



**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**ASSESSMENT PROBLEM OF HUMAN RESOURCE MANAGEMENT PARACTICE IN  
ABAFRANSON SECONDARY SCHOOL IN CHEHA WOREDA**

**A SENIOR ESSAY RESEARCH SUBMITTED TO DEPARTMENT OF  
EDUCATIONAL PLANNING AND MANAGEMENT FOR PARTIAL FULFILLMENT  
OF REQUIREMENTS FOR BACHELOR OF ARTS DEGREE IN EDUCATIONAL  
PLANNING AND MANAGEMENT**

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**LETTER OF APPROVAL**

This is to certify that this senior essay ‘on problems of Human resource management practice in secondary of Cheha woreda, CERS is submitted in partial fulfillment of the Bachelor of Arts Degree in Education planning and management and complies with regulation of the university and meet the accepted standards with respect to originality and quality.

**Approval by board of examiners**

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## ACRONYMS/ABBREVIATION

HRM: Human recourse management.

CERS: Central Ethiopia Regional State

GEQIP: Education quality improvement program/package

MOE: Ministry of Education

## **ABSTRACT**

This study investigates the problems of human resource management (HRM) practices at Abafransoa Secondary School in Cheha Woreda, Central Ethiopia Region. The research aims to identify factors affecting effective HRM implementation, assess the socialization and induction processes for newly recruited staff, evaluate staff capacity-building functions, and analyze performance appraisal activities. A descriptive survey method was employed, utilizing questionnaires and interviews with school principals, vice principals, and teachers. A sample of 20 teachers and 2 school leaders was selected through simple random and purposive sampling techniques. Key findings reveal significant challenges, including low commitment from principals, inadequate management qualifications among administrative staff, and insufficient induction practices for new teachers. Additionally, there is a lack of established criteria for performance appraisal and limited discussions on appraisal results between staff and principals. These shortcomings hinder effective HRM and negatively impact both teacher performance and student outcomes. The study concludes with recommendations for enhancing HRM practices, emphasizing the need for improved training, clear performance criteria, and fostering an open dialogue regarding performance evaluations.

## **CHAPTER ONE**

### **1. Introduction**

#### **1.1 BACKGROUND OF THE STUDY**

Education is the process by which man transmits his experiences, new findings and value accumulated over the years in his struggle for survival and development, through organizations. In this process, human resource management plays its own role (Korntze and Weirich, 1998:99). Human resource of an organization consists of all individuals engaged in any organizations activities regardless of level. Human resources were the most important resources of an organization. They are critical in that they significantly influence organizational productivity. Since people are necessary ingredients in any organization, human resource management was inherent in all organizations. Human resource management is the performance of all managerial functions involved in planning, recruiting, selecting, developing, utilizing, rewarding and maximizing the potential of human resources to the best achievement of the objective of an organization. Abroad objective of human resource management is to optimize the usefulness (i.e. the productivity) of all workers in an organization. The above statements emphasis that, the function of human resource management is to ensure that productive effort of the individual employee is harnessed in such a way that he/she gives of his/her best towards the achievements of the goals of the organization. The human resource managers a unique position in that he interacts with all heads of departments, so that he/she offers the necessary leadership, which is vital in the Achievement of organizational goals (Steers, 1985).

In order to deal effectively with other specialists, the human resource manager himself/herself must have high degree of educational attainment. The human resource manager is expected to introduce and facilitate collective bargaining procedures and submit collective agreement proposal to the organization for an approval and negotiate such details on behalf of the organization. The human resource manager coordinates and controls the implementation of the organizations human resource policies and practices to ensure uniformity, justice and fairness. School leaders are expected to mobilize the abilities and efforts of the teachers to provide effective education program. To this end, instructional leader should be highly visible in the school, and stay close to the instructional process. Effective leadership of principals is an important aspect on their managerial activity to have good educational planning and to

implement the plan properly. Therefore, this study attempts to make survey on recent issue as to why there is low practice of HRM in Abafransoa secondary school.

### **1.2 Statement of the problem**

According to Mark (2003), successful human resource management is not the result of simply obtaining a position, but rather possessing the knowledge of human resource management and understanding of successful leadership practice along with the personal ability to effectively implementing those practices. Hence, school leaders need remarkable skills to provide effective leadership practice in different school achievement to improve the job performance of their teachers and to boost the student achievements. However, according to Real (2012), school in Ethiopia were less expressed in using appropriate HRM practice for better job performance of teacher to bring satisfactory student academic achievement. Thus, teachers job performance is directly related to HRM practices of the principals, who motivate safety, cooperate them in committed way.

The ministry of Education (2008) has developed a general education quality improvement program/package (GEQIP). Among these package one is school leadership (HRM) of school), which was designed to improve the quality and capacity of school principals, to increase the performance of teachers and student achievement and coordination, motivation, initiation, influencing and improving teachers job performance. Good leadership practices increases the motivation of the followers to achieve the organizational objective, the maintenance of cooperative, relationships and teamwork and mobilization of support and cooperation from people outside the group or organization (Yolk, 1998). This tells the quality of HRM practice in the school is the main determinants for teachers' job performance as well as students' academic achievement.

As the Ministry of Education MoE(2002) noted that principals, as instructional leader, focus on helping teachers to improve their classroom performance and make academic instruction as their schools top priority. In one way (MoE ,2010) argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership practice in school improvement programs.

Therefore this study was analyzing problems related to human resource management (HRM) practice in the Abafransoa secondary school in Cheha woreda. And study was intended to the effect of appropriate human resource management (HRM) practice on teacher's job performance in Abafransoa secondary school in Cheha woreda. The study was attempt to answer the following basic research questions.

### **1.3. Basic questions**

1. What was the factors affecting the implementation of effective human resource management in the Abafransoa secondary school?
2. How dose the practice of socialization, induction and placement of newly recruited teachers and other staff members in Abafransoa secondary school?
3. To what extent were the teachers and other staff members' capacity building (i.e. training, development and motivation)' functions of human resource management are performed in that school ?
4. How the activities related to teachers and other staff members 'performance appraisal were carried out in the Abafransoa secondary school in Cheha woreda?

### **1.3. Objectives of the study**

These studies have general and specific objectives

#### **1.3.1 General objective**

The general objective of the study was to investigate practice of human resource management (HRM) problems in Abafransoa secondary school in Cheha woreda.

#### **1.3.2 Specific objectives**

- To assess factors affecting the implementation of effective human resource management in the Abafransoa secondary school.
- To identify the practice of socialization, induction and placement of newly recruited teachers and other staff members in Abafransoa secondary school.
- To distinguish the extent aware the teachers and other staff members' capacity building (i.e. training, development and motivation)' functions of human resource management are performed in that school.
- To identify the practice of the activities related to teachers and other staff members 'performance appraisal were carried out in the Abafransoa secondary school in Cheha woreda.

## 1.4 Significance of the Study

The significance of this study on the assessment of human resource management practices in Abafransoa Secondary School in Cheha Woreda can be summarized as follows:

- **Foundation for Future Research:** This study provides a basis for further research on human resource management (HRM) issues in educational settings, contributing to the field of educational planning and management.
- **Improvement of School Performance:** The findings may help enhance school performance by identifying effective HRM practices, ultimately benefiting both teachers and students.
- **Guidance for School Principals:** The study offers insights that can aid school principals in refining their personnel evaluation systems, leading to improved management practices.
- **Strategy Development:** It suggests strategies for principals to upgrade the performance of school personnel, fostering a more effective educational environment.
- **Addressing HRM Challenges:** The research identifies specific HRM problems and proposes solutions, which can assist school administrators in overcoming challenges related to staff management.
- **Policy Implications:** The study may inform educational policymakers about the critical areas requiring attention in HRM practices, promoting better educational policies at the regional and national levels.

## 1.5. Delimitation of the study

The study was focus only on problem of human resource management (HRM) in Abafransoa secondary school in Cheha woreda. In the someway the scope of the study was delimited to these one secondary schools only, due to shortage of time and economic constraints Abafransoa secondary school in Cheha woreda was only selected as the target of the study.

## 1.6. Limitation of the study

I beloved that it would have been better to conduct the study in a wide scale ; however the study was conducted with limitation such as absence of sufficient reference materials relevant to the study, financial shortage and transportation problem. Even though the challenges were high an attempt was made to overcome them and affected not to have any significant influence on the result of the study

## 1.7. Operational definitions

- ✓ **Human resource management:** Is a management function concerned with hiring, motivating, and maintaining work force in an organization.

- ✓ **Human resource management practice:** Is a system that attracts, develop, motivates, and retains employees to ensure the effective implementation and the survival of the organization and it members.
- ✓ **Human resource management problem:** Is compliance with law and regulation, management changes, leadership development, workforce training and development, and adapting to innovation compensation.
- ✓ **Secondary school;** Is covers two phases on the International standard classification of education scale .less 2 or lower secondary education (less common junior secondary education ) is considered the second and final phase of basic education ,and level 3(upper) secondary education is the stage before tertiary education.

### **1.8. Organization of the study**

The study was organized in five chapters. The first chapter was on the problem and its approach, chapter two was discuss on the review of related lite rature, in chapter three the research design and methodology was discuss, and in chapter four representation, interpretation and analyze of data and chapter five summary, conclusion and recommendation.

## CHAPTER TWO

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

This chapter contains the review of related literature. The review has two major sections. The first section explains human resource management. The second section focuses on components of human resource management.

#### **2.1 Human resource management**

Human resource management problems are widely seen in different schools. This part discusses the theoretical background that stated by different authors and books to identify the items which contributes to the problems. Therefore human resource management components such as; concept of human resource management, role of management, significance of human resource management, components of human resource management, the performance management process, performance management criteria, compensation and benefits, training and development, career development, employee relations and employee health and safety are treated thoroughly in these chapter.

#### **2.2 The concept of human resource management**

Human resources may be defined as the total knowledge, skills, creative abilities, talents and a aptitudes of an organization's work force, as well as the values, attitudes, approaches and beliefs of the individuals involved in the affairs of the organization. It is the sum total or aggregate of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of persons employed in the organization (Bernadin H.John, 2004).

The human resources are multidimensional in nature. Widely, human resources may be defined as the knowledge, skills, creative abilities, talents, and aptitudes obtained in the population; whereas from the viewpoint of the individual enterprise, the talents and aptitudes of its employees (Gupta,R.S, 2003).

##### **2.2.1 Human resource management; defined**

Human resource management has come to be recognized as an inherent part of management, which is concerned with the human resources of an organization. Its objective is the maintenance of better human relations in the organization by the development, application and evaluation of policies, procedures and programs relating to human resources to optimize their contribution

towards the realization of organizational objectives. In other words, HRM is concerned with getting better results with the contribution of people. It is an integral but distinctive part of management, concerned with people at work and their relationships within the enterprise. HRM helps in attaining maximum individual development, desirable working relationship between employees and employers, employees and employees, and effective modeling of human resources as contrasted with physical resources. It is the recruitment, selection, development, utilization, compensation and motivation of human resources by the organization. To our research the definition, it is the recruitment, selection, development, utilization, compensation and motivation of human resource by the organization is appropriate. Em,(2005) Is the employing people, training them compensating them and developing strategies to retain them. As a HRM has undergone many change over the last twenty years, giving it an even more important role in today organizations.

### **2.2.2 The Five steps to Human Resource Management.**

1 Assessing Human Resources .

2. Demand Forecasting

3. Supply Forecasting

4. Matching Demand and Supply and

5. Action Plan

### **2.2.3. Factors Affecting of Human resource management**

Human Resource Management is the most significant of any enterprise because it involves effective management of the employees in the organization. However, Human Resource Management is more complex than one can imagine, because of the large diversity of the employees that results in people from different backgrounds working together. It will be because of the complexity of human resource Management that the HR department is one of the key departments in any organization .so it will be make one wonder about what exactly makes Human Resource Management successful .Let us take a closer look.

#### **1) Implementation of Technology**

Implementation of HR Technology is one of the biggest factors affecting human resource management in an organization. This is because to day you have advanced HR soft ware plat forms that are designed to automate every aspect of HR functions. This results in a boost in HR productivity and efficiency along with more effective employee management.

## **2) The Work Environment**

It was until last year that the conventional office environment was the only thing people would imagine.

## **3) Availability of Good Talent**

Some times, that can be stressful for the human resource management department, because it becomes increasingly difficult to find the right resources for open positions in the organization. This can result in positions remaining open for extend period of time or the organization having to compromise with resource that are not the best fit for positions.

## **4) Training and Development**

- Training and development programs for the employees can be a great way to boost employee engagement and at the same time, help the organization find resources with the exact skill set required for different positions. In other words, it can prove to be a win -win solution for the employer as well as the employees. Digital HRMS is the new age HR software platform that enables HR department to plan and manage training sessions for employees, even in times of remote work (Em, 2005). It is To what extent were the teachers and other staff members' capacity building (i.e. training, development and motivation)' functions of human resource management are performe

## **5) Recruitment and Staffing**

- ✓ Involves attracting,selecting,and hiring qualified candidates through job postings,interviews,and assessments.

## **6) Performance Management**

- ✓ Includes goal-setting ,appraisals,feedback,and performance improvement plans to align employee output with organizational objectives.

## **7) Compensation and Benefits**

- ✓ Manages salaries, bonuses, health insurance, retirement plans and other incentives to ensure competitive and fair rewards.

## **8) Employee Relations**

- ✓ Addresses workplace conflicts, communication and morale through grievance resolution, engagement initiatives and union negotiations.

## **9) Organizational Development**

- ✓ Drives cultural and structural changes to enhance efficiency, innovation, and alignment with strategic goals.

## **10) Succession Planning**

- ✓ Prepares for leadership transitions by identifying and developing internal talent pipelines.

## **11) Diversity Equity and Inclusion**

- ✓ Fosters a diverse and inclusive culture through policies, training and equitable opportunities.

Human Resource Management (HRM) is influenced by various factors that can affect its effectiveness and strategies. Here are some key factors:

### **1. Economic Factors**

- Economic conditions, such as unemployment rates and economic growth, influence hiring practices and salary structures.

### **2. Technological Advances**

- Automation and HR technology tools can streamline processes but also require new skills and training for employees.

### **3. Legal and Regulatory Environment**

- Labor laws, health and safety regulations, and compliance requirements shape HR policies and practices.

#### **4. Organizational Culture**

- The values, beliefs, and behaviors within an organization influence recruitment, retention, and employee engagement strategies.

#### **5. Demographic Changes**

- Changes in workforce demographics, including age, gender, and diversity, impact how HR approaches talent management.

#### **6. Globalization**

- Operating in a global market requires HRM to adapt to different cultural norms and employment practices.

#### **7. Competitive Environment**

- Industry competition affects talent acquisition and retention strategies, as organizations strive to attract top talent.

#### **8. Employee Relations**

- The relationship between management and employees can influence morale, productivity, and turnover rates.

#### **9. Workforce Expectations**

- Modern employees often seek work-life balance, career development opportunities, and a positive workplace culture.

#### **10. Social and Ethical Considerations**

- Organizations are increasingly held accountable for their social responsibility practices, impacting HR policies and public perception.

Understanding these factors can help organizations develop effective HR strategies that align with their goals and adapt to changing environments.

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Description of the study area

The study was undertaken in Cheha district, which is one of the 13 districts in Gurage zone, Central Ethiopia Regional State (CERS). This district is bordered by Abeshige wereda in the northwest, Oromiya region in the southwest, Ezhadistrict in the north, EnerMuhr district in the south, and Gumerdistrict in the east. It is found 30, 237 and 185 kms far away from Wolkitie, Hawasa and Adis Ababa respectively. This district divided into 41 kebele administrations (39 and 2 kebeles in rural and towns, respectively). The capital of this district is Endeber. The natural topography of this district includes mountainous high lands (40%), flat lands (60%) and forest covered lands (13.56%). It is mainly characterized by Weyna Dega climate (i.e 71% , 7%, 20% and 2% of the area of wereda characterized moist Weyna Dega, Dega, dry Weyna Dega, and Kola respectively). The area of this district is estimated to be 440.72 km<sup>2</sup>. According to Gurage Zone Finance and Economic Development Department (2017), based on 2007, population projection, the total population size of the district is estimated to be 150,805 (9% of total population of Gurage zone). Population distribution of the district is 73,974 (49.1%) male and 76,831 (50.9%) female. 90.9% of the population lives in rural areas and practicing of agricultural way life.

#### 3.2. Research Design

The research was conducted on problems of human resources management practices in Abafransoa secondary schools in Cheha woreda of CERS. To do this the descriptive survey was used, because descriptive survey is concentrated with the present and in it attempts are made to find out the present position of the phenomena which is being investigated.

#### 3.3. Research Method

The method which was employed both quantitative and qualitative method are more emphasis on qualitative one current approach in which the researcher contains quantitative and qualitative data in order to provide comprehensive analysis of the problem. The major purpose of this study was asses the problem of human resource management practice in Abfransoa secondary school in Cheha Woreda.

#### 3.4. Sources of data

The data for the study was obtained from both primary and secondary sources. Primary Sources might be from schools teachers, principals, vice principals. The secondary source was obtained from document and reports the Abafransoa seconery school in Cheha woreda.

### 3.5. Population, Sample Size and Sampling Techniques

#### A. Sample Size

The target population of the study was the responsible body of the secondary schools like (principals, vice Principal and teachers) these are directly related to the problems. For this study, one public secondary school (Abafransua secondary school) was selected through simple random sampling techniques. This school has a total of 61 teachers (36 male and 25 female) among this, 20 teachers (16 male and 4 female) was selected by using simple random sampling technique. The sample size of the teachers (respondent) for the school was determined by simple random sampling techniques. In addition to the teachers; one (1) principals and one (1) vice principals was selected by purposive sampling techniques.

#### B. Sample technique

Sample selection method was basic for the quality of research. Sample can be makes consider the nature and scope the subject matter to study the population. In this study the researchers uses two type of sampling techniques. The first technique was simple random sampling technique for the purpose of gathering primary data. This simple technique was use for selecting the sample teachers among the total teachers. Second purposive sampling technique was used to select principals and v/principals.

**Table 1;The total population and sampling size of the study**

No	Respondents	Total population	Sample size		Sampling technique	Appropriate data gathering tools
			No	%		
1	School teacher	61	20	66.6	Simple random	Questionnaire
2	Principal	1	1	100	Purposive	Interview
3	Vice principal	1	1	100	Purposive	Interview

### 3.6. Data Gathering Tool

To obtain adequate information, the researcher were using both quantitative and qualitative data collection tools was employed to collect the data, as the researcher believes that doing so would contribute to the collection of enough secure and reliable data. Semi-structured interviews and close-ended, questionnaires and document analysis was employed. Thus, the details of the data gathering tools are presented in the following subsections.

### **3.7. Procedure of data collection**

After preparing questionnaire, with proper and prior permission from EDPM department, researcher was write letters to the educational office and to selected school principals. The research writer personally visit selected school, met the principals, explained the purpose of the research, and took permission from them. After obtaining permission, the research writer met the selected teachers and explained the purpose of research, and the method to fill up the questionnaire. Then the questionnaires were being distributed to the teachers, principals and v/principals of the school. After questionnaire was filled, it collected back by the writer.

### **3.8. Method of Data Analysis**

Both qualitative and quantitative data analyses were used. Quantitative data was analyzed by descriptive statistical tools, such as percentage, and frequencies, and Qualitative data analysis were used for information obtained through interview from principals and vice principals and open-ended questionnaires from teachers were used by narrative analysis.

### **3.9. Ethical consideration**

Ethical considerations play an important role during data collection. Researcher was aware of and follows the ethical considerations related to the studies. Furthermore, the first page of the questionnaires displays an opening introductory letter requesting the respondents. Cooperation to provide information for the study. They are assured that the information they provide were kept confidential. To collect data from study participants, all potential study participants informed about the procedure that were used in the study; the researcher explains the objectives and significance of the study to the respondents. This means the researcher removes the respondent's information that requires identification of names and other identities. During the data collection and any activities that matter to the research, the researcher had a positive.

## CHAPTER FOUR

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

This chapter deals with presentation and analysis of data obtained through questionnaire. Closed ended and open ended questionnaire were set for teachers, principals, vice principals

The questionnaire were distributed to 20 teachers, 1 principals, and 1, vice principals. Among the distributed questionnaires all (100%) were filled and returned by the respondents. In data collecting process, some general demographic characteristics such as sex, age, academic qualification and field of study of the respondents in each category were collected. Finally the responses were arranged in table forms and analyzed as follows

#### 4.1. Characteristics of the respondents

**Table 2 General Characteristics of respondents**

No	Items	Respondents						
		Teacher		Principal and vice principal				
		No	%	No	%			
1	Gender	Male	16	80	2	100		
		Female	4	20	-	-		
		Total	20	100	2	100		
2	Age	21-30	10	50	-	-		
		31-40	6	30	1	50		
		41-50 year	2	10	1	50		
		Above 51 year	2	10	-	-		
		Total	20	100	2	100		
3	Year of service	Under five year	3	15	-	-		
		6-10	4	20	-	-		
		11-15 year	6	30	2	100		
		16-20 year	4	20				
		Above 21 year	3	15	-	-		
		Total	20	100	2	100		
4	Field of study	Language	5	25	-	-		
		Natural science	7	35	-	-		
		Social science	8	40	2	100		
		Management	-	-	-	-		
		Total	20	100	2	100		
5	Level of education	Certificate	-	-	-	-		
		Diploma	5	25	-	-		

	Degree	13	65	-	-		
	MA	2	10	2	100		
	Total	20	100	2	100		

As shown in items characteristics of table 4.1 above the number of teacher 16(80%) and 2(100%) the number principal and vice principal were male respondent. On the other hand among respondent groups 4(20%) of teacher were female population. This show that, were imbalance between male and females population participation. This implies the majority of the respondents of this, study were male population than female population. Therefore most data that required to this study were collected from male population. Regarding age group of the respondents most were found in the age between 21-30 years, 10(50%) Of teachers were found in the age group of years. This data indicated that most of our respondents found in different sample school were young adults. That is they are at productive age. As to their education background none of teachers was at certificate level. And it also none Of principals and vice principals at diploma level.5 (25%) of teachers were diploma holders.

In the case of field of study's 5(25%) and of teachers were language natural science and social science respectively. 2(100) of principals has language, social science respectively. From this we can say that more should be invested in principals and vice principal to be EDPM graduates. Regarding their service years 11 (30%) of teachers and 2(100%) of principals and vice principal were served for 11-15years. From this one can understand that most teachers, principals and vice principal also have no adequate experiences.

#### 4.2 Factors that affect the implementation of human resource management

The achievement of any stated goals in a given school depends on the presence or absence of different factors in that school. Hence problems encountered about the implementation of human resource management in the school were summarized in the following table.

**Table 3:- Factors that affect the implementation of human resource management**

S/No	Item	Standards	Respondents			
			Principals		Teachers	
			No	%	No	%
1	Are there well experienced administrative	Yes	1	50	5	25

	personnel in the school?	No	1	50	13	65
		I am not sure		-	2	10
		Total	2	100	20	100
2	Administrative personnel are specialized in the management profession	Strongly agree	-	-	-	-
		Agree	1	50	3	15
		Disagree	1	50	12	60
		strongly disagree	-	-	5	25
		no opinion	-	-	-	-
		Total	2	100	20	100
3	Which type of leadership style are applied by principals	Autocratic	1	50	4	20
		Democratic	1	50	3	15
		laissez -fair liaise	-	-	13	65
		Total	2	100	20	100
4	The quality of principals to provide decision on time	High	-	-	2	10
		Medium	2	100	13	65
		Low	-	-	5	25
		Total	2	100	20	100
5	The commitment of principals to achieve the school goals	High	-	-	4	20
		Medium	1	50	13	65
		Low	1	50	3	15
		Total	2	100	20	100
6	Principals capacity to coordinate the school community towards the school improvement	High	-	-	3	15
		Medium	2	100	15	75
		Low	-	-	2	10
		Total	2	100	20	100
7	Principal capacity to create a favorable	High	1	50	3	15

working environment and working condition for teaching and learning process	Medium	1	50	11	55
	Low	-	-	6	30
	Total	2	100	20	100

According to item 1 in table 3, 13(65%) of teachers and 1(50%) of principals and vice principals expressed about the shortage of well experienced administrative personal in the selected in Abafransoa secondary school in cheha woreda.

In item 2 of table 3, majority 12(60%) and 1(50%) of teachers and principals (vice principals) respectively answered about the absence of administrative personnel who, specialized in the management profession. This showed that, there was a shortage of administrative personals in the sample schools who qualified in management profession. Following this there was no satisfactory managerial activities in these schools.

In item 3 of table 3, 1(50%) principals 4(20%) teachers of respondents responded that principals' leadership style is autocratic. 1(50%) v/principals, 3(15%) teachers responded that principals' leadership style is democratic. 13(65%) teachers, respondents responded that principals' leadership style is laissez -fair liaise. Since 65% respondents described the principals working style is laissez -fair liaise leadership and even one of the principal also accepts this. It shows that most of the principals don't have any idea about leadership and management.

Item 4 of table 3, 2(10%) teachers, have high capacity to provide decision on time. 2(100%) principals and vice principals, 13(65%) of teachers respondents responded that the principals have medium capacity to provide decision on time. 5(25%) of teachers, respondents responded that the principals have low capacity to provide decision on time.

Regarding item 5 of table 3, only 4(20%) teacher respondents responded that principals have high commitment to achieve school goals. 1(50%) principals and 13(65%) teachers, respondents responded that principals have medium commitment to achieve school goals. 1(50%) vice principals, 3(15%) teachers, respondents responded that principals have low commitment to achieve school goals.

Item 6 of table 3. , 3(15%) of teachers, totally of respondents responded that principals have high capacity to coordinate the school community towards the school improvement. 2(100%)of

principals and vice principals, 15(75%) teachers, of respondents responded that principals have medium capacity to coordinate the school community towards the school improvement. 2(10%) teachers, of respondents responded that principals have low capacity to coordinate the school community towards the school improvement

Regarding item 7 of table 3, 1(50%) of principal, 3(15%) of teachers, respondents responded that principals have high capacity to create a favorable working environment and working condition for teaching and learning process. 1(50%) vice principals, 11(55%) of teachers, respondents responded that principals have medium capacity to create a favorable working environment and working condition for teaching and learning process. 6(30%) of teachers, respondents responded that principals have low capacity to create a favorable working environment and working condition for teaching and learning process. From the above data analysis, we can say that most of the principals have sufficient capacity to create a favorable working environment and working condition for teaching and learning process.

#### **4.3 The practice of socialization, Induction and placement of the newly Recruited staff in the secondary schools of cheha woreda.**

When the newly recruited, screened and selected teachers enter to any schools to do their job, the practice of induction and socialization, should be secondary activities of any school manager (leader). By doing these schools leader can provide different school information to the newly employed teachers. In addition to this he/she also understands the interest of these teachers to accomplish their responsibilities and finally this helps to achieve different goals stated by schools. Hence the condition of socialization, induction and placement of newly recruited staff in the secondary schools of Cheha Woreda were summarized in the following table.

**Table-4:- The practice of socialization, Induction and placement of the newly Recruited staff in the secondary schools of Cheha woreda**

S/No	Items	Respondents	Standards											
			V/High		High		Medium		Low		V/Low		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Arranging a shelter when the new teachers come to school.	Teachers	5	16.67	3	10	10	33.33	7	23.33	5	16.67	30	100
2	Socializing the newly employed teachers with		7	23.33	4	13.3	11	36.	4	13.33	4	13.3	30	100

	school administrative, teachers, students and school community.	Teachers				3		67				3		
3	Showing school library, learning class, toilet, staff and other buildings.	Teachers	3	10	5	16.67	15	50	2	6.67	5	16.66	30	100
4	Showing basic materials and utensils available areas in the school.	Teachers	3	10	3	10	16	53.33	7	23.33	1	3.33	30	100
5	Directing and explaining for the newly employed teachers on general procedure and nature of work in their school.	Teachers	2	6.67	6	20	7	23.33	13	43.33	2	6.67	30	100
6	Checking up the interest of the newly employed teachers before assigning to specific job.	Teachers	3	10	5	16.67	9	30	10	33.33	3	10	30	100
7	Addressing materials which are important to perform their task effectively and showing the way to get the material.	Teachers	3	10	6	20	12	40	8	26.67	1	3.33	30	100
8	Advising the newly employed teachers when they face problem or morale crisis.	Teachers	1	3.33	9	30	14	46.67	3	10	3	10	30	100

In terms of Item 1 of table 4, 5(16.67%), 3(10%), 10(33.33%), 7(23.33%) and 5(16.67%) of the respondents responded that arranging a shelter when the new teachers come to school is v/high, high, medium, low and v/low respectively. This shows that the activity is at the medium level.

In terms of Item 2 of table 4, 7(23.33%), 4(13.33%), 11(36.67%), 4(13.33%) and 4(13.33%) of the respondents responded that socializing the newly employed teachers with school administrative, teachers, students and school community is v/high, high, medium, low and v/low respectively.

Regarding to this item also the Vice principals on their interview replied that the activity of socializing newly recruited staff members is at good condition. This shows that the activity is at the medium level.

In terms of Item 3 of table 4, 3(10%), 5(16.67%), 15(50%), 2(6.67%) and 5(16.66%) of the respondents responded that Showing school library, learning class, toilet, staff and other buildings is v/high, high, medium, low and v/low respectively. But regarding to this item the Vice principals from their interview replied that this activity is not in good condition most of the schools. This shows that there is some contradiction in the responses on this activity.

In terms of Item 4 of table 4, 3(10%), 3(10%), 16(53.33%), 7(23.33%) and 1(3.33%) of the respondents responded that Showing basic materials and utensils available areas in the school is v/high, high, medium, low and v/low respectively. This shows that the activity is at the medium level.

In terms of Item 5 of table 4, 2(6.67%), 6(20%), 7(23.33%), 13(43.33%) and 2(6.67%) of the respondents responded that directing and explaining for the newly employed teachers on general procedure and nature of work in their school is v/high, high, medium, low and v/low respectively. This shows that the activity is at the low level.

In terms of Item 6 of table 4, 3(10%), 5(16.67%), 9(30%), 10(33.33%) and 3(10%) of the respondents responded that checking up the interest of the newly employed teachers before assigning to specific job is v/high, high, medium, low and v/low respectively. This shows that the activity tends to the low level.

In terms of Item 7 of table 4, 3(10%), 6(20%), 12(40%), 8(26.67%) and 1(3.33%) of the respondents responded that the activity of addressing materials which are important to perform their task effectively and showing the way to get the material is v/high, high, medium, low and v/low respectively. This shows that the activity is at the medium level.

In terms of Item 8 of table 4, 1(3.33%), 9(30%), 14(46.67%), 3(10%) and 3(10%) of the respondents responded that the activity of advising the newly employed teachers when they face problem or morale crisis is v/high, high, medium, low and v/low respectively. This shows that the activity tends to the medium level.

So, the major activities carried out by the newly employed teachers were not based on their interest. Due to this, the management could not use their actual potential in effective way.

#### **4.4. The Ability of school principals in the measurement of school personal performance.**

Of the major task that should be implemented by school manager (principal) is measuring and managing school personnel performance in providing necessary correction and support to ward maximizing the performance.

**Table 5:-The Ability of school principals in the measurement of school personal performance.**

S/No	Items	Standards	Respondents			
			Principals		Teachers	
			No	%	No	%
1	Is there a clearly established criterion for teacher's performance appraisal?	Yes	2	100	8	40
		No	-	-	10	50
		I am not sure	-		2	10
		Total	2	100	20	100
2	If your answer to question number one is yes, which rating methods of teacher appraisals under implementation in the school?	Behavior oriented rating method			2	10
		Result oriented rating method			8	40
		Both Behavior oriented and result oriented method	2	100	10	50
		Total	2	100	20	100
3	Who is the most influential one in appraising teacher's performance?	Principal	1	50	9	45
		Students	-		5	25
		Woreda supervisor	1	50	4	20
		school supervisor	-	-	2	10
		peers	-	-	-	
		Total	2	100	20	100
4	How frequently the teacher's performance appraisal has been done?	Daily	-	-	-	
		Weekly	-		1	5
		Monthly			5	25
		Quarterly	2	100	9	45
		semi-annually			4	20

		Annually			1	5
		Total	2	100	20	100
5	Teachers are informed about the results in	One week after evaluation	-	-	4	20
		Two weeks after evaluation	-	-	10	50
		three weeks after evaluation	2	100	2	10
		at any time based on principal's interest	-	-	2	10
		not at all	-	-	2	10
		Total	2	100	20	100
6	How is principal's interest to discuss any comments following evaluation results?	Very good	-		3	15
		Good	2	100	1	5
		not good	-	-	16	80
		Total	2	100	20	100
7	The flexibility of school principal to change evaluation results after some forms of comments?	Very good	1	50	3	15
		Good	1	50	14	70
		Not good	-	-	3	15
		Total	2	100	20	100
8	Is there any interference from woreda education office agents to change teachers evaluation results that made by school administrative group?	Yes	1	50	5	25
		No	1	50	14	70
		don't know	-	-	1	5
		Total	2	100	20	100

In Item1,of table5, 2(100%) of principals and only 8(40%) of teachers responded about the presence of clearly established criteria's for personnel performance appraisal in their school. Regarding Item2, of table 5, 10(50%) of teachers and 2(100%) of principals (vice principals) responded that both behavior oriented and result oriented rating method is implemented in their schools for teacher performance appraisal. 8(40%) of teachers and the principals were no answered result oriented as a rating method. The principals were not give answer for this

question and 2(10%) of teachers answered behavior oriented as a rating method. This shows that weight is given to both behavior and result in appraising personnel performance.

In Item 3 of table 5, 1(50%) of principal and 9(45%) of teachers answered that principals are the most influential one in appraising teacher's performance. Only 2(10%) of teachers answered school supervisors are influential one in appraising teacher's performance and 1(50%) of the vice principal and 4(20%) were responded woreda supervisor.

Regarding Item 4 of table 5, most of respondents, 2(100%) of principals and 9(45%) of teachers responded that teacher's performance appraisal has been done quarterly.

In Item 5 of table 5, 2(10%) of teachers responded that school principals informing performance appraisal result to school teachers at any time based on their interest. 2(100%) principals, 2(10%) responded to support three week after evaluation. But according to Vice principals, school principals informed performance appraisal results to their school teachers twice in a year i.e. January and July. In this item different respondent groups gave different answers. So this showed that, there was no formal or fixed time to tell performance appraisal result to teacher in the Abafransoa secondary school.

In Item 6 of table 5, regarding principal interest to discuss any comments arising from school teachers performance appraisal result, 16(80%) of teachers and concludes as not good, but 2(100%) of principals and vice principals responded as good.

In Item 7 of table 5, only 14(70%) of teachers, 1(50%) of principals and vice principals, totally 16(136.6%) respondents indicated that the flexibility of school principals to correct teachers evaluation results after some forms of comments was good.

In Item 8 of table 5, 1(50%) of principals and as well as 5(25%) of teachers respondents showed about the presence of woreda education official's interference of change teachers performance appraisals results that developed by school administrative groups. But 14(70%) of teachers and 1(50%) vice principals answered there is no presence of worda education official's interference of change teachers performance appraisals results that developed by school administrative groups

Thus, school administrative group were not free from the control of woreda education officials. Therefore, they could not decide teacher's performance appraisal results independently; by this each school teacher could not get their actual performance results.

#### 4.5. Schools principal's capacity in Developing and performing different Activities to upgrade school personnel performance.

Once a person is employed in a certain job it is through training one can improve performance gap acquainted with new technologies or working systems. Therefore training and development program is the major contributing factor to fill the performance gaps and to introduce new working systems.

**Table 6:-Schools principal's capacity in Developing and performing different Activities to upgrade school personnel performance.**

No	Item	Good	2	100	13	65
		not good	-	-	1	5
			2	100	20	100
2	How do you evaluate your school capacity in planning, training, development program and implementing it accordingly?		Standards	Respondents	15	75
			-	Principals	Teachers	20
		I am not sure	-	No	%	No
			very good	-	-	6
3	If your answer for question number two is yes, what are the selection criteria for teachers training and development?	Result of performance appraisal	1	50	3	15
		Training needs assessment	1	50	16	80
		Individual interest	-	-	1	5
		Total	2	100	20	100
4	Who is the responsible person to decide teachers training issues?	school principal	1	50	14	70
		Woreda education office agents	1	50	4	20
		school supervisors	-	-	2	10

		Total	2	100	20	100
5	Which training method is applied for school teachers dominantly?	on the job training	2	100	11	55
		off the job training	-	-	9	45
		Total	2	100	20	100
6	The effectiveness of training program is evaluated by	teacher performance on work activities of teaching learning process	1	50	17	85
		teacher activities on areas of teaching and learning process and out of these	1	50	3	15
		Total	2	100	20	100
7	Is there any counseling program to support school personnel when they face job related problems?	Yes	2	100	15	75
		No	-	-	5	25
		Total	2	100	20	100

As show in table 6, item 1, 13(65%) of teachers and 2(100%) of principals and vice principals responded as the presence of a good condition in their schools about of planning, training and developing programs to upgrade school personnel performances. In the support of this, woreda education officials Said that the following program are available for the improvement of teachers and schools. Some of the programs are: - 1. Continuous profession development programs (CPD), 2. School improvement programs (SIP), 3. BPR implementation method, 4.continuous assessment designing and implementing 5.Training and developing programs to upgrade school personal performance.

Items 2 of the table 6for the question of the clear selection criteria ion for training and development of the teachers? 2(100%) of the principal and 15(75%)were answered there is criteria for the training and development program.

Item 3 of table 6, regarding to selection criteria's for teachers training and development programs 1(50%) of principal as well as 16(80%) teachers respond that were results of performance appraisal was used as criteria for teachers training and development programs;

And 1 (50%) vice principals and 3(15%) of teachers respond that training needs assessments was used for teachers training and development programs. Only 1(5%) of teacher select individual interest was used for teachers training and development programs.

In items 4 of the table 6for the question the responsibility person to decide teachers training issue? Their 1(50%) of the principal and 14(70%) were responded school principal.

In item5 of table 6, most respondents 2(100%) of principals and vice principals and 11(55%) of teachers select that on the job training method is applied for schoolteachers dominantly. 9(45%) of teachers select that off the job training method is applied for schoolteachers.

In item 6 of table 6, 17(85%) of teachers and 1(50%) of principal showed that teacher performance on work activities of teaching and learning process was the main evaluating criteria for the effectiveness of teachers training program. 3(15%) of teachers and 1(50%) vice principals answered teachers activities on areas of teaching and learning process and out of these are evaluating criteria's for the effectiveness of teachers training program

Item 7 of table 6, 2(100%) of principal and vice principals and 15(75%) of teachers respond that there is counseling program to support school personal that were face job related problems. But 5(25%) of teachers responds that no.

## CHAPTER FIVE

### **SUMMARY OF THE MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS**

The last chapter of this study deals with summary, conclusion and recommendation. In the first part of this chapter a brief summary of the general study and major findings are presented. Then, conclusions of the findings were presented. Finally some possible recommendations were given based on the finding of the study.

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

The major objectives of this study was to find out problems of human resource management in Abafransoa secondary schools of Cheha woreda, for this purpose the following basic questions were formulated.

1. What were the factors affecting the implementation of effective human resource management in the Abafransoa secondary school.
2. How was the practice of socialization, induction and placement of newly recruited staff in the Abafransoa secondary schools of Cheha woreda looks like?
3. How were the activities related to staff performance appraisal were carried out in the Abafransoa secondary Schools of Cheha woreda?

To find the appropriate answers to the above questions descriptive research method was used. Abfransoa secondary schools were selected, in this school 2 principals, v/principals and teachers were selected from the population of 61, 20 selected through simple random technique. Questionnaire was used as a tool to gather the necessary data from the respondents. And then, the data was collected and analyzed to get appropriate answer for the above questions.

It was found from the study that major factors that affecting the implementation of effective human resource management were the following:-

Low commitment of principals to achieve the school goals.

Most administrative personnel did not have management qualification. Lack of principal's experience and maturity.

It was founded that the practice of socialization, induction and placement of newly recruited staff in Abafransoa secondary schools of Cheha Woreda looks like:

Checking up of the interest of the newly employed staff before assigning to new job was low.

Directing and explaining for newly recruited staff members on the general procedure and nature of work is low.

It was founded that the activities related to staff performance appraisal were carried out as follow:-

There was no clearly established criterion for staff performance appraisal in the school.

The interest of principals to discuss any comment arising from school staff members following performance appraisal result was not good.

The flexibility of school principals to correct the staff member's evaluation result after some forms of comments was not good.

## **5.2. Conclusion**

1. Checking and fulfilling the need/expectations of the newly employed workers may help them to use their actual potential in work activities. Different professional's advice the practice of this before assigning workers to specific jobs. In the case of the study schools, checking upon the interest of the newly employed staff members by schools principals was low. This hinders the staff members exerting their actual potential in the work. Similarly, the practice of socialization and induction programs can make teachers more familiar to school environment. By this they can participate in every activity within a short period of time in the school. But the practice of these programs in the study schools was medium way. This reduces the participation of newly recruited staff members in some extent.

2. One of the most comment that brought by school staff members to principal is about their performance appraisal result that made by school management groups. When school staff members brought this, the principals' interest to discuss any comments arising from school staff members following performance appraisal result in the study school was not good.

3. Most of the principals are lacking managerial skills and leadership qualities. Principal's commitment to achieve the school goals was low. This causes the inability of the principals to coordinate and implement different school programs.

## **5.3. Recommendations**

Based on the findings of the study and the conclusions, the following recommendations are forwarded.

1. Listening the interest of any individual before assigning to any work may help to carry out effective activities. So school principals have to listen the opinion of the newly employed teachers before leading them to specific job.

2. Principals should create a free discussion when school teachers come up with some sort of comments following performance appraisal results. After a discussion they should show some forms of flexibility to correct the previous result if they reach to some forms of agreements.

3. Any profession has its own objectives. Because of this, the replacement of one profession by another may not help to achieve the objective of that profession. So to carry out a good management activities in different schools, management qualification should be a criterion to select school principals.

Accomplishing any objectives without strong commitment is impossible. Therefore, to bring a fruitful result in their school they should change their attitudes to be committed.

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## **Appendix A**

### **Wolkite University**

#### **College of education and behavioral sciences**

#### **Department of educational planning and management**

#### **Questionnaire to be filled by school teachers**

The purpose of this questionnaire was to investigate practice and challenge of human resource management in selected secondary school Woreda. So, you were kindly requested to give genuine responses in order to make this study successful. Thank you in advance for your cooperation in filling out this questionnaire. It is not necessary to write your name.

#### **.Part I: - Respondent's background information**

**Instruction:** - please answer the following questions and put ( ) mark in box provided

Name of cluster center.....

1.1 Sex A. Male            B. Female



- a. Yes                      b. No                      C. I am not sure
2. Administrative personnel are specialized in the management profession  
a. Strongly agree      b. agree              c. disagree      d. strongly disagree      e. no opinion
3. Which type of leadership style are applied by principals/  
a. Autocratic              b. democratic      c. laissez -fair liaise
4. The quality of principals to provide decision on time  
a. High                      b. Medium                      c. low
5. The commitment of principals to achieve the school goals  
a. High                      b. Medium                      c. low
6. Principals capacity to coordinate the school community towards the school improvement  
a. High                      b. Medium                      c. low
7. Principal capacity to create a favorable working environment and working condition for teaching and learning process  
a. High                      b. Medium                      c. low

**Questionnaire to be filled by school principals and vice principals**

The purpose of this questionnaire is to investigate the problems of human resource management in selected schools of Cheha woreda. So, you are kindly requested to provide genuine responses in order to make this study successful. Thank you in advance for your cooperation in filling out this questionnaire. It is not necessary to write your name. Thank your respondents.

**Part I: - Respondent background information**

**Instructions:** - please answer the following questions and put "√" mark in the box provided

- 1.1 Name the cluster center-----
- 1.2 sex a. Male                      b. female
- 1.3 Agea.21-30                      b. 31-40                      c. 41-50                      d. 51 & above
- 1.4 Level of education a. Certificate                      b. Diploma                      c. Degree                      d.MA/MSc
- 1.5 Field of study a. language                      b. Natural science                      c .social science
- d. Educational Planning and Management
- 1.6 Service year in current position  
a. under five years                      b .6- 10 years                      c. 11-15 years                      d.16-20years  
e.21 and above years
- 1.7 Your current position and responsibility

- a. principal                      b. vice principal

**Part II**

**The ability of school principal in appraising the schools personnel's performance.**

**Instruction:-**please circle the choice you thought to be the answer or write the brief answer on the spaces provided where ever necessary.

1. Is there a clearly established criterion for teacher's performance appraisal?

- a. Yes                      b. No                      c. I am not sure

2.If your answer to question number one is yes, which rating methods of teacher appraisal is under implementation in the school?

- a. Behavior oriented rating method
- b. Result oriented rating method
- c. Both Behavior oriented and result oriented rating method
- d. Others, specify-----  
-----

3. Who is the most influential one in appraising teacher's performance?

- a. Principal              b. Students              c. Woreda supervisor              d. school supervisor              e. peers
- f. Zone education office agents

4. How frequently the teacher's performance appraisal has been done?

- a. Daily              b. Weekly              c. Monthly              d. quarterly              e. semi-annually              f. annually

5. Teachers are informed about the results in

- a. One week after evaluation              b. Two weeks after evaluation              c. three weeks after evaluation
- d. at any time based on principal interest    e, not determined

6. How is principal interest to discuss any comments following evaluation results?

- a. Very good              b. good              c. not good

7. The flexibility of school principal to change evaluation results after some forms of comments?

- a. Very good              b. good              c. not good

8. Is there any interference from woreda education office agents to change teachers evaluation results that made by school administrative group

- a. Yes                      b. No                      c. not sure

**Part III**

**Factors that affect the implementation of human resource management**

1. Are there well experienced administrative personnel in the school?  
a. Yes                    b. No                    c. not sure
2. Administrative personnel are specialized in the management profession  
a. Strongly agree    b. agree    c. no opinion                    d. Disagree                    e. strongly disagree
3. Which type of leadership style are applied by principals/  
a. Autocratic                    b. democratic                    c. laissez-fair
4. The quality of principals to provide decision on time  
a. High                    b. Medium                    c. low
5. The commitment of principals to achieve the school goals is  
a. High                    b. Medium                    c. low
6. Principals capacity to coordinate the school community towards the school improvement  
a. High                    b. Medium                    c. low
7. Principal capacity to create a favorable working environment and working condition for teaching and learning process  
a. High                    b. Medium