

MEKELLE UNIVERSITY
INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT



PRACTICES AND CHALLENGES OF HUMAN RESOURCES
MANAGEMENT IN THE EDUCATION OFFICE OF THE CENTRAL
ZONE, TIGRAY REGION

BY: MEASHO GIDEY MENGESHA

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**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DECLARATION

I declare that “**Practices and Challenges of Human Resources Management in the Education Office of the Central Zone, Tigray Region**” is my original work and has not been presented for a degree in any other university and that all the sources that I have used or quoted have been indicated and duly acknowledged using complete references.

SIGNATURE (Measho Gidey)

DATE

The following statement by the principal/major advisor:

This dissertation has been submitted for examination with my approval as university advisor.

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PRACTICES AND CHALLENGES OF HUMAN RESOURCES MANAGEMENT
IN THE EDUCATION OFFICE OF THE CENTRAL ZONE, TIGRAY REGION

The thesis entitled “Practices and Challenges of Human Resources Management in Education office Central Zone, Tigray Region” by Measho Gidey Mengesha is approved for Master of Arts (MA) in School Leadership.

Approved by examining Committee

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ACRONYMS AND ABBREVIATIONS

BSC: Balanced Score Card

CPD: Continuous Professional Development

HR: Human Resources

HRD: Human Resources Development

HRM: Human Resources Management

PM: Performance Management

REB: Regional Education Bureau

TD: Teacher Development

WEO: Woreda Education Office

MoE: Ministry of Education Ethiopia

ABSTRACT

The primary objective of this study was to investigate the practices and challenges of Human Resource Management (HRM) within the education office of the Central Zone in the Tigray region. Twelve Woredas were classified into urban and rural categories, from which three Woredas were selected through simple random sampling. This sampling strategy involved multiple groups drawn from a larger population. Of the 155 schools in total, 14 were chosen through simple random sampling. The study included a sample of 163 participants, comprising school leaders, teachers, support staff, and HRM experts. A mixed-methods approach was utilized, integrating both quantitative and qualitative methods. Data were collected from primary and secondary sources using three key instruments. The research findings reveal several critical issues within the realm of human resource management (HRM) in education. There is a notable lack of access to HRM guidelines for teachers, coupled with insufficient leadership competencies among HRM leaders. Additionally, there is widespread dissatisfaction with the work that HRM does within the educational sector, as well as prevalent misunderstandings about the rules and regulations governing HRM in both civil service and education. Networking among leaders often appears to prioritize personal interests over collective goals. Furthermore, medical documentation provided by hospital doctors to employees is frequently found to be fraudulent. Recruitment processes do not consistently follow established guidelines and exhibit biases, while performance appraisals for teachers and other staff often reflect similar biases. Support staff are generally unaware of the standards by which they are appraised, hindering their ability to implement balanced scorecard (BSC) planning effectively. Certain appraisal metrics for teachers, such as student performance outcomes and dropout rates, are not widely accepted. Additionally, leaders often fail to provide timely feedback to their employees. This study recommends that leaders at all levels of education collaborate to establish guidelines for the education office and revise the BSC, which is currently an inadequate standard for teachers. Support staff should be informed about their appraisal standards, foster networking among leaders, and prevent fraudulent medical claims. Human Resource Management (HRM) within the civil service should adhere to educational guidelines to ensure effective governance in institutions. However, certain HRM practices may be at odds with legal regulations regarding transfers and placements. Consequently, educational HRM activities must function independently to uphold educational integrity and support overarching educational objectives.

Keywords: *Human resources management, Human resources, Human resources management in education, Human Resource Planning Resource Planning in education, Training, and development in education.*

CHAPTER ONE: INTRODUCTION

This chapter presents the study's background, statement of the problem, objectives, significance, delimitations, limitations, operational definitions, and organization.

1.1. Background of the Study

HRM is a critical function in the education sector, and it plays a vital role in ensuring that educational institutions have the necessary human resources to deliver quality education to students (African Union, 2019). HRM is essential to the education office because it helps to attract, retain, and develop a highly skilled and motivated workforce (African Union, 2019). HRM also helps to improve the quality of education, address the challenges facing the sector, promote diversity and inclusion, and ensure that educational institutions are able to comply with labor laws and regulations (World Bank, 2018).

Human resources are the key to rapid socio-economic development and efficient service delivery (Onah, 2008). Without an adequate, skilled, and well-motivated workforce operating within a sound human resource management program, development is not possible (Onah, 2008).

According to Has Linda (2009a), human resources are an organization the greatest asset because, without it, daily organization activities such as managing public service, communication, and dealing with customers could not be completed. This shows that the employees and the potential they possess are key drivers of the organization's success.

Similarly, in the education system, humans have the greatest contribution to ensuring quality education. Schools have different resources as an organization has; teachers are the core of its human resource. Nwaka, N.G., and Ofojebe, W.N. (2010) stated that teachers are the critical resources for the effective implementation and realization of educational policies and objectives at the practical level of the classroom.

Griffin (1997), defined human resource management as the set of organizational activities directed at attracting, developing, and maintaining an effective workforce. Human resource management concerns the procurement or recruitment, staffing, welfare, maintenance,

training, placement, promotion, motivation relationship, compensation or rewards, transfer, and discipline of staff. It lies in the care of the efficiency of the organization.

The education office is responsible for providing quality education to individuals, which is essential for their personal and professional growth (UNESCO, 2013). However, the education office faces numerous challenges, including inadequate resources, inadequate infrastructure, and inadequate human resources (World Bank, 2018).

Teachers are the most important factor influencing the quality of education. Hattie (2003), and are always considered determining factors for the success of educational changes. (Kwok-wai 2004),

Every educational system at every level depends heavily on human resources for the implementation of its program. Nwaka and Ofojebe (2010) stated that teachers are the critical resources for the effective implementation and realization of educational policies and objectives at the practical level of the classroom. Therefore, teachers are the most crucial factor to achieve educational goals in the school and teachers are the greatest aid to teaching and learning in every educational system.

In Ethiopia, the education office is one of the most critical sectors, and it has been facing numerous challenges, including inadequate human resources (Ministry of Education, 2019). The education office in Ethiopia is characterized by a shortage of qualified teachers, inadequate training and development opportunities, and inadequate career advancement opportunities (OECD, 2018). This has resulted in a high turnover rate of teachers, which has negatively affected the quality of education (Tilahun, 2017). The shortage of qualified teachers has also led to a high student-to-teacher ratio, which has resulted in inadequate attention to individual students (Alemayehu, 2016). The inadequate training and development opportunities have also resulted in a lack of skills and knowledge among teachers, which has negatively affected the quality of education (Woldie, 2018).

The Ethiopian Ministry of Education has recognized the importance of human resources in the education office and has implemented various initiatives to address the challenges faced by the office (Ministry of Education, 2019). However, despite these initiatives, the education

office continues to face numerous challenges, including inadequate human resources (World Bank, 2018).

Moreover, the Ethiopian Ministry of Education has designed programs to ensure educational quality or to achieve educational goals; but failed because of various reasons among which lack of effective human resources management is the major one, especially in the central zone of Tigray region.

Human Resource Management (HRM) in Tigray education office encompasses both primary and secondary schools, focusing on managing activities such as appraisal, placement, and training. HRM practices differ among Woreda education offices, leading to variations in recruitment, staffing, welfare, training, and performance appraisal processes.

Currently, HRM is structured at both the Woreda and regional education bureau levels. Each Woreda education office typically has three experts specializing in teacher and leadership development, human resources development, and deployment of personnel planning and administration. Some Woredas may also employ a data encoder.

These HRM branches oversee human resource activities to effectively meet staff needs and achieve goals. While Woreda education offices primarily manage HRM functions, school principals also play a role in staffing and performance appraisal. Despite these efforts, there is widespread dissatisfaction with educational services at all levels. This study aims to identify obstacles in executing HRM functions, highlighting the need for effective human resource management.

1.2. Statement of the problem

Human Resource Management (HRM) is a strategic approach aimed at enhancing organizational performance by hiring individuals with valuable knowledge and skills. This process also focuses on retaining a competent and motivated workforce, which is crucial for achieving organizational objectives and driving success (Ghebrejorgis & Karsten, 2007; Mohammed et al., 2013).

Successful HRM implementation is achieved through various practices that develop employees' knowledge, skills, abilities, and overall motivation (Liu et al., 2007). In the

educational sector, effective HRM significantly influences the overall quality of education by enhancing teachers' knowledge, skills, and intrinsic motivation, essential for fostering a productive learning environment (Amin et al., 2014).

Currently, the Ethiopian education system emphasizes Continuous Professional Development (CPD) to improve teachers' skills. However, challenges in HRM persist in the Tigray Region Education Bureau, particularly in the central zone. Despite having HR experts at the Woreda level, many teachers and support staff express dissatisfaction with the services provided. The education office in the central zone faces challenges in HRM that hinder its contribution to educational quality. This research focuses on the practices and challenges of HRM functions within the education office of the central zone of Tigray.

Some similar research was conducted in other countries, regions, and in similar educational institutions like colleges, companies, and focusing on the strategic role of HRM. Such as Bahaudin G. Mujtaba (2011) stated “The strategic role of human resource management should be seen as an integral element of a company’s overall success in accomplishing its mission and business strategy. His study demonstrates how the decisions of a company’s HR department are essential for a company’s long-term success” (Bahaudin G. Mujtaba 2011). However, his research has highlighted the strategic role of HRM in organizational success (Bahaudin G. Mujtaba, 2011).

Other researchers, such as Woldie, A. (2019) Human Resources Management in Education: A Case Study of Selected Schools, and Seyoum Tadesse (2011), Human Resource Management Practices in Selected Secondary Schools of East Shoa Zone; they studied HRM functions in some selected schools. They showed different challenges such as, limited resources, poor communication, poor performance, turnover of teachers’, inappropriate planning, absence of training, lack of proper recruitment and selection HRM at schools. They have also examined HRM in education, revealing problems within schools. However, gaps remain in HRM, particularly regarding the education office. This research differs from these researchers aims to assess HRM practices and challenges in education, encompassing both woredas education offices and schools, which are interrelated.

1.3. Objectives of the Study

The general objective of the study is to investigate the practice and challenges of the function of Human Resources Management in the Education office of the Central Zone of Tigray region.

1.4. Basic Research Questions of the Study

Based on this context, this study addresses the existing problems in the Human Resources Management function in the Education office of the Central Zone of Tigray region. Therefore, the study attempts to address the following basic research questions:

1. To what extent are HRM functions implemented effectively within selected education office?
2. How can the education office effectively implement staff training programs?
3. To what extent are the proclamations and guidelines of HRM in education ensuring in the selected Woredas?
4. What challenges hinder the effective HRM practices in the education office?

1.5. Significance of the Study

This study has significance to line managers HR, Experts, and proclamation makers by assessing the challenges of human resources management.

For line managers, the study serves as a guideline to address issues, and improve their understanding of HRM practices, supervise and give feedback, and effectively utilization of available human resources and enhance employee relations in education and other organizations. Its findings can also inform similar organizations facing HRM challenges.

For HR Experts, the study provides insights into managing, motivating, and appraising performance, supervising, feedback mechanism, as well as recruitment and skill development, right attitudes among the employees through training, and development. Also, gain hint

administrative, decreasing disagreements, delayed decision-making process in handling grievances, increase skills of resolving problems, and how people gain the commitment.

Proclamation maker: can utilize this research to understand how HRM proclamations and guidelines are implemented in the educational system at all levels and state proclamation related to HRM.

1.6. Delimitation of the Study

The Tigray region Education Bureau has HRM units at both the regional and Woreda levels, with HRM functions also practiced at the school level. Among these functions, human development activities such as CPD, worker attendance (follow-up), staffing, and performance appraisal of teachers are conducted in schools.

The study area encompasses the functions of human resources management, including transfer and placement, recruitment, performance appraisal, and training within the education.

This research focuses on HRM practices and challenges in the education office of the central zone, specifically in the Abi Adi, Tanqua Abrugale, and Kola Tembien education sectors.

1.7. Limitation of the Study

To conduct this research, the researcher faced some Limitations, such as; the unwillingness of respondents to fill out the questionnaires, shortage of internet access, and some delays of questionnaires in returning on time. The researcher manages these limitations by suitable communication with respondents, and a timely program for used data cellphone internet.

1.8. Definition of Terms

Education office: an office that provides different education-related services at the Woreda or town administration level, this includes supporter employees, experts, head of office, and schools.

Fraudulent medical documentation: Hospital doctors provide false medical documentation to employees who do not have any medical conditions, to secure priority in transfers, placements, and even in the recruitment process.

Primary school: schools that offer from Grades 1-8

School leader: refers to individuals in leadership positions at the school level, primarily including the principal and vice principal.

Secondary school: Schools that offer education from Grades 9-12

Leader: a person who leads in school, in HRM of education, and civil services

1.9. Organization of the study

This study includes five chapters; Chapter One deals with the background of the study, statement of the problem, research questions, the objective of the study, the significance of the study, delimitation of the study, limitation of the study, and operational meaning. Chapter Two discusses a review of related literature that gives a brief hint of the human resources of management. Chapter Three is about the research design and methodology of the study. Chapter Four is about data presentation, analysis, and interpretation, while chapter five focuses on the summary, conclusion, and recommendation of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter includes an overview of Human Resources and Human Resources Management, the scope of Human Resources Management, the goals of Human Resources Management, and its functions such as staffing, recruitment, professional development performance management, and performance appraisal.

2.1. Overview and Meaning of Human Resources Management

HRM refers to the management of people in organizations. According to Anbuoli (2016), it comprises the activities, policies, and practices involved in obtaining, developing, utilizing, evaluating, maintaining, and retaining the appropriate number and skill mix of employees to accomplish the organization's objectives. HRM aims to ensure that the organization obtains and retains the skilled, committed, and well-motivated workforce it needs.

Human resources management (HRM) is a crucial aspect of any organization, including educational institutions (Armstrong, 2014). In education, HRM is essential for attracting, developing, and retaining high-quality teachers and staff (Kouzes & Posner, 2007). As noted by Noe, et al. (2017), HRM in education aims to create a positive work environment that promotes teacher motivation, job satisfaction, and student learning outcomes.

2.2. Human Resources

Human resources are the most vital resources for any organization, responsible for every decision taken, work done, and result achieved (Nkomo, 2011).

Khan (2010) maintained that human resources have been recognized as a strategic tool essential to organizational profitability and sustainability. So central is the role of people, that it can be safely argued that they are the most important, influential, and responsible resource for the efficiency and effectiveness of an organization (Milkovich & Boudreau, 2004).

In education, teachers are the most critical human resource, as they are responsible for imparting knowledge and skills to students (Kouzes & Posner, 2007). According to Noe et al. (2017), effective HRM in education requires a deep understanding of the complex relationships between teachers, students, and the educational environment.

2.3. Human Resources Management

Lewin D (2008) defines HRM as the attraction, retention, utilization, motivation, rewarding, and disciplining of employees in organizations. Watson, (2010) define HRM is the managerial utilization of the efforts, knowledge, capabilities, and committed behaviors which people contribute to an authoritatively coordinated human enterprise as part of an employment exchange (or more temporary contractual arrangement) to carry out work tasks in a way which enables the enterprise to continue.

The meaning of HRM, Boxall (2007) Human resource management (HRM), the management of work and people towards desired ends, is a fundamental activity in any organization in which human beings employed. It is not something whose existence needs to be radically justified: HRM is an inevitable consequence of starting and growing an organization. While there is a myriad of variations in the ideologies, styles, and managerial resources engaged, HRM happens in some form or other (Boxall, 2007).

Human resource management (HRM) refers to the practices, systems, and policies that influence the behavior, performance, and attitudes of employees (De Cieri, 2008). Human resource practices include selecting human resource needs, screening, recruiting, training, rewarding, and appraising as well as attending to labor relations, safety, health, and fairness concerns (Dessler, 2007).

Moreover, as defined by many scholars and researchers there are many definitions of human resource management of varying degrees of complexity. Two of the more meaningful are: Human resource management is a strategic, integrated, and coherent approach to the employment, development, and well-being of the people working in organizations (Armstrong, 2016).

Human resource management is the process through which management builds the workforce and stories to create the human performances that the organization needs (Boxall and Purcell, 2016).

2.3.1. Human Resources Management in Education

Human resources management (HRM) in education is crucial for the success of educational institutions and the development of students. According to World scholars, HRM in education is essential for promoting teacher motivation, job satisfaction, and student learning outcomes (Armstrong, 2014).

In Education, HRM is essential for attracting, developing, and retaining high-quality teachers and staff (Kouzes & Posner, 2007). As noted by Noe, Hollenbeck, et al. (2017), HRM in education aims to create a positive work environment that promotes teacher motivation, job satisfaction, and student learning outcomes.

HRM in education has been shaped by the continent's cultural, social, and economic realities (Nkomo, 2011). For instance, in South Africa, HRM in education has been influenced by the country's history of apartheid and the need to address the legacy of inequality in the education system (Nkomo, 2011).

Human Resource Management (HRM) in Education Office in Ethiopia HRM is a critical function in the education sector, as it plays a vital role in ensuring that educational institutions have the necessary human resources to deliver quality education to students (Ethiopian Ministry of Education, 2019). The Ethiopian Ministry of Education is responsible for overseeing the education sector, and it has implemented various HRM policies and procedures to ensure that teachers and staff are managed effectively (Ethiopian Ministry of Education, 2019).

The HRM system in the education office in Ethiopia is designed to attract, retain, and develop a highly skilled and motivated workforce (World Bank, 2018). The MoE has implemented a performance-based HRM system, which focuses on developing a culture of excellence and continuous improvement (Ethiopian Ministry of Education, 2019). The system includes a comprehensive performance management framework, which evaluates the performance of teachers and staff based on their contributions to the educational process (World Bank, 2018). The framework includes a set of core values and competencies that are expected of all teachers and staff, and it provides a clear and transparent process for promoting and rewarding good performance (Ethiopian Ministry of Education, 2019).

The HRM system in the education office in Ethiopia also includes a comprehensive training and development program, which is designed to enhance the skills and knowledge of teachers and staff (World Bank, 2018).

2.4. Scope of HRM in Education

The scope of human resources management (HRM) in education is broad and encompasses all aspects of how people employed and managed in educational institutions (Armstrong, 2014). According to Guest (2013), HRM in education includes the recruitment, selection, training, and development of teachers and staff.

The scope of Human Resource Management (HRM) in education is comprehensive and integral to the functioning of educational institutions. It encompasses various aspects such as human resource planning, selection and staffing, training and development, organizational development, and compensation and benefits. Each of these components plays a vital role in ensuring that educational institutions operate effectively and deliver quality education (Armstrong, 2019; Boxall & Purcell, 2008).

2.4.1. Human Resource Planning in Education:

Human Resource Planning Resource Planning (HRP) in education involves forecasting the staffing needs of an institution and aligning them with its goals and objectives. This process is essential for determining the number and types of educators and staff required to meet both current and future demands. Effective HRP allows educational institutions to anticipate changes in enrollment, curriculum offerings, and staff turnover, enabling them proactively address staffing shortages or surpluses (Armstrong, 2014).

Additionally, HRP should involve collaboration with various stakeholders, including department heads, faculty, and administrative staff. Engaging these stakeholders in the planning process ensures that the staffing needs reflect the institution's vision and goals. By fostering a collaborative approach, educational institutions can create a more responsive and adaptable workforce, ultimately enhancing their operational effectiveness (Buchanan et al., 2018).

Moreover, HRP involves analyzing the skills and competencies of the existing workforce to identify gaps that need to be filled through recruitment or training. This strategic approach ensures that the institution is not only compliant with regulatory requirements but also equipped with personnel who can adapt to changing educational landscapes. For instance, as technology becomes more integrated into classrooms, HRP must account for the need for staff proficient in digital tools and instructional technologies (Buchanan et al., 2018).

2.4.2. Training and Development in Education

Training and development are critical components of HRM in education. Training and development are pivotal in ensuring that educators and staff remain competent and effective in their roles. Continuous professional development is essential in education due to the rapid changes in teaching methodologies and educational technologies. According to research, institutions that prioritize ongoing training experience higher levels of employee engagement and improved student outcomes (Guest, 2013).

Training programs should be tailored to meet the specific needs of educators. This can include workshops, seminars, and online courses that address current pedagogical challenges or new educational technologies. Collaborative learning opportunities, such as peer mentoring and coaching, can also foster a culture of continuous improvement among staff. By investing in professional development, educational institutions not only enhance the skills of their workforce but also demonstrate a commitment to their employees' growth (Armstrong, 2014).

Furthermore, the evaluation of training programs is essential to assess their effectiveness and impact on teaching practices. Institutions should establish metrics to measure the outcomes of training initiatives, such as changes in student performance or teacher satisfaction. Continuous feedback loops enable institutions to refine their training offerings, ensuring they remain relevant and effective in meeting the evolving needs of both teachers and students (Buchanan et al., 2018).

2.4.3. Compensation and Benefits in Education

Compensation and benefits are critical components of HRM that significantly influence employee satisfaction and retention in educational institutions. A competitive compensation

package not only, attracts qualified candidates but also, motivates existing staff to perform at their best (Dessler, 2018; Lado & Wilson, 1994).

According to Armstrong (2014), effective compensation strategies should be aligned with the institution's budgetary constraints while remaining competitive within the education sector.

In addition to salary, benefits play a crucial role in enhancing employee satisfaction. Educational institutions often offer a variety of benefits, including health insurance, retirement plans, and professional development allowances. Providing comprehensive benefits packages can improve employee morale and loyalty, ultimately reducing turnover rates. Furthermore, institutions that prioritize work-life balance through flexible scheduling and wellness programs tend to experience higher levels of employee engagement (Guest, 2013).

Moreover, regular salary reviews and transparent communication regarding compensation policies are essential for maintaining trust among staff. Institutions should establish clear criteria for salary increases and promotions, ensuring that employees feel valued and recognized for their contributions. By investing in competitive compensation and benefits, educational institutions can create a motivated workforce dedicated to achieving academic excellence (Buchanan et al., 2018).

2.5. Goals of Human Resources Management in Education

The goals of human resources management (HRM) in education are to create a positive work environment that promotes teacher motivation, job satisfaction, and student learning outcomes (Kouzes & Posner, 2007). According to Noe et al. (2017), HRM in education aims to address the legacy of inequality in the education system and promote social justice and equality. In the context of Africa, the goals of HRM in education have been shaped by the continent's cultural, social, and economic realities (Nkomo, 2011).

As Armstrong (2014), stated in his handbook of human resource management practice. The goals of HRM are to; HRM needs, create a positive employment relationship between management and employees and a climate of mutual trust, Encourage the application of an ethical approach to people management (Armstrong 2014).

Human resource management has some specific roles to play. These are strategic and operational roles. The goals of human resource management (HRM) in education are multifaceted, as outlined by Armstrong (2014) and supported by various education scholars. These goals include:

A) Strategic Role

1. Supporting organizational objectives: HRM in education aims to develop and implement strategies that are integrated with the business strategy, ensuring that the organization has the necessary human resources to achieve its goals (Armstrong, 2014).

2. Developing a high-performance culture: HRM seeks to create a positive employment relationship between management and employees, fostering a climate of mutual trust and respect (Armstrong, 2014).

3. Attracting and retaining talent: HRM aims to recruit, select, and retain skilled and dedicated employees, who are committed to the job and the education system (Nwaka & Ofojebe, 2010).

4. Investing in human resources: HRM recognizes that human resources are significant investment in educational efforts and it can be a resource of competitive strength for education (Onah, 2008).

B) Operational Role:

1. Compliance with regulations: HRM ensures compliance with equal employment opportunities and labor laws, such as orienting applicants, training supervisors, resolving safety problems, and administering wages and salaries (Griffin, 1997).

2. Administrative tasks: HRM handles tactical and administrative tasks, including managing employee relations, benefits, and personnel records (Mathis & Jackson, 1997).

3. Supporting teachers: HRM recognizes the critical role of teachers in the education system, providing them with the necessary resources and support to maintain and improve educational standards (Omojunwa, 2007).

4. Effective curriculum delivery: HRM ensures that teachers are equipped to interpret and implement policy as represented in the school curriculum, which is designed to actualize educational goals (Omojunwa, 2007).

2.6. Types of Teacher Training Education in Ethiopia

As World Bank (2018), stated Teacher training is a crucial aspect of education in Ethiopia, and the country has implemented various programs to enhance the capacity of teachers in the education sector. Training can be categorized into formal, informal, and non-formal training.

Formal teacher training program, which is conducted by the Ministry of Education (MoE) in collaboration with the Ethiopian Teachers' Association (ETA) and other stakeholders (World Bank, 2018). This program provides teachers with theoretical and practical training in pedagogy, subject matter, and classroom management. The program is designed to equip teachers with the necessary skills and knowledge to deliver quality education to students.

Informal training programs, which are conducted by non-governmental organizations (NGOs), community-based organizations (CBOs), and private institutions (UNESCO, 2019). These programs are designed to provide teachers with specialized training in areas such as special education, English language teaching, and computer skills.

Non-formal teacher training programs, which were designed to provide teachers with training in specific areas such as literacy and numeracy (UNESCO, 2019).

Furthermore, Ethiopia has also implemented various types of training to enhance their skills and knowledge, improve their instructional practices, and enhance student-learning outcomes (Ministry of Education, 2019). The types of training provided to teachers in Ethiopia include initial teacher training, in-service training, professional development training, and coaching and mentoring (Ministry of Education, 2019).

Initial teacher training is provided to new teachers to equip them with the necessary knowledge, skills, and attitudes to teach effectively (World Bank, 2018).

In-service training is provided to experienced teachers to enhance their skills and knowledge, and to improve their instructional practices (Ministry of Education, 2019).

Professional development training is provided to teachers to enhance their skills and knowledge in specific areas, such as special education, English language teaching, and mathematics (Ministry of Education, 2019).

Coaching and mentoring is provided to teachers to enhance their instructional practices, improve their student outcomes, and provide support and guidance (Ministry of Education, 2019).

2.7. Performance Management (PM)

Performance management in education is the process of evaluating and improving the performance of teachers and staff in educational institutions (Armstrong, 2014). According to Guest (2013), performance management in education is essential for promoting teacher motivation, job satisfaction, and student learning outcomes. In the context of Africa, performance management in education has been shaped by the continent's cultural, social, and economic realities (Nkomo, 2011).

Performance management is a process owned and driven by line management that aims at getting better results from the organization, teams, and individuals by understanding and managing performance within an agreed framework of planned goals, standards, and competence requirements (Armstrong, 2008).

Armstrong (2008) from this definition there are definitions of performance management.

1. Performance management is an agreed framework of planned goals, standards, and attribute /competence requirements. It is an agreement between the manager and the individual on expectations about each of these headings and largely about managing such expectations.

2. A process – PM is not just a system of forms and procedures. It is about the action, which people take to achieve the day-to-day delivery of results and manage performance improvements in themselves and others.

3. Shared understanding – to improve performance, individuals need to have a shared understanding of what high levels of performance and competence look like and how they should work towards it.

4. An approach to managing and developing people: PM is focused on three things. First, how managers and team leaders work effectively with those around them, second, how individuals work with their managers and with their teams, and Third how individuals can develop to improve their knowledge, skills, expertise (their attributes), and their levels of competence and performance.

5. Achievement: Ultimately, PM is about the achievement of job-related success for individuals so that they can make the best use of their abilities, realize their potential, and maximize their contribution to the success of the organization.

6. Owned and driven by the line manager: PM is a natural process of management, not a procedure forced onto line managers by top management and the personnel department.

Therefore, performance management should be seen as a collective responsibility of employees and employers to ensure that there is continuous improvement in the tasks, activities, and jobs that are agreed upon for achieving the organization's vision, mission, goals, and objectives (Kotter, 2001).

2.8. Functions of Human Resources Management in Education

The functions of human resources management (HRM) in education include recruitment, selection, training, and development of teachers and staff (Guest, 2013). According to Noe et al. (2017), HRM in education aims to create a positive work environment that promotes teacher motivation, job satisfaction, and student learning outcomes.

2.8.1. Recruitment and Selection in Education

Recruitment and selection in education is the process of identifying, attracting, and selecting the most qualified candidates for teaching and administrative positions in educational institutions (Armstrong, 2014).

The selection process typically includes various stages such as application screening, interviews, and assessments. Effective interviewing techniques, including behavioral and situational questions, can provide valuable insights into candidates' experiences and teaching philosophies. Furthermore, involving a diverse panel in the selection process can mitigate biases and promote inclusivity, which is essential for creating a supportive educational environment (Armstrong, 2014).

According to Guest (2013), recruitment and selection in education is essential for promoting teacher motivation, job satisfaction, and student learning outcomes. In the context of Africa, recruitment and selection in education has been shaped by the continent's cultural, social, and economic realities (Nkomo, 2011). Recruitment and selection are critical components of HRM in education.

Moreover, the recruitment process should align with the institution's vision and goals. A clear understanding of the needs of the institution helps in identifying the desired qualifications and characteristics of prospective employees. This ensures that the selected candidates are not only academically qualified but also culturally and socially aligned with the institution's mission. Studies have shown that effective recruitment and selection processes lead to higher job satisfaction and retention rates among educational staff (Buchanan et al., 2018).

Recruitment is a critical component of education in Ethiopia (Ministry of Education, 2019). The recruitment process includes various stages, including selection, interview, medical examination, and contract signing (World Bank, 2018). The process is designed to ensure that only qualified and skilled teachers are recruited to teach in schools (Ministry of Education, 2019).

2.8.2. Professional Development in Education

Professional development in education is the process of improving the skills, knowledge, and performance of teachers and staff in educational institutions (Armstrong, 2014). According to Guest (2013), professional development in education is essential for promoting teacher motivation, job satisfaction, and student learning outcomes. In the context of Africa, professional development in education has been shaped by the continent's cultural, social, and economic realities (Nkomo, 2011).

Next to hiring competent teachers and ensuring a match between tasks and roles on the one hand and the competencies and ambitions of teachers on the other, schools also need to facilitate teachers' continuous professionalization. In designing a professional development plan, it is important to keep in mind both what is to be learned as well as in what way professionalizing should go on. In deciding on what has to be learned, many factors play a role, of which three are highlighted here: (Hord, 2009)

A) School-wide development;

In the case of reform, often school-wide professional development takes place. In that case, the school may decide what has to be learned. This is logical, since implementing new curricula, for instance, often requires new pedagogical knowledge (Runhaar, ten Brinke, 2014).

B) The career stage teacher,

As the term, continuous Professional development policies should cover all stages of a teacher's career, from pre-service teacher education to retirement. This includes considering how to shape guidance for pre-service teachers, organize induction programs for young teachers, and provide opportunities for experienced teachers. Research on teachers' careers has shown that they go through different phases, each with unique core concerns and training needs (Day and Gu, 2007).

C) The roles teachers fulfill in their schools,

There is a distinction between professional development that stimulates the primary process of teaching and learning, and professional development related to secondary roles in schools. As teachers take on more roles, their learning needs change accordingly (Scheerens, 2009).

It involves providing a development program and training courses that are suitable for the program. The success of an educational organization hinges on the strength and quality of the staff members. There is a need to change through training and to improve and grow in competence (Lohman, 2007). This can be done through in-service training, conferences, workshops, and seminars. (Dr. (Mrs) Chinyere A. Omebe 2014).

Professional development training is a type of training that is designed to help teachers, other education personnel develop their professional skills, and knowledge and it can help educators to stay current with the latest developments in their field (Darling-Hammond, L. 2010). This type of training is essential for educators to stay up-to-date with the latest teaching methods, technologies, and best practices in their field (Hattie, J. (2009).

About formal CPD, one of the most obvious but least effective types is the one-off short course attended by individual teachers from different schools (Knight, 2006, and Yorke, M. 2006).

The CPD on offer should be differentiated to take account of a teacher's personality, current motivation, job description, school circumstances, and career stage. In the first three years, for instance, CPD may need to build a positive professional identity and increase classroom competence; in the years before retirement, for those coping with declining health, fatigue, and/or disillusionment, it may need to promote resilience and sustain commitment. (Day and Gu 2007).

2.8.3. Staffing in Education

Staffing in education is the process of identifying, attracting, and selecting the most qualified candidates for teaching and administrative positions in educational institutions (Armstrong, 2014). According to Guest (2013), staffing in education is essential for promoting teacher motivation, job satisfaction, and student learning outcomes.

Staffing of schools is a job performed by the Ministry of Education through its agencies in the federal and state governments. Procurement of staff in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge, and experience to fill the vacant teaching posts in schools. (Dr. (Mrs) Chinyere A. Omebe, 2014).

Armstrong's (2014), Handbook of Human Resource Management Practice stated staffing aims to provide a sufficient supply of qualified individuals to fill jobs in an organization. Job analysis, recruitment, and selection are the main functions of staffing.

2.8.4. Transfer and Placement in Education

Transfer and placement in education refer to the process of moving teachers and staff from one educational institution to another, or from one role to another (Armstrong, 2014). According to Guest (2013), transfer and placement in education are essential for promoting teacher motivation, job satisfaction, and student learning outcomes.

2.8.5. Staff Relation

There must be a good communication network in the school to enable workers to be constantly informed of the progress being made in the school. Workers should be encouraged to participate in planning and decision-making in the school. Workers should be encouraged by recognizing the staff as human beings with feelings, interests, needs, and emotions and treating them as such with fairness and respect. (Dr. (Mrs) Chinyere A. Omebe, 2014).

2.8.6. Performance Appraisal in Education

Performance appraisal is 'the process of evaluating the performance and assessing the development/training needs of an employee define performance appraisal (Heery, and Noon, 2001). Performance evaluation is a scheme intended periodically or regularly measures the performance of employees against pre-set principles and it involves providing comments to the employees in which case the result of the appraisal will be used as a basis for administrative decisions and developmental purposes (Ivancevich, 2004).

Teacher evaluation is increasingly viewed as having both formative and summative objectives. This means that, apart from holding teachers accountable for their students' achievements (the summative aspect), teacher evaluation should also be used as a means to improve teachers' teaching practice (the formative aspect) (Delvaux 2013).

Since summative evaluation results in important career decisions, like retention or a salary increase, an accurate assessment of teacher performance and its benefit in explaining student achievements is a prerequisite. The same is true for the formative evaluation: accurate assessment is necessary to be able to formulate professional development goals (Shulman, 2005).

Accurate assessment of the link between teacher performance and student achievement appears problematic, however, for the latter is influenced by far more factors than the teacher alone is evaluation based on student scores. Consequently, assessments are increasingly being substituted with evaluations that focus on teacher competencies, which are frequently outlined in prescriptive standards and have been shown to correlate with student success (Darling-Hammond 2012).

Teacher appraisal is an essential component of teacher professional development in Ethiopia MoE, (2019). The advantages of teacher appraisal include improved teacher performance, increased teacher motivation, better students outcomes, and reduced, teacher turnover, world bank, (2018). The teacher appraisal system in Ethiopia is a critical component of the education sector, aimed at promoting teacher accountability, enhancing student-learning outcomes, and improving the overall quality of education (World Bank, 2018; Ministry of Education, 2019). The appraisal process involves a comprehensive evaluation of teacher performance, comprising both formative and summative assessments (Ministry of Education, 2019).

Formative assessments are used to monitor teacher progress and provide feedback, while summative assessments evaluate teacher performance at the end of the academic year (World Bank, 2018). The appraisal process typically incorporates a combination of observations, student feedback, and self-assessment (Ministry of Education, 2019) to identify areas of strength and weakness, and provide a basis for professional development and improvement. Teachers are evaluated on various aspects, including teaching practices, lesson planning, classroom management, and student assessment (World Bank, 2018). The appraisal outcomes have significant implications for teachers, with high performers eligible for promotion, bonuses, and other rewards, while those who underperform may be required to undergo additional training or coaching (World Bank, 2018).

The BSC could include strategic elements such as the mission or the organization's, purpose, vision (aspirations), core values, and strategic focus areas (themes, results, or goals). The more operational elements such as objectives (continuous improvement activities), or key performance indicators; which track strategic performance, targets (the desired level of

performance), and initiatives or projects that will help organizations to reach their targets (Kaplan & Norton, 2008)

As Kaplan and Norton, (1992) stated BSC can support the educational leaders as it allows them to monitor and adjust the implementation of their strategies and to make changes, if necessary. Kaplan and Norton (2008), in their book, "Mastering the Balanced Scorecard: Translating Strategy into Action," Kaplan and Norton discuss the application of the Balanced Scorecard (BSC) framework in various sectors, including education. When it comes to implementing BSC in education, particularly for teachers, the authors suggest that the framework can be adapted to focus on the key performance indicators that drive teaching and learning.

According to Kaplan and Norton (2008), the BSC framework can be applied to education in the following way:

1) Financial perspective: In education, the financial perspective focuses on the resources available for teaching and learning, such as funding, budget, and resource allocation. Teachers can use BSC to monitor and manage resources effectively, ensuring that they are used to maximize student learning outcomes.

2) Customer perspective: In education, the customer perspective focuses on the students and their learning needs. Teachers can use BSC to measure student satisfaction, academic achievement, and progress towards learning goals.

3) Internal processes perspective: In education, the internal processes perspective focuses on the instructional practices and teaching methods used to deliver learning. Teachers can use BSC to monitor and improve their instructional practices, such as lesson planning, classroom management, and assessment.

4) Learning and growth perspective: In education, the learning and growth perspective focuses on the continuous improvement of teaching and learning. Teachers can use BSC to identify areas for professional development, reflect on their practice, and implement changes to improve student-learning outcomes.

To apply the BSC framework in education, Kaplan and Norton, (2008) suggest that teachers and school administrators can use the following steps:

First, define the vision and mission: Establish a clear vision and mission for the school or department, and align it with the BSC framework. Second Set objectives: Set specific, measurable, achievable, relevant, and time-bound (SMART) objectives for each perspective. Third, identify key performance indicators: Identify the KPIs that will be used to measure progress towards the objectives. Fourth, establish targets: Establish targets for each KPI, and monitor progress towards achieving them. Fifth implement initiatives: Implement initiatives to address areas for improvement, and monitor their effectiveness.

Ministry of Education, (2019) similarly, in the education sector, the BSC framework has been introduced in some schools and universities in Ethiopia including Tigray. The Ethiopian Ministry of Education has also developed a BSC framework for the education sector, which focuses on the following perspectives:

Financial perspective: (Financial resources, budget, and resource allocation), Customer perspective: (Student satisfaction, academic achievement, and progress towards learning goals), Internal processes perspective: (Instructional practices, teaching methods, and assessment), and Learning and growth perspective: (Teacher professional development, school management, and community engagement (Ministry of Education, 2019).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the methodology employed in the study, including the study area, research design, data sources, instruments, population, sampling techniques, sample size, data analysis, and interpretation.

3.1. Description of Study Area

The research was conducted in the central zone. The Central zone of Tigray is bordered in the east by the Eastern zone, in the west by the western zone, in the south by the Amahara region, and in the north by Eritrea. Towns in the central zone include Axum, and Adwa, as well as the historically significant village of Yeha, and the town of Tembien Abiyi adi.

The predominant ethnic group in the Central Zone is the Tigrayan (99.4%), with Tigrigna being the primary language spoken by nearly all residents. The population is largely Orthodox Christian (97.82%) with a smaller Muslim community (2.07%) according to the 2007 CSA report.

In 2020, the three Woredas of Kolatembain, Tanqua Abergel, and AbbiAddi hosted a total of 155 governmental primary and secondary schools. This included 16 secondary schools that employed 546 teachers and school leaders, along with 74 supportive staff members. Additionally, there were 139 primary schools, which collectively employed 2,219 teachers and 155 principals, supported by 119 administrative workers. Overall, the educational workforce across these Woredas comprised 2,920 teachers and principals, alongside 193 supportive or administrative staff, including typists, storekeepers, record and document handlers, librarians, and finance administration.

3.2. Research Design

The researcher has effectively employed a mixed-methods research approach, combining both quantitative and qualitative data collection and analysis methods to gain a more comprehensive understanding of the research topic. As Survey Monkey (2010) notes, quantitative research is well-suited for drawing general conclusions from data, and the use of

structured and statistically designed data collection methods allows for the collection of hard and cold facts. This is achieved using quantitative questions that can be quantified and analyzed numerically.

However, as Yilmaz (2013) highlights, qualitative researchers also use a range of methods, including participant observation, in-depth analysis, document analysis, and focus groups, to collect and analyze data. These methods allow for a more nuanced and detailed understanding of the research topic, as they enable the collection of rich and contextual data. The use of open-ended questions, framing, projective techniques, and mapping exercises (Barnham, 2015) also facilitates the collection of detailed and meaningful data.

In addition to these methods, the researcher also employed semi-structured interviews to collect rich and in-depth data from participants. Semi-structured interviews allow for a more flexible and open-ended approach to data collection, enabling the researcher to explore the research topic in more depth and gather detailed and nuanced data. The use of semi-structured interviews also enables the researcher to explore the research topic from the perspectives of the participants, providing a more contextual and meaningful understanding of the research topic.

The data collection process involved the use of a structured questionnaire alongside document analysis and semi-structured interviews, allowing for a thorough examination of the subject matter. By employing this dual method, the research not only highlights the current situation but also sheds light on potential trends and patterns related to the issues being investigated in the study. This comprehensive approach enhances the validity of the findings and provides a richer context for understanding the dynamics at play in the undertaking study.

In conclusion, the researcher's decision to employ a mixed-methods research approach is a sound one, and the use of both quantitative and qualitative data collection and analysis methods, including semi-structured interviews, is likely to result in a more comprehensive and nuanced understanding of the research topic.

3.3. Data Sources

The study used both primary and secondary sources of data from the selected areas of the central zone of the Tigray region. Primary data was collected from principals, vice-

principals, and teachers, supportive staff at school and woreda, and HRM experts of selected Woredas education offices. Secondary data was collected from reports, guidelines, and proclamations. These sources provided valuable information on the implementation of HRM policies and practices in the selected areas.

By using both primary and secondary sources of data, the researcher was able to gain a comprehensive understanding of the research topic and increase the validity of the results. The use of multiple sources of data also allowed the researcher to triangulate the findings and increase the reliability of the results

3.4. Population, Sample Size, and Sampling Techniques

3.4.1. Population

The researcher identified the population as HRM experts, staff workers, teachers, school principals, and vice principals involved in the Teacher Development (TD) unit in the selected Woredas of the central zone of the Tigray region. Specifically, there were 10 HRM experts, 58 staff workers, 392 teachers, and 32 school principals and vice principals, totaling 492 individuals, who have been actively engaging in numerous HRM activities.

The researcher selected this population for their crucial role in ensuring the effective implementation of various HRM functions and related services within their respective Woredas, and for their significant knowledge and experiences essential for addressing the challenges associated with conducting research in this study.

3.4.2. Sampling technique

The researcher employed a stratified sampling technique to divide the Woredas into urban and rural strata based on the administrative system, as it was more effective given the extensive area of the central zone. Among the 12 Woredas, 3 were classified as urban and 9 as rural. The researcher then used simple random sampling to select one town from the three urban areas and two Woredas from the nine rural ones, specifically choosing Abbiy-Addi town, Tanqua-Abergele, and Kola-Tembieyn, to ensure a representative sample from each stratum.

The researcher used a simple random sampling technique to select teachers and staff members from the selected schools and woredas, as it allowed for an equal chance of selection

and minimized bias. The researcher also employed a purposive sampling technique to select experts for interview and school leaders, in order to obtain valuable data about the study, as these leaders facilitate activities, lead teachers, are well informed, and are implementers of HRM at the grassroots level.

3.4.3. Sample Size

The researcher selected 14 schools out of 155 using simple random sampling, comprising 9 primary schools and 5 secondary schools, to ensure a comprehensive representation of the educational institutions in the area. A total of 115 teachers (29.3% of 392) and 19 supportive staff members (32.75% of 58) were selected using simple random sampling, as teachers and supportive staff have similar roles in the context of HRM, and the levels of the schools are the same. The researcher also selected 26 school leaders (81.25% of 32), and 3 woreda experts (30% of 10) HRM experts using a purposive sampling technique.

The population across the 14 selected schools in the three Woredas consisted of 492 individuals, with 163 samples selected. This diverse group reflects the various stakeholders involved in the educational process, underscoring the comprehensive scope of the research undertaken.

Table 1: Background Information of Questionnaire Respondents

Woredas (Districts)	Population and Sample Participants									
	Primary & Secondary Schools		Principals & Vice Principals				Teachers & Administrative Staff (from schools & WEOs)			
	N	n (%)	N			n(%)	N			n(%)
			M	F	T		M	F	T	
Abbiy-Addi (U)	6	2	5	0	5	4	61	30	90	20
Kola-Tembien (R)	78	6	12	2	14	11	103	65	168	54
Tanqua-Abergele (R)	71	6	12	1	13	11	131	60	191	60
Total	155	14(9.03 %)	29	3	32	26 (81.25 %)	295	155	450	134 (29.8%)
Sampling Method Used	Simple Random		Purposive				Simple Random			

Table 2: Background Information of Interview Participants

Woredas (Districts)	Population and Sample Participants			
	HRM experts (from WEOs)			
	N			n(%)
	M	F	T	
Abbiy-Addi (U)	2	1	3	1
Kola-Tembien (R)	3	0	3	1
Tanqua-Abergele (R)	3	1	4	1
Total	8	2	10	3 (30%)
Sampling Method Used	Purposive			

3.5. Data Collection Instruments

To collect data for the study, the researcher employed three primary instruments: questionnaires, document analysis, and interviews.

3.5.1. Questionnaires

The questionnaires used in this study incorporated a combination of both close-ended and open-ended types of questions, ensuring a comprehensive approach to data collection (Babbie, 2013).

They were specifically crafted in the English language and subsequently distributed to a diverse group of respondents, which included teachers, supportive staff, vice principals, principals. The design of the questions relied heavily on various formats, including a Likert scale ("(strongly agree, agree, moderate, disagree, and strongly disagree) (Likert, 1932, adapted by DeVellis, 2003)". Along with open-ended questions that were instrumental in uncovering relevant facts and meaningful data concerning the role and effectiveness of Human Resources Management as perceived by teachers, vice principals, principals, and supportive staff.

3.5.2. Document Analysis

Furthermore, in addition to the previously mentioned methods, several guidelines and checklists were developed by obtaining data from secondary sources and thorough examinations of available documents. These documents, which constituted various guidelines and

regulations, reports were meticulously reviewed to gather essential background information regarding the existing problem.

This process also helped in assessing the overall situation regarding the function and effectiveness of human resources management within the education sector. By utilizing document analysis, we could glean important insights. It is worth noting that reading and analyzing the guidelines can provide a more comprehensive understanding than relying solely on other methods of data collection that involve different instruments. This approach ensures that we are well-informed about the nuances of human resources management in this particular field.

3.5.3. Interview

In addition to the questionnaires and document analysis, the researcher also conducted in-depth interviews with 3 HRM experts from the selected 3 woredas on three days. Because they are few in numbers and can access easily and they are the main implementers of HRM function at woreda level and lead in higher position to the grassroots level. The interviews were conducted using a semi-structured interview protocol, which allowed for a mix of open-ended and closed-ended questions (Kvale, 1996). The interviews lasted between 30 to 60 minutes. According to Kvale (1996), semi-structured interviews designed to gather in-depth information from participants, allowing researchers to adapt questions based on the flow of the conversation while still adhering to a predetermined set of topics. The interviews also conducted by using Tigrigna language later, the interviewees respond summarize and interpreted to English language.

The purpose of the interviews was to gather more in-depth information about the practice of HRM in the education, as well as to gain insights into the challenges faced by HRM experts in HRM Education.

3.6. Procedures of Data Collection

The researcher made contact with the school's leaders and the Woreda Office of Education by showing them the letter of cooperation from Mekelle University, Department of EdPM. The researcher then discussed the purpose of the study, explained the scope, location,

and participants involved, and obtained their agreement and support for the study. This helped to arrange the program and facilitate access to the respondents.

Twenty-five days were given for data gathering through questionnaires and document analysis from the selected three Woredas. During this period, the researchers distributed questionnaires to 26 principals and vice principals, 112 teachers, and 19 support staff from the Woreda education and schools. The researcher also conducted interviews with 3 educational experts in Human Resource Management (HRM). The researcher acknowledged the daily activities of the respondents involved in the study.

3.7. Pilot Testing of the Instruments

It appears that the researcher has taken a rigorous approach to ensuring the reliability and validity of the written questionnaires used in the study. The pilot test conducted in Woreda Doga Tembein, Hagereselam, involved distributing the questionnaires with 31 items to 18 teachers to assess their reliability. The analysis of the data using Cronbach's alpha resulted in a reliability value of 0.84, which is considered "good" according to the statistical literature (George & Mallery, 2003). This suggests that the questionnaires were reliable and ready for distribution to the respondents.

Regarding validity, the researcher has also taken steps to ensure that the instruments accurately measure the concepts under study.

As Roberta Heal and Alison Twycross (2015) note, validity refers to the extent to which a concept is accurately measured in a quantitative study. To establish the validity of the instruments, the researcher sought feedback from a diverse group of stakeholders, including a principal, a vice, three HRM experts, and three staff workers. The thesis advisor, who provided comments, criticisms, and evaluation, also reviewed the instruments.

Based on the feedback received, necessary corrections were made to the instruments, thereby increasing their validity.

The use of a pilot test and expert review is a common practice in research methodology, and it is essential to ensure that the instruments are reliable and valid (Dunn, 2003). The

researcher's approach demonstrates a commitment to rigorous methodology and a desire to produce high-quality results.

3.8. Method of Data Analysis

The data analysis process involved a combination of both quantitative and qualitative approaches, which is known as mixed methods research. For the quantitative data, techniques such as frequency distribution and percentage calculations were applied. This approach enabled a clear understanding of how often each response was selected, thereby providing a comprehensive overview of the respondents' preferences.

In parallel, the thematic description was utilized for the qualitative data, specifically addressing the open-ended responses gathered from the questionnaire as well as insights gathered from document analysis and interview. This method allowed for a deeper interpretation of the nuances in participant feedback and provided context to the numerical data.

Furthermore, the analysis of the quantitative data was conducted with the aid of the Statistical Package for Social Sciences (SPSS) version 20. This sophisticated software facilitated the organization of the collected data into informative tabular formats, highlighting the frequency and percentage of respondents who chose each specific response option presented in each item of the questionnaire.

By structuring the data in this way, the researcher was able to draw meaningful conclusions and effectively communicate the results of the survey, ensuring that both the quantitative and qualitative aspects were cohesively represented, thoroughly explored.

3.9. Ethical Consideration

The researcher undertook a comprehensive study that involved gathering data from samples representing a total of fourteen schools, as well as the education offices from three distinct Woredas. In the initial stages, he prioritized establishing effective communication with key stakeholders, including the principals, vice principals, and the heads of the education offices.

This communication was crucial as it allowed the researcher clearly articulate the purpose of the research, ensuring that it was conveyed in a manner that was easily understandable for all participants involved in the process. The school leaders played a pivotal role in supporting this initiative; they collaborated closely with the researcher by distributing the questionnaires to the designated respondents.

To facilitate this process, they made announcements within the schools to inform the staff and teachers about the researcher's identity and the objectives of the study. Furthermore, the researcher graciously requested the principals and heads of the education offices to assist him by providing all relevant documents related to Human Resource Management (HRM) as well as other pertinent data associated with the education sector.

Throughout this endeavor, all communications with the relevant stakeholders were conducted with respect and were grounded in mutual agreement, ensuring that their personal interests and institutional well-being were honored and preserved throughout the research process.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter presents the characteristics of respondents, data collected from respondents using questionnaires, documents analysis and interviews, and interpretation of the findings.

4.1. Characteristics of Respondents

The respondents were identified in their workplaces, educational levels, sex, and positions. The data was summarized in two bar graphs as follows,

Figure 1: Respondents' Place of Work, Educational Level, and Sex

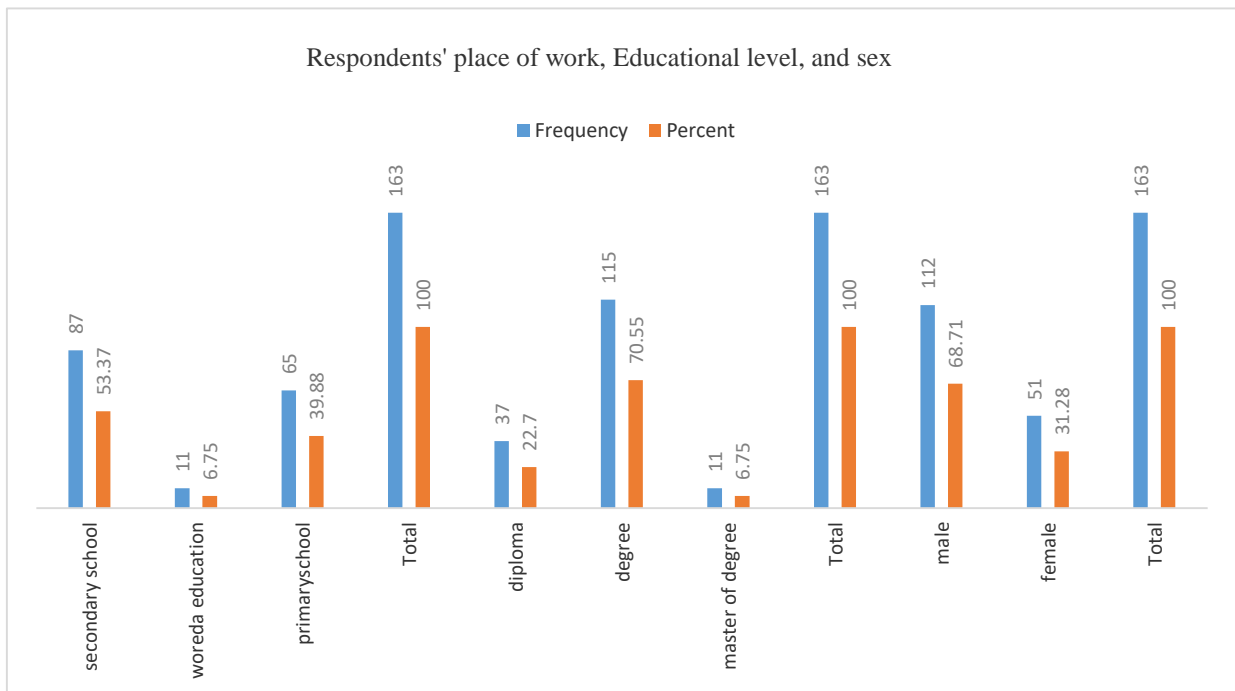
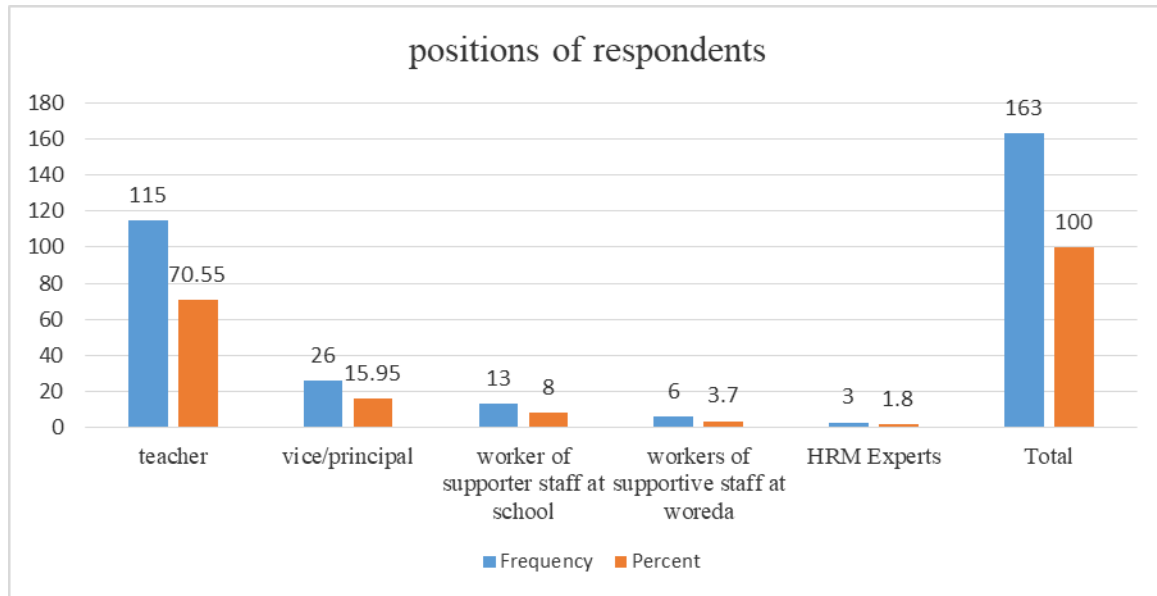


Figure (Graph) 1 showed that most respondents (53.37%) worked at secondary schools, followed by primary schools (39.88%), and Woredas (6.75%). In the same graph, the majority of respondents (70.55%) had a degree, 6.75% had a master's degree, and 22.7% had a diploma level of education. Most respondents were 68.71% male and 31.28% female.

Figure 2: Respondents' Current Position



As illustrated in Figure (Graph) 2, regarding the position of most respondents, 70.55% were teachers, 15.95% were vice/principals, and 8% were supportive staff at schools, 3.7% were supportive staff at the Woredas level and 1.8% woreda HRM Experts.

To sum up, in both graphs, most respondents are teachers, have degree qualifications at their educational level, and are males. The place of work of most respondents was also at the school at the lowest level that can gain enough data about the research and those are implementers, and receivers of the function of HRM.

4.2. Status of Human Resource Management in Education

The study assessed the current practice of HRM functions in education based on prepared questionnaires, documents, and interviews. The results showed that:

4.2.1. Implementation of Recruitments as HRM Function in Education

Recruitment in the education office is the process of attracting, selecting, and appointing qualified candidates to fill teaching and administrative positions in educational institutions. As a key function of Human Resource Management (HRM), effective recruitment directly influences the quality of education and the institution's overall performance (Ingersoll, 2001). Here under, a discussion of the opinions of respondents is presented in Table, 3:

Table 3: Implementation of Recruitment in the Education Offices of Central Zone

No	Items		SA	A	M	D	SD
			5	4	3	2	1
1	Recruitment in your Woreda follows rules and regulations for recruitment of Human Resources.	F	5	58	10	63	24
		%	3. 1	36.3	6.3	39.4	15
2	Recruitment in your Woreda practice is based on the plan of human resources planning	F	63	86	2	6	3
		%	39.4	53. 8	1. 3	3. 8	1. 9
3	Both Internal and external recruitment in your Woreda are free from bias or fair	F	0	37	13	77	33
		%	0	23.1	8. 1	48.1	20.6
4	Availability of skilled workers staffing in schools based on standards. for example, Master’s teachers for secondary school	F	4	9	5	134	8
		%	2.5	5.6	3. 1	83. 8	5
Note: F= Frequency, %= Percent, SA= Strongly Agree, A= Agree, M= Moderate, D= Disagree, SD= Strongly Disagree							

As indicated in Table 3, item 1: when respondents were asked whether Recruitment in the selected Woredas follows rules and regulations of recruitment of Human Resources; they replied that 24(15%) strongly disagree, 63(39.4%) disagree, 58(36.3%) agree, and 10(6.3%) responded moderately.

According to the obtained responses, most respondents’ 39.4% and 15% revealed that the rules and regulations of recruitments were not respected.

Item 2: Recruitment in the selected Woredas practiced based on the plan of human resources planning; the respondents replied that 86(53.8%) and 63(39.4%) of respondents responded agree and strongly agree respectively. Then the recruitment is practiced based on the plan of HRP.

Item 3: Internal and external recruitment in the selected Woredas are free from biased conditions or fair; respondents replied that 77(48.1%) of respondents disagree, 37(23.1%) agree, and 13(8.1%) respond moderately. The result showed that in the majority of respondents 77(48.1%) the recruitment practice was biased.

Item 4: Availability of skilled workers staffing in schools based on standard, for example, Master teachers for secondary school; the respondents replied that 134(83.8%)

responded disagree and 8(5%) strongly disagree. Then the worker's staffing in the schools was not based on standards.

Similarly, from the open-ended questions, the respondents identified several issues with the recruitment process, including illegal hiring of unqualified individuals, biased recruitment based on time, experience, or location, and the lack of essential skills among teachers, particularly in ICT and laboratory fields. This irregular process leads to unfair treatment and labor practices, creating a lack of fairness between new and experienced workers.

As a result, the recruitment did not follow rules and regulations, and even the recruitment practice was based on the plan of HRP, both types of recruitment were biased and worker staffing in the schools was not based on standards.

As all interviewees confirmed there are gaps in the implementation of recruitment in the education office. They noted issues such as delays in recruitment, and a lack of availability of skilled personnel. The interviewees pointed out that there are isolated guidelines for recruitment, transfer, and placement that do not align with the proclamations. As a result, the external managers are accepted or rejected to the educational recruitment guidelines based on their personal interests. For example, in towns facing a shortage of teachers, the educational guidelines allow permanent for recruitment but temporary for placement, while the proclamations may reject such practices. External managers often make decisions based on their needs or personal networks.

4.2.2. Transfer, Staffing and Placement as HRM function in Education

The study presented the opinions of respondents regarding the practice of HRM transfer and placement. The results showed that:

Table 4: The Practice of Transfer, Staffing, and Placement of Employees in Education

No	Items		SA	A	M	D	SD
			5	4	3	2	1
1	Internal transfer is fairly practiced based on transfer regulation.	F	0	37	0	75	48
		%	0	23.1	0	46.9	30
2	External transfer is fairly practiced based on the regulation of transfer.	F	1	21	1	67	70
		%	0.6	13.1	0.6	41.9	43.8
3	The transfer practiced based on the Human Resources Plan on time.	F	12	76	67	5	0
		%	7.5	47.5	41.9	3.12	0
4	The transfer and placement are free from unreasonable interference of Human Resources Mangers.	F	0	0	3	53	104
		%	0	0	1.9	33.1	65
5	Woreda HRM deploys the employees based on academic graduation and qualification.	F	13	135	0	12	0
		%	8.1	84.4	0	7.5	0
6	Staffing at the school level practiced based on academic graduation and qualification.	F	14.6	12	2	0	0
		%	91.3	7.5	1.3	0	0
Note: F= Frequency, %= Percent, SA= Strongly Agree, A=Agree, M=Moderate, D= Disagree, SD=Strongly Disagree							

As indicated in Table 4; Item 1: the internal transfer is practiced based on transfer regulation; the respondents replied that 48 (30%), and 75 (46.9%) strongly disagree and disagree respectively. The 37 (23.1%) of responded agree. This revealed that internal transfer was not practiced based on regulation.

Item 2: External transfer is fairly practiced based on the regulation of transfer; as the respondents replied, 70(43.8%), and 67(41.9%) strongly disagree and disagree respectively. It revealed that the external transfer was not practiced based on regulation.

Item 3: Transfer practiced based on Human Resources Plan on time; 76(47.5%), and 67(41.9%) of respondents responded agree and moderate respectively. The 12(7.5%) responded strongly agree. As most respondents responded, the transfer was practiced based on the Human Resources plan on time.

Item 4: the transfer and placement are free from unreasonable interference of Human Resources Mangers.; the respondents replied that 104(65%) strongly disagree, and 53(33.1%) disagree. This implies that the transfer and placement were not free from unreasonable interference of Human Resources Mangers.

Item 5: Woreda HRM deploys the employees based on academic graduation and qualification; the respondents replied that 135(84.4%) agreed and others 13(8.1%), 12(7.5%), strongly agreed and disagreed respectively. It revealed that employees deploy based on academic graduation and qualification.

Item 6: Staffing at the school level practiced based on academic graduation and qualification: 146(91.3%) of respondents responded strongly agree, and 12(7.5%) of respondents agreed. Then the staffing at the school level is practiced based on academic graduation and qualification.

Accordingly, most respondents replied employee deployment and staffing at the school level practiced based on academic graduation and qualification.

Similarly, in the data collected by open-ended questions, the respondents expressed dissatisfaction with the transfer and placement policies in education HRM, citing its inconsistency with civil services HRM regulations.

They argued that the current system is plagued by irregularities, including the misuse of sick leave documents, unauthorized out-of-plan transfers, and the lack of guidelines for transferring supporter workers to teaching positions.

From the interviewees: 100% of interviewees expressed dissatisfaction with current HR practices regarding its function. Two interviewees indicated that the guidelines include criteria for transfer and placement, but these criteria were not based on accurate information. For instance, individuals with fraudulent medical documents may gain access, and there can be misunderstandings regarding the educational guidelines.

To sum up, transfer, staffing and placement in education as most respondents responded, to both types of questions even the transfer, staffing and placement implemented as planned on time, fairness, did not follow the regulations, and was not free from the hands of the civil service office, fake sick leave documents are main challenges.

4.2.3. Training and HRD program as a function of HRM in Education

In the education sector, CPD is one program to update the teachers' profession, and there should be short training HRD programs at the school and Woreda levels. The study

discussed the implementation of training and HRD programs in education. The results showed that:

Table 5: The Implementation of CPD, Training, and HRM Program in Education

No.	Items		SA	A	M	D	SD
			5	4	3	2	1
1	CPD provided at schools is well implemented based plan of HRD	F	0	87	24	48	1
		%	0	54.4	15	30	0.6
2	Teachers and employees of education receive short training to update their profession at the school as well as Woreda level	F	0	0	10	90	60
		%	0	0	6.3	56.3	37.5
3	Training needs were identify based on staff performance evaluations.	F	0	0	8	108	44
		%	0	0	5	67.5	27.5
4	Teachers and workers have enough knowledge about BSC	F	0	4	43	88	25
		%	0	2.5	26.9	55	15.6
5	There is sufficient budget allocated for staff training and development.	F	10	8	0	85	57
		%	6.25	5	0	53.1	35.6

Note: F= Frequency, %= Percent, SA= Strongly Agree, A=Agree, M=Moderate, D= Disagree, SD=Strongly Disagree

According to the result obtained from Table 5, the following conclusions were made; Item 1: CPD provided at schools is well implemented based on the HRD plan; the respondents replied that 87(54.4%) agree, 48(30%) disagree, and 24(15%) moderate with this statement. Therefore, respondents believed, that CPD is being implemented based on the HRD plan.

In the document investigation, there are reports about CPD from each school but the reports showed the number of teachers who practice or done in number did not show the change that comes from and plan of CPD and did not show the change that came from implemented CPD.

Item 2: Teachers and employees of education receive short training to update their profession at school as well as Woreda level; the respondents replied (56.3%) disagreed, and 60 (37.5%) respondents strongly disagreed. It revealed that teachers and employees did not receive short training to update their profession at the school level.

Item 3: the respondents responded that (108 or 67.5%) disagree, (44 or 27.5%) strongly disagreed with the question Training needs are identified based on staff performance evaluations. Therefore, the majority of respondents believe Training needs were not identified based on staff performance evaluations.

Item 4: teachers and workers have enough knowledge about BSC. The respondents replied that (88 or 55%) disagreed, and 25(15. 6%) strongly disagreed. Therefore, the majority of respondents supposed teachers do not have enough knowledge about balanced scorecards. As the document of training shows, no, training is at school as the program of HRD except for some reports of CPD.

Finally, in the same table concerning Item 5: There is sufficient budget allocated for staff training and development, the respondents replied that 85(53.1%) disagree, 57(35.6%) strongly disagree. This implies that no budget hold for training program at woreda level.

From the interviewees, none of the interviewees identified a training needs assessment, as the education office lacks a dedicated budget for training. However, some schools have practiced this assessment informally on paper.

To sum up, based on the respondents’, feedback, it appears that CPD is being provided at the school level as per the HRD plan, teachers and employees were not receiving adequate short-term training to update their profession at the school level, Training needs not identified, and they lack knowledge about the BSC and no budget plan for training.

4.2.4. Implementation of guidelines and proclamation of HRM in Education

There are guidelines for the implementation of transfer, placement, recruitment, and training in education, the proclamation that supports the function of HRM in the education sector. The study assessed the awareness of employees about guidelines and proclamation of HRM. The results showed that as follow:

Table 6: Awareness of Employees about Guidelines, and Proclamations of HRM

No	Items		SA	A	M	D	SD
			5	4	3	2	1
1	There is a separate proclamation of HRM for the education sector, especially for teachers.	F	0	0	7	66	87
		%	0	0	4.4	41.3	54.4
2	There is a guideline for recruitment transfer and placement for the education office only.	F	120	38	0	2	0
		%	75	23.8	0	1.3	0
3	All levels of HRM mangers accepted to implement the guidelines of transfer, placement, and recruitment of HRM in Education.	F	0	8	5	71	76
		%	0	5	3.1	44.4	47.5
4	Teachers and employees know about different proclamations HRM.	F	0	03	5	103	49
		%	0	1.9	3.1	64.4	30.6
Note: F= Frequency, %= Percent, SA= Strongly Agree, A=Agree, M=Moderate, D= Disagree, SD=Strongly Disagree							

According to results Table 6, showed that, there are a few findings related to HRM in the education sector.

Item 1: there is an isolated proclamation for HRM in the education office only for teachers; the majority of respondents replied that 87(54.4%) strongly disagree, 66(41.3%) disagree that there was a separate proclamation of HRM for the education sector, especially for teachers. Therefore, education office did not have isolated proclamations for teachers.

Item 2: there is a guideline for recruitment, transfer, and placement for the education office only; the respondents replied that 120(75%) strongly agree, while 38(23.8%) agree with it. This recommends that the majority of respondents agree there is a guideline for transfer and placement in the education sector.

Item 3: all levels of HRM accepted the rules and guidelines of HRM in Education and practice, the majority of respondents 76(47.5%) strongly disagree and 71(44.4%) disagree that all levels of HRM managers accepted to implement the guidelines of transfer, placement, and recruitment of HRM in Education. This recommends that other HRM managers interfere the practice of HRM in education.

As for Item 4: the respondents responded that (103 or 64.4%) disagree, (49 or 30.6%) strongly disagreed with the question Teachers, and employees know about different HRM proclamations. Therefore, the majority of respondents believe that teachers and employees lack knowledge about HRM proclamation.

Document Analysis, In all three Woredas Proclamations and guidelines of HRM have been implemented, and the documents presented in Woredas but they are not access to schools, As a result, teachers are unaware of the proclamations and guidelines.

The current Guidelines for Placement and Transfer for supportive staff in schools and Woredas are not specific. Only teachers have guidelines under the proclamation for recruitment, transfer, and placement in education. Supportive staffs, including Woreda experts, follow the civil service proclamation and do not have specific guidelines like teachers. In Education office academic staff administered by using the two guidelines of education and proclamation of Civil services. This created biased treatment among teachers.

The interviewees reported a lack of awareness among staff about the policies and guidelines, which have hindered the implementation of certain proclamations, particularly for teachers. For instance, Articles 43 and 44 of the Proclamation 314/2011, which relate to provision of break time and compensation, were considered non-implementable for teachers, whereas supportive staff and experts have utilized these articles. This highlights the need for dedicated HRM regulations tailored to the education office to ensure equitable treatment.

The current implementation of policies in the civil service has resulted in a disparity in treatment between teachers and other civil servants. The non-enforcement of annual rest provisions for teachers has led to grievances, and the failure to compensate teachers for the lack of rest has exacerbated their grievances. This situation is further complicated by the fact that the HRM of civil service often prioritizes the interests of employees over the needs of the education sector.

4.2.5. Appraisal of Employees as the Function of HRM in Education

Teachers' appraisal practiced at the school level. Supportive staff in schools appraised in their work by the school and Woreda appraised the woreda workers. The other activities of HRM were practiced in cooperation with the school and Woreda. The study presented the appraisal of employees as the function of HRM in the education. The results showed that:

Table 7: Employee Performance Appraisal in Education

No.	Items		SA	A	M	D	SD
			5	4	3	2	1
1	The appraisal of teaching staff is free from bias.	F	3	31	39	82	5
		%	1.9	19.4	24.4	61	3.1
2	Supportive education staffs know that their performance appraisal is in light of BSC.	F	0	0	16	61	83
		%	0	0	10	38.1	51.9
3	Teaching staff know that their performance appraisal in light of BSC.	F	44	92	16	8	0
		%	27.5	57.5	10	5	0
4	School leaders inform employees about their strengths and weaknesses.	F	3	28	9	110	10
		%	1.9	17.5	5.6	68.8	6.3
5	The teachers accepted the practice of their performance appraisal.	F	1	47	13	98	1
		%	0.6	29.4	8.1	61.3	0.6
Note, F= Frequency, % =Percent, SA=Strongly Agree, A=Agree, M=Moderate, D=Disagree, SD=Strongly Disagree.							

From Table 7, Item 1: when asked whether employee or teacher Appraisal was free from bias or fair, the majority of respondents (51.3%) disagreed that appraisal was free from bias.

Based on this, it can be concluded that the Appraisal process is not free from bias.

Item 2: 83 (51.9%) of respondents responded strongly disagree, while 61(38.1%) disagree, that supportive education staff knew that their performance appraisal was in light of BSC. This revealed that BSC was not practiced in the performance appraisal supportive education staff, and they did not know it.

Item 3: Teaching staff know that their performance appraisal in light of BSC; the respondents replied that 92(57.5%) agree and 44(27.5%) strongly agree. Then all respondents replied that, agreed and strongly agreed. This implies that BSC was used for teachers' performance appraisal, and they know it.

Item 4: School leaders inform employees about their strengths and weaknesses; the respondents replied that 110(68.8%) disagree and 28(17.5%) agree, this indicates that school leaders did not provide feedback to their employees regarding their strengths and weaknesses. In addition, no recorded document was presented during the document investigation about feedback.

Item 5: The teachers accepted the practice of their performance appraisal; the respondents replied that 98(61.3%) disagree, and 47(29.4%) agree. Based on this it can be concluded that teachers themselves have not accepted the standard of teachers' appraisal.

As the document analysis concerning the performance appraisal in the two Woredas supportive, workers in schools and the education office have guidelines for performance appraisal but they do not know. In one Woreda they know their guideline for performance appraisal.

Similarly, no documents about feedback of practiced HRM that assesses the function of recruitment transfer, and performance appraisal of HRM in Woreda as well as schools by the employees.

In addition, feedback System: All interviewees reported having a memo agenda for writing feedback, but it is not widely implemented in all schools. Principals often do not apply this system, fearing to disclose weaknesses in their work. Appraisal in Education Office: All interviewees reported challenges in the appraisal process for teachers and staff, including a lack of awareness among staff and a failure to accept certain standards, such as student performance and dropout rates.

As all resources indicated, the main problems in performance appraisal are not free from bias. School leaders did not inform the strengths and weaknesses of their employees and a lack of awareness among staff and a failure to accept certain standards.

4.2.6. Current Challenges of HRM in Education

The main challenges of HRM as open-ended questions and interviewees revealed that, the practice of performance appraisal for supportive staff did not know their standards for appraisal as teachers, Lack of ability to plan BSC in employees, and some standards of teachers' appraisal have not accepted such as students result and drop out of students. Leaders do not give feedback to workers timely and versus manner.

The lack of access proclamation of HRM to teachers, lack of leadership skills in the leaders of HRM, unacceptance of work done by HRM education from civil service HRM, Misunderstanding of rules and guidelines in both HRM Civil service and education, Medical cases involving fake documents provided by doctors to employee.

Moreover, the HRM of civil service prioritizes their interest or their relation with employees, network among leaders, different rules of transfer and placement teachers and supportive staff HRM Education.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter has three subtopics, which are a summary of major findings of the study, a conclusion, and a recommendation of the study.

5.1. Summary of Major Findings

The general objective of the study is to investigate the practice and challenges of Human Resources Management in the Education office of the Central Zone of Tigray region. The study attempted to answer the following research questions:

1. To what extent are HRM functions implemented effectively within selected education office?
2. How can the education office effectively implement staff training programs?
3. To what extent are the proclamations and guidelines of HRM in education ensuring in the selected Woredas?
4. What challenges hinder the effective HRM practices in the education office?

The researcher has effectively employed a mixed-methods research approach, combining both quantitative and qualitative data collection and analysis methods to gain a more comprehensive understanding of the research topic. The study used both primary and secondary sources of data.

To collect data for the study, the researcher employed three primary instruments: questionnaires, document analysis, and interviews. The used of multiple instruments data collected allowed the researcher to triangulate the findings and increase the reliability of the results. By distributing the questionnaires to selected 160 and 3 interviewees' samples out of 492 population in the 14 schools.

The study was conducted across three Woredas (Abiy-Addi, Kola-Tembein, Tanqua-Abregel), included five secondary schools (Meles Zenawi, Gelebeda, Workamba, Agebe, Freswat), and 9 primary schools (Jijque, Ruba-keze, Shewatehigum, Tarma, Dr. Atakilty, Simret, Dembela, Whidet, and Ykatit).

The study investigated the practice and challenges of Human Resources Management (HRM) in the Education of the Central Zone of Tigray region. The findings revealed that the implementation of HRM functions in the education office is not effective, and several challenges hinder the practice of HRM. The study identified the following major findings:

The result revealed that recruitment is done based on rules; the majority of respondents 63(39.4%) showed that, recruitment in the selected woredas was not done according to rules and regulations of HR recruitment polices. However, 86(53.8%) respondents showed recruitment in the selected woredas was practiced based on the plan of human resources planning. 77(48.1%) and 33(20.6%) respondents revealed that Internal and external recruitment in the selected Woredas were unfairness or biased.

83.8% respondents showed that staffing schools with skilled workers were not implemented as per the standards. For example, secondary school teachers who have master degree said to be below the expected standard. In addition, respondents indicated that the practice of transferring employees was not done according to the HR policy.

The 46.9% and 30% respondents responded that, the internal transfer was not practiced based on transfer regulation. 43.8% and 41.9% of respondents showed that, the external transfer was not fair.

The 65% of respondents showed that, the transfer and placement were not free from the unreasonable interference of HR manger.

The majority 84.4% respondents showed Woreda HRM placement practiced based on academic graduation and qualification. Similarly, as 91.3% respondents showed Staffing at the school level was practiced based on academic graduation and qualification.

Also as the majority respondents 92(57.5%) and 44(27.5%) showed that the teachers knew their standards those stated in BSC that used for performance appraisal. However, 51.9% and 38.1% respondents showed that supportive staff workers were not aware of the BSC and was not used for performance appraisal. Interviewees reported challenges in the appraisal process for teachers and staff, including a lack of awareness among staff and a failure to accept certain standards, such as student performance and dropout rates

The 82(51.3%) of respondents believed that appraisals Performance were not free or bias. In addition to this, 98(61.3%) respondents showed teachers did not accept some standards of teachers' appraisal those stated in BSC. .

Not only the majority of respondents 110(68.8%) showed that, School leaders did not inform the strengths and weaknesses of employees through feedback; but also no documents are available about the feedback-practiced function of HRM in woreda and schools given by the employees.

54.4% of respondents showed that CPD provided at schools was a well implemented based on plan of the HRD. However In the document review, there are only reports and poor plan of CPD but not show the change by implementing CPD.

56.3% and 37.5% respondents showed that Teachers and employees of the education did not received short training to update their profession at school as well as Woreda level.

64.4% of respondents showed that Teachers and employees did not know different proclamations about HRM; as document review, schools had no access to guidelines and proclamations. In addition, 55% of respondent responded that teachers and staff workers have not enough knowledge about BSC.

54.4% and 41.3% respondents showed that in similar scale had no isolated proclamation for teachers as a present guideline for recruitment, transfer, and placement for the education officeonly.

47.5%and 44.4% respondents' responded similar scale showed that civil service HRM did not accepted the guidelines of the transfer, placement and recruitment HRM education office.

As interviewees mentioned that, it is challenging to implement certain proclamations in the education office, particularly for teachers. For example, Articles 43 provision of **Annual break**, 44 **Compensation for break change to birr**, Proclamation 314/2011 are considered non-implementable and have challenges to implement.

Challenges that hamper the practice of HRM were a lack of awareness among supportive staff about the standards used for appraisal, a Lack of ability to plan BSC in

employees, and some standards of teachers' appraisal, not accepted such as students' results and drop out of students. Leaders did not give feedback to workers timely.

Sometimes illegally recruited; by time, service experience, means fresh teachers recruited in town, recruited teachers with lack of skill such as; teachers of ICT and laboratory. The supporter worker is recruited always new or fresh randomly out of the guideline; this creates a lack of fairness over other serviced workers and work.

The placement and transfer that apply in education HRM are unacceptable by civil services HRM. They oppose based on their needs, by mistreatment of the rule of transfer and placement of education HRM and civil services, fake sick leave or medical case documents from hospital's doctors, of plan transfer. There is no separate guideline for transfer and placement supporter workers as teachers in education.

In addition, Network among the leaders of the region and woreda civil service with the employees, changing rules from year to year, a lack of isolated proclamation for teachers, unaccepted standards of appraisal, lack of awareness of the rule of placement and transfer of supportive staff in education.

Moreover, the HRM of civil service put their hands on their interest or their relation with employees, by using the two difference guidelines of HRM education and proclamation of Civil service. Especially in placement, transfer, and recruitment, Educational Bureau HRM has separated guidelines only for teachers and school leaders under the proclamation of civil service to recruit, transfer, placement in education.

5.2. Conclusions

Based on the analysis and findings of the study, the following conclusions were drawn:

1) Effectiveness of HRM Practices in the Education Office

The implementation of HRM functions is partially effective but significantly hindered by inequitable practices. Although frameworks like the Balanced Scorecard (BSC) are officially adopted for performance appraisal, the systems in place for teachers, supportive staff,

and educational experts have limitations and require improvement. Many perceive the application of these frameworks as unfair and biased.

Supportive staffs, unaware in BSC the appraisal process entirely, reflecting a fragmented system and biased. Teachers are aware of the BSC and its importance in performance appraisal however there are some standards not accepted or rejected by teachers such as students result and dropout. Disagreeing these criteria fail to reflect their competency due to external socioeconomic factors (examples; parents, materials and environments).

Additionally, recruitment and placement processes, though nominally tied to HR planning, are frequently overridden by civil service HRM interference, personal networks, and unethical practices (e.g., falsified medical documents to justify transfers

The staffing of education often involves deploying underqualified personnel, such as unqualified ICT and laboratory teachers, further highlight gaps in aligning HR planning with operational needs. Furthermore, the availability of skilled workers at schools was not aligned consistently with established standards, Example, master for secondary school based.

2) Staff Training and Capacity Development

Staff training and capacity development initiatives, including Continuing Professional Development (CPD), were poorly tailored to address critical skill gaps (particularly in technical areas like laboratory and ICT teachers). Reports from CPD activities emphasize procedural compliance over tangible improvements in teaching quality, and short-term training programs lack the depth to update competencies. A lack of dedicated funding further constrains the education office's ability to design impactful training modules.

3) Adherence to HRM Proclamations and Guidelines

HRM practices in education suffer from a lack of office -specific proclamations to tackle unique challenges such as teacher recruitment, placement, and transfers. Consequently, civil service proclamations and educational guidelines differ in implementation regarding transfers and recruitment. Educational guidelines suggest that recruitment may occur as gaps or vacancies arise, with a distinction between permanent recruitment and temporary placement. However, the inconsistent acceptance or rejection of recruitment and placement requests by

civil service HRM, often based on personal connections, undermines the integrity of the process. This makes teachers treat in two rules or two ways for one question and leading to mistreatment. Support staffs often miss opportunities for transfers as urban areas prioritize hiring custodial staff without considering the timing.

Moreover, teachers and employees lack access to and understanding of the HRM proclamations, with no specific no isolated proclamation HRM for the education office, particularly for teachers. Consequently, the provisions for Annual Rest (Article 43) and Compensation for Rest (Article 44) in Proclamation 314/2011 are considered non-implementable for teachers.

4) Challenges Hindering Effective HRM Practices

Key challenges include structural corruption (e.g., falsified medical documents), out-of-plan transfers, and civil service HRM overriding education office needs. Capacity gaps among HRM leaders, lack training in strategic frameworks like BSC, while leaders, teachers, and staffs face skill deficiencies. Systemic Fragmentation, Leaders had used not feedback mechanisms, poor inter-departmental coordination. Conflicting priorities between education offices and civil service HRM, particularly regarding recruitment and transfers, exacerbate the situation.

5.3. Recommendations

The study conducted the practice and challenges function of Human Resources Management in the Education office. Based on the analysis and findings of the study the following recommendations were drawn: Teachers and staff should familiarize themselves with the guidelines for performance appraisal:

- 1) The Balanced Scorecard (BSC) should be applied fairly and without bias. Teachers should accept the appraisal standards, or advocate for amendments that recognize that student outcomes are influenced by multiple factors, including parental involvement and resource availability.
- 2) Should adopt educational guidelines for recruitment, placement, merging existing guidelines and proclamations:

Currently, teachers navigate conflicting regulations, (by using two distinction Educational guideline and proclamation) which leads to inconsistencies in treatment. Establishing a joint task force comprising civil service and education experts is recommended to harmonize guidelines, prioritizing teacher welfare and equity in HRM functions.

- 3) Empower Education Offices: Education offices should gain more authority to address teacher concerns and have the ability to override civil service decisions in favor of transparent and fair recruitment, placement, and transfer processes, independent of personal connections or networks. Collaboration with civil service offices is essential for developing a more transparent decision-making approach.
- 4) Strengthen Training Programs: The Woreda HRD and schools should enhance short training programs, including CPD and BSC, ensuring dedicated budgets for these initiatives. The focus should be on technical skills, and partnerships with technical institutes should be established to certify under-skilled teachers.
- 5) Develop Office -Specific Proclamations: Proclamation makers should create or amend HRM proclamations specific to education, particularly for teachers, recognizing the unique characteristics of the education office. The current Articles 43 provision of Annual Rest and 44 Compensation for Rest, of Proclamation 314/2011 are considered non-implementable and challenging to implement for teachers.
- 6) Implement a Feedback System: Education leaders should establish and develop a positive feedback mechanism for employees, mandating monthly performance review sessions between school leaders and staffs. These sessions should be documented through progress reports that help develop understanding of the BSC and enhance leadership skills.
- 7) Promote Awareness among Support Staff and HRM leaders: The Woreda education HRM should work for developing awareness of support staff to know the standards for performance appraisal. Increase fairness over other serviced workers service experience, and always recruit based on teachers guidelines, (avoid recruited of fresh teachers in town). Recruitment should adhere to established guidelines to prevent the

hiring of unqualified individuals, particularly in critical areas like ICT and laboratory teaching.

- 8) **Avoid Corruption and Bad Networks:** All education leaders, from school administrators to civil service officials, should refrain from engaging in corrupt practices and personal bad networks that undermine fairness. Consistency in guidelines is crucial; adherence to established educational HRM rules regarding recruitment, transfer, and placement must be prioritized.

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APPENDIX: I

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be responded to by teachers' school leaders and Woreda experts. This questionnaire aims to assess the practices of HRM in the education of some selected wordas of the central zone. Hence, I would like you to give your response to each question honestly and correctly, because your response would have a great value on the success of this research.

Part I. Educational qualification and position

Do not write your name and please fill the following space with appropriate data by using a tick.

Place of work; School (1) _____ Education office (2) _____

Your Position; Teacher (1) _____ vice principal/principal (2) _____

Worker of supporter services (3) _____ Woreda education Experts (4) _____

Sex; Male (1) _____ Female (2) _____; Age _____

Part II. Questions to be answered

Please read the statement and tick under the option that best indicates your level of agreement with each question or statement.

1) To what extent are HRM functions implemented effectively within selected education office?

1.1. Implementation of Recruitment in the Education Central Zone

No	Items	SA	A	M	D	SD
		5	4	3	2	1
1	Recruitment in your Woreda follows rules and regulations of recruitment of Human Resources.					
2	Recruitment in your Woreda practiced based on the plan of human resources planning.					
3	Both Internal and external recruitment in your Woreda are free from bias or fair.					
4	Availability of skilled workers staffing in schools based on standards. For example, Master's holder teachers for secondary school,					

Note; SA= strongly agree, A= agree, M= moderate, D= disagree, SD= strongly disagree

1.2. List the problems while practiced in both type of recruitment

1.3. Transfer, Staffing and Placement of employees in Education

No	Items	SA	A	M	D	SD
		5	4	3	2	1
1	Internal transfer practiced based on transfer regulation or fair.					
2	External transfer practiced based on the regulation of transfer or fair.					
3	The transfer practiced based on the Human Resources Plan on time.					
4	The transfer and placement are free from unreasonable interference of Human Resources Mangers.					
5	Woreda HRM deployed the employees based on academic graduation and qualification.					
6	Staffing at the school level practiced based on academic graduation and qualification.					

Note; SA= strongly agree, A= agree, M= moderate, D= disagree, SD= strongly disagree

List the problems while practiced in both types of transfer, staffing and placement

2) How can the selected education office effectively implement staff training and HRD programs?

No	Items	SA	A	M	D	SD
		5	4	3	2	1
1	CPD provided at schools is well implemented based plan of HRD					
2	Teachers and employees of education receive short training to update their profession at the school as well as Woreda level.					
3	Training needs were identify based on staff performance evaluations.					
4	Teachers and staff workers have enough knowledge about BSC					
5	There is sufficient budget allocated for staff training and development					

Note; SA= strongly agree, A= agree, M= moderate, D= disagree, SD= strongly disagree

5. List the problems while practiced CPD and other activities of HRD

3) How the proclamations and guidelines of HRM are implemented practically at the Woreda and school levels?

3.1. Awareness of Employees about Guideline and Proclamations of HRM

No	Items	SA	A	M	D	SD
		5	4	3	2	1
1	There is a separate proclamation of HRM for the education sector, especially for teachers.					
2	There is a guideline for recruitment transfer and placement for the education office only.					
3	All levels of HRM managers accepted the implementation of rules and guidelines of HRM in Education.					
4	Teachers and employees know about different proclamations HRM.					

Note; SA= strongly agree, A= agree, M= moderate, D= disagree, SD= strongly disagree

5. What challenges do staffs face in adhering to HR policies and guidelines?

4) Employee Performance Appraisal in Education

No	Items	SA	A	M	D	SD
		5	4	3	2	1
1	The appraisal of teaching staff is free from bias.					
2	Supportive education staff know that their performance appraisal in light of BSC.					
3	Teaching staff know that their performance appraisal in light of BSC					
4	School leaders inform employees about their strengths and weaknesses.					
5	The teachers accepted the practice of their performance appraisal.					

Note; SA= strongly agree, A= agree, M= moderate, D= disagree, SD= strongly disagree

6. List the problems while practicing teachers' or employees' performance appraisal

7) What are the problems faced in human resource management in general?

8) What are the problems of Human Resources Management in Education at the school level?

9) What are the challenges that hamper human resource management practices in Woreda Education Offices? _____

APPENDIX II

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Checklist to be responded to by documents of school leaders and Woreda head office and experts. This Checklist aims to assess the practices of HRM in the education of some selected Woredas of the central zone. Hence, I would like you to give your document to each item honestly, because your documents would have a value on the success of this research.

Checklist for document analysis

No	Items	Yes	No
1	Are there proclamations and guidelines of HRM implemented practically in Woredas and schools?		
2	Is there any training for updating that given at school?		
3	Are there clear guidelines (standards) for performance appraisal for supportive workers?		
4	Are there guidelines for placement and transfer for supportive workers of schools and Woredas?		
5	Are there any documents about feedback of practiced HRM that assesses the function of recruitment transfer, and performance appraisal of HRM in Woreda as well as schools by the employees?		
6	Is there a report of CPD at schools on its implementation?		
7	Is there a Plan for CPD and the change that came with implementing CPD		
8	Are access to the guidelines and proclamations to workers and teachers at their workplace		
9	Are there standards for appraisal of Woreda's educational experts?		

APPENDIX III

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Questionnaires to be responded to by interview Woreda experts. The purpose of the interviews is to gather more in-depth information about the role and effectiveness of HRM in the education sector, as well as to gain insights into the challenges and opportunities faced by HRM professionals in this sector. Hence, I would like you to give your truth data to each item honestly, because your interview would have a value on the success of this research. This interview prepared structured form and open-ended question and researcher expect to obtain truth data as well as information.

1. Are there any problems in the implementation of recruitment in the education office?
 - A) Yes
 - B) No
2. For question No. 1: If your answer is yes, can you please mention them?
3. How do staff members feel about the current HR practices?
 - A. Very satisfied
 - B. Satisfied
 - C. Unsatisfied
4. Do you have a channel for feedback in your office?
5. What training needs assessments has been conducted to identify gaps in staff skills and knowledge?
6. What challenges do staffs face in adhering to HR policies and guidelines?
7. Are staffs aware of the HR policies and guidelines?
 - A) Yes
 - B) No
8. What is your understanding of proclamations and educational guidelines?
9. Are there any external factors that affect the practice of HRM functions in education?
10. What does the appraisal process look like for teachers and staff in your education office?