.303 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts. In line with this the information gathered through Interview made with WEOs heads and ZEOs heads and experts were also confirmed that the availability of skilled manpower to run HRP in secondary schools was low.

Item 3 of table 3 reflected that only 13(7.93%) of Teachers were rated very high on the Pertaining to the need assessment that has been done so far for trained manpower for secondary school, 21 (12.8%) of teachers and 11(20.37%) of WEO educational experts were rated high, 32(19.51%) of teachers and 18(33.33%) of WEO educational experts rated moderate, 75(45.73%) of teachers and 16(29.6%) of WEO educational experts were rated low and 23(14.02%) of Teachers and 9(16.7%) of WEO educational experts were rated very low. The mean value of Teachers and WEO educational experts were found to be ($x=2.55$, $SD=1.126$) and ($x=2.57$, $SD=1.002$) respectively

agreed that, need assessment held was low. The overall $\bar{x}=2.56$ shows that the majority of respondents rated the issue was low. Therefore, from the response of the majority, it is possible to conclude that the sampled educational sector under study, at every level, did not conduct as needed teaching staff need assessment for secondary schools. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.883 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the point.

Item 4 of table 3 reflected that neither Teachers or WEO educational experts were rated very high on the extent of attraction and retention of manpower in the school based HRP activities, but 28(17.07%) of teachers and 4(7.4%) of WEO educational experts were rated high, 39(23.72%) of teachers and 18(33.33%) of WEO educational experts rated moderate, 73(44.51%) of teachers and 27(50%) of WEO educational experts were rated low and 24(14.63%) of Teachers and 5(9.26%) of WEO educational experts were rated very low. The mean and standard deviation value of Teachers and WEO educational experts were found to be ($\bar{x}=2.43$, $SD=0.941$) and ($\bar{x}=2.39$, $SD=0.763$) respectively agreed that, the attraction and retention of manpower in the school based HRP activities was low. The overall $\bar{x}=2.41$ shows that the majority of respondents agree with the issue was low. Therefore, from the response of the majority, it is possible to conclude that the attraction and retention of teaching staff in HRP practices so far has done was little. The t-test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.730 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the point.

Item 5 of table 3 indicates that 18(10.98%) of teachers and 7(12.96%) of WEO educational experts rated very high, 53(32.32%) of teachers and 18(33.33%) of WEO educational experts rated high, 59(35.98%) of teachers and 21(46.29%) WEO educational experts rated moderate and 34(20.73%) of teachers and 8(7.4%) WEO educational experts rated low and neither teachers nor WEO experts rated very low respectively. So that as it indicated in table 3 item 5 respondents were asked concerning the participation of school principal in school human resource planning, teachers and

WEO educational experts with the ($x = 3.34$, $SD = 0.929$) and ($x = 3.44$, $SD = 0.904$) respectively confirmed that the participation of school principal on the matter was moderate. The overall $x = 3.39$ shows the agreement the total respondent with the point was moderate. Therefore based on the overall score value, it can be concluded that the participation of school principal in school human resource planning was moderate. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.452 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts.

In general, the above findings that obtained from the analysis of the items of table 3 indicate that there was a poor teaching staff resource planning from the zone to each level in the sector including the school level. In line with this the information gathered through Interview made with Principals, Supervisors, WEOs heads and ZEOs heads and experts also confirm that the overall strategic thinking and plan, relating to the issue of HRP was inadequate. This might be due to lack of the capacity at lower level of the sector, the turnover of trained manpower in the area, less awareness on the importance of HRP and the less attention that has been given to the HRP at all level of the sector.

4.2.2. Recruitment And Selection Of Teaching Staff

Table 4: Responses Given on Recruitment and Selection of Teachers

No	Item	Respondents		Response[N&%]					x	SD	Over all X	P-Value (t-test)
				5	4	3	2	1				
1	Conducting recruitment based on HRP	-Teachers	F	8	24	45	68	19	2.60	1.032	2.58	0.789
			%	4.8	14.	27.	41.	11.				
		-WEO educational experts	F	8	63	44	46	59	2.56	0.833		
			%	18.	25.	15.	7.4					
2	Availability of skilled manpower to conduct teaching staff recruitment and selection	-Teachers	F	9	24	43	61	27	2.55	1.098	2.58	0.744
			%	5.4	14.	26.	37.	16.				
		-WEO educational experts	F	9	63	22	19	46	2.61	1.089		
			%	3.7	20.	24.	37.	14.				
3	Following the necessary steps, rules and personnel policies in recruitment and selection	-Teachers	F	15	24	62	56	7	2.9	1.01	2.94	0.621
			%	9.1	14.	37.	34.	4.2				
		-WEO educational experts	F	5	63	8	15	7	2.98	1.037		
			%	5.5	27.	33.	25.	7.4				
4	System of advertising the existing vacancies	-Teachers	F	5	29	35	79	16	2.56	0.992	2.55	0.883
			%	3.0	17.	21.	48.	9.7				
		-WEO educational experts	F	5	68	34	17	6	2.54	1.161		
			%	7.4	14.	18.	42.	16.				
5		-Teachers	F	18	43	49	40	14	3.07	1.136	2.96	0.215
			%	81	52	59	67					

	The degree of employing qualified teachers		%	10.98	26.22	29.88	24.39	8.54				
		-WEO educational experts	F	36	1052	2189	1663	4	2.85	0.998		
			%	5.56	18.52	38.89	29.63	7.4				
6	Appropriate use of selection technique like educational level, GPA, working experience, giving of test and interview etc	-Teachers	F	109	2524	3817	6563	2685	2.56	1.114	2.58	0.856
			%	6.09	15.24	23.17	39.63	15.85				
		-WEO educational experts	F	36	881	1578	2004	881	2.59	1.091		
			%	5.56	14.81	27.78	37.04	14.81				
7	Participation of school principal in school teaching staff recruitment and selection	-Teachers	F	122	2302	3695	6289	319	2.53	1.164	2.56	0.889
			%	7.32	14.02	21.95	37.89	18.9				
		-WEO educational experts	F	36	902	1578	1833	881	2.59	1.076		
			%	5.56	16.67	27.78	33.33	14.81				

Item 1 of Table 4 shows that whether the recruitments of teaching staff conducted based on pre-exist human resource plan or not. Regarding this only 8(4.88%) of teachers rated very high, 24(14.63%) of teachers and 10(18.52%) of WEO educational experts rated high, 45(27.44%) of teachers and 14(25.93%) WEO educational experts rated moderate and 68(41.46%) of teachers and 26(15.85%) WEO educational experts rated low, 19(11.59%) of teachers and 4(7.4%) WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.60$, $SD=1.032$) reported that the recruitment conducted in the absence of pre-determined plan and WEO educational experts with ($x=2.56$, $SD=1.098$) reported respectively that it was low. The overall mean $x=2.58$. Therefore, based on the overall score value, it can be concluding that recruitment was conducted in the absence of human resource plan. In supporting t- test calculated to check whether there was idea difference exists between responses of

the respondents. The computed t-test with its corresponding the significant level p-value of 0.789 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts regarding the point. This has revealed the poor existing system of the educational sector concerning the matter at each level of hierarchy in the area under the study.

Item 2 of table 4 deals the availability of skilled manpower to conduct the teaching staff recruitment and selection. Accordingly 9(5.49%) of teachers and 2(3.7%) of WEO educational experts rated very high, 24(14.63%) of teachers and 11(20.37%) of WEO educational experts rated high, 43(26.22%) of teachers and 13(24.07%) of WEO educational experts rated moderate, 61(37.19%) of teachers and 20(37.04%) of WEO educational experts rated low, 27(16.46%) of teachers and 8(14.81%) of WEO educational experts rated very low. The mean value of teachers and WEO educational experts were found to be ($x=2.55$, $SD=1.098$) and ($x=2.60$, $SD=1.089$) respectively rated that, the availability of skilled manpower to run the teaching staff recruitment and selection activities were low. The overall $x=2.58$. Therefore, based on the overall score value, it can be concluding that there are lack of the availability of skilled manpower to run the teaching staff recruitment and selection activities. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.744 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and educational experts. Besides the above responses, the interview held with School principals, supervisors, Woreda Heads of Education Offices and Zone experts and Heads of Education Offices confirmed that there was a shortage of trained and skilled manpower at every level of the education sector.

Item 3 of table 4 deals whether the recruiters following the necessary steps, rules and personnel policies in recruitment or not. Accordingly 15(9.13%) of teachers and 3(5.56%) of WEO educational experts rated very high, 24(14.63%) of teachers and 15(27.78%) of WEO educational experts rated their response high, 62(37.8%) of teachers and 18(33.33%) of WEO educational experts rated moderate, 56(34.15%) of teachers and 14(25.93%) of WEO educational experts rated low. The rest 7(4.27%) and 4(7.4%) of teachers and WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.90$, $SD=1.01$) and ($x=2.98$, $SD=1.03$) respectively and the overall $x=2.94$ showing that the step

followed to recruiters of teaching staff at every level of the educational sector was at the middle. Therefore, from the response of the majority, it is possible to conclude that, recruiters of teaching staff at every level of the educational sector, from the Zone to Woreda Education Offices might following only some of the necessary steps, the existing Regional civil service commission rules and personnel policies of recruitment and selection. In supporting t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t- test with its corresponding the significant level p-value of 0.621 greater than alpha 0.05, this indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 4 of table 4 deals pertaining to advertising system, the existing vacancies in Schools with in the Zone. Accordingly 5(3.05%) of teachers and 4(7.4%) of WEO educational experts rated very high, 29(17.68%) of teachers and 8(14.81%) of WEO educational experts rated high, 35(21.34%) of teachers and 10(18.52%) of WEO educational experts rated moderate, 79(48.17%) of teachers and 23(42.59%) of WEO educational experts rated low, 16(9.76%) of teachers and 9(16.67%) of WEO educational experts rated very low. The mean value of Teachers and WEO educational experts were found to be ($x=2.56$, $SD=0.992$) agreed with that there was low existence of the system of teachers position vacancy advertisement and WEO educational experts with the ($x=2.54$, $SD=1.161$) agreed that the existence of the system of teachers position vacancy advertisement even if it may exist its implementation was low. The overall $x=2.55$ shows that the majority of respondents rated low with the issue. Therefore, from the response of the majority, it is possible to conclude that, it is fair to infer that either there was no existence of the system of teachers position vacancy advertisement or even if it may exist its implementation was low. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.883 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts regarding the point.

Item 5 of table 4 deals with the reaction of the two study groups on the request asked to rate the degree of employing qualified teachers during recruitment. Accordingly 18(10.98%) of teachers and 3(5.56%) of WEO educational experts rated very high, 43(26.22%) of teachers and 10

(18.52%) of WEO educational experts rated high, 49(29.88%) of teachers and 21(38.89%) of WEO educational experts rated moderate, 40(24.39%) of teachers and 16(29.63%) of WEO educational experts rated low, 14(8.54%) of teachers and 4(7.4%) of WEO educational experts rated very low. The mean value of Teachers and WEO educational experts were found to be ($x=3.07$, $SD=1.136$) and WEO educational experts with the ($x=2.85$, $SD=0.998$) agreed degree of employing qualified teachers during recruitment was moderate. The overall $x=2.96$ shows the agreement of the respondents in some amount with the point. Therefore, from the response of the majority, it is possible to conclude that the degree of employing those qualified individuals that help the school educational goals was moderate but it doesn't mean as much as needed. In supporting t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.215 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts regarding the point.

Item 6 of table 4 reflected that 6.09% of Teachers and 5.56% of WEO educational experts were rated very high on following the mentioned criteria for selection, 15.24% of teachers and 14.81% of WEO educational experts were rated high, 23.17% of teachers and 27.78% of WEO educational experts rated moderate, 39.63% of teachers and 37.04% of WEO educational experts were rated low, 15.85% and 14.81% of Teachers and WEO educational experts was rated very low. The mean value of Teachers and WEO educational experts were found to be ($x=2.56$, $SD=1.11$) and ($x=2.59$, $SD=1.091$) respectively agreed that, implementation of the selection criteria at screening time in the sector seem low. The overall $x=2.58$ shows the agreement of the total respondents with the point was low. This implies that the majority of respondents didn't agree with the issue. Therefore, from the response of the majority, it is possible to conclude that the implementation of the selection criteria at screening time in the sector was low. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t- test with its corresponding the significant level p-value of 0.856 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the point. Recruitment and selection mostly conducted centrally at Zone education office or Regional education office without considering the local situation. These

circumstances might be created gaps for administrator and leader to force different hierarchy of education sector offices to run activities which affect the goals of education.

Item 7 of table 4 indicates that 12(7.32%) of teachers and 3(5.56%) of WEO educational experts rated very high, 23(14.02%) of teachers and 9(16.67%) of WEO educational experts rated high, 21.95% of teachers and 27.78% WEO educational experts rated moderate, 37.8% of teachers and 33.33% WEO educational experts rated low, 18.9 % of teachers and 14.81% WEO educational experts very low respectively. So that as it indicated in table 5 item 7 respondents were asked concerning the Partiception of school principal in school teaching staff recruitment and selection, teachers and WEO educational experts with the ($x=2.53$, $SD =1.164$) and ($x=2.59$, $SD =1.076$) respectively confirmed that the application of the matter is low. The overall mean $x=2.56$. Therefore based on the overall score value, it can be concluded that the Partiception of school principal in school teaching staff recruitment and selection was low. The computed t-test value with its corresponding the significant level p-value of 0.889 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts. In line with this the information gathered through Interview made with Principals, Supervisors, WEOs heads and ZEOs heads and experts were also confirmed that the Partiception of school principal in school teaching staff recruitment and selection is low.

In general, from the above items of analysis,one can understand that there was lack of appropriate recruitment and selection procedures and due attention given was little to secondary school teaching staff recruitment and selection at every level of the educational institutions.

4.2.3. Teachers Performance Appraisal Management

Table 5: Views on Teachers Performance Appraisal Management

No	Item	Respondents		Response[N&%]					x	SD	Over all X	P-Value (t-test)
				5	4	3	2	1				
1	Conducting teaching staff evaluation so as to improve teaching - learning process	-Teachers	F	10	25	34	69	26	2.54	1.115	2.54	0.998
			%	6.0	15.	20.	42.	15.				
		-WEO educational experts	F	4	7	11	24	8	2.54	1.128		
			%	7.4	12.	20.	44.	14.				
2	Carrying out the teaching staff performance appraisal based on well-established and clear criteria	-Teachers	F	9	29	33	71	22	2.59	1.096	2.58	0.947
			%	5.4	17.	20.	43.	13.				
		-WEO educational experts	F	2	9	12	26	5	2.57	1.002		
			%	3.7	16.	22.	48.	9.2				
3	Informing the strengths and weaknesses of teaching staff through evaluation report	-Teachers	F	11	20	41	69	23	2.55	1.087	2.56	0.914
			%	6.7	12.	25	42.	14.				
		-WEO educational experts	F	3	12	11	15	13	2.57	1.238		
			%	5.5	22.	20.	27.	24.				
4	Extent to which the appraisal results have been free from	-Teachers	F	5	33	62	50	14	2.79	0.964	2.91	0.098
			%	3.0	20.	37.	30.	8.5				
			F	5	10	21	18		3.04	0.951		

	bias and favoritism	-WEO educational experts	%	9.26	18.52	38.89	33.33					
5	Placement of teachers based on their appraisal results	-Teachers	F	4	32	37	65	26	2.53	1.053	2.53	0.943
			%	2.44	19.51	22.56	39.63	15.85				
		-WEO educational experts	F	3	8	10	26	7	2.52	1.077		
			%	5.56	14.81	18.52	48.15	12.96				
6	Participation of the school principal in school teaching staff appraising	-Teachers	F	19	41	41	41	22	2.95	1.228	2.98	0.828
			%	11.59	25	25	25	13.41				
		-WEO educational experts	F	3	15	18	15	3	3.00	1.009		
			%	5.56	27.78	33.33	27.78	5.56				

Item 1 of table 5 indicates that the respondents were asked to weigh up the evaluation of teachers in their respective schools, in relation to the resultant improvement in the teaching learning process. Based on this 10(6.09%) of teachers and 4(7.4%) of WEO educational experts rated very high, 25(15.24%) of teachers and 7(12.96%) of WEO educational experts rated their response high, 34(20.73%) of teachers and 11(20.37%) of WEO educational experts rated moderate, 69(42.07%) of teachers and 24(44.44%) of WEO educational experts rated their response low. The rest 26(15.85%) of teachers and 8(14.81%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.54$, $SD=1.115$) and ($x=2.54$, $SD=1.128$) respectively agreed that the teaching staff evaluation had moderate. The overall $x=2.54$ shows the agreement of the total respondents with the point was low. Therefore, from the response of the majority, it is possible to conclude that, teaching staff evaluation had low effect on improving teaching learning process. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.998 greater than alpha

0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 2 of table 5 shows about the basis of staff appraisal performance. Accordingly 9(5.49%) of teachers and 2(3.7%) of WEO educational experts rated very high, 29(17.68%) of teachers and 9(16.67%) of WEO educational experts rated their response high, 33(20.12%) of teachers and 12(22.22%) of WEO educational experts rated moderate, 71(43.29%) of teachers and 26(48.15%) of WEO educational experts rated their response low. The rest 22(13.41%) of teachers and 5(9.26%) of WEO educational experts rated very low. The mean value of teachers and WEO educational experts were found to be ($x=2.59$, $SD=1.096$) and ($x=2.57$, $SD=1.002$) respectively and overall $x=2.58$ shows that the establishment and clarity of criteria of staff performance appraisal was low. Therefore, from the response of the majority, it is possible to conclude that, the high level of establishment and clarity of the existing evaluation criteria. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.947 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 3 of table 5 indicates that the level of informing teachers strengths and weaknesses by the evaluation process. Based on this 11(6.7%) of teachers and 3(5.56%) of WEO educational experts rated very high, 20(12.19%) of teachers and 12(22.22%) of WEO educational experts rated their response high, 41(25%) of teachers and 11(20.37%) of WEO educational experts rated moderate, 69(42.07%) of teachers and 15(27.78%) of WEO educational experts rated their response low. The rest 23(14.02%) of teachers and 13(24.07%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.55$, $SD=1.087$) and ($x=2.57$, $SD=1.238$) respectively agreed that the level of informing teachers strengths and weaknesses by the evaluation process was low. The overall mean $x=2.56$. Therefore, from the response of the majority, it is possible to conclude that, the level of informing teachers strengths and weaknesses by the evaluation process was low. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.914 greater than alpha

0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 4 of table 5 reveals that the degree that the appraisal results have been free from biases and favoritism. Accordingly 5(3.05%) of teachers and 5(9.26%) of WEO educational experts rated very high, 33(20.12%) of teachers and 10(18.52%) of WEO educational experts rated their response high, 62(37.8%) of teachers and 21(38.89%) of WEO educational experts rated moderate, 50(30.49%) of teachers and 18(33.33%) of WEO educational experts rated their response low. The rest 14(8.54%) of teachers rated very low. The mean value of teachers and WEO educational experts were found to be ($\bar{x}=2.79$, $SD=0.964$) and ($\bar{x}=3.04$, $SD=0.951$) respectively agreed that the appraisal results to be free from bias and favoritism at high level. The overall $\bar{x}=2.91$ shows the agreement of the total respondents with the point. This implies that the majority of respondents agreed with the issue. Therefore, from the response of the majority, it is possible to conclude that, in some amount the evaluation process is free from bias and favoritism. In supporting a t-test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.098 greater than alpha 0.05, this indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 5 of table 5 reveals that the outputs of the academic staff evaluation is promotion and/or placement of personnel at the right position. Accordingly 4(2.44%) of teachers and 3(5.56%) of WEO educational experts rated very high, 32(19.51%) of teachers and 8(14.81%) of WEO educational experts rated their response high, 37(22.56%) of teachers and 10(18.52%) of WEO educational experts rated moderate, 65(39.63%) of teachers and 26(48.15%) of WEO educational experts rated their response low. The rest 26(15.85%) of teachers and 7(12.96%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($\bar{x}=2.53$, $SD=1.053$) and ($\bar{x}=2.52$, $SD=1.077$) respectively and the overall $\bar{x}=2.53$. Therefore, from value and the response of the majority, it is possible to conclude that, the low effect of teachers evaluation on their placements. In supporting a t-test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.943 greater than alpha 0.05, indicating

that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 6 of table 5 indicates that 19(11.59%) of teachers and 3(5.56%) of WEO educational experts rated very high, 41(25%) of teachers and 15(27.78%) of WEO educational experts rated their response high, 41(25%) of teachers and 18(33.33%) of WEO educational experts rated moderate, 41(25%) of teachers and 15(27.78%) of WEO educational experts rated their response low. The rest 22(13.41%) of teachers and 3(5.56%) of WEO educational experts rated very low respectively. So that as it indicated in table 6 item 6 respondents were asked concerning the Partiception of school principal in school teaching staff appraising, teachers and WEO educational experts with the ($x = 2.95$, $SD = 1.228$) and ($x = 3.00$, $SD = 1.009$) respectively and the combined mean $x = 2.98$ shows that majority of the respondent confirmed that the there was Partiception of principal in the matter. Therefore based on the overall score value, it can be concluded that the Partiception of school principal in school teaching staff appraising was moderate. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.828 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts.

4.2.4. Provision Of Training For Teaching Staff

Table 6: Views on Provision of Training for Teaching Staff

No	Item	Respondents		Response[N&%]					x	SD	Over all X	P-Value (t-test)
				5	4	3	2	1				
1	Availability of clear selection criteria	-Teachers	F	11	39	61	46	7	3.01	0.981	2.99	0.875
			%	6.7	23.78	37.19	28.05	4.27				
		-WEO educational experts	F	5	10	22	13	4	2.98	1.055		
			%	9.26	18.52	40.74	24.07	7.4				
2	Provision of opportunities for professional development	-Teachers	F	10	30	59	55	10	2.85	0.994	2.93	0.345
			%	6.09	18.29	35.98	33.54	6.09				
		-WEO educational experts	F	6	11	18	15	4	3	1.116		
			%	11.11	20.37	33.33	27.78	7.4				
3	Conducting training needs assessment	-Teachers	F	9	26	37	66	26	2.55	1.104	2.56	0.882
			%	5.49	15.85	22.56	40.24	15.85				
		-WEO educational experts	F	2	9	13	24	6	2.57	1.021		
			%	3.76	16.67	24.07	44.44	11.11				
4	Compatibility of training with the position that the teacher holds	-Teachers	F	6	42	67	40	9	2.98	0.933	3.00	0.782
			%	3.66	25.61	40.85	24.39	5.49				
			F	6	12	18	13	5	3.02	1.141		

		-WEO educational experts	%	11. 11	22. 22	33. 33	24. 07	9.2 6				
5	On-the-job training given for teaching staff	-Teachers	F	8	23	36	77	20	2.52	1.036	2.53	0.938
			%	4.8 8	14. 02	21. 95	46. 95	12. 19				
		-WEO educational experts	F	3	8	10	27	6	2.54	1.059		
			%	5.5 6	14. 81	18. 52	50	11. 11				
6	Off-the-job training given for teaching staff	-Teachers	F	19	38	49	43	15	3.02	1.154	3.14	0.172
			%	11. 59	23. 17	29. 88	26. 22	9.1 5				
		-WEO educational experts	F	8	12	20	14	-	3.26	1.013		
			%	14. 81	22. 22	37. 04	25. 93	-				
7	Practice of evaluati ng the training results on the work along with its effects and changes that are exhibited	-Teachers	F	14	24	38	76	26	2.37	0.920	2.35	0.823
			%	8.5 4	14. 63	23. 17	46. 34	15. 85				
		-WEO educational experts	F	-	8	12	24	10	2.33	0.952		
			%	-	14. 81	22. 22	44. 44	18. 52				
8	Participation of the school principal in school selecting teaching staff for training	-Teachers	F	16	42	48	43	15	3.01	1.132	2.94	0.454
			%	9.7 6	25. 61	29. 27	26. 22	9.1 5				
		-WEO educational experts	F	6	10	17	13	8	2.87	1.214		
			%	11. 11	18. 52	31. 48	24. 07	14. 81				

9	In the past two-to-three years most of the opportunities for further training were obtained by/through			A	B	C	D					
		-Teachers	F	81	15	26	42					
			%	49.	9.1	15.	25.					
		-WEO educational experts	F	32	3	5	14					
			%	59.	5.5	9.2	25.					
				39	5	85	61					
		26	6	6	93							

As can be seen from item 1 of table 6 to rate related to the training of teachers were considered. Accordingly 11(6.7%) of teachers and 5(9.26%) of WEO educational experts rated very high, 39(23.78%) of teachers and 10(18.52%) of WEO educational experts rated their response high, 61(37.19%) of teachers and 22(40.74%) of WEO educational experts rated moderate, 46(28.05%) of teachers and 13(27.78%) of WEO educational experts rated their response low. The rest 7(4.27%) of teachers and 4(7.4%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=3.01$, $SD=0.981$) and ($x=2.98$, $SD=1.055$) respectively agreed that the moderate clear selection criteria for further education of teachers. The overall $x=2.99$ shows the agreement of the total respondents with the point was in the moderate. Therefore, from the response of the majority, it is possible to conclude that, the moderate clear selection criteria for further education of teachers. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.875 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 2 of the above table 6 tries to investigate to what extent teachers were provided with different professional improvement and training programs to develop competency in their profession. Regarding this 10(6.09%) of teachers and 6(11.11%) of WEO educational experts rated very high, 30(18.29%) of teachers and 11(20.37%) of WEO educational experts rated their response high, 59(35.98%) of teachers and 18(33.33%) of WEO educational experts rated moderate, 55(33.54%) of teachers and 15(27.78%) of WEO educational experts rated their response low. The rest

10(6.09%) of teachers and 4(7.4%) of WEO educational experts rated very low respectively. The mean value of Teachers and WEO educational experts were found to be ($x=2.85$, $SD=0.994$) and ($x=3.00$, $SD=1.116$) respectively agreed that there was moderate level of professional improvement as a result of training offered to the teaching staff. The overall mean $x=2.93$ shows the agreement of the respondents with the point was moderate. From this the researcher is interested to conclude that there was medium level of professional improvement as a result of training offered to the teaching staff. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.345 greater than alpha 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and WEO educational experts regarding the provision of professional improvement was good but it was not reached at the expected level in selected sample school.

Item 3 of table 6 deals with the level of conducting training need assessment. Regarding to this 9(5.49%) of teachers and 2(3.7%) of WEO educational experts rated very high, 26(15.85%) of teachers and 9(16.67%) of WEO educational experts rated their response high, 37(22.56%) of teachers and 13(24.07%) of WEO educational experts rated moderate, 66(40.24%) of teachers and 24(44.44%) of WEO educational experts rated their response low. The rest 26(15.85%) of teachers and 6(11.11%) of WEO educational experts rated very low respectively. The mean value of Teachers and WEO educational experts were found to be ($x= 2.55$, $SD= 1.104$) and ($x= 2.57$, $SD=1.021$) respectively and combined mean $x=2.56$ implies that there was low level of conducting the needs assessment and the implementation. Therefore, from the above value, it is possible to conclude that there was low level of conducting the needs assessment and the implementation. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.882 greater than alpha 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and WEO educational experts regarding that the level of conducting training need assessment and its implementation not satisfactory.

Item 4 of table 6 tries to analyze the compatibility of the training with current position of teachers. Accordingly 6(3.66%) of teachers and 6(11.11%) of WEO educational experts rated very high, 42(25.61%) of teachers and 12(22.22%) of WEO educational experts rated their response high,

67(40.85%) of teachers and 18(33.33%) of WEO educational experts rated moderate, 40(24.39%) of teachers and 13(24.07%) of WEO educational experts rated their response low. The rest 9(5.49%) of teachers and 5(9.26%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.98$, $SD=0.933$) and ($x=3.02$, $SD=1.141$) respectively and the average mean $x=3.00$ this indicates that agreed that the majority of respondents agreed the level of compatibility was moderate. Therefore, from the response of the majority, it is possible to conclude that, there was medium level of compatibility. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.782 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 5 of table 6 deals with the on-the-job training offered for the teaching staff. Regarding to this 8(4.88%) of teachers and 3(5.56%) of WEO educational experts rated very high, 23(14.02%) of teachers and 8(14.81%) of WEO educational experts rated their response high, 36(21.95%) of teachers and 10(18.52%) of WEO educational experts rated moderate, 77(46.95%) of teachers and 27(50%) of WEO educational experts rated their response low, the rest 20(12.19%) of teachers and 6(11.11%) of WEO educational experts rated very low respectively. The mean value of Teachers and WEO educational experts were found to be ($x=2.52$, $SD=1.036$) and ($x=2.54$, $SD=1.059$) respectively rated that there was low on-the-job training. The overall $x=2.53$ shows the respondents rated low with the point. Therefore, from the response of the majority, it is possible to conclude that there was low on-the-job training offered for the teaching staff. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.938 greater than alpha 0.05, this indicates that there is no significant difference between the opinions of Teachers and WEO educational experts regarding that on-the-job training offered for the teaching staff was low.

Item 6 of table 6 demonstrates the off-the-job training offered for the teaching staff. Accordingly 19(11.59%) of teachers and 8(14.81%) of WEO educational experts rated very high, 38(23.17%) of teachers and 12(22.22%) of WEO educational experts rated their response high, 49(29.88%) of teachers and 20(37.04%) of WEO educational experts rated moderate, 43(26.22%) of teachers and

14(25.93%) of WEO educational experts rated their response low. The rest 15(9.15%) of teachers only rated very low. The mean value of teachers and WEO educational experts were found to be ($x=3.02$, $SD=1.154$) and ($x=3.26$, $SD=1.013$) respectively rated that the level off-the-job training was moderate. The overall $x=3.14$ shows the agreement of the total respondents with the point was medium. Therefore, it is possible to conclude that, the level of off-the-job training offered for the teaching staff was medium. A t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding significant level p-value of 0.172 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 7 of table 6 deals with regard to evaluating the training results on the work of the teaching staff. Accordingly 14(8.54%) of teachers rated very high, 24(14.63%) of teachers and 8(14.81%) of WEO educational experts rated their response high, 38(23.17%) of teachers and 12(22.22%) of WEO educational experts rated moderate, 76(46.34%) of teachers and 24(44.44%) of WEO educational experts rated their response low. The rest 26(15.85%) of teachers and 10(18.52%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.37$, $SD=0.920$) and ($x=2.33$, $SD=0.952$) respectively and overall mean $x=2.35$ locates that there was low practice of evaluating the training programs in relation to the teaching staff job holder. Therefore, from the response of the majority, it is possible to generalize that there was low practice of evaluating the training results on the work along with its effects and changes that were exhibited. In supporting a t- test calculated with its corresponding p-value of 0.823 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 8 of table 6 indicates that 16(9.76%) of teachers and 6(11.11%) of WEO educational experts rated very high, 42(25.61%) of teachers and 10(18.52%) of WEO educational experts rated their response high, 48(29.27%) of teachers and 17(31.48%) of WEO educational experts rated moderate, 43(26.22%) of teachers and 13(24.07%) of WEO educational experts rated their response low. The rest 15(9.15%) of teachers and 8(14.81%) of WEO educational experts rated very low respectively. So that as it indicated in table 6 item 6 respondents were asked concerning the Partiception of school principal in school selecting teaching staff for training, teachers and WEO educational experts with the ($x= 3.01$, $SD = 1.132$) and ($x=2.87$, $SD = 1.214$) respectively and the

overall mean $x=2.94$ shows the most respondent confirmed that the application of the matter was moderate. Therefore based on the overall score value, it can be concluded that the Participation of school principal in school selecting teaching staff for training were medium. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.454 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of teachers and WEO educational experts. It is clear to say from the above that there was medium involvement of school principal in teachers selection for training.

According to the data obtained through the interview held with some heads of Woreda Education Office, Supervisor and School principals. The interview revealed that a minimum effort was made by the School principals to facilitate the School teaching staff training, before they have been recommended activities that should be done by the Woreda Education Officials.

In training given one of its purposes is to enhance and understand how to develop some activities, organize and facilitate learning and development, expedite acquisition of the knowledge, skills and abilities required for effective job. Accordingly to this, Training is important to teachers, and it should be continued, in line with that the idea of researcher, Payne and Wolfson, (2000) stated the teachers viewed their principals as helpers, supporters, source of information and resources for professional development.

In the last item with regards to the opportunity obtained for further training for the last 2-3 years. 81(49.39%) of teachers and 32(59.26%) of WEO educational experts respondents agreed that the chance was obtained through the Regional Education Bureau. 26(15.85%) of teachers and 5(9.26%) of WEO educational experts reported that the opportunities were obtained by personal effort. On the other hand, 42(25.61%) of teachers and 14(25.93%) of WEO educational experts reported that the opportunities were obtained by Zone/Woreda Education offices. In this item the effort of school, revealed that 15(9.15%) of teachers and 3(5.56%) of WEO educational experts which is the least one when compared with other options. This indicates least amount of the total respondent confirmed that the school effort in finding the opportunities for further training of the teaching staff was low. This may be due to the absence of appropriate and skilled educational managers at school level or lack of assigning the right person at the right position, it may need. On this matter interview conducted with WEO heads, Supervisor and school principals witnessed

that the appropriate person or educational managers were not assigned to run the school activities. Therefore, this by implication shows that the effort of searching opportunities for further training of teachers in secondary school was minimum.

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

4.2.4. Performance Rewards To Teaching Staff

Table 7: Views on performance rewards

No	Item	Respondents		Response[N&%]					x	SD	Over all X	P-Value (t-test)
				5	4	3	2	1				
1	The existing reward and incentive plans to motivate teaching staff in your school	-Teachers	F	5	21	53	63	22	2.54	0.981	2.57	0.724
			%	3.0	12.	32.	38.	13.				
		-WEO educational experts	F	4	6	15	22	7	2.59	1.093		
			%	7.4	11.	27.	40.	12.				
2	The school has a reward system that facilitates the teaching-learning by motivating the desired levels of performance	-Teachers	F	-	16	43	77	29	2.29	0.863	2.39	0.249
			%		9.7	26.	46.	17.				
		-WEO educational experts	F	3	8	11	22	10	2.48	1.128		
			%	5.5	14.	20.	40.	18.				
3	The satisfaction of the reward teaching staff got in school	-Teachers	F		29	33	72	23	2.41	0.939	2.35	0.366
			%		17.	20.	43.	14.				
		-WEO educational experts	F		9	11	20	14	2.28	1.036		
			%		16.	20.	37.	25.				
4	The teaching staff with whom you work are rewarded	-Teachers	F	7	29	39	67	22	2.59	1.062	2.58	0.946
			%	4.2	17.	23.	40.	13.				
			F	7	68	78	85	41	2.57	1.057		
			%									

		-WEO educational experts	%	5.5 6	14. 81	22. 22	46. 29	11. 11				
5	Participation of the school principal in the activity of job performance rewards	-Teachers	F	9	27	29	75	24	2.52	1.099	2.50	0.811
			%	5.4 9	16. 46	17. 68	45. 73	14. 63				
		-WEO educational experts	F	5	7	10	19	13	2.48	1.255		
			%	9.2 6	12. 96	18. 52	35. 19	24. 07				

Table 7, Item 1 shows that 5(3.05%) of teachers and 4(7.4%) of WEO educational experts rated very high, 21(12.8%) of teachers and 6(11.11%) of WEO educational experts rated their response high, 53(32.32%) of teachers and 15(27.78%) of WEO educational experts rated moderate, 63(38.41%) of teachers and 22(40.74%) of WEO educational experts rated their response low. The rest 22(13.41%) of teachers and 7(12.96%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.54$, $SD=0.981$) and ($x=2.59$, $SD=1.093$) respectively and combined mean $x=2.57$ shows that majority of respondents rated low on the issue. Therefore, from the response of the majority, it is possible to conclude that, there was minimum existing reward and incentive plans to motivate teaching staff in the school. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.724 greater than alpha 0.05, this indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 2 of table 7 deals with the extent to which schools has reward system that facilitates the teaching-learning. Based on this 3(5.56%) of WEO educational experts only rated very high, 16(9.76%) of teachers and 8(14.81%) of WEO educational experts rated their response high, 43(26.22%) of teachers and 11(20.37%) of WEO educational experts rated moderate, 77(46.95%) of teachers and 22(40.74%) of WEO educational experts rated their response low. The rest 29(17.68%) of teachers and 10(18.52%) of WEO educational experts rated very low. The mean value of Teachers and WEO educational experts were found to be($x=2.29$, $SD=0.863$) and ($x=2.48$,

SD=1.128) respectively and the overall $\bar{x}=2.39$ shows that the majority of respondents indicates the schools reward system that facilitates the teaching-learning was low. Thus, it is possible to conclude that most of the schools in the sampled zone didn't have a reward system that facilitates the teaching-learning by motivating the desired levels of performance. The computed t- test with its corresponding p-value of 0.249 which was greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the issue.

Item 3 of table 7 deals with the satisfaction of the reward teaching staff got in school. Accordingly neither teachers nor WEO educational experts rated very high, 29(17.68%) of teachers and 9(16.67%) of WEO educational experts rated their response high, 33(20.12%) of teachers and 11(20.37%) of WEO educational experts rated moderate, 72(43.9%) of teachers and 20(37.04%) of WEO educational experts rated their response low. The rest 23(14.02%) of teachers and 14(25.93%) of WEO educational experts rated very low. The mean value of Teachers and WEO educational experts were found to be ($\bar{x}=2.41$, $SD=0.939$) and ($\bar{x}=2.28$, $SD=1.036$) respectively and the overall $\bar{x}=2.35$ shows that the majority of respondents was rated low regarding the point. Thus, it is possible to conclude that the reward teaching staff got in the School were not satisfied teachers as they expressed they were rated low about the issue. A t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its significant level p-value of 0.366 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the issue.

Item 4 of table 7 tries to analyze if teaching staff with whom they are working rewarded, 7(4.27%) of teachers and 3(5.56%) of WEO educational experts rated very high, 29(17.68%) of teachers and 8(14.81%) of WEO educational experts rated their response high, 39(23.78%) of teachers and 12(22.22%) of WEO educational experts rated moderate, 67(40.85%) of teachers and 25(46.29%) of WEO educational experts rated their response low. The rest 22(13.41%) of teachers and 6(11.11%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($\bar{x}=2.59$, $SD=1.062$) and ($\bar{x}=2.57$, $SD=1.057$) respectively agreed that the out comes after team work was modest. The overall $\bar{x}=2.58$ also shows majority of the respondents rated low with the point. Therefore, from the response of the majority,

it is possible to conclude that, there was not teaching staff colleague are rewarded in selected sample school. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.946 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 5 of table 7 tries to analyze the partiception of the principal in the activity of job performance rewards. Accordingly 9(5.49%) of teachers and 5(9.26%) of WEO educational experts rated very high, 27(16.46%) of teachers and 7(12.96%) of WEO educational experts rated their response high, 29(17.68%) of teachers and 10(18.52%) of WEO educational experts rated moderate, 75(45.73%) of teachers and 19(35.19%) of WEO educational experts rated their response low. The rest 24(14.63%) of teachers and 13(24.07%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.52$, $SD=1.099$) and ($x=2.48$, $SD=1.255$) respectively agreed that the out comes after team work was modest. The overall $x=2.50$ also shows majority of the respondents said there was low participation of the principal with the point. Therefore, from the response of the majority, it is possible to conclude that, the partiception of the school principal in the activity of job performance rewards in selected sample school was low. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.811 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Regarding the interview conducted with principals, supervisor and head of WEOs, the data cleared the good performance of teachers was not followed by the incentive or rewards. In contemporary with this the theory on reward systems and their effects on performance can not be evaluated with out looking at how work motivation was also affected by these rewards and how that motivation was directly linked to performance. Most of the principals didn't consider the activity of rewards impact on the teaching staff performance. And they afraid to differantiate the teaching staff by their performance. Kanfer et al. (2008) the same as the researcher believed that if the existing reward are attractive full and special it is interesting for teaching learning process.

4.2.5. Team Working In The School

Teamwork, as seen in team teaching, facilitates more interaction among teachers and this may result in an improved quality of teaching and learning. Teachers strengths are combined and weaknesses are dealt with. Underperforming teachers can be observed, critiqued and suggestions for improvement can be made by other team members in a nonthreatening, supportive context. Therefore, teamwork plays a major role in organizations and increases work performance and result in better outcomes, while the absence of teamwork in schools impacts on the quality of teaching and learning. In this respect, the existing teamwork practice of the sampled schools was described based on the following data obtained and discussion made.

Table 8: Views on Team Working in the school

No	Item	Respondents		Response[N&%]					x	SD	Over all X	P-Value (t-test)
				5	4	3	2	1				
1	Availability of team working	-Teachers	F	16	34	56	41	17	2.95	1.126	3.03	0.343
			%	9.7	20.	34.	25	10.				
			6	73	15		37					
-WEO educational experts	F	6	13	19	13	3	3.11	1.076				
	%	11.	24.	35.	24.	5.5						
			11	07	19	07						
2	The extent to which your school generally embraces teamwork	-Teachers	F	9	26	38	64	27	2.55	1.109	2.52	0.701
			%	5.4	15.	23.	39.	16.				
			9	85	17	02	46					
-WEO educational experts	F	3	8	11	22	10	2.48	1.128				
	%	5.5	14.	20.	40.	18.						
			6	82	37	74						
3	The harmony that exists between the teaching and non-	-Teachers	F	7	29	33	74	21	2.55	1.058	2.52	0.674
			%	4.2	17.	20.	45.	12.				
			7	68	12	12	8					
		F	4	9	10	17	14	2.48	1.255			

	teaching staff in your school	-WEO educational experts	%	7.4	16.	18.	31.	25.				
					67	52	48	93				
4	Result obtained after team work in your school	-Teachers	F	11	40	56	43	14	2.95	1.058	2.97	0.831
			%	6.7	24.	34.	26.	8.5				
				39	15	22	4					
		-WEO educational experts	F	6	12	17	13	6	2.98	1.173		
			%	11.	22.	31.	24.	11.				
				11	22	48	07	11				

Accordingly to table 8, Item 1 shows that 16(9.76%) of teachers and 6(11.11%) of WEO educational experts rated very high, 34(20.73%) of teachers and 13(24.07%) of WEO educational experts rated their response high, 56(34.15%) of teachers and 19(35.19%) of WEO educational experts rated moderate, 41(25%) of teachers and 13(24.07%) of WEO educational experts rated their response low. The rest 17(10.37%) of teachers and 3(5.56%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.95$, $SD=1.126$) and ($x=3.11$, $SD=1.076$) respectively and combined mean $x=3.03$ shows that majority of respondents rated moderate on the issue. Therefore, from the response of the majority, it is possible to conclude that, there was medium availability of team working of teaching staff. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.343 greater than alpha 0.05, this indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

Item 2 of table 8 deals with the extent to which schools generally embraces teamwork. Based on this 9(5.49%) of teachers and 3(5.56%) of WEO educational experts rated very high, 26(15.85%) of teachers and 8(14.82%) of WEO educational experts rated their response high, 38(23.17%) of teachers and 11(20.37%) of WEO educational experts rated moderate, 64(39.02%) of teachers and 22(40.74%) of WEO educational experts rated their response low. The rest 27(16.46%) of teachers and 10(18.52%) of WEO educational experts rated very low. The mean value of Teachers and WEO educational experts were found to be($x=2.55$, $SD=1.109$) and ($x=2.48$, $SD=1.128$)

respectively and the overall $x=2.52$ shows that the majority of respondents indicates the way schools embraces teamwork was low. Thus, it is possible to conclude that most of the schools in the sampled zone didn't embraces teamwork as well as needed. The computed t- test with its corresponding p-value of 0.701 which was greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the issue.

Item 3 of table 8 deals with the harmony that exists between the teaching and non-teaching staff in secondary schools. Accordingly 7(4.27%) of teachers and 4(7.4%) of WEO educational experts rated very high, 29(17.68%) of teachers and 9(16.67%) of WEO educational experts rated their response high, 33(20.12%) of teachers and 10(18.52%) of WEO educational experts rated moderate, 74(45.12%) of teachers and 17(31.48%) of WEO educational experts rated their response low. The rest 21(12.8%) of teachers and 14(25.93%) of WEO educational experts rated very low. The mean value of Teachers and WEO educational experts were found to be ($x=2.55$, $SD=1.058$) and ($x=2.48$, $SD=1.255$) respectively and the overall $x=2.52$ shows that the majority of respondents was rated low regarding the issue. Thus, it is possible to conclude that create team building for collaborative work in the School were not satisfied teachers as they expressed they were rated low about the issue. In this area also non-academic staff peoples do not seem to be much oriented to team work. In supporting a t- test calculated to check whether there was idea difference exists between responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.674 greater than alpha 0.05, this indicates that there is no significance difference between the opinions of Teachers and WEO educational experts regarding the issue.

Item 4 of table 8 tries to analyze the result obtained after team work in schools. Accordingly 11(6.7%) of teachers and 6(11.11%) of WEO educational experts rated very high, 40(24.39%) of teachers and 12(22.22%) of WEO educational experts rated their response high, 56(34.15%) of teachers and 17(31.48%) of WEO educational experts rated moderate, 43(26.22%) of teachers and 13(24.07%) of WEO educational experts rated their response low. The rest 14(8.54%) of teachers and 6(11.11%) of WEO educational experts rated very low respectively. The mean value of teachers and WEO educational experts were found to be ($x=2.95$, $SD=1.058$) and ($x =2.98$, $SD=1.173$) respectively agreed that the out comes after team work was modest. The overall $x=2.97$

also shows majority of the respondents moderate with the point. Therefore, from the response of the majority, it is possible to conclude that, there was good result obtained after team work in schools, but it was not reached at the expected level in selected sample school. In supporting a t- test calculated to check whether there was idea difference exists between the responses of the respondents. The computed t-test with its corresponding the significant level p-value of 0.831 greater than alpha 0.05, indicating that there is no significance difference between the opinions of teachers and WEO educational experts.

As the researchers attempt to observe and revised the documents and interview made with the principals and supervisors the way they handle team work have a problem. According to the guideline of team work in school there are so many options to embrace teamwork in secondary schools but because of lack of follow up the activity didn't take place as much as needed. Therefore, based on the responses of the majority of teachers and the researcher's document analysis and work experience, it can be said that the school principals was not properly encourage in built team work within the school.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving human resource management practices in secondary schools of East Hararge Zone, Oromia National Regional State.

5.1. Summary

The main purpose of the study was to assess the practices of human resource management in government secondary schools of of East Hararge Zone. To this end, an attempt has been made to assess the teaching staff recruitment plan, teaching staff appraisal, training, motivating and teamwork of teaching staff practiced, which in turn results in improved students learning. Finally, the study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. What are the human resource planning criteria used in secondary Schools of Eastern Hararge Zone?
2. To what extent are the recruitment and selection criteria used in secondary Schools of Eastern Hararge Zone?
3. How are the appraisals and trainings for the academic staff administered?
4. How are the performance rewards and team-work in in secondary Schools of Eastern Hararge Zone?

Descriptive survey design was employed to conduct this study and a survey method was found suitable. The researcher employed both qualitative and quantitative data gathering instruments to collect data pertinent to the issue under researched. That is, closed ended and open ended questionnaire, semi-structured interview related to HRM practices were used as data collection instruments. Pilot study was conducted to check the reliability of the questionnaire using Cronbach Alpha. Questionnaire was distributed and its results were tabulated and analyzed with the help of both descriptive and inferential statistical techniques. The total samples of respondent were 245 respondents, which include 164 teachers, 54 educational experts of WEOs, 7 school principals, 7 school supervisors, 7 Woreda education head, 5 ZEO experts and head of ZEO.

Accordingly, questionnaires (closed and open-ended questions) were used to collect data from teachers and educational experts of WEOs. Interview made with school principals, supervisors, Woreda education head sampled woreda, ZEO exerts and head of ZEO and in some instances document analysis and observation were undertaken.

The data obtained through questionnaire were tabulated and analyzed using percentage, mean and t- test. Whereas the data obtained through interview, observation and document analysis were analyzed qualitatively by using narration in line with the data obtained from closed and open ended questions. As a result the following findings were drawn from the analysis.

Regarding the human resource planning the result indicate that there was a poor teaching staff resource planning from the zone to each level in the sector including the school level. In line with this the information gathered through Interview made with Principals, Supervisors, WEOs heads and ZEOs heads and experts also confirm that the overall strategic thinking and plan, relating to the issue of HRP was inadequate. This might be due to lack of the capacity at lower level of the sector , the turnover of trained manpower in the area, less awareness on the important of HRP and the less attention that has been given to the HRP at all level of the sector.

The process of human resource management regarding to recruitment and selection from result of most respondants revels that there was lack of appropriate recruitment and selection procedures and due attention given was little to secondary school teaching staff recruitment and selection at every level of the educational institutions. However, if the organization recruits the right people in most aspects, running organizations will become easier. Organization needs people whom it can trust to do good job quickly and pleasantly to work with. Identifying and attracting suitable applicants depends on the effectiveness of intuitional advertising, both in terms of the method of the advertisement and the extent to which it reaches the target audience. Once candidates have been identified, however, the principles of selection on merit based should be applied as for any other method of recruitment. Missing to do this in recruitment and selection results inappropriate schools goals achievement.

Concerning performance appraisal the finding from majority respondants deduce that the overall teaching staff appraisal in the sampled Zone was not based on clear and transparent procedures and criteria, even if there is a written criteria. Besides, its effects have no impact on teachers

self improvement, school goal achievement as explained exhaustively above. The respondents generally feel that there was no performance appraisal, the few present system of performance appraisal of the secondary schools also lack transparency.

Regarding to the training for academic staff all respondents express their opinions that knowledge and skills acquired from training can be applied at work place. Training given to the teachers not based on the requirement of teachers but training comes arbitrary without plan and does not give new skills to teachers and with regard to appropriate training enhancing to develop formative evaluation plan and provide important resources for teachers and give their expectations. Result indicate that respondants are not satisfied with the training and development activities of the schools specially on-job training.

Regarding the reward of the teachers showed there was not existing reward and incentive plans, no reward system that facilitates the teaching-learning by motivating the desired levels of performance and the teachers were not satisfied by the reward themselves and their colleague got in the school. Even if the activity done in the school but the school principals didn't participate fully in performance rewards of teaching staff. Over all results of the research there was no activities done letting teachers know they are doing a good job and recognizing their achievements publicly goes a long way toward making them feel appreciated.

The findings of the study revealed that as evident from most respondants believed that there is a feeling of availability team work and cooperation in the school and often people help each other, even if it means doing something outside their usual activities. But the school didn't capitalize these strengths to gain competitive advantage in the achievement of learning and teaching process. In this area also non-academic staff peoples do not seem to be much oriented to team work. However the academic staff overwhelmingly support in some amount the outcome of team work.

5.2. Conclusions

The purpose of this study was to assess the practices of human resource management in government secondary schools of Eastern Hararge Zone. The main findings of the study have been summarized in line with its objectives. Based on the findings it is possible to conclude that:

1. The importance of human resource planning was not acknowledged and well understood by the educational leaders and the implementers. There was little appropriate teaching staff recruitment plan in advance in the sampled zone. This shows that staffing, teaching staff appraisal, training, motivating or rewards, teamwork, attracting and retaining of teaching staff were practiced without the knowledge of pre-determined base analysis. As a result of this, the efforts made had been suffered from lack of planning. Therefore, we can conclude from this that the room given to the HRP by the officials was minimum due to lack of awareness.
2. The existing practices of teaching staff recruitment and selections are conducted either with poor, or absence of pre-recruitment plan. The recruiters were rarely followed existing rules, regulations and necessary steps of HRM activities. There were inappropriate recruitment and selection procedures found and much attention was not given to the secondary school teaching staff in general. From the existing trend, it is possible to deduce that the existing practices of employing teaching staff are in risk to attract qualified and competent teachers. It has also an adverse effect on pooling of competent candidates, and finally it may result in poor performance in teaching learning process activities.
3. As the study reveals availability and utilization of clear and transparent teaching staff appraisal of the sampled schools were inadequate. The existing staff evaluation practices had low effect on improving teaching learning process. Teachers were little or not informed about their strengths and weaknesses through evaluation process periodically and low rate of usage performance result for further placement or promotion. As a result, there were less teaching staff motivation in the zone to accomplish school goals. The involvement of sampled school principals in HRM activities like appraisal was insufficient. Despite the fact that appraisal conducted fully at school level with the great involvement of principals, however; some of the activities so far have been done also seem inadequate.
4. The efforts of schools in finding opportunities for short-term and long-term training for their teaching staff in the sampled schools were found to be low or absent at all in some case. This

is due to the absence of appropriate and experienced educational managers at every school of under study. For some training those were offered by REB, like off-job training. Since the absence of conducting periodical training needs assessment, training impacts assessment on its effect and a few trainings were offered only through REB and the professional improvement of teaching staff was relatively not going as much as needed. For that reason, one can conclude that when overall HRM lacks integrity, inadequacy and inefficient, its subsystem of training would be no better than the whole. However, the involvement of sampled school principals in HRM activities like training on-job was insufficient. Despite the fact that on-job training system conducted fully at school level with the great involvement of principals, however; some of the activities so far have been done also seem inadequate.

5. The results of the study discovered rewarding employees for their performance and behavior was inadequate without considered important for an organization, as rewards and recognition advances human resource development, gives employees a sense of accomplishment when rewarded, and increases their loyalty to the organization. Rewards can also enhance the employee's welfare, which would improve their motivation and ability to perform work-related targets, making them more profitable and capable of accomplishing tasks, but from the study the schools didn't apply the system starting from its plan. As a result, there were less teaching staff motivation in the zone to accomplish school goals. However, the involvement of sampled school principals in HRM activities like performance rewards was insufficient. Despite the fact that the performance reward system conducted fully at school level with the great involvement of principals, however; some of the activities so far have been done also seem inadequate.
6. The responses of the participants showed that there were some availability of teamwork positively and they confirmed that teamwork plays role in schools and that it increases work performance and resulted in better outcomes. It is clear from the study that some of the school still lack the way needed to implement team work in schools. It became apparent that this was a big deterrent to the execution of teamwork. The study revealed that teamwork among teaching staff and non-teaching staff members not good without considering impact positively on the quality of teaching and learning. However, the involvement of sampled school principals in HRM activities like team work was insufficient. Despite the fact that the teamwork system conducted fully at school level with the great involvement of principals, however; some of the activities so far have been done also seem inadequate.

Generally, from the above all point one can infer that the most serious consequence is the school lack proper HRM which undermines the overall capacity of the schools to attract and retain professionally qualified and competent teaching staff to achieve schools goals.

5.3. Recommendations

Based on the findings and conclusion drawn above, the following recommendations made which are necessary for improvement of practices of Human Resource Management the zone secondary schools.

1. Acceptable both in principle and in practice that HRP is the basis of all tasks that would take place in other stages of any sequentially undertaken HRM involvement. Before advancing to other phases, the target HRM personnel, school principals, educational experts and officials need to be adequately informed and remarked about the importance and working mechanisms of the HRP. This certainly helps to examine which activities of HRM needed at most and when it is applicable as well as get concern and implemented on a continuous and sustainable basis. Therefore, intensive awareness creation in the form of short-term training should be designed and given emphasis in teaching staff resource planning for all concerned experts, personnel, school principals and officials by the regional education bureau to alleviate the identified problems in HRP.
2. To cure the problems encountered during recruitment and selection of teaching staff for secondary schools, the schools, woredas and zone education offices in collaboration with the regional education bureau should: Place qualified and experienced manpower that can handle the recruitment and selection process so as to employ qualified and competent teachers for secondary schools, prepare clear and easily adaptable rules and regulations based on the existing HRM policies for recruitment and selection or redesign the existing ones and the REB needs to draw attention to the local level problems while conducting teacher recruitment and selection or should arrange a mechanism to decentralize these activities at the levels Zone and Woreda Education Offices.
3. The Woreda and Zone Education Offices educational experts in collaboration with regional education bureau, extending appropriate support for school principals and teaching staff in organizing a series of orientations, workshops and symposiums. This could enable them to

acquire adequate knowledge, skill, and to acquaint them with the purposes, criteria, processes and procedures of teachers performance appraisal. In addition, to minimize or limit school teachers turnover and to conduct efficient and sustainable teaching learning processes. Besides, the REB should design some mechanisms that by which teachers are informed about their performance results for further benefit or other purposes and also should devise a way of motivating working environment to attract and retain school teaching force in the zone.

4. The regional education bureau, zone education office, worada education office and school management should organize periodical training and development programs for the teachers in order to build their capacity. The educational offices should take special attention to the regular assessment and periodic staff training. That Training and development programmes /policy should be introduced and monitored to ensure the implementation like in-service course for teachers, staff seminar like induction courses, on-the-job-training, off-the-job-training. Refreshers courses etc. that schools have to give the minimum trainings to its teaching staff to make them at least become acquainted with the objectives, polices, rules standards and procedures peculiar to the schools and the particular job.
5. The issue of rewards in line with the employee of the schools good promotion opportunities are given to perform academic staff after every sessions formulated by the schools. It is one of the important strategy necessary for attracting, recruiting and managing the talent as well as effective performance management. Suitable reward policy is necessary to encourage the academic staff and other work forces. If the workforce is disgruntled or frustrated they would not give all their talents to the organization. The process of sensitization of workforce towards performance based rewards packages should be taken up on priority.
6. School principals should make adequate use of teamwork management strategies by providing appropriate instructional leadership that would ensure adequate involvement of teachers in team work to achieve best practices in teaching-learning process for better academic performance of students in secondary schools.
7. The participation of school principals in some of HRM activities was relatively low. As identified earlier some of the main reasons are lack of appropriate qualified and competent school principals absence of clear directives and procedures and nonexistence of practical systems that invite the school principals to take part in HRM activities specially recruitment and selection of teaching staff.

8. Ensuring the essential rules, regulations and directives in teachingstaff management is one of the prerequisite elements in order to have favorable working environment for smooth running HRM activities in the schools. Thus,the ZEO and WEO needs to reconsider by making schools to follow rules, regulations and directives of schools HRM to accelerate the achievement of educational goals in general and the practices of HRM in the school in particular.
9. The duties and responsibilities of REB, ZEO, WEO and the schools in HRM such as HRP, recruitment and selection, teaching staff appraisal, teaching staff training and development, performance rewards, teamwork and on other activities of HRM practices need to be delimited in order to make clear assignment to each subsection of the educational system.
10. Generally, to realize the objectives of the schools and to maximize their performances, the secondary schools of the zone should be given greater autonomy in terms of practicing HRM as well.

In relation to this study further research can be done to promote the development of HRM practices in the zone in particular. Like:

1. Human resource management and schools performance in secondary schools of Eastern Hararghe Zone, Oromia National Regional State.

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APPENDICES

APPENDIX-A

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

College of Education and Behavioral sciences

Department of Educational Planning and Management

A questionnaire to be filled by Teachers and Educational experts

Dear Respondents, the main purpose of this questionnaire is to gather information on the Human Resource Management Practices in Secondary Schools. Therefore you are kindly requested to fill the questionnaire in order to give necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the academic purpose.

Directions

- Write your brief response in the blank spaces.
- Give only a single answer to each item unless you are requested to do so.
- No need to write your name in any part of the questionnaire.
- Give your own candid response without consulting others.
- Please try all questions and do not leave a question unanswered.

Thank you in advance for your cooperation!

Part One: Background Information

Please indicate your answer by using a “√” mark in the given boxes or by giving short answer on the space provided

1. Administrative Zone _____ Woreda/Town _____

2. School _____

3. Sex: Male Female

4. Age 21-30 years 31-40 years 41-50 years 51 and above

5. Your qualification Diploma BA/BSC/BEd MA/MSC

6. Service Year 1-5 years 6-10 years 11-15 years 16-20 years 21 and above

Part Two: Items Related to Human Resource Planning Activities

You are kindly requested to show your degree of agreement or disagreement by putting “√” mark in front of each item for the following five point scale.

5=very high 4=high 3=moderate 2=low 1=very low

No	Item	5	4	3	2	1
1	Availability of strategic thinking in HRP practices					
2	Availability of skilled manpower in HRP activities					
3	Conducting trained manpower need assessment					
4	Attraction and retention of manpower in the school based HRP activities					
5	Participation of school principal in school human resource planning					

Part Three: Items Related to Recruitment and Selection of Teachers

You are kindly requested to Show your degree of agreement or disagreement by putting “√” mark in front of each item for the following five point scale.

5=very high 4=high 3=moderate 2=low 1=very low

No	Item	5	4	3	2	1
1	Conducting recruitment based on HRP					
2	Availability of skilled manpower to conduct teaching staff recruitment and selection					
3	Following the necessary steps, rules and personnel policies in recruitment and selection					
4	System of advertising the existing vacancies					
5	The degree of employing qualified teachers					
6	Appropriate use of selection technique like educational level, GPA, working experience, giving of test and interview etc					
7	Participation of school principal in school teaching staff recruitment and selection					

Part Four: Items Related to Appraisals Practices in Secondary School

You are kindly requested to Show your degree of agreement or disagreement by putting “√” mark in front of each item for the following five point scale.

5=very high 4=high 3=moderate 2=low 1=very low

No	Item	5	4	3	2	1
1	Conducting teaching staff evaluation so as to improve teaching- learning process					
2	Carrying out the teaching staff performance appraisal based on well-established and clear criteria					
3	Informing the strengths and weaknesses of teaching staff through evaluation report					

4	Extent to which the appraisal results have been free from bias and favoritism					
5	Placement of teachers based on their appraisal results					
6	Participation of the school principal in school teaching staff appraising					

Part Five: Items Related to trainings for the academic staff administered

You are kindly requested to Show your degree of agreement or disagreement by putting “√” mark in front of each item for the following five point scale.

5=very high 4=high 3=moderate 2=low 1=very low

No	Item	5	4	3	2	1
1	Availability of clear selection criteria					
2	Provision of opportunities for professional development					
3	Conducting training needs assessment					
4	Compatibility of training with the position that the teacher holds					
5	On-the-job training given for teaching staff					
6	Off-the-job training given for teaching staff					
7	Practice of evaluating the training results on the work along with its effects and changes that are exhibited					
8	Participation of the school principal in school selecting teaching staff for training					

You are kindly requested to show your answer by circling on choice given.

1. In the past two-to-three years most of the opportunities for further training were obtained by/through

A. Regional education bureau

B. School effort

C. Personal effort

D. Zone/Woreda Education Office

Part Six: Items Related to Performance Rewards

You are kindly requested to Show your degree of agreement or disagreement by putting “√”mark in front of each item for the following five point scale.

5=very high 4=high 3=moderate 2=low 1=very low

No	Item	5	4	3	2	1
1	The existing reward and incentive plans to motivate teaching staff in your school					
2	The school has a reward system that facilitates the teaching-learning by motivating the desired levels of performance					
3	The satisfaction of the reward teaching staff got in school					
4	The teaching staff with whom you work are rewarded					
5	Participation of the school principal in the activity of job performance rewards					

Part Seven: Items Related to team working

You are kindly requested to Show your degree of agreement or disagreement by putting “√”mark in front of each item for the following five point scale.

5=very high 4=high 3=moderate 2=low 1=very low

No	Item	5	4	3	2	1
1	Availability of team working					
2	The extent to which your school generally embraces teamwork					
3	The harmony that exists between the teaching and non-teaching staff in your school					
4	Result obtained after team work in your school					

Below are some open-ended questions related to the human resource management practices in secondary schools. Please state them as much as Possible in the space provided.

31. How is recruitment and selection of human resource made in your school?

30. What can you say human resource management practice in your school?

32. If any other, please write down here?

APPENDIX-B
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral sciences
Department of Educational Planning and Management
Interview guide for Woreda and Zone Education Office Heads

Part 1 : Personal Information

1. Name of the Woreda /city.....
2. Sex: A. Male B. Female
3. Age: A. 20-25 C. 31-35 B. 26-30 D.36-40 E. 41 and above
4. Level of educational or qualification:
A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree
5. Service year: A. under 5years B. 6-10 years C.11-15 years D.16-20 years
E.21 years above
7. Service year in current position: A. under 5 years B.6-10 years C.11years and above

Part 2: Interview questions

1. What looks like the strategic thinking and plan, relating to the issue of HRP?
2. How is the availability of skilled manpower to run the teaching staff recruitment and selection activities?
3. How is the training of teachers in secondary school?
4. How is the presence of clear functional assignment in HRP practices among Woreda and Zone Education office?
5. To what extent that Woreda Education offices share authority to secondary school principals in the practice of HRM

APPENDIX-C
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral sciences
Department of Educational Planning and Management

Interview Guides For School Supervisors and Principals

Interview Guides for School Supervisors and principals. The purpose of this interview is to assess how schools practice human resource management in your school.

Part 1 : Personal Information

1. Name of the Woreda /city.....
2. Sex: A. Male B. Female
3. Age: A. 20-25 C. 31-35 B. 26-30 D.36-40 E. 41 and above
4. Level of educational or qualification:
A. Diploma B. B.A/BED/BSc Degree C. M.A/MSc Degree
5. Service year: A. under 5years B. 6-10 years C.11-15 years D.16-20 years
E.21 years above
7. Service year in current position: A. under 5 years B.6-10 years C.11years and above

Part 2: Interview questions

1. Does your school have development plan for human resource?
2. What do you think about the teaching staff recruitment and selection?
3. How do you motivate the human resources in your school?
4. Do you facilitate the School teaching staff training?

5. Is there adequate training given to the professionals in the school? If yes, is it on- job or off- job training?
6. How do you identify the training needs of teachers?
7. What can you say about performance rewards in your school?
8. How is team working in your school?
9. Does Principal Participate in HRM activities?