Human Resource Management Practices and Teachers Job Performance in Jimma Town Secondary Schools

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

By

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This is to certify that the thesis prepared by Tadege Gemechu, entitled "Human resource management practices and teachers job performance in Jimma Town secondary schools" and submitted in partial fulfillment of the requirements for the Degree of Master of arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

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Acknowledgements

Table of Contents

List of Tables

List of Figure

Abbreviations and Acronyms

MoE   Ministry of Education

OECD   Organization for Economic Co-operation and Development

HR   Human Resource

HRD   Human Resource Development

HRM   Human Resource Management

ILO   International Labor Organization

JTEO   Jimma Town Education Office

OEB   Oromia Education Bureau

SPSS   Statistical Package for the Social Sciences

TAPS   Teacher Assessment Performance Standards

UNESCO   United Nations Educational, Scientific and Cultural Organization

VIF   Variance Inflation Factor

Abstract

The main objective of this study was to show the relationship between human resource management practices and teachers performance in government secondary schools of Jimma Town, Oromia Regional State, Ethiopia. This study employed a correlational research design because of research objectives. In this study, from the total 278 teaching staff including school principals, about172 (61.9%) of respondents were selected using a proportional stratified sampling technique followed lottery method and 150 (87.2%) respondents were filled and returned the questionnaire. The major findings of this study was the major human resource practices like; manpower planning, recruitment and selection, performance appraisal and training and development, compensation practices and effective teamwork were insufficiently or low practiced with overall mean of 2.28(SD=0.64)in secondary schools, whereas the Pearson's correlation results shown that practices of manpower planning(r(150=.43,p<.01);recruitment andselection(r(150=.58,p<.01);traininganddevelopment(r(150=.50,p<.01)andteamwork(r(150=.44,p<.01)had moderate positive correlation with teachers performance while performance appraisal(r(150=.66,p<.01) and compensation management(r(150=.63,p<.01)had a strong positive correlation with teachers performance. The standardized beta (β) results of teamwork of 0.382(38.2%) had the highest contribution in explaining the teachers performance followed performance appraisal of 0.366(36.6%) has the second contribution in explaining the teachers' performance and recruitment and selection have the last contribution in explaining the teachers' performance 0.255 (25.5%).In general, researcher has concluded that a positive relationship exists between human resource practices and teachers performance. The implication of this study that human resource practices have a great role of improving teachers performance so that to gain more knowledge for teaching staff the impact of human resource practices have on teachers performance; so, all stakeholders who are interested for high performance of teachers better pay attention given to human resource practices through set standards, design new professional directions, and recognition for teachers to improve their performance. The researcher recommended that the Jimma Town education office in collaboration with Oromia education Bureau better to facilitate workshops, seminars and arrange different tangible and intangible incentives, facilitate a regular and fair performance appraisal system to be attained school goals and objectives in secondary schools. It needs continues comprehensive and deepest study to promote teachers performance by ensuring human resource practices in the Region in general and particularly secondary schools in Jimma Town.

CHAPTER ONE

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

1.1. Background of the Study

There is the general awareness of the fact that education is a basis for, and a priority area in the overall development endeavors. Without having basic knowledge and skills, one cannot imagine of bringing change that leads to based economy. Increasingly, comparative advantages among nations come less from natural resources or cheap labor and more from technical innovations and the competitive use of knowledge (Liopis, 2013).

Human Resource (HR) is the most important asset for any organization and it is the source of achieving competitive advantage and without having adequate human resource and managing its practices, the organization will be unable to achieve established goals and objectives'; so that managing human resource is the key role of success of an organization (Oduma, 2012); likewise, the success and failures stem from the quality of people (Armstrong, 2010).

In addition, Human resources are the key to rapid socio-economic development and efficient service delivery but without an adequate, skilled and well-motivated workforce operating within a sound human resource management program, ensuring quality education is impossible (Onah, 2008).

Human resource management(HRM) concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer, discipline of staff and much more. Human resource management is a basic function of management that determines the performance of staff in any organization (Long & Perumal, 2014; Oduma, 2012; Liopis, 2013). This implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and

adequately rewarded, and provided for, properly developed, appraised and promoted on the job, they will be committed to the job; remain dedicated and productive in the education systems.

Every educational system at every level depends heavily on the human resources for execution of its program. Nwaka and Ofojebe (2010) stated that teaching staff or teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals (Omojunwa, 2007)

Furthermore, International Labor Organization (ILO, 2012) indicated that HRM issues have become central to every policy initiative in the education sector with the critical issues in education performance consistently focusing on teachers' performance, student achievements and education quality

However, in Sub-Saharan African countries' context there are challenges of manpower planning, recruitment and selection, lack of training and development, poor compensation management practices, poor performance appraisal and lack of building teamwork were identified (Anyim, Ikemefuna & Mbah, 2012).

Wachira (2012) identified the critical challenges of HRM in the area: paying attention for professional development, allocating sufficient budget, aligning HRM to strategic priorities, promoting learning to culture.

Besides, Habib (2012) outlined challenges of HRM in Africa as developing comprehensive HR (Human Resource) strategy, promoting a positive working environment, accepting modern technological changes and promoting positive workforce attitudes.

Similarly, in Ethiopia no much due pay attention was given for professional opinions, insufficient pay, absence of rewards , motivation as well as, inadequate practices that encourage and promote staff confidence, inappropriate evaluation, lack of promotion procedures and practices. These issues lead to inefficiency and poor teachers' performance were resulted from

such limited focus on HRM practices almost in all secondary schools in Oromia Regional State secondary schools of (MOE/OEB, 2011).

On other hand, many writers have identified several HR practices but failed to group them under the broad areas of HR practices in which they belongs. For example, Armstrong (2010), Wall and Wood (2005) classified HRM practices which includes recruitment and selection, performance appraisal, training and development, teamwork, communications, empowerment, and performance related pay and employment security.

Narayan (2010) identified the eleven HRM practices in his study identified personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria.

Moreover, Chad and Katou (2007) agreed with these challenges and grouped 27 HR practices into six broad groups namely, recruitment and selection, manpower planning, job design, training and development, quality circles and pay systems.

Similarly, Armstrong (2010) and Dessler(2007) were classified HRM practices in to six major groups namely, manpower planning, recruitment and selection, training and development, teamwork, performance appraisals and compensation management .

Therefore, to make study manageable and contextually the researcher focused on six HR practices specifically, manpower planning, recruitment and selection, training and development, performance appraisals, compensation, and teamwork are found to be in close relationship with school practices. Likewise, the study also focused on five key dimensions of measuring teachers' performance namely; professional knowledge, instructional strategies, assessment strategies, positive learning environment and professionalism out of the ten performance standards outlined by Barge(2013).In short, based on above mentioned, focusing on HR practices has been an imperative and decisive for organizational performance and effective HR practices improves the performance of organization and lead to higher profits with a strong association with efficiency of organization. Hence, this study was designed to find out the relationship between HR practices and teachers in secondary schools of Jimma Town.

1.2. Statement of the Problem

Among the major persistent education related to challenges that Ethiopia has been facing over the years is the issue of quality education. Next the formulation of education and training policy science 1994/2002, the Ethiopian government has taken different measures to alleviate those educational problems and remarkable changes have been exhibited in education expansion (MOE, 2013). Since, 1980 HRM practices have become a major concern for worldwide and deprived of having adequate human resource and managing its practices, the organization will be unable to achieve established goals and objectives.

Similarly, in Ethiopia adequate attentions have not been given to human resource practices especially in attracting applicants, motivating, retaining desirable teaching staff, attractive career structure, compensation management, leadership of the work teams or less progress has been made in addressing issues of human resource practices and teachers performance in secondary schools of Ethiopia (World Bank, 2013).

Even most of the previous studies focused on HRM practices have been undertaken in the context of business organizations rather than education sectors (Armstrong & Taylor, 2014). Yet few researchers have attempted an in-depth study offering detailed consideration of HRM practices in the education sector (Oduma, 2012). This implies that there is a limited research studies carried out in the context of education.

Similarly, most existing local studies on HR practices in Ethiopia (e.g.,Aregash, 2006; Worku, 2009; Mamo, 2011; Siyum, 2011; Gebrekidan, 2013&Simachew, 2014) and they focused on HRM practices as an issue in business organization for employees' performance and even few studies were focused in education sector have not related HRM practices with teachers' performance particularly at secondary schools level.

The researcher did not come across any Ethiopian secondary school study that available investigated on the study area. This meant that topic is considered under-researched. HR practices such as manpower planning, recruitment and selection, training and development, performance appraisal, compensation, and teamwork are widely believed to improve the performance of teachers as well as school principals.

Therefore, this study the study was to show relationship between human resource practices and teachers performance in Jimma Town secondary schools. To sum up, the study was designed to fill the literature gap and contributes to enhancing the awareness of teaching staff and school principals on HR practices in government secondary schools of Jimma Town. Consequently, this study was designed to answer the following basic questions:

1. To what extent HR practices have done in secondary schools of Jimma Town?
2. To what extent performance teachers are in secondary schools of Jimma Town?
3. To what extent HR practices are related with teachers' performance in secondary schools of Jimma Town?
4. How do the current human resource practices influence on teachers' performance in secondary schools in Jimma Town?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of the study was to show relationship between human resource practices and teachers performance in Jimma Town secondary schools.

1.3.2. Specific Objectives

The study was guided by the following specific objectives:

1. To explain manpower planning, recruitment and selection, training and development, performance appraisal, compensation, and teamwork practices in secondary schools of Jimma Town.
2. To describe the extent of professional knowledge, instructional strategies, assessment strategies, positive learning environment and professionalism practices in secondary schools of Jimma Town.
3. To show manpower planning, recruitment and selection, training and development, job performance appraisal, compensation, and teamwork would correlate with teachers' performance in secondary schools of Jimma Town.

4. To identify the extent to which the current manpower planning, recruitment and selection, training and development, performance appraisal, compensation, and teamwork would influence/contributing on teachers' performance in secondary schools of Jimma Town.

1.4. Significance of the Study

The significance of this study may include:

- The study is expected to provide Oromia Education Bureau (OEB) with information which can be used in establishing proper policy guidelines concerning human resource practices for an efficient and effective management insecondaryschoolsin the Town.
- The study may provide JTEO within formation on the formulation of ideal training programs for teachers, and may help them to identify the teaching staff including school principals that need promotions, guidance and counseling, training and development etc.
- The study would also provide useful information to researchers and scholars on the existing gaps in the HRM practices in the education sector.
- This study results may contribute to establishing awareness of school leaders on HRM practices can play prominent role in attracting, retaining, motivating, and experience sharing among the teachers in secondary schools of Jimma Town.
- This study, finally, serves as a reference for other researchers and academicians who want to conduct detail studies onHR practices and teachers performance in secondary schools.

1.5. Delimitations and Limitations of the Study

In this study showed the delimitation and limitation of the study here under

1.5.1. Delimitation of the Study

This study was delimited to government secondary schools of Jimma Town excluding the private secondary schools because of several teachers are in government schools rather than private schools. It covered the teaching profession that entails secondary school teachers including; vice principals, department heads school principals but excluding supportive staff because of teaching staff and school principals are the main player on issues of the schools. In terms of time this

study was delimited to September 2017 to June 2018 academic year; conceptually, the study focused on "Relationship between Human Resource Practices and Teachers' Performance in secondary schools of Jimma Town".

Regarding variables wise, the study was comprised both independent and dependent variable. Only the high performance HR practices such as manpower planning, recruitment and selection, training and development; performance appraisal, compensation, and team work was considered for the study whereas the dependent variable of this study is teachers' job performance. Methodologically, the study was focused on quantitative approach and used correlational research design among others various research designs.

1.5.2. Limitations of the Study

The present study has a number of limitations. One is that small numbers of respondents were lack of seriousness in filling out the questionnaire and lack of plenty of published and recent reference that was closely related to the study topic "human resource practices and teachers' job performance".

To above problems, the researcher attempted to solve the problems; by giving attention and priority to this work devotedly; returning data or getting information by having patience of the respondents and searching recent materials again and again to nearest to the study area. This study attempted to show any possible relationship existing between integrated HRM practices and teachers performance in secondary school of Ethiopia.

1.6.   Definition of Key Terms

HRM: It is the art and science of acquiring, motivating, maintaining, and developing people in their job in light of their professional, and technical knowledge, skills, potentialities, needs, values, and in synchronization with organization philosophy, resources, and culture for the maximum achievement of individual, organizational, and society's goals (Armstrong, 2010).

HRM Practices: These are the actions usually done by human resource managers for the development, application, and evaluation of policies, problems, materials, and progress relating

to that individual in the organization. It includes manpower planning, recruitment and selection, training and development, performance appraisals, compensation and teamwork.

Human Resource Planning (HRP): the process of analyzing an organization's human resource needs under changing conditions, and developing the solutions necessary for satisfying those needs' (Itika, 2011).

Recruitment is defined as a process that seeks and obtains potential job applicants in sufficient numbers and quality to fulfill the available work positions, as well as meeting the organization's requirements and expectations (Munene, Mulira, &Kasekende, 2008).

Selection is a process where suitable applicants are selected against set criteria for appointment (Armstrong, 2006)

Training and development is a process of learning as well as the application of acquired knowledge aiming at better performance of the employees, while development involves not only the related process but also helps the employees in building up their personalities, at the same time as, improving their progress towards the actualization of their full potentials

Compensation management can be defined as the system of rewards, which an employee receives in return for organizational performance (Chad &Katou, 2007;

Compensation which includes direct cash payment, indirect payments in the form of employees' benefits and incentives to motivate employees to strive for higher levels of productivity is a critical component of the employment relationship (Sloane & Peter, 2007).).

Teamwork is a collection of individuals who are interdependent in the tasks and who share responsibility for the outcome (Froebel &Marchington, 2011).

Teaching staff includes vice principals, department heads and teachers

Teachers performance: performances directly related to teachers' competence and willingness to serve above and beyond the call of their duty (Barge, 2013).Teachers performance which includes five key dimensions of teachers' performance namely; professional knowledge, instructional strategies, assessment strategies, positive learning environment, and professionalism out of ten performance standards, is outlined by.

Secondary School is the combination of grade 9-10 and grade 11 to 12or secondary school as a whole (grades 9 to12) (MOE, 2004).

1.7. Organization of the Study

This study was organized in a way that it comprised five chapters. Chapter one consisted of the background, statement of the problem, objective, significance, limitation, delimitation, and organization of the study. Chapter two consisted of a review of related literature that is relevant to the problem under the study. The third chapter consisted with the methodology of the study. The fourth chapter presented the analysis and interpretation of the data. Lastly, chapter five contains the summary of findings, conclusions, and recommendations.

CHAPTER TWO

2.   Review of Related Literature

This chapter deals with a critical review of related literature of the topic understudy. The literature was taking from several textbooks, journal and other publications on human resource management practices. The literature was reviewed particularly on elements or pillars of human resource practices like; manpower planning, recruitment and selection, training and development, performance appraisal, compensation, and teamwork used critical review of related literature on tools of measuring teachers' performance like; professional knowledge, instructional strategies, assessment strategies, positive learning environment and professionalism.

2.1.   Human Resources Management (HRM) Practices

The author defined human resource management systems as the bundles of human resource practices separated from each other, but are synergistically operated and related. It is consisted of recruitment and selection, training and development, internal mobility, compensation, employment security, performance management, work design, and involvement (Lee,Wu, 2010&Katou, 2012).

Human resource is considered to be one of the most important resources within an organization that help in achieving a competitive advantage (Wheelen& Hunger, 2013). However, it is argued that a managing human resource is more difficult than managing technology or capital (Tiwari & Saxena, 2012). Human resources management (HRM) is defined as all decisions and practices that affect employees within organizations (Shahnawaz&Juyal, 2006). HRM practices are defined as "organizational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfillment of Organizational goals" (Tiwari & Saxena, 2012, p. 671). Organizations use HRM practices to mold the behaviors, attitudes, and perceptions of employees in a way to improve its performance and desired outcomes (Juhdi, Pa'wan, Hansaram& Othman, 2011). However, it must be taken into consideration that HRM practices are not fixed, they differ from one organization to another (Tiwari&Saxena, 2012). Many researchers defined different practices that are associated with

HRM; nevertheless, those practices can be grouped into various categories such as recruitment, selection, training and development, motivation, and maintenance. This paper discusses human resources practices with a focus on six major practices which include human power plain recruitment and selection, training and development, performance appraisals, compensation and teamwork (Lim & Ling, 2012).

Human resource management " as a practice happens wherever there is more than one person and it starts at the family level where family members take different roles and responsibilities for the accomplishment of family objectives"(Snell & Bohiande,2010,p.7).

Human Resource Practices are informal approaches used in managing people (Armstrong, 2010). Wall and Wood (2005) outlined HRM practices as sophisticated selection methods, appraisal, training, teamwork, communications, empowerment, performance related pay and employment security. Huselid (1995) used eleven HRM practices in his study and these include personnel selection, performance appraisal, compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria.

Matthis and Jackson (2010) also stated that human resource management as the strategic and operational management of activities focusing on the human resource in an organization. From the above; it is clear that human resource management is seen in terms of two principal functions, namely; the operational and strategic forms which the former focus refers to the personnel activities which include checking attendance to work, lateness, absenteeism, ensuring employee health and safety ergonomics (psychological and environmental factors) and administering laws and regulations. On other hand, the strategic focus involves human resource planning, forecasting, growth, perspectives contracting possibilities and thinking ahead for recruiting more people, downsizing, employing people with new skills and competencies (Matthis & Jackson, 2010).

Human resource practices will be comprehensive in scope, integrating: initial training; comprehensive professional development throughout a teaching career; employment practices which encourage the recruitment and retention of well-qualified, highly motivated candidates, including (but not limited to) salaries comparable to those of similarly trained professionals;

teaching and learning conditions that encourage quality learning; and teachers' participation in education decision-making by means of consultation and negotiation (Leur, 2012).

Generally, HRM practices are the primary means by which firms can influence and shape the skills, attitudes, and behavior of individuals to do their work and thus achieve organizational goals (Snell & Bohiande, 2010).HR practices are designed to improve the knowledge, skills and abilities of employees, boost their motivation, minimize or eliminate loitering on the job and enhance the retention of valuable employees. The present study focused HRM practices namely; manpower planning, recruitment and selection, training and development, performance appraisal, compensation and teamwork are discussed hereunder

2.1.1. Manpower Planning

Resourcing is a process of enabling the organization to have the right people, doing the right jobs at the right time. This is in line with the challenges facing managers in staffing organizations. It is about planning for the number and quality of employees required under different job categories and to make sure that staffing process such as recruitment, selection, placement, promotions, transfers and downsizing are effective(Itika, 2011,p.9).

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 management's 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 organization's goals and objectives.

2.1.2. 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 person(s) most likely to succeed in the job(s), given management goals and legal requirements".

An estimated 1.9 million additional teachers will need to be recruited worldwide in order to achieve universal primary education by 2015 (although this situation is evolving in the right direction, since the 2008 estimate of a teacher gap of 18 million (Fong et al., 2011).

On average, the teaching force needs to be expanded by 2.6 per cent annually, although this figure is much higher in certain countries and regions, and reaches 6.3 per cent in sub-Saharan Africa in order to fill additional posts, replace teachers who leave the teaching force and make up for years of under-recruitment in many countries(International Education, [IE],2007).A key to motivating and retaining well-qualified teachers is to offer clear career paths and genuine career development options, associated with good work life balance and general conditions of service, including sufficiently attractive salaries.

ILO(2012)stated that a basic teacher recruitment and retention saying: that improvements in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers, and of attracting to and retaining in the teaching profession substantial numbers of fully qualified persons.

The most effective teacher recruitment strategies emphasize a comprehensive package that may vary one or more of these factors, and take account of the evidence that individuals choosing to become teachers in many countries also respond to intrinsic factors, such as the desire to work with children or to contribute to society (OECD, 2005).

2.1.3. Training and Development

Training refers to improving competencies needed today or very soon (Jackson & Schuler, 2000).Training is the planned and systematic modification of behavior through learning events, 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 analysis 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's 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 training 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 organization's employees (Fong et al., 2011). In addition, studies proved that training and development increase employees' productivity and commitment which in turn improve a firm's 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).

2.1.4. Compensation/Reward/ and Retention Policies

The words 'compensation' and 'reward' are often used interchangeably in contemporary personnel management. Although in principle, the two concepts may mean the same thing, they

have different philosophical roots. Whereas the former is based on the interpretation that work is not necessarily a good thing and hence those who work lose something which should be compensated, the later considers work positive and something which has to be rewarded depending on the quantity and quality of accomplishment (Noe, Hollenbeck,Barry& Wright, 2011).

Therefore, employees need different types of compensations or rewards for the effort they expend on the job and enable the organization function. It is the duty of the human resource department through the responsible officers to evaluate different types and levels of jobs in order to develop appropriate compensations or rewards in terms of pay and other incentive packages.

Other writers like Snell and Bohiander, 2010; Berman, Bowman, WestandWart, (2010) stated that ensure employee effective performance there is the need for compensation in the form of pay, incentives and benefits which reward people to perform in an organization and when the organization is providing these incentives for employees then the organization must get the most of its workers.

According to Cascio (2012), "Compensation which includes direct cash payment, indirect payments in the form of employees" benefits and incentives to motivate employees to strive for higher levels of productivity is a critical component of the employment relationship. It is recompense, reward, wage or salary given by an organization to persons or a group of persons in return to a work done, services rendered, or a contribution made towards the accomplishment of organizational goals."

Compensation management is something organizations must take seriously if they are to achieve competitive advantage in the market particularly the service sectors where employees are the creators and drivers of value rather than one more factor of production. Firms around the world are paying close attention to how much they pay, the kind of components that this pay includes and whether they are offering competitive compensation. Employee Safety and Health is an important concern in today's organization.

Contributions made to an organization by its employees and their achievements should be recognized and reciprocated by some form of reward (Rudge, 2011). A reward system is defined

as "a package/systems that consist of rewards and benefits, such as holiday leaves, medical benefits, transport allowance, and performance bonus" (Lim & Ling, 2012, p. 104). Reward systems usually serve several purposes which include attracting, retaining, and motivating employees (Zhou, Zhang, &Montoro-Sa´nchez, 2011).

In addition, researchers such as Yap et al. (2009) found that reward systems have a positive impact on employee performance. Although rewarding employees can be based on one or more factors such as performance, experience, qualification, and seniority (Lim & Ling, 2012),the most dominant factor used in organizations is performance where employees' performance is linked to expected rewards (Zaitouni et al., 2011; Vlachos, 2009).

Bratton and Gold (2007, p.358) state that reward refers to "all of the monetary, non-monetary and psychological payments that an organization provides for its employees in exchange for the work they perform". Motivating employees through a good reward system constitutes a difficult and challenging task for general managers as it can positively affect employees' behavior toward their jobs and increase their commitment and thus their performance. Armstrong and Murlis (2007) states that reward strategies are an important part of an organization's HR strategy and should be bundled with other HR strategies so that they complement and reinforce one another (p. 34)

Matthis and Jackson (2010) found that motivation through a good reward system can lead to an increase in employees' productivity and Armstrong (2010) stated that some forms of compensation such as profit sharing is used as a strategic variable to improve firm competitiveness because it ties the interests of workers more closely to that of the organization and thus enhance their efforts and lead to better performance. Performance-based compensation is the dominant HR practice that firms use to evaluate and reward employees' efforts (Collins & Clark, 2003).

Empirical studies on the relationship between performance-related pay and company performance have generally found a positive relationship, but a growing body of empirical evidence suggests that it is not just pay level (Wimbush & Singh, 2005).

One of the largest benefits reported by proponents of performance-based rewards is an increase in the motivation of teachers. It is argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains (Tomlinson, 2000). This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Additional, Tomlinson (2000) also argued that performance-based pay is about motivating people, and developing performance oriented cultures.

However, teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Odden, 2011). These rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth.

Odden and Kelley (2002) argued that school-based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating student achievement. While it is argued that teachers are not motivated by money financial reward must have some influence on career choices for at least some teachers (Singh, 2012). Some point out that past research suggests money has an influence on teachers' motivation and others argue money is one motivator among many (Odden & Kelley, 2002).

2.1.5. Performance Appraisal

Performance appraisal means evaluating an employee's current and/or past performance relative to his or her performance standards (Dessler, 2008). The performance appraisal process contains three steps: define the job, appraise performance, and provide feedback. Defining the job means making sure that the supervisor and the subordinate agree on his or her duties and job standards. Appraising performance means comparing the subordinate's actual performance to the standards that have been set. Third, performance appraisal usually requires one or more feedback sessions. Here the supervisor and subordinate discuss the subordinate's performance and progress and make plans for any development required (Dessler, 2008).

Given current circumstances organizations are paying particular attention to one specific HRM practice that influences an organizations' performance which is performance appraisal (Chen &Eldridge, 2010). Even though performance appraisals are considered a necessity, both

appraisers and appraises dread the entire process (Lim &Ling, 2012). However, according to DeCenzo& Robbins (2013) conducting performance appraisals serve three important purposes: 1) providing two-way feedback between employees and supervisors 2) Developing employees and improving their performance 3) Documenting employees' performance for legal reasons. In addition, performance appraisals serve as a basis for certain organizational decisions such as determining pay packages and promotions (Sripiraba & Krishnaveni, 2009).

Performance appraisal is an essential part of human resource management and appraisal ensures organizational effectiveness through correcting the employee for standard and improved performance and suggesting the change in employee behavior (Rao, 2009). There is the need for regular appraisal of all employees in an organization so that standards could be maintained and improved upon. It beholds educational authorities to conduct regular appraisal so that there will be quality education.

2.1.6. Teamwork

Today, teams are an important cornerstone of organizations and most organizations rely on teams to fulfill their work and to obtain their goals and there is growing evidence that a significant part of the answer might lie in teachers working in teams. Productive teamwork in which teachers gain new knowledge about what they do and how students learn has the power to change the culture of schools and make continuous learning and improvement not only possible but manageable (Austenfeld, 2010,p.8). However, like teaching, working in teams does not come easily nor follow a predictable way. It's only through working in teams over time that somebody learns what makes them function effectively and in ways that both contribute to the goals of the school and are capable of being sustained (Exforsys, 2010).

All schools want to improve learning opportunities for their students so that they are better able to develop the knowledge and skills they need to live productively and responsibly in an increasingly complex world (Johnson, 2003,pp.5-6). While there's still a lot to learn about working in teams, ongoing studies are providing evidence of the potential of the professional action-learning team to support staff learning and, as a consequence, deliver significant learning gains for students. 'Action learning' is defined as: "The learning (that) occurs among a group of colleagues who develop a united approach to solving a problem" (Johnson, 2003, p.7).

2.2. Human Resources Management in Education

Human Resource Planning in education is not only effective utilization of people parses at worse but it is the harnessing of the totality of the people skills, energies, talent, capability, social characteristics, like and belief to achieve educational objectives and simultaneously making the people to be part and parcel of organization in fulfilling their life goals (Narayan, 2010)

Additionally, human resource in education is the systematic utilization of human potentials to realize educational objectives and staff contentment. An organization cannot build a good team of working professionals without it and the key functions of the HR management team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, team work practices, and much more (Long & Perumal, 2014).

2.3. An Overview of School Human Resource Management

As stated by John (2006,pp.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 education policy of Ethiopia (MOE, 2002, pp.30-34) stated that "educational management is 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 is 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.

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, p.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).

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 teachers' 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, PP.30-49).

However, according to the Oromia Education Sector Development Program III document (2005, pp.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.

2.4. Teacher Performance Measure (TPM)

There are many reasons for including student academic progress and achievement information as part of the teacher evaluation process, teachers who participate in familiarization activities earlier in the year will have a clearer understanding of the ten performance standards and the expectations for classroom practice and performance (Barge, 2013).Teachers engage in the challenging work of enabling and empowering students to learn, the use of multiple measures for a teacher's performance will provide a more accurate picture of a teacher's professional practice and his/her impact on student growth. The use of performance standards to rate teacher performance allows for more precision about professional expectations, identifies teachers in need of improvement, and recognizes performance that is of proficient or exemplary quality.

2.5. Teacher Assessment Performance Standards (TAPS)

Clearly defined professional responsibilities for teachers constitute the foundation for TAPS. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (*e.g.,* principal or assistant principal) will fully understand their job expectations. TAPS uses a three-tiered approach to define the expectations for teacher (Barge, 2013).

Domains and standards TAPS use a three-tiered approach to define the expectations for teacher performance consisting of five domains(Planning, instructional delivery, assessment of and for learning, learning environment and professionalism and communication)and ten standards, and multiple performance indicators(professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication).

2.5.1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. Classroom teaching is a complex activity that demands teachers possess substantial thinking skills and a solid knowledge-base. Knowledge of subject-matter is a prerequisite for effective classroom

instruction (Cercone, 2008). A teacher understands of subject facts, concepts, principles, methodology, and important generalizations determine his or her pedagogical thinking and decision-making. Effective teaching requires teachers to have not only sufficient knowledge in their own fields, but also an interdisciplinary understanding that ranges across multiple branches of human knowledge.

The real-world does not completely organize itself according to the disciplines or the traditional school subjects. Many phenomena cannot be adequately understood solely from one disciplinary perspective (Catt, Miller &Schallenkamp, 2007).

Making connections across subject areas is an effective way to engage students in challenging, integrated, and exploratory learning around personal and social concerns that appeal to them. In addition, the integration of disciplines can prompt students to learn to think critically, and develop a common core of knowledge necessary for success. Effective teachers use a wide variety of sources and make meaningful connections to sustain students' inquiry across disciplines (Childs & McNicholl, 2007).

McNicholl (2007) also argued that effective teaching resides not simply in the knowledge a teacher has accrued, but also in how this knowledge is translated into student learning in classrooms.400 For instance, teachers who are highly proficient in mathematics or writing will help others learn mathematics or writing only if they are able to use their own knowledge to enact learning activities that are appropriate to students. Therefore, a teacher's subject-matter knowledge and pedagogical knowledge are complementary and interdependent. These two knowledge categories can be synthesized by Schulman (2007,p.329), "pedagogical content knowledge," which he defined as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction."

The professional knowledge of effective teachers reaches beyond merely the knowledge of subject-matter (content knowledge) and instructional strategies (pedagogical knowledge); indeed, professional knowledge also encompasses an understanding of students and environmental contexts. Effective teachers often use the knowledge of their students, for

instance, knowledge of students' learning ability, prior achievement, cultural background, and personal interests, to decide what to teach and how to teach.

2.5.2. Instructional Planning

Instructional planning is a process of the teacher using appropriate curricula, instructional strategies, resources and data during the planning process to address the diverse needs of students. A teacher's teaching begins before he or she steps into the classroom and starts talking (McKnown & Weinstein, 2008).

Prior to each lesson, unit, semester, or school year, while teachers are planning the content of instruction, selecting teaching materials, designing the learning activities and grouping methods, and deciding on the pacing and allocation of instructional time, they actually are determining what learning opportunities their students are going to have. Teachers could use state or district curriculum standards, school district curriculum goals and objectives, and learning outcomes developed by professional organizations to plot the scope and sequence of subject topics. Teachers also could apply their knowledge of research-based practices to plan what strategies and techniques will be adopted to deliver instruction.

Nevertheless, the most informative source for any instructional planning resides in the teachers' classrooms to the students. Effective teachers also evaluate the quality of available resources when designing a unit or lesson. They use criteria such as appropriateness for grade level, alignment to national, state, or local standards, accuracy of information, the time allowed for the lesson or unit, and the learning benefits that come from using the resource. Effective teachers maximize the instructional benefits of resources while minimizing time allocated to less relevant or unnecessary material (Stronge, Ward, Tucker, &Hindman, 2008).

2.5.3. Instructional Strategies

The teacher promotes student-learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills. Instruction is a process in which teachers apply a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement. An array of

studies reveals that teachers who have similar professional qualifications (e.g., degree, certification, and years of experience) instruct differently in their classroom and vary significantly in their ability to help students grow academically (Zacharias, 2007).

However, the primary difference between effective and ineffective teachers does not lie in the amount of knowledge they have about disciplinary content, the type of certificate they hold, the highest degree they earned, or the years they have been in the teaching profession. Rather, the difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classrooms. Effective teachers ask questions that are sensitive to students' differential levels of learning abilities, and those that are more closely aligned with learning outcomes and learning activities.

Effective teachers try to accommodate their teaching to students of different levels. They take students' individual needs into account while differentiating the learning objectives, learning activities, and assessments, so that all students can engage with meaningful learning. Effective teachers have also been found to be more self-reflective and critical about their own classroom instruction. The complexities of teaching involve the focus on not only the breadth of content and skills that students should possess, but also on the depth of the content and skills.465 Effective teachers focus on meaningful connections rather than isolated facts and ideas (Palardy, & Rumberger,2008).

2.5.4. Differentiated Instruction

The teacher challenges students by providing appropriate content and developing skills which address individual learning differences. Effective teachers differentiate instruction and individualize for the range of student needs, abilities, and preferences in the classroom. Instead of using uniform strategies for all students, effective teachers design instruction that motivates each student, and they communicate content in such a way that students are able to comprehend based on their individual prior learning and ability.

Students learn in a variety of ways and at a variety of rates, teachers should deliver their lessons with appropriate variety As Weiss, and Miller (2006, explained, differentiation to maximize the learning of individual students is the cornerstone of effective teaching. Carolan and Guinn (2007,

p.320) stated that: "Diversity is a gold mine. It offers all members of a diverse group multiple ideas, perspectives, and solutions to problems. Teachers can nurture this diversity early on by maximizing the potential of each student in their classroom."

Effective teachers tend to recognize individual and group differences among their students and accommodate those differences in their instruction. They adapt instruction to meet student needs, which requires careful assessment and planning for all students in the classroom, as well as the ability to select from a range of strategies to find the optimal match to the context.494 Differentiation requires teachers to reflect on students as individuals (Carlson&Schroll, 2004).

2.5.5. Assessment Strategy

The teachers' systematically uses a variety of diagnostic, formative, and summative assessment strategies and instruments that is valid and appropriate for the content and student population. A teacher's skill in assessment must be more than merely testing students or measuring achievement. Teacher assessment skill "must center not on how [they] assess student achievement but on how [they] use assessment in pursuit of student success (Cauley, & McMillan, 2009, p.6)."

Gronlund(2006) described assessment of learning as "a broad category that includes all of the various methods for determining the extent to which students are achieving the intended learning outcomes of instruction(p.96)."Assessment of student-learning can emerge in various formats, such as teacher observation, oral questioning, journal entries, portfolio entries, exit cards, skill inventories, homework assignments, project products, student opinions, interest surveys, criterion-referenced tests, or norm-based tests.

2.5.6. Uses of Assessment Practices

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents (Hattie, 2009).

Effective teachers not only assess student-learning, but also they use the results of student assessment systematically and intelligently. That is a commonly adopted strategy by effective teachers and an integral attribute of their instruction. Using assessment means assessment of student-learning is not just the end, but also the means to reach an end, by continuously monitoring success and, step-by-step, moving to desired learning outcomes. Assessment is a waste of time and effort if its results are shelved and collect dust (Chang, & Huang, 2007). Assessment use can be defined as the practice that helps teachers use student performance data to continuously evaluate the effectiveness of their teaching and make more informed instructional decisions.

2.5.7. Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning. Students need an engaging, stimulating, and enriching learning environment to grow and thrive. In order to achieve this type of rich environment, effective teachers establish and communicate guidelines for expected behavior, monitor student behavior, keep students on task, and infuse humor, care, and respect into the classroom interactions, so as to develop a climate that is conducive to student-learning (Leigh, 2010). As a result, research has indicated that a positive learning environment can shape student outcomes in cognitive, motivational, emotional, and behavioral domains.

2.5.8. Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. The nature of classroom climate is a function of numerous variables, for instance, the implicit rules of the group structure, the style of leadership of the dominant members of the group, norms, cultural traditions, expectancies, affective history, and demographic composition of the group members.

Based on research findings, Evans, Harvey, Buckley, and Yan (2009) also stated that classroom climates described as positive and important educational outcomes such as enhanced academic achievement, constructive learning processes, and reduced emotional problems. Nevertheless,

classroom climates can also be negative and toxic and related to undesirable outcomes, such as increased bullying and aggression, and social and emotional maladjustment. Learning can be viewed as a cognitive development process in which individuals actively construct systems of meaning and understanding of reality through their interactions and experiences with their environments. In this cognitive developmental process, a quality learning environment is crucial to students' learning, and it is the teacher's responsibility to create conditions of active engagement in the classroom.

Classroom learning environment is associated with students' academic behaviors and academic achievement. Students are more engaged with their learning when they receive high expectations, believe that being in school will enable them to do something positive in their lives, have the ability to learn new things, create new challenges, and prepare them for college.

A study by Barth et al. (2004) found that negative classroom environments are associated with a lack of academic focus and lower student outcomes. Various teacher characteristics that are identified as contributing to positive climate relate to teaching methods – both instructional strategies and discipline management skills for instance, clear and well-structured procedural rules, together with opportunities for active participation and engagement.

2.5.9. Professionalism

The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession. Teacher professionalism encompasses key characteristics of professional competence, performance, and conduct – that reflect teachers' goals and purposes, capabilities, values and beliefs, and directly impacts the effectiveness of teaching (Carolan& Guinn, 2007).

As a profession, teachers value and practice the principles, standards, ethics, and legal responsibilities of teaching and, as with any profession, they must be committed to and skilled in the areas of expertise that define teaching seems to differ from many other professions and occupations in the aspect that the kind of person a teacher is, and the way he or she behaves, seems to have considerable implications for the professional practice (Berliner, 2004).

For educators, students, and for the general public, good teaching is inconceivable apart from the teacher's personal qualities. Teachers' daily practice is grounded in the beliefs, values, and attitudes they hold toward the profession, the students, the school, and themselves.

As Carr (2009) posited that many of the skills featured in competence models of professional training such as the abilities to match general curricular prescriptions to individual needs, to maintain student engagement and administer classroom management depend on the teachers' ethical or personal qualities of empathy, care, respect, fairness, motivation, perseverance, and a strong belief that they can succeed in making a difference in students' learning.

The communication skills of a teacher also play an important role in the collaboration with colleagues and other personnel in schools, and in the partnerships with parents and other community members. After all, teaching is communicating and, to a large extent, advocating for learners.

2.5.10. Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. The ability to communicate and collaborate is one of the essential requisites for teacher effectiveness. In fact, at the very core of effective teaching is effective communication (Cawelti, 2004). Extant research provides evidence that students taught by teachers with a high level of clarity learn more than those taught by teachers with lower clarity. Teachers with high clarity are perceived to be more capable of conveying ideas effectively and communicating with students in a compelling manner (Evans et al., 2009).

The communication skills of a teacher also play an important role in the collaboration with colleagues and other personnel in schools, and in the partnerships with parents and other community members. After all, teaching is communicating and, to a large extent, advocating for learners. Educating a child cannot be one person's work.

2.6.   Human Resource Practices and Teacher Performance

Torrington (2008), explained that human capital signifies the combined intelligence and experience of staff as a source of competitive advantage that cannot be imitated by rivals. This theory has implications thus for attracting, engaging, rewarding and developing people in organizations. Investigations on the link between HRM and organizational performance as extensively been done in the US and the UK. Several authors point out that research needs to be conducted in others contexts (Ericksen& Dyer, 2005; Wright, 2005).

Koca and Uysal (2009) found out HRM practices have a strong relationship with organizational performance but weak relationship with market performance. Additionally, Khan (2010) investigated those effects of HRM practices are a positive significant relationship between human resource practices and organizational performance.

2.7.   Challenges ofHRM Practices in Secondary Schools of Ethiopia

For a country at Ethiopia's level of socio-economic development, post-primary level of education may not be considered as basic human right, as is the case for literacy and universal primary education. Expansion of secondary education should mainly depend on the country's requirement for middle and higher level manpower and on the country's ability to finance its expansion (Gebrekidan, 2011).

Human resource management in secondary education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. It is the motivation and co-ordination of the activities and effort of the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education (Gebru, 2013).

Among the major persistent education related to challenges that Ethiopia has been facing, over the years, is the issue of quality education. Following the formulation of education and training policy since, 1994/2002), the Ethiopian government has taken different measures to alleviate those educational problems and remarkable changes have been exhibited in education expansion (MOE, 2002).

However, poor quality of secondary school teachers, inadequacy of textbooks instructional materials, laboratory and workshop equipment, the overcrowding of schools, and the shift system have all contributed to the problem of quality in secondary education.

While the minimum qualification-mix set for teachers of junior secondary schools has been 70 per cent diploma holder and 30 per cent certificate-holders, only 32 percent of the teachers were diploma-holders. In the case of senior secondary school teachers, only 38 per cent held degrees as against the required qualification-mix of 85 per cent degree and 15 per cent diploma-holders (Gebru, 2013).

The other fundamental and difficult aspect of the quality issue is relevance -- broad vocational relevance versus specific job relevance, relevance to agricultural and rural development, to small businesses, private and self-created jobs. These issues of relevance are very important in light of the country's mounting problem of school leavers' unemployment.

In general, lack of staff maintenance, poor staff relations, lack of staff development, lack of Procurement of staff, poor Job performance reward, the level of development of Ethiopia's /Oromia/human resources has been considered to be very low, Its low coverage, its poor quality, inequitable distribution and the inefficiency of the system, all indicate to this low level of HRM in Ethiopia (Gebru, 2013). These problems also observed in secondary schools of Jimma Town.

Therefore, this study was designed to fill the gaps of literature and it may improve lack of attention for both HRM practices and teachers performance.

2.8. Conceptual Framework

In this conceptual framework teachers' performance is the dependent variable while HR practices (manpower planning, recruitment and selection, training and development, performance appraisals and compensation and teamwork) are independent variables Figure 1.

This study comprised, the six variables consisting of HR practices and five variables consisting of teachers' performance practices, which can be measured by items as specified in a questionnaire of Appendix B.

Independent Variables   **Dependent Variables**

⇩   ⇩

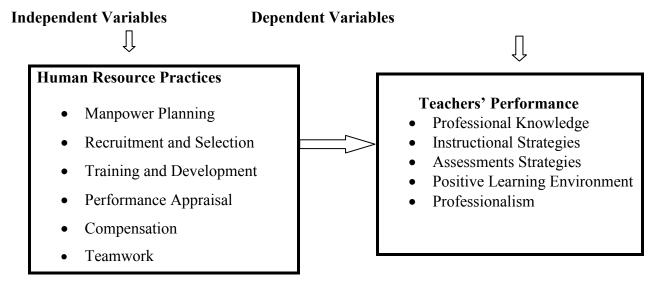| **Human Resource Practices**

• Manpower Planning
• Recruitment and Selection
• Training and Development
• Performance Appraisal
• Compensation
• Teamwork | ⟶ | **Teachers' Performance**
• Professional Knowledge
• Instructional Strategies
• Assessments Strategies
• Positive Learning Environment
• Professionalism |

Fig.1. Conceptual Framework
Source: Adapted from Matthis and Jackson (2010); Barge (2013).

CHAPTER THREE

3. Research Design and Methodology

This chapter involves the description of the study area, the research design, sources of data, sampling techniques and sample size, data gathering instrument, method of data analysis and ethical consideration.

3.1. Description of the Study Area

Jimma Town has found at South-West Ethiopia and one of the oldest Town in Ethiopia. There are five government secondary schools, and it has currently 278 teaching staff including school principals in Jimma Town. Each of them is headed by the school principal who is responsible for the overall running and control of the school and for the maintenance of the quality and all round standards. She/he will have such a keen interest in the welfare of both his teachers and students. Though he delegates many responsibilities, she/he is responsible for all planning, organizing, controlling, staffing, innovation, coordination, motivation, and actualization of education goals and objectives of the institution and of the country. It is therefore, important that the school head be able to establish cordial relations with the staff, students, the community and other organizations.

Government secondary schools are administered by Keble Education and Training Boards (KETB). The powers hiring is given to Oromia Education Bureau (OEB) but teachers control and discipline of teachers to the boards of KETB.KETB is accountable to the *Keble* council. Like the PTA, its duties and responsibilities are defined at Regional level.

In government secondary schools, there is the school principal and immediately under him is the vice principal. The vice principals answerable to the vice principal are various departmental heads that are in turn in charge of subject teachers.

Evidently, the Ethiopia educational system is the adoption of the element of departmentalization. In a school setting, there are various departments such as the natural science, mathematics, languages, social science, civic, IT departments. In these departments teachers are assigned tasks to perform according to their specialization to maximize productivity and efficiency.

The *Oromia* of education has the overall responsibility to manage all aspects of education and training with the assistance of semi-autonomous government agencies at the zonal and the district level.

At the school level, the board of governors is responsible for the management of human and other resources to facilitate smooth operations, structure development and provision of teaching and learning materials. Management of people in the school context involves the skillful control and guidance of students, teachers and other stakeholders to achieve the schools desired outcomes. The principal plays an important role in this respect.

The school management guide, 1996/2004 asserts that the nature and quality of leadership and management that the principal provides will determine the effectiveness of the school. Secondary schools do not have defined customers like in the business world. Their customers include students, communities, religious organizations and other government institutions, development partners and the private sector.

Currently, Jimma Town has five government secondary schools which includes; Jirensecondary school, Seto secondary School, Ababuna secondary school, and Jimma preparatory school. The school principal is the most immediate responsible and he is accountable to JTEO as agent.

3.2. Research Design

A correlational study design was designed to show the relationship between human resource practices and teachers performance in government secondary schools, specifically, the researcher employed Pearson's correlation matrix because mainly likert scale such as (strongly disagree to strongly agreed)considered interval measurement when the researchers used analyzing of data at a central tendency(Creswell, 2012, p.167).

The researcher also employed stepwise regression to show the powerful predictors among independent variables. The researcher employed quantitative study approach and by using descriptive statistics to show the extent of human resource practices in secondary schools of and inferential statistics such as correlation and regression were used to show the relation between HR practices and teachers performance.

3.3. Sources of Data

The primary source of data were collected from teaching staff (vice principals, department heads & teachers) including school principals in secondary schools in Jimma Town.

3.4. Sample size and Sampling Technique

The study populations which include; Abbabuna secondary school, Seto secondary school, Jiren secondary school, Jimma secondary school and Jimma preparatory school teaching staff and principlas172 sample respondents were selected from the total populations of teaching staff and principlas (278) were selected through simple random sampling technique .The sample size of respondents' was determined by using Yamane (1967) formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where: n = the sample size; N=the study population; e = the level of precision; 1 = designates the probability of the event occurring

Therefore: $n = \frac{278}{1 + 278(0.05)^2} \approx 164$

After determining the sample size (n=164) of 164 teaching staff including school principals were calculated by using the following formula.

ni=(n×Ni)/N

 Where: ni= sample size for respondents

Ni (164) = the total number of respondents are sampled for each all secondary schools

N (278) =the total number of teachers in secondary schools. Table 1 shows the distribution of the samples in relation to their respective population for each of the 5 schools.

Table 1.Summary of Sampling Technique

No	Name of School	Teaching staff including principals	Sample size proportion ni =(n×Ni)/N		Total	Sample
1.	Abba Buna Secondary School	47	$\frac{47}{278}x164 \approx$	28	47	28
2.	Seto Secondary School	61	$\frac{61}{278}x164 \approx$	35	61	35
3.	Jiren Secondary School	86	$\frac{86}{278}x164 \approx$	51	86	51
4.	Jimma Secondary School	18	$\frac{18}{278}x164 \approx$	11	18	11
5.	Jimma Preparatory school	66	$\frac{66}{278}x164 \approx$	39	66	39
Total		278	$\frac{278}{278}x164 \approx$	164	278	164
%						59%
Sampling Techniques		Simple random sampling technique (lottery method)				

Source: Primary Data (2018)

Generally, the researcher was considered of on-responses rate8 (5%), and172respondents were designed to participate in the study.

3.5.   Instruments of Data Collection
3.5.1. Questionnaire

The questionnaire was prepared in English that consisted of 30 items or questions that included six(6)independent variables like; manpower planning, recruitment and selection training and development, performance appraisal and teamwork and the same 30 items or questions that measured teachers' performance namely; professional knowledge, instructional strategies,

assessments strategies, positive learning environment and professionalism. Totally, sixty (60) items were distributed for one hundred seventy-two (172) respondents to rate.

Once the self-administrated questionnaire was determined and chosen for data collection, the design of a questionnaire begins. When constructing a questionnaire, there are a number of important procedures (such as questionnaire content, forms of response, question wording, questionnaire length, and pilot study) that need to be taken into consideration. Two questionnaires were designed in this research. The first questionnaire concerning HRM practices manpower planning, recruitment and selection, training and development, performance appraisal, compensation, and teamwork of HRM practices were adapted from the Munene, Mulira and Kasekende(2008). A five point Likert scale was used to indicate the importance level, "1 = Strongly Disagree" and "5 =Strongly Agree").

3.6.   The Reliability and Validity of Data

Before the final questionnaire being distributed to the respondents, a pilot test was employed to check reliability of the data by using Cronbach's alpha reliability test, accordingly, 15 teaching staff including school principal of Community secondary school of Jimma University was randomly taken to fill the questionnaire anditwas not included in the main study.

Tests of internal consistency (Cronbach's Alpha) to assess the reliability of each of the scales used were conducted. First, Cronbach's Alpha for pilot study of the instrument devised by the researcher was determined, and then, after some modifications, the tests were subjected to the final questionnaire.

 All questionnaire results were acceptable levels of internal consistency reliability because of satisfactory value is required to be more than 0.7 (Hair, 2010).

 The Cronbach's Alpha result for manpower planning (0.82); recruitment(0.75),training and development(0.88),performanceappraisal(0.88),compensation(0.77),teamwork(0.92),professional knowledge(0.865),instructionalstrategies(0.90),assessments strategies(0.92) and positive learning environment(0.96) for the present sample and summarized in Table 2.

The validity of the items were checked byan advisor/instructor/ and few necessary modification also were made on four items.

Table2.Inter-Reliabilityof Data Results

Items		Cronbach's Alpha	Number of Items
1.	Manpower Planning,	0.819	5
2.	Recruitment & Selection	0.754	5
3.	Training & Development	0.886	5
4.	Performance Appraisal	0.875	6
5.	Compensation	0.769	4
6.	Teamwork	0.923	5
7.	Professional Knowledge	0.865	6
8.	Instructional Strategies	0.900	7
9.	Assessments Strategies	0.920	6
10.	Positive Learning Environment	0.957	7
11.	Professionalism	0.725	4
12.	All items	0.962	60

The overall Cronbach's alpha reliability of all items was found to be (0.962) and it was satisfactory and valid enough proceeded to collect data for main study.

3.7. Methods of Data Analysis

The collected data were coded and entered into computer software called Statistical Package for the Social Sciences (SPSS) version 20.0 for the analysis. Both descriptive statistics and inferential statistics were used in the analysis. Hence, the descriptive analysis tools were including frequency, mean and standard deviation were used to measure the extent of human resource and teachers' performance did practice in secondary schools in Jimma Town.

The Pearson's correlation coefficient was used to be analyzed the relationship between HR practices and teachers' performance and the stepwise regression was employed to identify the most predators of independent variables that influence on teachers' performance.

3.8. Ethical Considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it was not is exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized.

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CHAPTER FOUR

4.   Analysis and Interpretations of Data

This chapter presents the data collected from teachers in secondary schools in Jimma Town. The results are presented in the form of demographic information of the study respondents, results of descriptive statistics, correlation, and regression results were test the relationship between HR practices and teachers performance in government secondary schools in JimmaTown. The questionnaire is attached in Appendix-A

4.1. Demographic Characteristics of the Respondents

The various demographic factors of the respondents of this study includes; sex, age, level of education, the length of years in each school.

Table 3. Demographic Characteristics of the Respondents

No	Items				Respondents (N)=150		
1	Sex	N	%	5	Service years	N	%
	Male	127	84.7		1-5 yrs.	9	6.0
	Female	23	15.3		6-10 yrs.	28	18.7
	Total	150	100		11-15 yrs.	15	10.0
2	Age	N	%		16-20 yrs.	25	16.7
	21-30 yrs.	23	15.3		above 20 yrs.	73	48.7
	31-40 yrs.	53	35.3		Total	150	100
	41-50 yrs.	40	26.7	6	Name of the School	N	%
	above 50 yrs.	34	22.7		Jiren Secondary School	46	30.7
	Total	150	100		Seto Secondary School	33	22.0
3	Level Of Education	N	%		Ababuna Secondary School	25	16.7
	Diploma	2	1.3		Jimma Secondary School	10	6.7
	Bachelor degree	122	81.3		Jimma Preparatory School	36	24.0
	Master's degree	26	17.3		Total	150	100
	Total	150	100				

Source: Primary Data (2018)

As it is indicated in Table3, most of the respondents 127 (84.7%) were male, followed by female 23 (15.3%) in terms of age wise. This implies that male respondents' are very dominating than females' respondents then females are insignificant proportion of all respondents in the study area. This result is not in line with new policy of MoE of Ethiopia indicated that in the secondary schools should maintain a gender balance (Minister of Education [MOE, 2014/2015]).It needs to JTEO in collaboration with OEB to minimize a gender imbalance in secondary schools of Jimma Town.

The Table 3 also indicates that most of the respondents were from the age group between 31-40years (35 %) followed by 41-50years (26.7 %), above 40 years (22.7 %) and the least was from 21-30years.

In regards to age, the majority 53(35.3%) of respondents were being ranged from 31-40 years old among age ranges20-50years and above, whereas 34 (22.7%) of the respondents fall within the age of 50 and above yrs., 15.3 %(23) of them fall with the age range of 21-30. The remaining respondents, 35.3% (53) and 26.7% (40) of the respondents were within the age range of 31-40 and 41-50 years respectively. The results indicate that most of the teachers who are in the middle age show more maturity and responsibility to perform tasks given to them and the result also implies that teachers who are above 50 years old they are already near to leave the school through pension so, it needs fresh teachers to secondary schools of Jimma Town.

In concern to education levels, the majority122 (81.3%) of teaching staff had Bachelor degree the reaming of the respondents had diploma holder 2 (1.3%) and Master's' degree holder 26 (17.3.6%) respectively. This result is not completely agree with the new policy of MoE of Ethiopia (MOE,2014/2015), teachers of secondary schools teaching staff are expected to be graduates of first degree, then as the result indicated majority of the respondents meet the expected results this study supported with theoretical.

based on that an array of studies reveals that teachers who have similar professional qualifications (e.g., degree, certification, and years of experience) instruct differently in their classroom and vary significantly in their ability to help students grow academically (Zacharias, 2007); besides, concerning experiences of teaching staff, the majority 73 (48.7%) of them have served above 20 years, while 28 (18.7%), 15 (10%), 25 (16.7%), of them have served for between 6 to 10 years; 11 to 15 years and 16 to 20 years respectively. The reaming 9(6%) of

respondents have served 1 to 5 years. This result is supporting with the strategies of MoE as stated in the Education Sector Development Program IV (ESDP.IV) which stated efficient school leadership and management established to enhance the quality of instruction and thereby improve learning achievements (MoE, 2014/2015).

In terms of school proportion presented in Table3, indicated that 30.7%(46)of the respondents were fromJiren,33.2%(33);16.7%(25);Ababuna; 22%(33)Seto;10(6.7%), Jimma secondary school and 24%(26) from Jimma preparatory school.

4.2. The Reponses Rate

Based on 172teaching staff including school principals selected for the questionnaire on HRM practice and teachers' performance questionnaire was sent to 172respondents. Therefore, the total response number was 150 and the overall response rate for the HRM practice and teachers' performance of study was found to be87.2% (Table 4).The overall respondent response rate was 87.2%, (150/172) were valid responses rate but 13.8% (22/172) were done not return the questionnaire.

Table 4.Reponses Rate

Name of school	Number of distributed	Number of Reponses	Reponses rate(%)
1. Jiren Secondary School	53	46	85 %
2. Seto Secondary School	38	33	87 %
3. AbabunaSecondary School	29	25	86 .2%
4. Jimma Secondary School	12	10	92 %
5. Jimma Preparatory School	40	36	90 %
Total	172	150	87.2 %

Source: Research Data (2018)

4.3. The Human resource Practices in Secondary Schools

Under this subtopic the practices of manpower planning, recruitment and selection, training and development, performance appraisal, compensation and teamwork were precisely discussed by using descriptive statistics (means and standard deviations)listed in tables 5-12).

Table 5.Manpower Planning Activities

Items	N	M	SD
1. There is existing a formal written HR plan based on the strategic needs of the school	150	2.38	1.09
2. The school clearly outlined necessary skills to meet current and future demand of teachers	150	2.23	1.06
3. The school principal has an explicit statement of its vision, mission and goals	150	2.42	1.17
4. The human resource practices are given an important role in the school	150	2.02	1.09
5. The major of human resource practices in the school are fully integrated with one another	150	2.40	1.06
Overall Mean	150	2.22	1.10

Source Primary Data (2018)

Note: N= number of respondents; M=Mean, SD=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 is undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As shown in Table 5, the overall mean (2.22) and standard deviations (1.10) shown that low practices of manpower planning activities was existed in schools. Analysis at item level shows that respondents' perception regarding the activities manpower planning is below average for all items (see Table 5). Among the five items, the extent to which the school has an explicit statement of its vision, mission and goals is relatively high (M=2.42, SD=1.17) while with a mean for the human resource practices relatively low (M= 2.02,SD=1.09) are

given an important role in the school is the lowest. Based on these results one can concluded that the activities of manpower planning in these schools were lack of planning gaps by school leaders and even teachers.

With contrary to this results of some studies, indicated that planning and monitoring unit to coordinates the departments to undertake the overall planning in the organization and manpower planning is an important activity that can plan by assessing the present and future developments and their possible impact on the employee issues (Armstrong 2010, p. 190).

In addition to, the study results now not in line with previous study of Khan (2010) stated that the use of human resource plan as it provides the organization with people needed to perform the activities that will achieve the organization's goals. It needs awareness of teaching staff including schools principals' on designing manpower planning activities, lack of awareness on the use of human resource plan as it provides the organization with people needed to perform the activities that will achieve the schools' goals that meet the required number of manpower and retains current staff in the secondary schools.

The reasons why did not match expectations of these results in secondary schools, it may be lack of needs awareness on designing manpower planning activities, lack of awareness on the use of human resource plan as it provides the organization with people needed to perform the activities that will achieve the schools' goals and lack of knowledge, skills and commitment of school leaders particularly school principals setting the standardize designed manpower planning activities. This results might point out it needs to facilitate workshop training, facilitate experience sharing from model secondary school who are successfully performed throughout the county to alleviate these problems in the secondary schools.

Table 6. Human Resource Recruitment and Selection

Items	N	M	SD
1. There is a lot of fairness in the recruitment style in the education office	50	2.19	0.98
2. Interview sessions are professionally managed and there were no interferences by interested parties such as politicians and heads of institutions	150	2.12	0.91
3. The attribute used in selection are good and adequate for my job.	150	2.44	1.14
4. Selection of teachers are based on qualification only	150	2.10	0.99
5. Teachers should be given a warm welcome on the first day of appointment to the school	150	2.32	1.01
Overall Average	150	2.23	1.01

Source Primary Data (2018)

Note: N= number of respondents; M=Mean, SD=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As indicated in Table 6,as results revealed that lack of fairness in the recruitment style with a mean score of 2.19(SD=0.98), interview sessions less professionally managed with a mean score of 2.12(SD=0.91), the mean(2.10) and standard devotion(0.99)results indicated that selection of teachers were not based on qualification and for fresh teachers should be given a warm welcome on the first day of appointment to the school was low(M=2.32,SD=1.01), whereas the attribute used in selection process are good and adequate for their job is relatively high(M=2.44,SD=1.14).

The overall perception on the availability of recruitment and selection were found to be low (M=2.2, SD=1.01). Based on these result one might end out that recruitment and selection processes were inadequately practiced in these schools, but recruitment and selection processes not only seek to attract, obtain, and retain the quantity and quality of human resources the

organization needs to achieve its strategic goals, but may also have significant effects upon the composition of the workforce, their ultimate fit with the organization's needs and prevailing culture, and upon long-range employment stability.

This result is inconsistent with theory of Sarma (2009, p.15) stated that"assertion that recruitment aims at attracting and retaining the interest of suitable applicants and projects the image of the organization to the outside world."

This study result also inconsistent with Dessler (2008) observation that recruitment and selection should walk organizations mission, vision, and person qualification to attracting the most applicant for the organizations and avoiding wrong persons and it is not in line of with previous study by Nasreen (2008) described in her study that teachers in public schools were satisfied with recruitment and selection practices.

This implies that it may be lack of decentralization system fully practiced in Ethiopia secondary schools, obviously almost all developed and developing countries recruitment and selection practices realized at secondary schools or they have hired the new applicants and experience teachers own but in our case of Ethiopian secondary schools in principle there is decentralization but the practical is not for example preparatory school have own budget but they have not practiced recruitment and selection at school level it needs why so; therefore, Oromia education bureau in collaboration with MOE better to find solutions for these issues or problems in secondary schools in general.

Table7. Training and Development Practice

	N	M	SD
1. The school supports and facilitates on & off the job trainings and advancement	50	2.17	1.09
2. In-service training is organized for teachers from time to time'	150	2.26	1.09
3. I have attended workshops and seminars to build my capacity in job performance	150	1.90	0.87
4. I have undergone trainings for my current job	150	2.23	1.02
5. Teachers training needs are frequently conducted to ascertain training gaps among teachers	150	1.75	0.72

Overall Mean	150	2.09	0.96

Note: **N**= number of respondents; *M*=Mean, *SD*=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As the results depicted in Table7, amongst the five items comprising the extent for training and development practices, the school supports and facilitates on and off the job trainings and advancement, in-service training is organized for teachers regularly, attending on workshops and seminars to build their job performance were relatively high(*M*=2.26, *SD*=1.09; *M*=2.23, *SD*=1.02),whereas on the other extreme, as the results shown that teachers training needs are frequently conducted to ascertain training gaps among teachers in secondary schools were relatively lowest (*M*=1.90,*SD*=0.869;*M*=1.75,*SD*=0.722).

Training and development practices is very important to improve organization performance and employee training, to develop organization performance, take a vital role in improving employee performance as well as increasing productivity and eventually helps to place organizations in the best position to face competitive challenges and stay on to identified solutions to performance problems that will provided the best return on training and development investment (Sultana et al., 2012).

However, there was not given pay attention respect to needed assessment for teaching staff on job and of training which is a determining factor for improvement of schools, in short, the results shown that much was not done to realize training and development in secondary schools to enhance objectives and goals the schools.

This results of the study is now not in line with previous study Dominguez (2012) stated that that employee training helps to develop organization performance, take a vital role in improving employee performance as well as increasing productivity and eventually helps to place organizations in the best position to face competitive challenges and stay on top, similarly, it did

not much with previous studies Njenga(2008);Nancy(2012) stated that employee development directly impacts on the organizational ability to satisfy customers, resolve problems and crises, and adopt changing market conditions and other organizations.

the implication of these result is it needs systematically and analyzing needed assessment of teaching staff and skill gap all the concerning bodies like OEB in collaboration with Jimma university to support by providing training for secondary schools of jimma Town

Table 8. Practices of Performance Appraisal

Items	N	M	SD
1) There is regular and fair/open performance appraisal system for assessing staff.	150	2.10	.93
2) Performance appraisal activities and outcomes are planned by both the appraiser and appraise	150	2.46	1.13
3) The school provides supervision support during appraisal to all teachers	150	2.45	1.17
4) The appraiser calls for feedback meeting with appraise	150	2.36	1.15
5) Appraisal ratings are done without bias	150	2.00	1.11
6) Most teachers accept changes made by the appraiser after appraisal	150	2.32	1.12
Overall Mean	150	2.26	1.10

Source: Primary Data (2018)
Note: *N*=number of respondents; *M*=Mean, *SD*=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement

As it is presented in Table 8, the overall mean (2.26) and standard deviations (1.10) shown that poor performance appraisal were practiced in secondary schools of Jimma Town. Among six items of performance appraisal the regular and fair/open performance appraisal system for assessing staff relatively lower mean of 2.10(*SD*=0.93), whereas appraisal ratings were done

without bias was the lowest (*M*=2.00,*SD*=1.11). On other extreme, performance appraisal activities and outcomes are planned by both the appraiser and appraise was relatively high (*M*=2.46, *SD*=1.13), similarly, the supervision support provided during appraisal for all teachers relatively found to be high (*M*=2.45, *SD*=1.17) in secondary schools of Jimma.

 In short, lack of fair and regular and depend on principle performance appraisal practices were in secondary schools Jimma Town, whereas in principle performance appraisal that is a systematic process of evaluating each employee's job-related achievements strengths and weaknesses, as well as determining ways to improve employees performance, to enhance organizational effectiveness and correct employee standard(Rao, 2009) while the reality was not or did not meet with theoretical base of performance appraisal. Based on these results a researcher pinpoint education experts and schools supervision facilitate awareness on importance of performance appraisal to improve teachers performance.

Table9. Compensation Management Practices

Items	N	M	SD
1. I am very often motivated by incentives (such as best teacher awards, gifts) to work	150	1.82	.91
2. There is a promotion policy that makes life predictable for me as a teacher	150	2.20	1.17
3. The extent of giving sick and maternity leaves for teaching staff including principals	150	3.92	1.32
4. The study leave given to those for further training of teaching staff	150	1.74	.84
Overall Mean	150	2.42	1.057

Source: Primary Data (2018)

Note: *N*= number of respondents; *M*=Mean, *SD*=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As results depicted in Table 9, among the four items comprising the measure for compensation management practices, teachers perceived on motivation by incentives (such as best teacher awards, gifts) to their work and the study leave given to those for further training of teaching staff were found to have the relatively lowest mean(1.82) and standard deviation(0.92)on other extreme, the extent of giving sick and maternity leaves for teaching staff was relatively the highest ratings mean of 3.92(*SD*=1.32)on a5 point Likert scale. Based on these results one can concluded that HRM practices have not pay attention given to improve teachers performance through compensation management and poor promotion policy that makes life predictable for their as teachers in secondary schools of Jimma Town.

This study results except the extent of giving sick and maternity leaves for teaching staff, inconsistence on theoretical base state dines and Pedro (2011) that when poor compensation management has practiced in organization that hinder to improve employees' performance in the organization and particularly in education sector.

The implication of this result indicated it needs to JTEO arrange direct and indirect incentives of compensation system for teaching staff including school principals in secondary schools of Jimma Town.

Table10.Teamwork Practices

	N	Mean	SD
1. There is effective teamwork and cooperation in this school	150	2.40	1.22
2. The team members clearly understand their roles	150	1.86	1.01
3. The teamwork consistently produces strong, measurable results.	150	1.99	1.08
4. There is good team problem solving results with effective solutions	150	1.93	1.16
5. There is good working relationship between school leaders and teachers	150	2.31	1.23
Overall Mean	150	2.09	1.14

Source: Primary Data (2018)
Note: *N*= number of respondents; *M*=Mean, *SD*=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19

is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As it is illustrated in Table 9, amongst fives items for teamwork practices, team members that understand their roles is relatively lowest (M=1.86, SD=1.01) whereas effective teamwork and cooperation in schools were relatively highest (M=2.40, SD=1.22) score agreement. In short as the results indicated low agreement (M=2.09, SD=1.138) in secondary schools of Jimma Town. In Short effective teamwork was not implementing in these schools.

The resonate ideas of less expectation result it may be lack of knowledge regarding the importance of teamwork to improve teachers performance; Therefore, who interested to find the solutions of problems; educators, teachers, parents and all stakeholders have to realize effective teamwork, and better to be allowed to work with schools to help determine their students' life chances; Finally, OEB must continue to assume its covering of HRM practices, and endeavor to set standards, design new professional directions, and give endorsed recognition for teachers. The results of this study is not in agreement with theory stated Kennedy (2014) that clarifying is establishing teachers' team building goals benefit both the organization and individual team members tasks and responsibilities of each team member helps to minimize conflicts and miss communication.

Table11.Summary of HR Practices

Independent variables	N	M	SD
1. Manpower Planning	150	2.29	0.54
2. Recruitment &Selection	150	2.23	0.53
3. Training& Development	150	2.35	0.58
4. Performance Appraisal	150	2.28	0.76
5. Compensation Management	150	2.42	0.63
6. Teamwork Activities	150	2.10	0.80
Overall Average	150	2.28	0.64

Source: Primary Data (2018)

Note: *N*= number of respondents; *M*=Mean, *SD*=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As it is depicted in Table 11,as the results indicated that amongst six independent variables, teamwork was the lowest mean score of 2.10(*SD*=0.80),whereas, compensation management was relatively highest(M=2.42,SD=0.63)practices in secondary schools of Jimma Town,

Hence, manpower planning with mean of 2.29 and standard deviation of 0.54); training and development(M=2.23,SD=0.53); performance appraisal (M=2.28, SD=0.76) and compensation (M=2.42, SD=0.63) were dissimilar with previous study result by Intan (2014) found that manpower planning with mean and standard deviation (3.27, 0.869); training and development (M=3.17, SD=0.940); performance appraisal (M=3.43, SD=0.834) and compensation (M= 3.16, SD=0.709) an empirical assessment of firms in Malaysia was slightly above average. These results implied that HR practices in secondary schools of Jimma Town less expectation results in line to Malaysia firms; it may be Malaysia has more attentions given for HR practices to improve employees' performance than in secondary schools of Jimma Town. Therefore, Jimma secondary schools must improve all of the major practices HR in their schools if it need attained the desired goals and objectives the schools.

This implies that issues of HRM practices are related to the present and future challenges of the country's educational development particularly at secondary schools. In light of the economic crisis of the country, these problems can only be solved through long-term sustained efforts. In this short paper, an attempt was made only to pinpoint some of the major issues which need to be extensively investigated on issues of HRM practices. In general, all stakeholders of education (MOE/OEB to secondary schools) would be focused on HR practices and teachers performance in in secondary schools of Jimma Town.

4.5.   Teachers Performance Practices in Secondary Schools

This study was highlight the practices of teachers performance and the results found insufficient 2.74(*SD*=0.87) with overall mean and standard deviations. The tools of measuring teachers performance with consisted of thirty (30) items like professional knowledge (6), instructional strategies (7), assessment strategies (6), positive learning environment (7) and professionalism (4) were in secondary schools of Jimma Town. The results were precisely presented in Table12.

Table 12. Summary of Teachers' Performance Practices

Items	N	M	SD
1. Professional knowledge: Teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and	150	2.46	1.09
2. Instructional strategies: the teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the	150	1.94	0.94
3. Assessment strategies: teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and	150	2.11	0.96
4. Positive learning environment: the teacher provides a well-managed, safe, and orderly environment that is conducive to	150	3.59	1.17
5. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission and participates in professional growth opportunities to support student learning, and contributes to the profession	150	3.61	1.15
Overall Average	150	2.74	0.870

Source: Primary Data (2018)

Note: *N*= number of respondents; *M*=Mean, *SD*=Standard Deviation. The value of mean is interpreted as follow: 1.0–1.79 is strongly disagreed, 1.80–2.59 is disagreed, 2.60–3.39 undecided /not sure, 3.40–4.19 is agreed; and, finally, 4.20–5.00 is strongly agreed. In general less than 2.60 considered as low agreements, M= 2.60-3.39 is considered as undecided /not sure and 3.40 and above is considered as high agreement.

As the results were depicted in Table12, among five items for measuring teachers performance practices of instructional strategies that is the teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills were the lowest(M=1.94,*SD*=0.96).

On the other extreme, the facility of school principals creating positive learning environment that the teachers provided a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all students found to be lower(M=3.59,SD=1.170)and the practices of their professionalism i.e. the teachers exhibit a commitment to professional ethics and school's mission and participates in professional growth opportunities to support student learning, and contributes to the profession is repetitively the highest score(M=3.61, SD=1.151).

Based on these results one can draw that whatever the issues raised, one can satisfied that when teachers performance can be managed and enhanced; However, for this to be achieved in secondary schools of Jimma Town, more systematic and systemic attention will have to be paid to the socializing experiences and the personal and occupational characteristics of applicants at the teacher recruitment stage and also continuous and ongoing staff development (based on need) would contribute considerably to greater efficacy and effectiveness among teachers. Efforts to develop teachers should include cultivating in them a better understanding of the link between the curriculum and (a) our survival as a people, (b) national development, and (c) social integration.

In addition, appropriate administrative structures, and effective recruiting and other relevant policies must be put in place. Greater professionalism must also be allowed to permeate the education system and a new culture has to be developed--a culture in which teachers see professional development as an essential part of improving the education system, rather than only as an opportunity for promotion and increased remuneration. This result is in line with theoretical basis of Byars and Rue(2007)those employees will be motivated to continue working for an organization when there is acceptable work environments which include compensation packages.

4.6.   The Correlation Coefficient

As the questionnaire was designed on Likert scale (strongly disagree to strongly agree) mainly it is considered as partial interval scale, so the suitable correlation matrix for this scale is Pearson's correlations coefficient matrix. Person's correlation results between all the independent variables and dependent variable are precisely depicted in the Table 12.

Table 13.The Results of Pearson's correlation Coefficient

	Pearson's correlation						
	1	2	3	4	5	6	7
Teachers' performance	1						
Manpower planning	.43**	1					
Recruitment &Selection	.58**	.16*	1				
Training& development	.50**	.22**	.09	1			
Performance appraisal	.66**	.06	.44**	.19*	1		
Compensation	.63**	.21**	.28**	.06	.39**	1	
Teamwork	.44**	-.06	.04	.15	-.01	.09	1

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note: Pearson's correlations size: 00-0.19=Very Weak; 0.20-0.39=Weak; 0.40-0.59=Moderate; 0.60-0.79=Strong and 0.80-1.00=Very Strong.

As depicted in Table13, the whole alternative hypotheses H1-H6 stated that manpower planning, recruitment and selection, training and development, performance appraisal, compensation, & teamwork processes would positively significant and correlated with teachers'' performance could be accepted and HO1-HO6 could be avoided and all independent variables of this study was statistically significant ($p<.01$).

The Pearson's correlation result presented in Table13, shown that manpower planning($r(150) = 0.43, p< .01$); recruitment, and selection($r(150) = .58, p< .01$); training and development($r(150) = 0.50, p<.01$; teamwork;($r(150) =.44, p< .01$) had a significant moderate positive correlation with teachers performance whereas performance appraisal($r(150) = 0.65, p <.01$) and compensation

practices(r(150)=.63,p<.01) had a strong positive correlation with teachers performance in secondary schools of Jimma Town.

A study result is concurred with previous Hassan (2016) found that manpower planning(*r*=0.79, *p*<.01); training and development(r=0.78, *p*<.01) had a strong positive a correlation with employees performance at university level of Pakistan. This implies if more HR practices were implemented it directly influence employees performance. This study implies that manpower planning had a moderate positive correlation but it is the important to determine the current situations of man power and predict the size of manpower needed to all organizations and particularly at secondary schools. This results in agreement with theoretical base of HRM practices stated by Armstrong (2010).

This implies as HR implementers, it may be important to bear in mind that using a search solid to recruit a those teachers near to retirement or pension to replace by fresh teachers should be considered as important as planning the career development of a company's existing high-potential managers and should be handled with the same careful planning and attention to detail given to strategic plan. The combination of a well-connected and professional closely with an involved and fully accountable education escorts HR implementers may minimize the risk of failure and achieve the desired results. These performance appraisal(*r* (150) = 0.65, *p*<.01 and compensation practices(r (150=.63,p<.01)are closely related to the previous Hassan (2016) found that compensation(*r(150)*=0.77, *p*<.01; performance appraisal(*r(150)*=0.79, *p*<.01) on relationship between HRM practices and employee performance in University of Sargodha Women Campus Faisalabad, Pakistan.

Recruitment and selection had a moderate positive correlation with teachers performance (*r(150* =0.58, *p*<.01) and the alternative hypotheses (H2) also confirmed that recruitment and selection was positively significant with teachers' performance in secondary schools of Jimma Town. This study result is concurred with pervious Zulfqar(2016) found that a significantly weak positive correlation with employees performance (*r*= 0.32,*p*<.01) This result implies the current result moderate positive correlation and teachers performance whereas the previous result was a weak positive correlation employees performance in Bank. Based on these results one can concluded that the current study is more related to theoretical base of HRM practices.

The other implication is recruitment and selection not only seek to attract, obtain, and retain the quantity and quality of human resources the organization needs to achieve the strategic goals, but may also have significant impacts upon the composition of the workforce, the ultimate fit of employees with the organization' needs and culture, and upon long-range employment stability (Beer et al. ,1984). The effective use of recruitment and selection practices may also improve the commitment and performance of employees and reduce their absenteeism and turnover rates, etc.

As the correlation result indicated above training and development had positive correlation with teachers performance(r=0.43, p<.01).This meant when training and development effectively and efficiently managed teachers performance is highly improved, this study result is agreed that training and development constitute an ongoing process in any organization. "Training is the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2011, p. 543)."

Furthermore, training and development as well as compensation practices of the current study had a moderate positive correlation with teachers performance(r (150) =0.43, p<.01; and $r(150)$=0.63, p<.01)whereas a study results inconsistent with previous study of Prabakarn(2013) found that training and development and compensation had a very strong positive correlation(r=0.89,p<.01)with employees' performance of leather goods manufacturing companies at Vellore District.

 This implies that training and compensation practices were less performed in secondary schools of Jimma Town than the previous study already mentioned above. Training and development as well as compensation practices must improve to enhance teaching staff including school principals in secondary schools of Jimma Town

As illustrated in the same Table 13, performance appraisal had a strong positive correlation with teachers performance this study concurred with' Research has also found that employees develop more positive attitudes when they receive favorable outcomes. For example, the level of extrinsic rewards (e.g., amount of pay) employees receive has been found to be negatively related to turnover levels abilities relevant to employees' tasks and development (Scheel, Rigotti, & Mohr, 2013).

Regarding, compensation management as results revealed that it had a strong positive correlation with teachers' performance (r (150) =0.63, $p<.01$). These result consistent with previous studies with Teseema and Soeters (2006) found out that compensation has a significant correlation with worker performance outcomes and a significantly positive relationship has been identified by between compensation practices and employee performance ($r=0.51, p<0.01$).

For instance,a study results similar with earlier findings by Tomlinson (2007) that performance-based pay "compensation" increases teachers' motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes in a sense that the motivation and skill application of the teacher can be determined by salaries paid to their job. Compensation management practices have significant relationship with teachers' performance and also found to be positive in this study. This result is also supported by the previous study of Anyim et al. (2011) which stated that compensation is the main focus that motivated individuals who are working in schools.

With regards to teamwork, as correlation result indicated that teamwork had a moderate positive correlation with teachers' performance (r (150) =0.41, $p<.01$).

Similarly, the result of this study is concurred with previous study of Frobel and Marchington, (2005) which stated that organizations which focus more on teams have results in increased employee performance and greater productivity.

These findings are also in line with the earlier findings of the Corporate Leadership Council (2004) and McBrain (2007) who confirmed the relationship that exists between human resource practices and teamwork. For instance this findings concurred by the earlier finding of (Wetungu, 2012) a positive significant relationship between teamwork and teachers performance ($r=0.39$, $p<.01$).The main reason behind this was that the increase in collaboration tends to increase the number of ideas and this increases the effectiveness in tasks assigned to them. Thus, it can be said that teamwork is significantly related with the teachers' performance.

4.7. The Stepwise Regression Coefficient

The stepwise multiple regression results presented in Table 14 and 15 were used to answer the fourth research question of the current study. Stepwise was chosen as the method of regression in an effort to best determine the ability of the independent variables to predict the outcome variable. A regression equation that resulted from the application of the stepwise procedure incorporated two significant predictors (p<.01).Stepwise regression coefficient of determination explains that the extent to which changes in dependent variable can be explained by the change in the independent variables or the percentage of the variation in the dependent variable (teachers performance) that is explained by all the five independent variables (performance appraisal, manpower planning, compensation, recruitment and selection, training and development, teamwork).

Table 14. Model Summary (Direct relationship)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
Performance appraisal	.664[a]	.440	.437	.26039	.000
Manpower planning	.801[b]	.642	.637	.20907	.000
Compensation	.902[c]	.814	.810	.15105	.000
Recruitment and selection	.941[d]	.885	.882	.11908	.000
Training and development	.974[e]	.949	.948	.07936	.000
Team Work	1.000[f]	1.000	1.000	.00000	.000

a. Predictors: (Constant), performance appraisal, manpower planning, compensation, recruitment and selection, training and development, teamwork.
b. Dependent Variable: teachers' performance.
P<.01

The Table 14 shows that model summary results which shows that all independent variables were significant atP<.01.The regression coefficient performance appraisal (66.4%),manpower

planning(80.1%),compensation(90.2%),recruitment & selection(94.1%)& teamwork(97.4%) respectively which shows the existence of the relationship between independent variables and dependent variable. The R^2 of model is 44.0%, 57.7%, 64.2%, 81.4% and 88.5%, 94.9% and1.00%which implies that HR practices can explain the changes in the teachers' performance in the secondary schools of Jimma Town. The Adjusted R Square results of performance appraisal (43.7%), manpower planning (63.7%); compensation (81%), recruitment and selection (88.2%), training and development (94.8%), and teamwork (100%) are variation or direct relationship with teachers'performance. This implies that of human resource management practices effects on performance of teachers in the schools with education policy issues playing a role in the relationship. Performance appraisal Adjusted R Square result was closely agreed with the previous study result by Intan (2014) of Adjusted R^2 of the model is 22.19% and coefficient of correlation was48.8%.

Table15.Parameter of Regression Coefficient

Model	Standardized Error	Standardized Coefficients	Sig.	Collinearity Statistics	
		Beta		Tolerance	VIF
(Constant)	.000		1.000		
Man Power Planning	.000	0.261	.000	.876	1.141
Training & Development	.000	0.278	.000	.885	1.130
Performance Appraisal	.000	0.366	.000	.688	1.454
Compensation	.000	0.302	.000	.786	1.272
Teamwork	.000	0.382	.000	.947	1.056
Recruitment &Selection	.000	0.255	.000	.776	1.289

Predictors: (Constant), performance appraisal, teamwork, man power planning, , compensation, training and development, recruitment and selection.

P<.01

As depicted inTable15, the standardized beta (β) results shown that among independent variables, teamwork has the highest contribution in explaining the teachers' performance at 0.382(38.2%) and performance appraisal has the second highest contribution in explaining the teachers' performance at 0.366 (36.6%) whereas recruitment and selection have the least contribution in explaining the teachers' performance 0.255 (25.5%) when compared among the five independent variables under this study.

As mentioned above, the result of performance appraisal is highly related to the previous study conducted byZulfqar Ahmad Bowra(2012)had highest contribution in explaining the employee perceived performance is 0.346 or 34.6%) and significant at 1% level of significance. The result is in accordance of previous research on banking sector of Pakistan (Baloch et al., 2010). Several researchers' found performance evaluation most important HR practices. If these practices are properly implemented by the banks in Pakistan, in return they can get multiple benefits. This meant performance appraisal enhances professional growth by pointing out the area of performance enhancement.

 Moreover, this study result of manpower planning (0.26) is highly contradicted with previous study conducted Itan(2014)found to be -0.1 of manpower planning is negatively contributing teachers performance .however the current study is meet the theoretical base of importance of manpower planning mentioned above.The current study results highly concurred with pervious study (Christine, 2011) the Adjusted R Square was 0.448 implying that the independent variables studied explain 44.8% of the effects of Human Resource Management practices on quality of education services in TaitaTaveta County

As it depicted in table15, regarding the multicollinearity statistics, as results indicated that the tolerance values of all independent variables like;0.267,0.515,0.364,0.399, and 0.458which shows that the tolerance level is good whereas the Inflation Factor (VIF) values of independent variables 3.73,1.94,2.74,2.50 and 2.18 are respectively which shows that the VIF level is no any problem of multicollinearity in line of assumption with Daoud (2017)stated that the reciprocal of the tolerance is known as the Variance Inflation Factor (VIF) is 10 and above indicates a multicollinearity problem.

CHAPTER FIVE

5. Summary of Major Findings, Conclusions, and Recommendations

5.1. Summary Major Findings

This chapter is divided into three sections. The first section presents the major findings of results of the research study derived from the selected areas of the research study in relation to the set objectives of the study. The second section contained the conclusions and recommendations of the study.

This study was designed to bridge the research gap by conducting research as well as contributing to enhance the awareness of principals and teachers on HRM practices in government secondary schools of Jimma Town. The basic questions are revolving around "Relationship between human resource practices and teachers performance in secondary schools of JimmaTown". To meet the general objective of the study, the researcher employed a correlational research design, and applied alternative or directional hypothesis.

In the process, one set of questionnaire was prepared for the all secondary schools teachers. In order to complete the questionnaire one hundred seventy-two (172) teaching staff including school principals was selected by using proportional simple random sampling technique. Generally, one hundred fifty (150) or 87.2% respondents were clearly filled and return the questionnaire. The questionnaire was pilot - tested to validate and increase their reliability.

This study was designed to answer the following basic questions:
1. To what extent HR practices have done in secondary schools of Jimma Town?
2. To what extent performance teachers are in secondary schools of Jimma Town?
3. Is there any relationship between HR practices and teachers' performance in secondary schools of Jimma Town?
4. How do the current human resource practices influence on teachers' performance in secondary schools of Jimma Town?
- The first research question was asked to identify the extent of practices' manpower planning, Recruitment, and selection practices, Training and development practices, Performance appraisals practice, Compensation management practices and Teamwork

practices. Hence**,** as the results revealed that overall mean (2.22) and standard deviations (1.10) for manpower planning activities were low, that means lack of an existing a formal written HR plan based on the strategic needs of the school, lack of school outlined necessary skills to meet current and future demand of teachers and human resource practices were not given an important role in the schools. In short the activities of manpower planning were inadequately practiced in secondary schools of Jimma Town. Recruitment, and selection practices of fairness during the recruitment and selection, interview is professionally managed was low (M= 2.23, SD=1.01).

- Training and development practices: as results indicated that underprivileged practices were found to be low (M=2.09, SD=0.96) whereas the schools frequently conducted to establish training gaps among teachers relatively the lowest score (M=1.80, SD=.72).Regarding, Performance appraisals practice with the overall mean 2.26 and standard deviation 1.10 shown that lack of clear and transparent procedures and criteria during evaluations in the secondary schools of Jimma Town. In other words lack of regular and fair/open performance appraisal system for assessing staff; performance appraisal activities and outcomes are planned by both the appraiser and appraise; lack of schools provide supervision support during an appraisal to all teachers; lack of the appraiser calls for feedback meeting with appraise; appraisal ratings are not free without bias and lack of most teachers accept changes made by the appraiser after appraisal.

  - Compensation management practices: as the results revealed compensation management practices of direct and indirect incentives like awards gift for teachers work relatively lower (M=1.82,SD=0.91), and adequate compensation system for teaching staff for further training and improvement of their salaries and recognitions for teachers were agreement(*M*=1.74, *SD*=0.94).The overall mean (2.47) and standard deviation (1.06) were shown poor practices of compensation management in secondary of Jimma Town.Teamwork practices**:** as the results were revealed that that poor practices of teamwork (*M*=2.10, *SD*=0.80) were found in secondary schools of Jimma Town.

  - The second research question was asked to identify the extent of teachers' performance: amongst five items for measuring teachers performance practices, instructional strategies was relatively the lowest (*M*=1.94, *SD*=0.96) practices of

teachers. On the other extreme, positive learning environment that the teachers provided a well-managed, conducive to learning and encourages respect for all students relatively was higher(M=3.59, SD=1.17)and the practices of teachers professionalism was repetitively the highest score(M=3.61, SD=1.12).

- The third research question was focused to show the relationship between human resource practices; hence,the Pearson's correlation results were shown that manpower planning(r(150)=0.43,p<.01);recruitment(r(150)=.58,p<.01);training(r(150)= 0.50,p.01;teamwork;(r(150) =.44,p< .01) had a significant moderate positive correlation with teachers performance whereas performance appraisal(r(150)= 0.65,p <.01) and compensation practices(r(150)=.63,p<.01) had a strong positive correlation with teachers performance in secondary schools of Jimma Town

- The forth research question was focused the effects of hr practices on teachers' performance**:** the model summary results which shown that manpower planning (66.4%); (80.1%); compensation (90.2%); recruitment and selection (94.1%) andteamwork (97.4%) respectively were shows the existence or change teachers performance. The R^2 of model is 44.0%, 57.7%, 64.2%, 81.4% and 88.5%, 94.9% and1.00%which implies that HR practices can explain the changes in the teachers' performance in the secondary schools of Jimma Town.

- The Adjusted R Square regression results indicated that performance appraisal (43.7%), manpower planning (63.7%); compensation (81%), recruitment and selection (88.2%), training and development (94.8%), and teamwork (100%) are respectively variation or change in teachers' performance

- The standardized beta (β) results shown that among five independent variables, teamwork had the highest contribution in explaining the teachers performance(38.2%) and performance appraisal has the second highest contribution in explaining the teachers' performance (36.6%) whereas recruitment and selection have the least contribution in explaining the teachers performance 25.5% relatively the five independent variables under this study.

5.2. Conclusions

The purpose of this study was to show the relationship between HR practices and teachers performance. Based on descriptive statistics, the study concluded that manpower planning, recruitment and selection, performance appraisal, training and development, compensation, and teamwork were performed unsatisfactorily practiced in secondary schools of Jimma Town. Regarding manpower planning lack of an existing a formal written HR plan based on the strategic needs of the school, lack of school outlined necessary skills to meet current and future demand of teachers and human resource practices were not given an important role in the schools. In short the activities of man power planning were inadequately practiced in secondary schools of Jimma Town.

The correlation results reveal that there is a moderate and a strong positive relationship between HR practices and teachers performance. From the correlation matrix, the highest positive value of correlation ascending from performance appraisal, compensation, recruitment &selection training& development, manpower planning to teamwork which clarifies that secondary schools are required to focus on these HR practices for getting improve teachers' performance. The Regression model, it is clear that teamwork has the highest contribution in explaining teachers' performance followed performance appraisal, compensation, training and development manpower planning and recruitment and selection.

It will be needed a proper and favorable work environment which includes fair compensation system, safety and welfare facilities according to the satisfaction of the teachers to work with peace and joy so that the efficiency of any organization could be realized through only proper use of skills and talented human resource.Finally, secondary schools must continue to assume its covering of HRM practices, and endeavor to set standards, design new professional directions, and recognition for teaching staff including school principals.

5.2. Recommendations

The following recommendations were forwarded depending on the findings of the study:

- Jimma Town Education Office (JTEO) in collaboration with Jimma University better to create intensive awareness in preparing manpowerplanning in the form of short-term training for teaching staff including school principals at secondary schools of Jimma town.

- The OEB needs to reconsider in refining and developing clear rules, regulations and directives of schools HRM to accelerate the achievement of educational goals in general and the practices of HRM in the school in particular

- OEB together with Jimma town education offices needs to take necessary measures in assigning qualified and competent as well as committed schoolprincipals in the schools to enhance the effective and efficient HRM in the area

- JTEOin collaboration with Oromia Education Bureau (OEB) better to develop a capacity building program for teaching staff and facilitate short term trainings locally and abroad better to be undertaken based on the need assessment.

- Jimma Town Education Offices in collaboration with Oromia Regional Education Bureau facilitate the way or designed the strategies that school principals and experience teachers direct to involve in recruitment and selection process to employ qualified and competent teachers for secondary schools.

- School principals facilitate and encourage teachers to work together (teamwork), share ideas; develop a sense of ownership over their job and their workplace.

- JTEO better to develop a mechanism to check out whether the provided training has improved the school leaders' managerial skills & knowledge to ensure the schools goals and objectives.

- Secondary schools supervisors ensure a regular, fair and open performance appraisal in secondary schools

- It may need further comprehensive and deepest study to promote teachers' performance by ensuring human resource management practices in the Region in general and at secondary schools in particular.

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Appendixes

Jimma University

College Of Education and Behavioral Studies
Department of Educational Planning and Management

Appendix-A. Questionnaire for Teaching Staff including school principals

Dear respondent,

The present study is an endeavor to identify the various HRM practices and their relationship and teachers performance in various secondary schools in Jimma. Below various statements related to HRM practices are listed.

The information provided by you will be used only for research (MA) and not for any commercial activity. Please spare a few minutes from your valuable schedule and share your true feelings. Confidentiality of the information provided will be ensured. Thank you in advance!

N. B. No need of writing your name.

Section A: Background Information

Please tick (√) the appropriate box for background information that best represent you.

Name of the school_____

2. **Gender**: Male ☐   Female ☐

3. Age: < 20 ☐   21-30 ☐ 31-40 ☐   41-50 ☐   > 50 ☐

4. Education Back Ground

Certificate ☐ Diploma ☐ Bachelors' degree ☐ Master's degree   ☐

5. Work experience

0- 5 year ☐   6-10 years ☐   11-15 years ☐ 16-20 years ☐ above 20 years ☐

Section B: Please express how far these practices and their outcomes are prevailing in your school by indicating your level of agreement/ disagreement on a five point scale **(**Where SA= Strongly Agree, A=Agree, UD=Undecided, D= Disagree, SD=Strongly Disagree)and by circling the letter which represents the most appropriate answer as illustrated here under.

NO	Relationship Between HRM Practices And Teachers Performance	Strongly Disagree	Agree	Neutral	Disagree	Strongly Agree
		SA	A	N	D	SD
I.	**HRM practices**					
1.	**Human Resource Planning**					
1.1.	There is existing a formal written HR plan based on the strategic needs of the school	SA	A	N	D	SD
1.2.	The school clearly outlined necessary skills to meet current and future demand of teachers	SA	A	N	D	SD
1.3.	The school has an explicit statement of its vision, mission and goals	SA	A	N	D	SD
1.4.	The human resource practices are given an important role in the school	SA	A	N	D	SD
1.5.	The major of human resource practices in the school are fully integrated with one another	SA	A	N	D	SD
2.	**Recruitment, & Selection**					
1.6.	There is a lot of fairness in the recruitment style in the	SA	A	N	D	SD
1.7.	Interview sessions are professionally managed and there were no interferences by interested parties such as politicians and heads of institutions	SA	A	N	D	SD
1.8.	The attribute used in selection are good and adequate for my	SA	A	N	D	SD
1.9.	Selection of teachers are based on qualification only	SA	A	N	D	SD
1.10.	Teachers should be given a warm welcome on the first day of	SA	A	N	D	SD
3.	**Training and Development**					
1.11.	The school supports and facilitates on & off the job trainings and advancement	SA	A	N	D	SD
1.12.	In-service training is organized for teachers from time to time'	SA	A	N	D	SD
1.13.	I have attended workshops and seminars to build my capacity in job performance	SA	A	N	D	SD
1.14.	I have undergone trainings for my current job	SA	A	N	D	SD
1.15.	Teachers training needs are frequently conducted to ascertain training gaps among teachers	SA	A	N	D	SD
4.	**Performance appraisal**					
1.16.	There is regular and fair/open performance appraisal system for assessing staff.	SA	A	N	D	SD
1.17.	Activities and outcomes are planned by both the appraiser and appraise	SA	A	N	D	SD

1.18.	The school provides supervision support during appraisal to all teachers	SA	A	N	D	SD
1.19.	The appraiser calls for feedback meeting with appraise	SA	A	N	D	SD
1.20.	Appraisal ratings are done without bias	SA	A	N	D	SD
1.21.	Most teachers accept changes made by the appraiser after appraisal	SA	A	N	D	SD
5.	**Compensation**					
1.22.	I am very often motivated by incentives (such as best teacher awards, gifts) to work	SA	A	N	D	SD
1.23.	There is a promotion policy that makes life predictable for me as a teacher	SA	A	N	D	SD
1.24.	The school gives sick and maternity leaves for teaching staff	SA	A	N	D	SD
1.25.	The study leave given to those for further training	SA	A	N	D	SD
6.	**Teamwork Effectiveness**					
1.26.	There is good teamwork and cooperation in this school	SA	A	N	D	SD
1.27.	The team members clearly understand their roles	SA	A	N	D	SD
1.28.	The teamwork consistently produces strong, measurable results.	SA	A	N	D	SD
1.29.	There is good team problem solving results with effective solutions	SA	A	N	D	SD
1.30.	There is good working relationship between school leaders	SA	A	N	D	SD
II.	**Dimensions of Measuring Teachers performance**					
A.	**Professional Knowledge**					
2.1.	The teacher addresses appropriate curriculum standards and integrates key content elements.	SA	A	N	D	SD
2.2.	The teacher implements students' use of higher-level thinking skills in instruction.	SA	A	N	D	SD
2.3.	The teacher demonstrates accurate, deep, and current knowledge of subject matter.	SA	A	N	D	SD
2.4.	The teacher exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.	SA	A	N	D	SD
2.5.	The teacher bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum	SA	A	N	D	SD
2.6.	The teacher displays an understanding of the intellectual, social, emotional, and physical development of the age group.	SA	A	N	D	SD
B.	**Instructional Strategies**					
2.7.	The teacher engages students in active learning and maintains interest.	SA	A	N	D	SD
2.8.	The teacher builds upon students' existing knowledge and skills.	SA	A	N	D	SD
2.9.	The teacher reinforces learning goals consistently throughout the lesson.	SA	A	N	D	SD
2.10.	The teacher uses a variety of research-based instructional strategies and resources.	SA	A	N	D	SD
2.11.	The teacher effectively uses appropriate instructional technology to enhance student learning.	SA	A	N	D	SD
2.12.	The teacher communicates and presents material clearly, and checks for understanding.	SA	A	N	D	SD

2.13.	The teacher engages students in authentic learning by providing real-life examples and interdisciplinary connections.	SA	A	N	D	SD
C.	**Assessment Strategies**					
2.14.	The teacher aligns student assessment with the established curriculum and benchmarks.	SA	A	N	D	SD
2.15.	The teacher involves students in setting learning goals and monitoring their own progress.	SA	A	N	D	SD
2.16.	The teacher varies and modifies assessments to determine individual student needs and progress.	SA	A	N	D	SD
2.17.	The teacher identifies and uses formal and informal assessments for diagnostic, formative, and summative purposes	SA	A	N	D	SD
2.18.	The teacher uses grading practices that report final mastery in relationship to content goals and objectives.	SA	A	N	D	SD
2.19.	The teacher uses assessment techniques that are appropriate for the developmental level of students.	SA	A	N	D	SD
D.	**Positive Learning Environment**					
2.20.	The teacher establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and	SA	A	N	D	SD
2.21.	The teacher models caring, fairness, respect, and enthusiasm for	SA	A	N	D	SD
2.22.	The teacher promotes a climate of trust and teamwork within the	SA	A	N	D	SD
2.23.	The teacher promotes respect for and understanding of students' diversity, including but not limited to race, color, religion, sex, national origin or disability	SA	A	N	D	SD
2.24.	The teacher actively listens and pays attention to students' needs and	SA	A	N	D	SD
2.25.	The teacher creates a warm, attractive, inviting, and supportive	SA	A	N	D	SD
2.26.	The teacher arranges the classroom materials and resources to facilitate group and individual activities	SA	A	N	D	SD
E.	**Professionalism**					
2.27.	The teacher maintains professional manner and behavior (*e.g.,* appearance, punctuality and attendance).	SA	A	N	D	SD
2.28.	The teacher respects and maintains confidentiality.	SA	A	N	D	SD
2.29.	The teacher evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student	SA	A	N	D	SD
2.30.	The teacher participates in ongoing professional growth activities based on identified areas for improvement (*e.g.* Mentoring, peer	SA	A	N	D	SD

Thank you for your cooperation!