



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

**SCHOOL OF EDUCATIONAL SCIENCE & TECHNOLOGY TEACHER
EDUCATION**

**HUMAN RESOURCE PLANNING, RECRUITMENT AND
SELECTION PRACTICES
IN EDUCATION OFFICE OF ADAMA CITY ADMINISTRATION**

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DECLARATION

I the undersigned declare that the thesis comprised my own work. In compliance with internationally accepted practices. I have dully acknowledged and referenced all materials used in this work. I understand that non adherence to principles of academic honesty and integrity misrepresentation of any fact will constitute sufficient ground for disciplinary action by the University and can also evoke penal action from the source which have not been properly cited or acknowledged.

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ABBREVATIONS(ACRONYMS)

A		Agree,
CV		Curriculum vita
D		Disagree,
EEO		Equal Employment Opportunity
ESDP	.....	Education Sector Development programs
FCSC	.....	Federal Civil Service Commission
HRM	.....	Human Resource Management
HRP	.....	Human Resource Planning
HR	.....	Human Resource
M –I	.....	Method one
M –II	.....	Method tow
M –III	.....	Method three
M –IV	.....	Method four
M –V	.....	Method five
M – VI	.....	Method six
M –VII	.....	Method seven
M—VIII	.....	Method Eight
SA	.....	Strongly Agree,
SD	.....	Strongly Disagree
UD	.....	Undecided,
HRIS	.....	Human Resource Info
OEB	.....	Oromia Education Bureau

ABSTRACT

The purpose of this study was to assess the current human resource planning, recruitment and selection in Education office of Adama City Administration. A descriptive survey research method was employed in order to attain the purpose simple random sampling and availability sampling techniques were utilized to select sample from the study site .Accordingly, 59 teachers and 46 school leaders were selected schools found in Adama city. The data were collected through questionnaire and interview .The analysis of quantitative data was made by descriptive statistics like frequency counts, percentage and mean. The result of the study revealed that the loose practice of HRP the slow recruitment and selection process may lead candidates to shift to other organization need some types labor .Moreover, the study shows that the environmental scanning conducted by education office hadn't been done in scientific and appropriate manner. Therefore it was recommended that the Adama City Administration Education Office should create suitable working conditions for recruitment and selection and undertake forecasting human resource supply and demand techniques.

CHAPTER ONE

INTRODUCTION

Chapter one deals with the context of human resource planning, recruitment and selection and the origin of the research problems. Specifically, it tries to discuss the background of the study which is intended to give brief explanations about human resource, human resource management, human resource planning, recruitment and selection. Subsequently, it narrates the statement of the problem, objective of the study, basic research questions, significance of the study, delimitation of the study, operational definitions of key terms used in the study and organization of the study.

1.1. Background of the Study

Organizations require resources such as, humans, materials, finance and time in order to accomplish their objectives. Of all the resources, however, the most important is the human resources because it makes use of all other resources-such as finance, material, information, and time towards goal accomplishment. Beardwell and Holden (1999) advocate managing human resources are one of the key elements in the coordination and management of organization's work. According to the writers, human resource refers to the sum total of all the inherent abilities, acquired knowledge and skills represented by the aptitudes, attitudes and talents of an organizational work force. As money and raw materials are resources, people are human resource.

Human resource management is the management of activities to ensure the effective and efficient use of human resource to accomplish organizational goals. It is concerned with the peoples' dimension in an organization. It is an activity that helps managers to recruit, select, train and develop members for an organization. Human resources are critical in an organization for they significantly influence organizational productivity. People operate the machines, design new products and services, make decisions to spend financial resources, market the products and deliver services and even decide the organizations' objectives.

Human resource management (HRM) is aimed at providing organizations with an effective work force. To achieve this purpose, the study of human resource management reveals how organizations obtain, develop, utilize, evaluate, maintain and retain the right numbers and types of workers. In practice, human resource management achieves its purpose by meeting needs of the society, the organization and people working to the organization. Thus, human resource management influences the expenses associated with achieving the organizational mission, productivity and the effectiveness of the organization (Riches and Colin, 1988). Thus, creating an organization which facilitates conditions for effective and efficient performance of workers, human Resource planning, recruitment, selection, training and development are the areas that greatly enhance HRM effectiveness. Human resource planning (HRP) is a formal process of linking educational organization strategy with human resource practices.

Human resource planning (HRP), ensures organizations to have the right people, at the right time and to deliver operational excellence that employee development and contribute the overall success of organizations (Beardwellet.al., 2004). The importance of HRP process is the reduction of risks and threats that create impact to the whole organizations and its productivity. By addressing unknown variables through HRP, organizations have the opportunity to support and configure their expectation to guarantee definite and positive outcomes. Failing to do so would lead to uncertainties that will eventually create another

organizational difficulty. The failure to conduct HRP endangers the organization's future success and can be causes surplus or deficiencies of manpower (Rothwell, 1995).

According to Richardson (2009), there is continues increase in competition for best talented people in many sectors, consequently the cost of not recruiting and selecting the right people for the right job can be devastating. Recruiting and selecting the right people will expand the firm's capabilities, and hence provide stability which subsequently translates into measurable results in terms of quality of the services provided, essential to the organizations strong financial performance.

However, as Kleiman (2002:7) states this rightly "the availability of qualified and competent professionals alone will not guarantee goal attainment of educational organization unless they managed effectively". Moreover, Thomson (1995) states the effective utilization of the academic staff and their professional development constitutes the most crucial issue in the human resource management system of the educational organization.

An effective human resource management assure the employees that continuing professional development, and will be able to progress along a clear and objective career path (Gaynor, 1998). It also governed by a set of regulations and procedures that are responsible, transparent, and fairly implemented. Above all, the system must make adequate provision for selecting the right candidate and preparing the professionals for implementing the objectives of the organization and other related activities.

It is therefore a big deal to assess how Education office of Adama City Administration manages its HRP, recruitment and selection activities. Furthermore, the researcher, as a member of these organizations observed from the documents and employee profile consequently at different time that, attempts to find and fit the right people in the educational organization's structure and function can come at a greater financial cost and

can be time consuming due to internal and external problems. It was from this point of view that researcher was urged to conduct this assessment.

In Ethiopian Education System, the issue of effective human resource management has remained a challenge since long. A recently conducted study on the the quality and effectiveness of human resource utilization in education sector of Ethiopia which requires teachers to have not only specialized in academic knowledge but also have adequately managed by human resource management professionals to achieve the goals of the education sector (Sisay, 2010)

Hence, such a situation requires proper human resource planning, recruitment and selection of professionals, proper utilization of available manpower, and an effective strategy for the professional development of human resources. Though managing the academic and other personnel has been one of the most challenging tasks for the Educational offices. Therefore, it is imperative and timely to conduct an assessment in the area so as to systematize the existing situation.

1.2. Statement of the Problem

Human capital is treating as a key to success for all organizations. In this regard, human resource management practices play a pivotal role to gain efficiency and effectiveness as a result enhances the organizational performance in long run. However, in the current scenario, educational organizations are facing problems in terms of scarcity of capable workforce, poaching of key people by competitors, and increasing turn over (Stone, 1998). As the organizational environment becomes increasingly competitive, organizations need to focus on improving all areas of their resources, especially human capital, because the performance of the people employed has the major impact on efficiency (Lloyds, 2006).

Over the past years, many organizations faced increased pressures to enhanced performance. These pressures have led to fundamental changes as managers and leaders

have sought to capture sustain organizational success (Lloyds, 2006). Many of these changes have focused on realizing workforce competencies, capacities and commitment to new corporate directions, new strategies, new technologies, new organizational forms and work practices.

According to Cheng (1993), the other human resource activities are highly relied on the effectiveness of HRM practices like HRP, recruitment and selection. Through best HRP practice, education organization makes certain that the demand for professional people in terms of number; skill and knowledge are matched with supply of man power (Turner, 2002). Starting from job design to final assignment of selected candidates, recruiting pool of applicants and selecting best personnel will require employers to go through a number of activities. All actions require a series focus. Of course, there are challenges faced in each activity and these problems will determine the effectiveness of the whole employment process (Turner, 2002).

The 1994 Education and Training Policy of Ethiopia have addressed issues related to Human Resource Management in Education. The policy envisages that the management of teachers and other educational personnel will be organized, on the basis of professional principles, code of ethics, salary, working conditions, professional growth and over all rights and duties' (TGE, 1994). It also envisages certifying, recruiting and selecting the competent professionals before being assigned to teach, continuous education and training, and the development of career structure for professional development (ibid).

The proper practices of HRP, recruitment and selection activity has an effect on the other HRM components, it is logical to see how the overall process of these activities was formulated into actions. But, Sisay (2010) investigated that jobs were not properly designed, HRP were done without internal and external labor supply and demand analysis, recruitment and selection were done without selection criteria, job postings, registration of applicants, interviewing candidates, administrating selection test, physical examination and back

ground and reference checks may look for adjustments. However, as far as the knowledge of the investigator is concerned, yet no study has been carried out on human resource planning and its implementation in Adama City Administration. Therefore, it is timely and important to assess whether or not the human resource management activities such as human resource planning, recruitment and selection were carried in systematic manner in line with literature, policies and strategies in Education office of Adama City Administration.

1.3. Research Questions

1. What are the practices of human resources planning in Adama city administration Education office?
2. Is there coherence between human resource planning and the concrete actions (recruitment and selection) implemented in Adama city administration Education office?
3. What are issues/ challenges encountered in the implementation (recruitment and selection) of human resource planning in Adama city administration Education office?

1.4. Objectives of the Study

1.4.1. General objectives of the study

The general objective of the study was to investigate the practice of human resource planning, recruitment and selection in Education office of AdamaCity Administration.

1.4.2. Specific objectives of the study

1. To evaluate human resource planning , recruitment and selection processes in Education office of Adama City Administration;
2. To explore the major problems that hinder the successful implementation of human resource planning practices in Education office of Adama City Administration ;

1.5. Significance of the Study

Human resource managers in the education sector should know how to manage the human resources through effective implementation of human resource management practices. All the practices of the human resource management activities should have to be supported by a well-established policies and strategies. In the absence of effective human resource management practices in the educational management system, the provision of quality human resource management practices will be jeopardized. The comprehensive and reliable information on the obstacles that hinder the practices of human resource management activities is a pre requisite for designing and implementing the efficient system of management in Education office of Adama City Administration.

To this end, the result of this study may help:

- human resource managers in education office of Adama City Administration to develop successful human resource planning and effectively implement recruitment and selection activities. This can be done by revealing the existing HRP practices and its implementation ,

the study may bring the attention of policy makers and other concerned stakeholder for appropriate action;

- human resource managers, placement personnel's and human resource management teams of the education office of Adama City Administration to know the existing human resource planning is effective goes in line with the human resource policies and strategies;
- other researchers to carryout deeper and wider research work to search for better and wider solutions that can significantly alleviate the existing problems.

1.6. Delimitations of the Study

The study was concerned with assessing the practices of human resource planning, recruitment and selection in Education office of Adama City Administration. For the reason of manageability and to get in depth information on the topic understudy, out of many human resource management functions the study is delimited to human resource planning, recruitment and selection.

1.7. Definition of Key Terms

Human Resources: The people that staff and operate an organization as contrasted with the financial and material resources of the organization (Gomezmejia, et al., 2005).

Human Resource planning: The process of determining current and future man power needs both quantitatively and qualitatively to ensure the organization to have the right personnel, who are capable of completing those tasks that help to reach its objectives (Kleiman, 2003).

Recruitment: The process of identifying and hiring the best-qualified candidate (from within and outside of an organization) for a vacancy in most timely and cost effective manner (stone, 1998).

Selection: Choosing a few from those who apply, it is picking up of applicants or candidates with requisite qualifications and qualities to fill jobs in the organization (Aswathappa, 2002).

Human Resource Management Teams: are human resource professionals who effectively do all of the planning, sourcing, screening and selling activities as well as reporting the required for each of their opening (Dessler, 1991).

1.8 Organization of the study paper

The study is organized systematically in such a way that the key basic questions and objective are stated first in order to search response for the broader topic, then pilot test will be made. After that data will be exhaustively gathered, organized and interpreted with great care. Furthermore, the study is divided in chapters. The first chapter deals with background of the study, statements of the problem, objective of the study, significance of the study, delimitation and limitation of study, methodology and procedure of the study and organization of the study paper. The second chapter will mainly focus on things, which is related to the topic entitled, 'literature'. Then, the presentation, analysis and interpretation of the collected data will be presented in the third chapter. The fourth chapter will focus on the summery and conclusion. Finally, the fifth chapter deals with the findings and recommendation of the study. On top of this, reference of different books under bibliography will put. Appendences will also attach at the end of the study paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Overview of Human Resource Management (HRM)

According to (Gomez-mejia et al., 2005) the heart and soul of every organization is its employees. An organizations work force represent one of its most potent and valuable resource. Although plant, equipment and financial assets are also resources required by organizations, employees are particularly important. Human resources provide creative spark in any organization people design and produce the goods and services, control quality,

market products, allocate financial resources and set over all strategies and objectives for the organization.

Without effective people it is simply impossible for an organization to achieve its objectives (Gupta et al., 2002 and Kleiman, 2004). Hence, the extent to which a work force is managed effectively is a critical element in improving and sustaining organizational performance. Tayeb (1997) indicates that for any organization to performed its tasks efficiently and achieve its objectives; the management of its most crucial resource, the people is of utmost importance. Managing people is one of the most difficult aspects of organizational management. It means dealing with people who differ physically and psychologically. The essence of HRM is that aspect of organizational management to concern with the management of organization work force.

According to (Gunigle et al., 1997) the core activities of HRM includes, strategy and organization, contributing to organizational strategy, organizational structure and process, influencing culture and values, developing personnel strategies and policies, employee resourcing, incorporating human resource planning, recruitment and selection, deployment and termination of employment, employee development, incorporating training and development, management development, career development and performance management, reward management, incorporating the selection of reward strategies and type administration of payment and benefit system, employee relation, incorporating industrial relations, employee involvement, participation, communications, health, safety and welfare, and employee service, employment and personnel administration incorporating the administration of employee records, employment policies and practices, working conditions and personnel information systems.

2.2. Concepts of Human Resource Management in Educational Organization

According to Management System of Education, human resource management is defined as the integrated use of systems, policies, and management practices to recruit, maintain, and develop employees to strengthen the capacity of an organization in meeting its desired goals (MSE, 2009). HRM is a critical management area that is responsible for an organization's most important asset, its people. When an organization manages its investment in people wisely, the result is a satisfied and motivated workforce that delivers quality education services and an organization able to fulfill its mission, meet its educational objectives, and enhance its competitive advantage.

HRM deals with hiring and firing employees, staff and procedures for the work force in the organization, such as recruitment, hiring and job placement, planning and appraising employee performance, rewarding and promoting staff. Human resources management also provides support for the needs, concerns, and problems of employees and identifies ways to increase staff competence and commitment. In this era of rapid and continuous change, human resources management is one of the organizational domains that can provide support for employees during internal change processes and help development and paying salaries. HRM plans and implements efficient; processes, policies managers and leaders identify and implement processes for change (Ulrich, 1997). However, HRM is the most misunderstood and poorly utilized system in the educational sector today.

Many organizations face pressing human resource challenges, for example, staff shortages, attrition and absenteeism, and low morale - all of which can be addressed by an effective HR system. Although managers say that their employees are critically important, many organizations frequently neglect the management systems, practices and procedures needed to support this important resource. HRM systems in developing countries are weak and fragmented in the majority of educational organizations. Many do not routinely staff human resource professionals and as a result, vacancy rates soar, promotions lag, workloads increase with regularity, and morale is low. In addition, without the guidance of human

resource professional, managers do not develop adequate HRM skills, a short fall that reduces their effectiveness.

2.3. Importance of Human Resource Management

Good human resource practice can first result in the increased ability of the organization to attract and retain the best people. Planning alerts the organization to the types of people it needs in the short, medium, and long run. Quality recruitment and selection activities identify the best people for available jobs and make sure they are placed in appropriate positions. Performance evaluations and training develop individuals who require skills, knowledge and attitudes different from those they currently have. Good HRM practice can motivate organizational members to do outstanding work. It can encourage worker commitment to and involvement in work and the organization. The ability to advance in the organization, to experience career growth and development, and to receive rewards commensurate with performance can encourage high performance and positive attitudes toward work (Rao, 2000 and Kleiman, 2003).

Moreover, Gupta et al., (2003) summarizes the importance of HRM into four stems. These stems may have an important contribution to the achievement of the organizational objectives to full fill its social responsibility. These are: HRM helps to obtain the required human resource and develop them in using and motivating effectively, it helps to design and develop an effective organization that will respond to change, it helps to create and maintain cooperative climate at relationships within the organization, and it has the opportunity to meet the organizations social and legal responsibility.

Similarly, Rao and Rao (2000) summarizes the purpose of HRM as follows: HRM helps the organization, to achieve (reach) its goals, to employ the skills and abilities of the work force efficiently, to provide the organization with well trained and well-motivated employees, to increase the fullest the employee's job satisfaction and self-actualization, to develop and

maintain a quality of work life which makes employment in the organization a desirable personal and social situations, to communicate personnel policies to all employees, to help maintain ethical policies and behaviors, to manage changes to the mutual advantage of individuals, groups, the organization and the public.

In short, the purposes of HRM are (a) to attain economically and effectively the organizational goals, (b) to serve to the highest possible degree of the individual goals, and (c) to preserve and advance the general welfare of the community (Rao and Rao, 2000). Even though, scholars state the significance of HRM in different ways, conceptually their explanations have some elements in common. In all situations, the purpose of HRM depends on workers development, as well as on creating conducive and cooperative working environment; which enables to achieve organizational goals in effective and efficient manner. Moreover, it links organizational goals and employees need to be mutual and compatible, that is, one set need not be gained at the expense of the other.

2.4. Competences Required in Managing HR of Educational Sector

In a dynamic environment, educational managers need to combine leadership, entrepreneurial and administrative skills to meet the challenges that the changing socio-political, economic and technological landscape presents, as well as the expectations of students, educators, politicians and the public. Without good management, we will be unable to improve efficiency, effectiveness and responsiveness in the delivery of education services or upscale interventions to achieve educational goals (Travis et al., 2004).

Higher institutions and school organizations are important vehicles for the delivery of education, and managers of these institutions are to a large extent responsible for operationalizing the visions and objectives that policy-makers have for the education and wellbeing of a nation (Lehman et al., 2002). However, despite the urgent need to develop managers in educational organization, it is important to identify the competencies that are

important for effective education system management as well as the proficiency of managers in these areas, as part of the overall management development process and in an effort to make training relevant. In so doing, we will help to avoid 'one size fits all' approaches to educational management as well as the unnecessary deployment of scarce resources.

Managers need to develop several competencies that will enable them to perform these functions effectively and efficiently. Managerial competencies are 'sets of knowledge, skills, behaviors and attitudes that a person needs to be effective in a wide range of managerial jobs and various types of organizations'. Of particular importance are strategic skills that relate to the setting of key objectives based on an understanding of what is happening inside and outside the organizations; task-related skills that encompass functional and operational competencies that enable managers to define the best approach to achieving objectives, given the resources available; people-related skills that enable managers to achieve objectives through and with others; and self-management skills that enable managers to take responsibility for their life at work and beyond. Determining and assessing competencies is a vital precursor to improving professional development and the alignment of individual development with the need of an organization or profession (Calhoun et.al. 2004).

The competency-based approach to professional development is well accepted in higher education (Westera, 2001), and in human resource management literature where it is regarded as a critical part of the overall management development process, as it allows one to identify the gaps between current skills and the skills required (Brown, 2002, Jinabhai, 2005). Appropriate programmes based on the personal needs and experiences of education sector managers can then be put in place to train managers to provide leadership and to ensure a sustainable improvement in the work context of educational sector workers, and

hence on the quality of care and health of the communities their organizations serve (Gough and Price, 2004).

In our context, competency of HR Managers could be demonstrated through such indicators as talented application of personnel policy and planning, management of employees' performance, provision recruitment and selection, maintaining HR data through application of modern data management system, applying appropriate retention strategy and exercising good management and leadership skills among others, the first instance.

2.5. Personnel Policy in Education Sector

Personnel policy is one of the competency areas of HR Managers. First, competent HR Managers are supposed to have adequate skills and knowledge of administering compensation and benefit. This refers to the capacity of HR Managers to handle issues related to salary and allowance paid to staff including health, vacation, housing and education. Second, HR Managers are required to have adequate knowledge of maintaining the balance between demand and supply of HR requirement of their organization through application of human resource planning. They should also demonstrate appropriate level of competency through application of merit principle of Max-Weber while conducting recruitment, selection, deployment, promotion and transfer of employees. The HR planning and policy function includes preparing for any expansion in educational organization services, the dissemination of HR policies, advising senior management, reviewing department budgets, and estimating personnel salaries, etc. (Westera, 2001).

2.6. Education Sector Reform and Challenges in Ethiopia

The efficient and effective management of human resources is an essential component of a high Performing education system and can influence the success or failure of education sector reform and different organizations or institutions. Education g sector reform processes have paid some attention to analyzing existing personnel in the education system,

projecting human resource (HR) needs in a reformed education sector and considering the training and distribution of these resources. However, planning for human resource needs in the education sector and training do not ensure that these human resources will be strategically identified recruited and positioned by educational organizations and will work effectively and efficiently in institutions that hire them. It does not ensure that that employees working in the system will receive support and motivation to perform at the highest level and will be treated fairly. It also does not ensure that employees will achieve results in the workplace and successfully adapt to and participate in change as it occurs.

Education sector reform must be concerned not only with the planning of the workforce but also with the continual management and development of this workforce within the education system (Martinez and Martineau, 1998). The strategic management of human resources in each institution and the day to-day support, encouragement, direction, performance monitoring and supervision that they receive are critical. The performance of the health sector is the sum of the performance of individual performers and groups of performers in each organization that comprise the sector.

Unlike the physical assets of an institution, human capital which is the capability of the workforce and its willingness and commitment to work, is an asset that, with the proper support, can appreciate. The opinions and perceptions that clients and the community have of education services delivery organization depend on the organization's employees. Competent staff in an organization contributes to efficient and effective organizational performance. Human resources management in the particular area of management in an organization explicitly charged with people needs and the priorities of employees in the organization.

2.7. Education Sector HRM Policies and Strategies in Ethiopia

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

Overall, there is supportive policy environment (education policy and strategy, capacity building policy and strategy, civil service reform etc) and a growing recognition at policy level that “Education is not only a byproduct of social changes but an instrument to promote such changes and education sector workers are in the vanguard” (ibid). However, most policy and strategy documents are dated (early 1990s) and there are no specific and newly updated policy and strategy documents on HRM.

2.8. The Ethiopian Civil Service Reform of Human Resource Management

The Ethiopian Civil Service was formed to serve as an executive organ to ensure and maintain homogeneous personnel practice throughout the country. The legal framework changed little since it was promulgated in 1962 and has not been able to benefit from important new human resource management concepts and practices. The Transitional Government of Ethiopia in its effort to transform the civil service appointed a Civil Service Reform Study Task force to diagnose problems and suggest ways and means of improving them.

The Task force identified several key problems and made recommendations for their improvement which were accepted by the Government and formed the bases for the Ethiopian Civil Service Reform Programme (ECSR, 1998).

The Federal Civil Service Commission (FCSC) as a lead agency for the implementation of Human Resource Management (HRM) reform Sub-programme developed seven projects covering the following aspects: Job Classification and grading, Performance Appraisal & Time Management Recruitment and Selection, Promotion and Transfer Remuneration and Conditions of Service, Human Resource Planning, Civil Service Law & Grievance Systems and Procedures and HRM Information system (FCSC, 1997)

The Federal Civil Service Commission project proposals were accepted and work on the sub-programme which was expected to start in late 1996 was delayed until the last quarter of 1997. Some projects which needed less expatriate consultants input started a month or two earlier but it was after project teams were trained, a set of clear guiding principles developed and a strategy for achieving the programme designed that the work on the sub-programme began to move.

In February 1998, a change in strategy from designing and documenting all policies and procedures centrally with limited user input to one of working closely with six designated pilot institutions was proposed. The change in approach affected the nature and timing of work on individual projects as most teams have to work on a matrix form of organization but will not affect the overall programme timing, as implementation should be achieved still from 2000 onwards.

The vision for HRM in the civil service was developed directly from the vision of the government for the civil service of the future at federal and regional levels. To develop and maintain a civil service which is adaptive, affordable, efficient, effective, sustainable and productive in delivering to the public the services required to support the government's

priorities; To build and support a body of civil servants who are competent, client oriented, fully accountable for results and resources, authorized to decide and to act, and motivated to develop their own careers; To manage and reward these staff in a way that is fair and open and that recognizes true merit, and actual performance in relation to agreed objectives.

The mission of the HRM reform sub-program me, and thus also that of the Federal Civil Service Commission in leading the program me, is to achieve the following purposes: to enable all concerned to manage civil servants in a fair, open and efficient manner that focuses on achieving the goals of the Government and satisfying the requirements of internal and external clients, whilst taking proper account of the needs of employees as individuals and as groups. To achieve mission: through the design, testing, development, documentation, user training, implementation, maintenance, review and development, of policies, systems and procedure that will cover federal and regional civil servant.

The Human Resources Management Reform Sub-Program me has the following objectives: to improve the effectiveness, efficiency and productivity of the civil service, to ensure the affordability and sustainability of the civil service, to develop and introduce more efficient human resource management systems, procedures and manuals. To lay down a legal framework and establish fair and just systems and procedures for the realization of these objectives, to organize and utilize human resource management information to support administration and decision making that improves effectiveness, efficiency and productivity of the Federal Civil Service Commission. To assist federal and regional institutions in building their practices for the implementation of the new HRM system and sustainability of effective management practices.

2.9. Human Resource Management Components

The effectiveness of an organization is depending on the way in which human resource management components are practically implemented. The practical implementation of human resource management components ensures the organization to have the competent work power to achieve its objectives. The human resource management components include: HRP, recruitment, selection, training, development, compensation, remuneration, industrial relation, etc. Of which the basic and foundations for having competent work force to ensure the objectives of the organization is HRP, recruitment and selection (Gupta, 2003)

2.9.1 Human resource planning

Human resource planning is the most important managerial function in order to utilize this asset in effective and efficient way. Human resource planning ensures organizations to have the right type of people in the right number, at the right time and place, which are trained and motivated to do the right kind of work at the right time.

According to Gupta et al., (2003), Human resource planning is: The process by which a management determines how an organization should make from its current manpower position to its desired man power position. Through planning management strives to have the right number and the right kinds of people at the right places, at the right time to do things which result in both the organization and the individual receiving the maximum long range benefits.

Similarly, Kleiman (2003) defines human resource planning as the "process of identifying and responding to organizational needs and charting new policies, systems and programs that will assure effective HRM under changing conditions." According to the author purposes of human resource planning are: (i) to enable organizations to anticipate their future HRM needs and (ii) to identify practices that will help them meet those needs. From the above two definitions, it is possible to generalize that (a) human resource planning refers to foreseeing the human resource, (c) making necessary adjustments between the demand and

supply of human resource, (d) making necessary adjustment between human resource supply and demand and organizational plan and, (e) foreseeing the possibility developing the supply of human resource in order to match it with requirements by introducing necessary changes in the functions of human resource management.

2.9.1.1. Environmental analysis

HRP begins with analyzing an investigating internal and external situation in terms of labor market, organizational capability and organizational strategy Beard well, et al.(2004).

Internal environmental analysis: An internal environment of an organization is the preliminary and foremost activity of HR planners in HRP process. Thus internal environment in terms of internal labor market, organizational capability, and organizational strategy needs to be assessed. Job analysis and skill audit also enable HR planners to identify relevant information about the job and the required man power that fit with the task (Donald, 2006).

Internal labor market: Quantitative and Qualitative data about the current work force as to the kind of work carried out by each employee, skill and knowledge possessed by each individual, qualification and competencies of employees required to undertake the job has to be gathered. When the current work force is assessed as a source of supply, continues movements of employees through promotion, transfer and the likely hood of leaving and joining of new employees has to be considered (Donald, 2006). Hence in short, job analysis (the duties of each positions and the people elements required to perform the job) has to be made.

Organizational capability: Data as to the performance of the organization, its turnover, productivity, the technology it currently uses and intended to use in the future has to be

gathered. The overall performance of an organization in terms of its strength and weakness can be gained from SWOT analysis (Donald, 2006).

Organizational strategy: unlike organizational capability where it focuses on the current situation of the organization, organizational strategy is concerned with future direction of an organization. Hence, it is worth to analyze the strategies adopted by an organization.

Job Analysis and Skill Audit: Job analysis is the process of collecting data about the current job and skill or knowledge required to undertake it. It is an operational function that underlines the strategic level of HRP by providing data base for analysis and planning (Foot and Hook, 2002). Job analysis produces information that enables to prepare job description (a list of what job constitute) and job specification (the characteristics of people required to perform the job (Dessler, 2009).

Skill audit is a method of identifying the competence gap at the departmental and sectional level. The skills required to carry out all the activities at the required time and set of standards are listed out and placed against the skills and competencies possessed by each department and sections where deficits are found, proper actions are taken in order to fill the gap (Donald, 2006).

External environmental analysis: The next task of HR planners is assessing external environments in order to get the relevant information about external variables. Thus external environment has to be analyzed in three different levels; local, national and international. According to Foot and Hook (2002), factors that have impact on supply of HR are broadly categorized in to size of labor force in general and the availability of employees from the labor force to any particular employee.

2.9.1.2. Human resource forecasting

HR forecasting is concerned with the qualification and quantification of people implication of organizational strategy (Turner, 2002). Organizations use HR forecasting techniques in order to estimate future HR demand and supply. But it is worth to remember that there is no one best forecasting technique because the choice and accuracy of estimation is determined by stability and certainty of an organization, number of employees, availability of data, availability of resources and credibility to management (Schoenfeldt, 1999).

2.9.2. Recruitment

2.9.2.1. Recruitment preparation

The educational organization has no formal method of request for vacant or new positions. An informal request can be vague and misleading and may not supply the HR manager with the job description and person specification required to establish the selection criteria. This is because of a reliance on the effective communication skills of both the persons giving the verbal request and the HR manager receiving the request. Both parties need to be effective in passing on and receiving correct information. The request must set out the exact requirements of the new or vacant position. Job or person specifications should spell out the requirements an individual needs to successfully perform the job as per the job description (Hite & Johnston, 1998)

The job description should highlight specific duties and responsibilities. The implication of not receiving clear direction on what is required for the position is that the selection criteria will not be valid. Consequently, the recruitment process can break down, as Journal of Management Practice Volume 5 No 1 the absence of valid selection criteria can affect the decision-making at a later stage (Compton & Nankervis, 1998). This means that a simple miscommunication can result in the incorrect matching of an applicant to a job. The attitude and personal characteristics of the individual may not fit the specifications required. This can

result in low motivation of the individual and can, therefore, lead to unsatisfactory performance (Mitchell, Dowling, Kabanoff& Larson, 1988), thus requiring the individual to be replaced and causing unnecessary costs. Ensuring that the job description and person specification are correctly portrayed and, therefore, giving valid selection criteria, can avoid unnecessary costs.

2.9.2.2. Employment agencies

According to the HR manager, the organization has a relatively high turnover in low skilled employees. The market demand for low skilled employees in the educational organization can increase and decrease rapidly due to the external environment (Smith, 2001). There are several reasons for this volatility. As the, demand for human resource of an organization becomes increases, the availability of qualified personnel on the market may decreases of low salary of the organization which causes a 'tightening of the belt' for spending. This decrease in spending affects the educational sector.

Furthermore, inclement weather causes the flow of work to be unpredictable and, therefore, insecure. Both of these factors can contribute to the high turnover of employees. Satisfaction has a negative relationship with turnover (Robbins, Millett, Cacioppe& Waters-Marsh, 1998).

As employees begin to feel insecure, levels of job satisfaction can decrease and levels of absenteeism can increase. Productivity may also be affected because continually having new employees start work can disrupt the flow and decrease output. The implications of a high turnover of employees is that it can be a very costly process, as each time a vacant position is required to be filled, the organization has to go through the whole recruitment and selection process again.

As discussed in Compton and Nankervis (1998), the costs of the extra salaries of the persons involved in the recruitment process, along with the costs associated with loss of production

and absenteeism can be compared to the cost of an employment agency. The use of an employment agency can be convenient for the organization. The position can be filled at short notice using temporary employees with little effort from the organization (Dessler, 1991). The use of temporary employees for low skilled positions allows flexibility to go with the ups and downs of the educational sector, with minimal disruption to the workflow.

2.9.2.3. Vacancy promotion

The organization uses the local sub-urban paper as a means for promoting the vacant positions for high skilled employees. As the purpose of recruitment and selection is to match the right applicants with the right jobs, the organization needs to ensure that the true target market is reached. That is, that the advertisement reaches professional and managerial applicants. The implication of using the local paper for advertising vacancies is that you may not reach the desired target market of professional applicants. This means that the organization may not attract an adequate number of suitable and qualified applicants for the position, which reduces the chances of matching the right applicant to the right job (Stone, 1998). If the organization cannot match suitable applicants to jobs, then the whole recruitment process is affected. Employing the wrong person for the job creates additional cost, low job satisfaction, decreased productivity, and increased turnover (Robbins et al., 1998). As discussed in Stone (1998), the most popular method used to attract managerial and professional employees is to advertise in state or metropolitan daily newspapers.

2.9.3. Recruitment sources

2.9.3.1. Internal vs external recruitment

The educational organization does not have a written policy on internal recruitment. There is no procedure in place to facilitate the filling of positions through internal sources. One of the

implications of not advertising internally within the organization is that morale may be damaged which may contribute to an increase in absenteeism and a decrease in job satisfaction (Robbins et al., 1998).

Another implication is that the most suitable applicant for the job may already be employed with the organization, but because the position is not advertised internally that employee will not have the opportunity to put their case forward. Internal advertising can '... help identify people with talent who otherwise would not be known personally to management' (Compton & Nankervis, 1998). Internal advertising and job posting can help facilitate the promotion of employees who are aptly qualified. Without the advertising of positions internally, it is difficult to develop succession planning (Walker, 1992).

2.9.3.2. Evaluation of recruitment

Evaluating the success of recruiting efforts an important task because that is the only way to find out whether the efforts are cost effective in terms of time and money spent. Mathis and Jackson (1997) identified the following general areas for evaluating recruiting: quantity of applicants, because the goal of good recruiting program is to generate a large pool of applicants from which to choose it is natural place to begin evaluation, Equal Employment Opportunity (EEO), goals met the recruiting program is the key activity used to meet goals for hiring protected class individuals, quality of applicants: in addition to quantity, there is the issue of whether the qualification of the applicant pool is sufficient to fill the job openings.

2.9.4. Employee selection

Selection can be defined as the process of determining from among applicants which ones can best fit the job specification on and should be offered positions in the organization

(Mensing son, 1981). In this definition involves deciding, if an applicant's has the personal qualities that match the job requirements. Aswathappa (2002) defines selections as the process of picking (out of the pool of job applicants) with requisite qualifications and competence to fill the job in the organization. However, selection is much more than just picking the "best athlete ". Hence, selecting the right set of knowledge, skills and abilities which comes in package in human being -in an attempt to get a fit because what the applicant can do and wants to do and what the organization needs (Mathis and Jackson, 1997).

2.9.4.1. Description of employee selection in educational organization

Monday and Noe (1990) express employee selection as perhaps the most critical and significant tasks that any manager performs. One must take into account not only the fact that an incorrect decision can lead to a tremendous costs in terms of resources and opportunity, but also that many people will be affected by the decision. Aswathappa (2002) articulates that: the best way to improve performance is to hire people who have the competence and the willingness to work .Argue from employee's point of view poor or inappropriate choice can be demoralizing to the individual concerned (who finds him or herself in the wrong job) and de motivating the best of work force.

Effective selection, therefore, assumes greater relevance. Well designed and implemented assessment program produce concrete benefits to both an employer and employee. An employer will be benefited from reduced turnover, enhanced performance, lower levels of misconduct, as well as other tangible indices of return on investment; while job satisfaction,

higher performance, better relation with coworkers and supervisors are benefits obtained by an employee.

2.9.4.2. Selection responsibilities

The process of searching for new employee is customarily initiated by managers who decides that the needs to add to his staff or to replace someone who is leaving the organization (Brown and Harvey, 2000). Commonly he makes a written request to the personnel department stating that he wished to hire someone to fill a specific vacancy .The position to be filled is defined in terms of its job description and job specification as obtained from job analysis (Milcinich and Bureau, 2006). The hiring activity should be integrated with the HR plans of the company .These plan should force cast departments that are expected to grow and those they may decline Megginson (1981), states that selection involves a division of labor In most organization the division of labor works in this way: the personnel department does recruitment, handle the detailed steps in the selection procedure expect for the final employment interview and then recommends to the operating department that a given individual for final selection.

The operating managers do the final interviewing and make the decisions to select or reject a given applicant, whereas according to Maths and Jackson (1997), the gap between employee skill and requirement of the jobs are common factors that lead to rejection of applicants. He continues to show the variation in the current practices that the personnel managers are now being brought in the final decisions, because of his expertise in the matter, their important input in the position, salary and benefits is offered to new employee. The information can then be analyzed and a decision is made to reject, hold or make an offer to the candidate. The next steps in the process are to follow up with the selected candidate if there is interest.

2.9.4.3. Employee selection techniques

The selection process involves mutual decision making. The organization decides whether or not to make job offer and how attractive the offer should be. The job candidate decides whether the organization and job offer will fit his needs and goals. Selection of the best person among many good candidates is difficult task. To avoid hiring the wrong people, The Company, need to develop an employee selection system (Fanglin and Klenier, 2004). Accordingly, several devices and techniques have been created to assist in this decision. These are:

2.9.4.3.1. Application form

The first selection information applicant usually provide is their response to an application blank form , after preliminary interview is conducted which acts as initial screening to eliminate those who obviously do not meet the positions requirements. When carefully designed, administered and interpreted, the application form can provide a wealth of information about the candidate and is a real time saver (McMahon, 2006) and (Mondy and Noe, 1990).

Basically, the application form can provide four types of information Firstly, Applicants education and work experience, enabling the organization to decide whether it is relevant to the vacant post. Secondly, you may draw conclusions about the applicants for management candidates thirdly; you may be able to draw some tentative conclusions regarding the applicant's ability. Fourthly, the date provided may help predict which applicants will succeed in the job and which will not.

However ,an employment application form must reflect not only the firm's informational needs but also equal employment opportunity (EEO) requirements, where potentially discriminatory question (like gender, race, religion, number of children at home) have been eliminated (Mondy and Noe, 1990) .Leighton, (2000) cited in McMahon, (2006) supports the

above idea by stating that questions should not be posed in respect of candidates marital status, political party member ships, age of their children or dependents: she also indicates that it would be in advisable to query candidate's sex, age, partner status.

2.9.4.3.2. Curriculum vitas

Design and issue application form. This is evidenced by Douglas (cited in McMahon, 2006) where he has identified only one third of 120 organizations used application blanks in survey. However, whilst CVs give applicants the opportunity to sell themselves, the flipside of this coin is that it may extend the inclusion of information that is wholly irrelevant to the vacancy and exclusion of importance information, hence the information that you need may be missing. Moreover, McMahon (2006) argues that when CV is professionally presented, there is a danger that it will be preferred to these qualified rivals.

2.9.4.4. Interview structure

The organization uses unstructured and semi-structured interviews. A disadvantage of using unstructured interviews is that the same questions may not be asked across each of the candidates being interviewed. This affects the validity of the interview, since decisions may be made based on different sets of criteria (Dessler, 1991). Stone (1998), states that 'the most valid interviews use a consistent structure. Interaction between the candidate and the interviewer may differ from one interview to the next, therefore lacking consistency and reliability (Stone, 1998). Also, the skills of the interviewer may affect the responses of the applicant.

Structured interviews for professional or high skilled applicants can help ensure that decisions are made based on the answers to the same set of questions, thus comparing the

same set of criteria (Stone, 1998). Structured interviews are a vehicle used to establish a framework for decision-making. According to Dessler (1991), by using preset or predetermined questions, the interviewer can reduce the tendency to show bias to unfavorable information and, therefore, remain objective.

2.9.4.5. Interview environment

The room used to interview applicants is important as it contributes to the image of the organization (Stone, 1998). The interview room for this organization is the boardroom. It is located immediately beside the main office and is set up as a traditional boardroom with a long table and chairs. The use of the boardroom table for interviewing may cause the applicant to become uncomfortable, as the seating arrangements may not facilitate a relaxed environment. According to Compton and Nankervis (1998), the use of '... a desk between an interviewer and candidate can act as a psychological barrier'. This environment may cause the applicant to become nervous and the quality of responses received may be affected.

Consequently, responses that create a false idea or impression of the applicant may be considered as correct by the interviewer. This might cause the incorrect applicant to be selected, despite the information being false, which results in an unsuitable applicant being matched with a job. It may also result in an applicant missing out on a position because they understated their abilities due to feeling uncomfortable and nervous in the interview. By arranging the seating at equal levels, a positive environment is created both physically and emotionally (Braun, 1995). The applicant must be given every opportunity to perform well in an interview environment.

Chapter Three

Research Methodology

3.1 Research Design

The present study is aimed at assessing the practices of human resource planning, recruitment and selection in Adama town Education office. The empirical investigation is based on the mixed approach research paradigm; predominantly on the concurrent nested strategy. This is evidenced by Creswell (2009) who states that mixed method helps to triangulate qualitative and quantitative data sources and provides a better, more substantive picture about the topic under study. Specifically, the quantitative method to be employed for the study will be cross-sectional descriptive survey method. Likewise, qualitative methods of the study use interviewing techniques with semi structured questionnaire and document analysis.

3.2 Data Sources/Target Population

In this context of the research, the term population refers to the entire set of internal and external stakeholders for which the data are to be used to make inferences (Patten, 2005). Hence, the target population of this research comprises of secondary school principals, supervisors, department heads and 2006 and at the beginning of 2007 academic years newly recruited teachers.

3.3 Study Samples and Sampling Techniques

To collect both the qualitative and quantitative data, samples were selected from 6 public secondary schools found in Adama City Administration of Oromia Regional State. Simple random sampling technique was applied to sort out 3 (50 %) secondary schools for the study. Accordingly the selected secondary school are Adama, Goro and Dembela secondary schools.

For the qualitative data, purposive sampling technique was used to identify 8 informants. That is: one office head, four process owners from Education office, two secondary school supervisors and one budget head from Adama City Administration Finance and Economic Development office. For quantitative data by using simple random sampling technique out of 171 newly deployed (2006 and 207 E.C) teachers 64 (37.4 %) will be selected. Moreover, by using purposive sampling technique 48 secondary school leaders (12 principals and 36 department heads) a total of 121 informants will be selected and included in the study. In the selection of informants the researcher will use purposive sampling technique because it helps the researcher in selecting participants who have direct relation with the issue under study and who can provide their insights and share their experience (Gay, Mills & Airasian, 2009). Furthermore, gender issues will be given considerable attention to include females in the sample selection.

3.4 Instruments of Data Collection

The tools used to gather relevant data from the research participants are questionnaire, semi-structured interviews, focus group discussion and relevant document analysis.

3.4.1 Questionnaire

Questionnaire was the major data gathering instrument used to collect quantitative data. The purpose of using a questionnaire is that it enables the researcher to gather information from large group of people at once and it gives the participants a freedom to respond (Gay, Mills & Airasian, 2009). Besides, it helps the investigator to make data comparable and to obtain standardized results (Patten, 2005). In this regard, research questions, were developed from different literatures. As far as the format of items in a questionnaire is concerned, both open and closed ended type was used. The questionnaire were prepared in English language by the researcher using a five point Likert-scale and back and forward translations to local language (Afan Oromo and Amharic) was carried out. In general, one type of questionnaire was prepared for teachers, principals, and department heads of sample public secondary schools.

3.4.2 Interviews

In this study, semi-structured interviews questions were employed because it offers a rich source of data which provide access to the respondents to explain their opinion freely (Gay, Mills & Airasian, 2009). Moreover, it allowed the researcher to use probes with a view to clearing up vague responses or to ask for elaboration of incomplete answers. The semi-structured interview will be held with one Education office head, four process owners, one budget head and two secondary school supervisors.

3.4.3 Document Analysis

Document analysis also employed to get supportive ideas to the information gathered through semi-structured interview. In this regard, annual reports of Adama City Administration Educational office on demand and supply of human resources, Educational abstracts and directives of Oromia Regional State Education Bureau, human resource human resource policies and strategies, ESDP (Education Sector Development programs), HRM manuals and procedure and Oromia Regional State recruitment and selection criteria.

3.5 Validation (Content Validity) of Data Collection Tools

In this study, the validity test were conducted by eight human resource management teams (experts) from Oromia Education Bureau and the questionnaire items with CVR values less than 0.75 will be rejected. The panelists will also be asked to forward their views on the forms, layout and on the length of items in each category. To decide the appropriateness of questionnaires 20 respondents were randomly selected for pilot test. In order to make the collected data more reliable, participants who involved in the pilot test was never take part in the actual paper (respondents).

3.6 Method of Data Analysis

The collected data (information) analyzed systematically by descriptive statistics of percentage. A frequency table along with percentages was employed to analyze the responses of teachers on those dimensions. Yet, before analyzing data were arranged orderly in a table so that it tells the research will how frequently each response occurs (frequency distribution). The student researcher well employee the above method of analysis for the fact that many of the questions are close-ended type and needs to see their frequency. Moreover, to see perception difference between respondents were used in analyzing data. Thematic analysis was used to analyze qualitative data. Finally, based on the analysis; all data's were ready for conclusion to be drawn and recommendations.

3.7 Procedure of the study

The general procedures of the study were follow starting from review of the related literature to give recommendation looks like as following; secure the project title; select sampled, secondary schools; take some pre-hand information's about the schools from Education office and at least two schools; referring relevant related literatures; preparing relevant, valid and measurable questionnaires and interview questions; preparing proposal and submit to approval ; selecting and determine samples and respondents from the 3 secondary schools as well as ratters at the school level; administrating the research tools; checking the research tools through pilot test and utilize feedback; collecting, organizing, analyzing and interpreting of data, and writing recommendations of the study.

3.8 Ethical Considerations

Experiences and research findings depict that the need for ethical consideration in a research activity is of paramount importance. According to Gay, Mills & Airasian (2009) a research ethics is the moral commitment that scientists are required to make the search for truth and knowledge imperative. In this regard, informants were not be forced to participate in the study and have a right to remain anonymous. Besides, the researcher gave adequate information for all informants taking part in the processes of data gathering. Specifically, the informants of interviews were informed about the details and purposes of this study before they start responding to the questions prepared for them.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter deals with analysis, presentation and interpretation of the data obtained employing corresponding tools. Guided by the basic research questions, the researcher has done his entire analysis based on the objective of the study and review of related literatures.

This work has been categorized in to two major parts at large. The first part deals with the profiles of the sample respondents in terms of their sex, age, work experience and educational qualifications. And this has been done aiming that its result can assist the researcher, in offering him relevant facts to be utilized, in the course of performing his analysis. The second part is about human resource planning and implementation practices in Adama city Administration education office.

4.1 Characteristics of Respondents

This first part of the work focuses on the systematic account of the respondents. The main sources of information were from two set of questionnaires prepared for the teachers, on one hand, and Leaders (School Directors, Vice Directors and department heads), on the other hand. The questionnaire was distributed to 64 teachers and 46 leaders. Among the expected 110 sample respondents, 105 (95.45 %) respondents returned their responses that were administered during data collection time as required.

Table 1: Distribution of the Respondents for Quantitative Data

Personal Data

Items	Sample Respondents
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Total	
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		Leaders		Teachers						
		No.	%	No.	%	No.	%			
1. Sex	Male	37	80.43	38	64.4	75	71.43			
	Female	9	19.67	21	35.6	30	28.57			
	Total	46	100	59	100	15	100			
2. Age	18-25	14	30.43	59	100	73	69.53			
	26-35	23	50			23	21.90			
	36-50	9	19.67			9	8.57			
	51-60									
	Total	46	100	59	100	105	100			
3. Experience	1-5	11	23.91	59	100	70	66.67			
	6-10	35	76.09			35	33.33			
		46	100	59	100	105	100			
4. Academic Qualification		Diploma			2	4.34	3	5.08	5	4.76
		First Degree		44	95.65	56	94.91	100	95.23	
				46	100	59	100	105	100	

From the tabulated data in item 1 of Table 1, most 75 (71.43%) of the respondents were males and the remaining 30 (28.57%) were females. The data revealed that the majority of respondents were male, and female employees are fewer. Such a low female participation in

schools have been indeed a common characteristics of all schools (Male = Female = total ___) found in Adama city administration. The reason might be females' lack of experience to be selected as teacher in Adama city administration.

As regards to age, 14 (30.43%) of the leaders fall within the age of 18-25 ; 23 (50) within the age of 26-35 and 9 (19.67%) between year 26 to 50. With regard to teachers, they fall within 73 (69.53%) 18-25 years. Besides, 59 (100 %) teachers have an experience within the range of 1-5 years; however, 35 (76.09%) leaders have more than 6 years of experience. With respect to academic qualification, 44 (95.65%) leaders and 56 (94.91 %) of the teachers were degree holders respectively. This indicates that majority of the trainers and leaders had the required qualification and have better exposure of education programs, which help them to transfer their skills and knowledge to the trainees.

In general, 105 respondents were mainly included in the study in offering the corresponding quantitative data. The main purpose of treating sex, age, work experience and qualification, as stated above, is to provide the picture of the characteristics of respondents aiming to help the researcher to consider in the course of interpreting major data analysis.

4.2. Environmental Analysis

The initial task of HRP process is analyzing and investigating both internal and external environments of an organization in terms of external and internal labor market, organizational capability, organizational strategy and other variables.

Table 2

Environmental scanning practices on the process of HRP

No. Item	Response	Respondents
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1	Does your Education office assess environmental factors in human resource planning process?	Leaders
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	No.	%
a. Yes	14	30.43
b. No.	32	59.67
Total	46	100

2 If your answer for question number 1 is yes, which factors or variables are considered?

a. Internal labor market

b. External labor market ³	21.42	
c. Organizational capability	11	78.57
d. Organizational strategy	14	100

As it was seen from Table 2 of item 1, 32(59.67%) of the leader respondents were replied that the Educational offices didn't under take environmental assessment in its HRP implementation and 14(30.43%) of them were replied that the Educational offices did under take environmental assessment in its HRP implementation. Regarding the number of respondents who replied that the Educational offices conduct environmental assessment, 35(76.9%) of the leaders respondents reported that the Educational offices considered its capability for the purpose of HRP.

Furthermore, 11 (23.91%) of the leaders respondents reported that Educational offices considered External labor market for the purpose of HRP. Based on the above data, it is possible to conclude that the majority of the respondents agreed that the Adama city administration educational offices considered organizational capability and external labor market for the purpose of implementation of HRP process but the main challenge was

absence of strategy and inability to consider internal skill inventory for HRP and its implementation(MIII, VI, and VII).

In line with this, the management team in Educational offices were asked whether educational offices analyze and investigate internal and external situation in terms of labor market, offices capability and education strategies for the purpose of HRP. Accordingly, the interview result revealed that the Educational offices take in to account its strategies in its HRP activity. Thus, its expansion strategy, projects to be implemented in the future, in addition to its strategy, the upcoming technology and internal labor market in terms of employee turnover is also taken in to account. Interview response mismatch with responses obtained through questionnaire. The reason might be closeness to the task.

Job Analysis is the systematic process of determining, the skills, duties, and knowledge required for performing jobs in an organization (Mondy, 1990). It is an essential and pervasive human resource technique used to define duties, responsibilities and accomplishment of a job. Job analysis can focus on tasks and behaviors needed to produce an output or service or on the knowledge and skills, that is, ability believed necessary to carry out the job task and behavior (ibid). In line with this, respondents were also asked to give their opinion if Adama city administrative educational offices under take job analysis for HRP purpose.

As depicted in Table 5 below, even though job analysis and skill audit also enable HR planners to identify relevant information about the job and the required manpower that fit with the task the educational offices didn't use job analysis and skill audit for HRP process

(43,93.48%). Based on the above data, it is possible to conclude that educational offices randomly assign the required manpower for the job since they didn't get relevant information through job analysis and skill audit.

Table 3:

Utilization of job analysis for HRP purpose

Description	SA	A	UD	D	SD	Total					
	No	%	No	%	No.	%	No.	%	No.	%	No
	%										
Adama city educational offices use job analysis for HRP purpose?											3
	6.52		43		93.48						
Adama city educational offices use skill audit for HRP purpose											46
	100										

SA=Strong Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strong Disagree

In harmony with the data revealed on Table 5, the interview result also shows thatAdama education office did not conduct job analysis that enable them to determine the tasks that make up the job and the skills, abilities, and responsibilities that are required of an employee to perform the job (M I). The second interviewee also said that “Adama education

office did not conduct job analysis that provides the necessary information regarding the existing or proposed jobs or positions within an organization.”

The interviewee also revealed that since the educational offices don’t apply competency based employee placement practice, conducting skill audit is less valuable (MIII, MIV). Hence, although job analysis and skill audit enable HR planners to practice sound HRP function by providing them relevant information about the job entails and human capital required to perform that job, the result of this study shows that Adama city educational offices less likely gives attention for this HRP activities.

Table 4 Human Resource Forecasting Techniques Used by Education office

Items	Yes	No	Total	
Zero-Base forecasting			Yes	40
				86.96%
No				
Bottom-up Approach			Yes	3
				6.52
No				
Use of predictor variables			Yes	1
				2.17
No				
Simulation	Yes	2		3.35
No				

Among the quantitative techniques used in human resource forecasting, leaders replied that Adama city administration mainly used zero base forecasting techniques. According to interview response of Adma city education office expert, “the office filling the position of an

employee who is retired, fired, or leaves the firm for any other reason, analysis must be made whether the firm can justify filling it.”The second interviewee replied that education office HRM team uses past employment levels to predict future requirements (M IV) and uses technique for experimenting with a real world situation through a mathematical model or logic representing that situation (MV).”

4.3. Forecasting Human Resource Supply and Demand

Estimating future man power supply and demand of an organization is also one essential element of HRP process. In this regard, respondents were asked to give their opinion as to whether Adama city educational offices use HR supply and demand. As shown below in Table 5, 37 (80.43%) of respondents respectively disagree that educational offices didn’t under take fore casting techniques in order to estimate its HR demand. Whereas the rest 35(76.08%) respectively disagree and strongly disagree that Adama educational offices forecasting technique in order to estimate its HR supply. From the above data, it is possible to say, the Adama city educational offices didn’t maintain its manpower as it didn’t forecasting technique to estimate the demand and supply of human resources.

Table 5 HR supply and demand Technique for HRP

Description A	UD		D			
	No	%	No	%	No.	%
Adama city educational offices use HR demand analysis for HRP purpose	9	19.57				
	37	80.43				
Adama city educational offices use HR supply analysis for HRP purpose	11	3.43				
	35	69.57				

A=Agree, UD=Undecided, D=Disagree

The interview result obtained revealed that the education office is HRP process did not fully consider the demand for and supply of employees because for high positions, the supply side exceeds the demand side. Thus, it can be said that there is some sort of gap between that the Adama educational offices demands and what they currently possesses, particularly in terms of qualification. Accordingly, the gap is mainly due to poor forecasting techniques /absence of statistical forecasting techniques /and government interference means, there are occasions that government interfere the education sector activity regarding this issue. For example, in 2010 Adama city education office hired 78 diploma graduates teachers from external labor market, which was mainly due to government pressure. Therefore, even though effective HR forecasting is undoubted one critical part of HRP process that enables organizations to maintain right people at the right place, it is identified that educational offices lack proper HR forecasting practice.

Table 6 Educational offices possession of qualified HR professionals

Item	Agree		Undecided		Disagree	
	No.	%	No	%	No.	%

Adama city education offices possess qualified HR professionals who handle HRP activities

46 100

As it was shown in Table 6, 46(100 %) of respondents replied that educational offices did not possess qualified HR professionals in order to handle effective HRP activity. On the other way round the interview result obtained reveals that there was lack of competent HR professionals in the educational offices. This indicates that even though the availability of competent HR professionals to handle the HRP practices were very important, the actual practice in Adama city education office is far from this reality. From the above data and interview result, one can understand that HRM activities were done with non human resource professionals, as a result of wastage of time, money and material resources and misplacement of employees were observed.

Table 7 Availability of HR policy

Availability of policy on	Agree		Undecided		Disagree	
	No.	%	No	%	No.	%

Recruitment and Selection 46 100

Terms of employment 46 100

compensation method	46	100
Employee medical assistance	46	100
Training and development	46	100
collective bargaining	46	100

Table 7 of item one revealed that, 46 (100 %) leader respondents agree with the presence of good HR policy to guide the HRP practice. This shows that, even though Adama city educational offices maintaining good HR policy manual, implementing what is written in the manpower policy in to action is the main problem (MIII, IV). With regard to the availability and utilization of HRIS education office management team (MI.V, VIII) replied that Adama educational offices didn't use HRIS in the HRP process, this shows that even though automation play an important role to upgrade the efficiency of HR, yet less likely utilizes HRIS.

Regarding succession planning, Adama city educational office, HRP policy articulates that the educational sector shall put succession plan in place in order to be able to appoint managers of every level at any time. The implementation directives have been based on strategic plan and organizational structure of the education sectors. However, disappointingly, the result of investigation depicts that there is no succession planning practice in Adama city education office (MVII). According to (MVII), due to this reason the trend shows less employee turnover in higher-level posts. No matter to what extent turnover is low in key organizational positions, putting succession plan in a place further develops leadership and further enhance performance (Dessler, 2009), and it is valuable for education office to implement what is written and enclosed in its HRP policy in to action.

Table 8 Degree of Attainment of HRP Objectives'

No.

Item

Mean

- 1 fully assess different alternative of manpower sources 3.5
- 2 avoid surplus 3.11
- 3 avoid redundancies
- 4 develop new managers who replace the existing manager in the future 2.90
- 5 respond departments man power requirement 4.04
- 6 plan proportional accommodations 3.21
- 7 assign the number of employees with the requisite of the organization 2.8

As Table 8, depicts the mean result (M=4.04) revealed that, the HRP practice Adama city educational office commonly practiced to respond the manpower requirement of different departments. The other objectives like, planning to place only the proper employees in each job and to develop new managers who replace the existing manager in the future were the least among the less commonly achieved HRP objectives of educational offices (M= 2.83 and 2.90 respectively).

In harmony with the data obtained from questionnaire, Adama city educational office HR inventory shows that about (M= 4.38%) of educational office employees are working in a position that they are not qualified for and of those employees working in wrong positions, majority of them assigned in a position that require lower qualification than what they are currently possess. This shows that the HRP practice of Adama city educational office didn't

fulfill the basic purpose of HRP which is assigning the right number of people at the right time and place.

Table 9

Problems that cause leading towards failure in HRP

No.

Item

Mean

1	Lack HRM specialist	4.07
2	Lack of evaluating existing skill supply from within the organization	3.99
3	Lack of management support	3.86
4	Resistant to change in new HR tools and technique	5.27
5	Lack of employer and employee commitment towards HR practice	3.84
6	Technological development and change	3.59
7	Lack of external labor information	3.23
8	Political influence	2.96
9	Lack of coordination	3.97

[1.00 ≤ average index < 1.50 (very un common), 1.5 ≤ average index < 2.50 (uncommon), 2.50 ≤ average index < 3.50 (less common), 3.50 ≤ average index < 4.50, (common), 4.50 ≤ average index ≤ 5.00 (very common)].

As it was seen from Table 9, majority of the respondent believed that; lack of HR specialist, lack of evaluating existing skill supply from within organization and lack of coordination between HRP section, internal placement division and other concerned departments and line managers respectively were among the causes and limitation that lead failure towards HRP in Adama city educational office.

It has been identified that only competent HR specialist is able to handle this critical activity. But, as this study has shown that the (mean 4.07) revealed that Adama city educational office have given less attention for HRP process and it has been handled by any or ordinarily HR professional in each work unit. In addition, (M= 3.99) revealed that educational Offices HRP section lacks to develop and maintain strong network among line managers, internal placement division and other concerned departments. Finally, (M= 3.97) shows that educational office lack evaluating existing supply from within the organization. In addition, lack of specialists doing that, the organization under takes the HRP activities like maintaining employee's profile, data analysis, skills inventory and reporting system manually for many employees.

Table 10 : Methods of Recruitment

Method

M	items	Agree		Undecided		Disagree	
		No.	%	No	%	No.	%
I	advertisement	29		49.15			
II	transfer						
III	job seekers at personnel department						
IV	job seekers who send written inquiry						

V professional associations

VI educational institution placement 30 50.85

VII employee referrals

VIII electronic search

As it was seen from Table 10, majority of the teacher respondents 30(50.85%) replied that educational office usually use college recruiting and newspaper advertisements for vacancy announcements (49.15%). In addition to advertisements, and college recruiting, transfer from other organization famous method in educational office. Besides , management teams were interviewed the criteria regarding how they select the recruitment methods and they replied that there are of course a number of factors that dictate the selection of best method and type. These include employment type (permanent or temporary), volume and accessibility of manpower, recruitment cost and area coverage to be accessed by the applicants (MI,II,III.IV,V,VI,VII,VIII). According to the interview response, among the methods of vacancy announcement, College recruiting is effective means of attracting a pool of candidates and less costly method to staff the vacant posts in the education sector. The method of college recruitment is helpful to get professionals who have not been oriented to another work system. Which is easy socialization to the education sector system of work and organizational culture, with regard to the major problem vacancy announcements, the interviewee revealed that these vacancy announcements, which were sent to the press agency for news, paper advertisement results in delayed placement.

Selection process: Registration

Employee selection involves a series of decisions made at different levels by different parties. As Brown and Harvey (2000) elucidate it, making wrong selection decision can result in frustration, repetitive training cost, cost of replacing an employee with a fresh one and low moral prior to eventual termination of recently hired person, after which the selection process begins all over again. Therefore, in order to make the right preliminary screening as well as selection decision accurate information about the new candidate is one of the most important constituent. Organizations use different means' together information about applicant at the time of registration to make preliminary screening at the end.

Table 11

Mechanism of getting information

First mechanism used for data collection	Total number of respondents	Percentage
Curriculum vitae	11	23.91
Preliminary interview		
Application blank(form)	35	76.09
Total	46	100

As indicated in Table 11, except few (n=11), the majority 35 (76.09 %) of the respondents revealed that they have provided information for the first time about themselves through application blank of the educational office. In line with these, the study at the hand has tried to look the HR procedure manual clearly articulates that applicants who fulfill the recruitments will be registered for the open positions upon completing the application blank of the educational office and presentation of their document copy including one passport size photograph.

Table 12

Understandability and content relevancy of application form

Item	Rate	Number of respondents	Percentage
Understandability	Very easily understandable	-	
	Easily understandable	-	
	Moderately understandable	38	64.4
	Understandable with assistance	21	35.6
	Not clear at all	-	
Total		59	

As it can be seen from Table 12, from those respondents who indicated that they have provided information through application blank of them said the application blank was moderately under stood (64.4%) and the rest (35.6 %) indicated that it is understandable through assistance from the office personnel. With regard to the content of the application form all teacher respondents replied that the form was relevant to the job position and ethical with regard to the requirements to be filled by the applicant (open-ended question response).

As indicated in the literature even though CV's gives applicants the opportunity to sell them by exaggerates and decorates their CVs, the ("flipside") of this coin is that it may extend the inclusion of information that is wholly irrelevant to the vacancy and exclusion of important

information that is may be missing and result in exclusion of the applicant out of the competition.

On the other hand, the use of application form encourages in appropriate candidate self-select themselves. out of the process by asking for information skills, qualification or experience they may not have, moreover, each applicant might come up with different styles consisting of various related as well as un related information for the vacant position which makes the life of the screeners terrible.

As well designed application form requires only information required by the position and simplifies the work. Moreover, it enables to systematically analyze the information and make it available for decision within short period. Therefore, where a large number of applicants are expected, the application form can help considerably with the short listing process especially when the form has been designed with relevant questions with respect of the candidates’ suitability for the specific vacancy.

Providing information for applicants about the date and place of examination

Table 13

Transparency

items	Agree		Undecided		Disagree	
	No.	%	No	%	No.	%
Applicants were informed about the date and place of the examination	59				100	

Applicants were not informed about the examination date and place

Even if the employment policy manual states clearly that all applicants will be informed about the specific date and place of examination. After the interview result, no matter to what extent the arrival of large pool of applicants, many competent and skill full applicants lost the job opportunity offered by the organization (M III).

Preliminary screening: regarding preliminary screening process of educational offices the research at hand tried to assess whether there were challenges in this phase or not. With regard to this issue, external recruitment and selection manager was asked to give his opinion. Accordingly, the interviewee uncovered that there were educational office management team member (MVI) who override the stated rule. According to him, in addition to work experience and minimum educational requirements, age and marital status also been used as criteria, which were not clearly put on manual. Moreover, some of the criteria's are irrelevant and /or discriminatory.

Employee selection. Selection test is instrument designed to measure selected psychological factors (ability to reason, capacity for learning, temperament, and specific aptitudes) and certain physical or motor abilities (manual dexterity, or hand eye coordination). The purpose of this measurement process, at least in education, is to enable one to predict what person will do in the future (Flippo, 1988), to this end, the HR policy manual of Oromia region Educational bureau assigned weights for each selection test is presented as follows: if the entrance exam is only interview 100 weight will be given, if the entrance exam consists of interview and written exam 40% for interview and 60% for written exam will be given and if the entrance exam consists practical exam and interview 30% and 70% will be given for each

exams respectively (Oromia region Educational bureau HR policy and procedure manual, Nov 2004).

As indicated in the literature part, interviewing is probably the most widely used single method of employee selection and almost all personnel managers use this method at some stage in the selection procedure despite its deficiencies (Flippo, 1988). Unstructured interview is the least accurate among predictors available (Avery and Campion, 1982), this is because the questions are not drawn from formal job analysis information they may not always be job related. As a result of this; there is a high room for subjectivity, i.e. personal bias. Members in the interview committee can favor some applicants at the expense of others by posing easily responded; less pressurizing, and may be job unrelated questions since there are no standard questions. Hence, a substantial amount of subjectivity, therefore, unreliability will be there from unstructured interviewing when used as a tool for evaluation.

Terpstra, (1994) states that the validity of selection interview can be improved by structuring the interview, providing training for those involved in interviewing and increasing capabilities of individual interviewer. In contrary to the above facts, semi-structured and unstructured interviews are used in educational office to select employees. As clearly stated in the Oromia region Educational bureau HR policy and procedure manual, degree graduates employment, expert employment and officials' employments are selected through these process. According to the Oromia region Educational bureau manual (1995), interview committees are usually composed of 5-7 members who are representatives from different units like education office, teacher Association, district civil service office. These members are expected to evaluate each candidate according to the evaluation criteria like personality, job knowledge, reliability, communication skill and others which may be decided up on meeting of the specific meeting of the specific interview committee. Of the respondent

employees included in this study, the following information was obtained with regard to selection tests and interview and other criteria used for evaluation.

Table14.

Responses on selection test and other criteria

1	Educational level	Interview	Interview and written selection test	Interview and practical selection test	Interview and work experience
1	12thgrade complete	-			
2	Vocational school diploma	-			
3	College diploma-	59 (100 %)			
4	First degree				
5	Second degree -	-	-		
6	PhD	-	-	-	-

In line with stated in the OEB HRM manual, Table 15 revealed that all the diploma graduates 59(100%) respondents were interviewed and took selection test. Problems with regard to the selection test and interview were stated by the external recruitment and selection manager. Accordingly, many of the practical and written tests are administrated by teachers Education colleges where professionals in the different types of jobs are available.

Beyond this, employees from the work units requiring the specific personnel may be responsible to prepare and evaluate practical and written exams (M VII). In case where professionals and resources may not be found in the Adama city, educational offices will contact examiners who are responsible to handle for the whole testing procedures and provide the results of every candidate to the recruitment office. The prominent problem in this regard is there is the delay of results. Specially, the written exam results were arriving late to the recruitment office from the colleges or Committees' examiners.

Table 15

Competency of interviewers

1	Interviewers competency	No. of respondents	%
1	Highly competent		
2	Competent		
3	Moderately competent	32	69.57
4	Weak	14	30.43

To discover the competence of interviews, the researcher has posed a question to leader respondents and 32 (69.57%) and 14 (30.47%) disclosed that the competence of interviewers were moderate and weak respectively, which is significant number. In line with this, opinion of the interviewed manager responded that the main problem is lack of

interviewer training before interviewing and lack of exposure of interviewers in the area (M II, MVII).

If there is knowledge for the interviews in the area, what he/she simplify measures is behaviors or traits unrelated to the job or variables in the artificial environment than what he/she really should measure. On the other hand, there will be high chance for the interviewer to compare an interviewee with other interviewees and even with him/her than the criteria that position requires.

According to the manager, the interviewer's in ability to understand others accurately is probably the most fundamental barrier to selecting the right candidate. In addition, literature indicates that most interviewers make selection decision after the first few minutes of the interview based on the first impression.

A person may have similar or pleasing traits to the interview but that doesn't mean they can or will do the job. From Table 15, no respondents reflected that the interviewers are either competent or strongly competent. Based on this the researcher argues that a person cannot conduct interview for the mere reason that either he/she is head of the department or higher official.

For a human behavior is so complex, it is quite difficult to elicit the latent behavior by bombarding the applicant with a flood of questions. Because an interview by itself is a science as well as an art which requires different tactics to get maximum of the session: Moreover, it involves systematically approaching the applicant so that he/she elucidates what is important for the selection decision without reservation. Therefore, a care full selection and training of interviewer has paramount benefits in making the right choice because wrong selection is costly and consequential.

Time gaps between each employment selection tests and final placement

With regard to the time gap between registration and first test, between the two tests and between the last test and final placement, all the cases of Table 17, revealed that, more than 50% of the teacher respondent's judge the time gap between different events to be either externally long or enough which is an indication that there was slow movement in selection process which finally would be a cause to the failure in giving quick responses to placement requirement.

Table 16

Summary of time gaps between each selection test

No	Item	Rate	No. of respondents	percentage
1	Waiting time before being interviewed but after arrival of interview place			1
	Extremely long			
2	Long	38	64.4	
3	Fair	21	35.6	
4	Short			
5	Extremely short-		-	
	Total	59	100	

2 Waiting time Between registration and first selection test 1 Extremely long

2	Long	38	64.4
3	Fair	21	35.6
4	Short		
5	Extremely short-		-
Total		59	100

3 Waiting time between each selection test 1 Extremely long

2	Long	38	64.4
3	Fair	21	35.6
4	Short		
5	Extremely short-		-
Total		59	100

4 Waiting time between the last selection test and final call for placement1

Extremely long

2	Long	38	64.4
3	Fair	21	35.6
4	Short		
5	Extremely short-		-
Total		59	100

Accordingly, the major reason for this was the late arrival of interview committee members who may even not arrive at all at times (MII). In addition to this interview questions were prepared after members gathered and this will take much longer time than expected while interviewees are sitting outside the office tired of waiting for the interview. The HR policy manual of the organization clearly states that competitor's /candidates/ will be told as per when and where they will be notified about successful candidates and reserves at the end of the final selection test. But, the result obtained from the respondents was against the policy manual. This is an indication that some of the points included in the policy manual were not fully practiced.

Reference checks

With regard to reference checks, opinion from respondents revealed that (97.9%) of the respondents are not aware of background check to be under taken at any stage of the selection process. This shows that educational office didn't effectively utilizing reference checking, so instead of ignoring reference checking information the organization should request a formal letter from the employee's immediate boss of pre selection tests. Otherwise it is difficult to afford the cost that result from hiring wrong employees due to lack of information.

Employment formalities

Selected candidates were sent for medical examination and crime free confirmation to complete other employment formalities. Medical examination will ensure the ability (both physical and mental) of the selected candidate to perform the specific type of job in

question. An educational office is carried out medical examination in clinic and other checkups like x-rays examination in any Governmental Hospital and Health center.

As one easily observed from the document sample all employees indicates, a positive response was obtained with regard to medical examination (physical) examination, of which said medical examination has a very great role to play in selecting the right person and handling further medical issues of employees (MII,MIV). The rest of the employees questioned responded that it has a significant role which cannot be decided. In line with the literature, educational office conducted medical examinations and this examination serve several purposes like prevent the hiring decisions of candidates with serious communicable diseases, and to determine whether the applicant is physically capable of performing the job in question.

In a similar way, crime free examination from the police department which is under taken for every new entrant is also an important process to handle. With regard to this respondents believed that crime free investigation from the police department is very important (open ended response). In line with this, the information obtained from external recruitment and selection department manager revealed that in educational office, the crime free investigation result is highly expected to finalize the selected employee placement. Since recruitment and selection is costly, process the placement of criminal employee result in unnecessary cost for the organization. The problem with regard to this is that, the results from the police department arrive to the recruitment office after three to five working days that result in the process of final placement and formality completion to be carried out confirmation on crime issue.

Table 17

Clarity and content relevancy of employment forms

Item	Rate	No. of respondents	Percentage
Clarity of the employment form			
Very clear			
Clear	11	18.64	
Fair	48	81.36	
Vague	-	-	
Total	59	100	
Content relevancy of the employment form			
Relevant	59	100	
Moderately relevant			
Totally irrelevant	-	-	
Total	59	100	

As indicated in Table 17, 48 (81.36%) of the respondents agreed that the employment form of the organization is fairly clear and the remaining respondents 11(18.64%) agreed that the form is clear. With regard to the content relevance of the employment form, all of the respondents 59 (100%) of them agreed that the content of the form is relevant. Even though, every selected candidate will complete the organization's employee life history and personal data collection form, the form was an earlier one and it is not as such very clear, so, necessary adjustment shall be made especially with regard to its clarity.

Conditional employment agreement or letter

Change of pay resource are prepared by the recruitment and placement office stating a 45 days probation period employment contract which may be terminated if the competency is below the expectation. With regard to conditional employment paper, the sample study revealed that only two respondents were given paper of conditional employment for the probation period in the first three working days since they were employed. Forty-three respondents were given the paper in the first week time and the rest one hundred employees were given their papers of employment in two weeks and greater time. This data shows that the recruitment office was not quick enough to deliver employment letters to new entrants, which are confirmations to the new employees that they are already accepted as a member of the organization (2014, HR-Report).

Effectiveness in employee recruitment and selection practice

Hiring the best people is considered as one of the most critical elements for the organization's success. It is obvious that without HR, the organizations can't exist. On the other hand, the ability of an organization in attracting qualified manpower determines its success in the educational organization. In light of this, the capacity of Adama city educational office in attracting qualified personnel was evaluated; majority of the respondents 33(55.93%) of them argued that the organization was moderately strong and low in attracting qualified employees. While (44.07%) of them responded that the organization is very strong in catching the attention of the qualified personnel in the market.

Impact of wrong selection in the organization performance

Though the organization incurs costs as a result of selecting wrong employees, there is no system in the organization to sort out specific costs associated with making such decisions.

Therefore, the researcher has tried to gather opinion from managerial and non-managerial employees to rank the cost organizations incurs in the order of its importance.

Wrong employee selection cost

Respondents were asked about the impact of wrong selection and they replied through open ended questionnaire that poor or inappropriate choice can be demoralizing the individual concerned (who finds him or herself in the wrong job) and demotivating the rest of work force. This shows that when incompetent employee is hired, it is not only affects the job of that particular person but also of others, especially where the job involves sequence of activities where the employee should finish before the next employee acts up on it. In addition wrong employee selection enhanced the organization rehiring cost directly and indirectly reduced the productivity and moral of the existing employees.

Table 18

Probability of Rehiring

Probability of rehire	No. of respondents	Percentage
Less than 50%	2	3.39
50- 75%	8	13.56
75- 85%	37	62.71
>85%	12	20.34
Total	59	100

McMahon (2006) explicates that it is striking to discover that nearly four of five Irish personnel managers recently admitted that they would change half their work force if they

could. In light of this, respondents from managerial positions asked to reflect their opinion as whether they suggest rehiring of current employees knowing their current performance. Majority of the respondents 37 (62.71%) suggested that they will rehire 75-85% of their current employees knowing their current performance. This implies that there is a reservation not to rehire more than 85% of the current employees. The above two figure generally shows that more than 75% of the respondents believed that among the current employees 75% of them and /or more rehire.

Table 19

Summary of recruitment and selection problems

Items

Mean

Cost of recruitment and selection 3.1

Compensation policy of the organization 3.31

Other organization competing for potential applicant 3.2

Poor HRP 4.36

Hard to find candidate to find candidates with specialized skill 3.56

Slow recruitment and selection process 3.95

Nature of the labor market 3.42

Lack of developing and choosing valid and reliable selection tool 3.01

Interviewer lack of knowledge 3.59

Respondents argue that, though the degree varies, all the factors identified: cost of recruitment and selection, compensation policy of the organization, other organization competing for potential applicant and nature of the labor market are act as barriers to effective selection process. As the average index result in Table 19, revealed the common problems regarding recruitment and selection practice of the organization were: poor HRP practice, slow recruitment and selection process, interviewer lack of knowledge and hard to find candidates with specialized skills.

By some taken, it is obvious that the loose practice of HRP in the organizations is highly affects the other HR activities like recruitment and selection. In addition, the slow recruitment and selection process may lead candidates to shift to other organizations need some types of labor. The other common problem in the studied organization was the interviewer lack of knowledge. In this regard, as the interviewed manager depicted, due to lack of interviewing training the interviewers' knowledge were in question.

Moreover, lack of adequate budget hinders the preparation and implementation of selection criteria for appropriate practices of selecting the right candidate for the job placement in educational office. Absence of transparent and clear guidelines hinders the preparation and implementation of selection criteria. In addition to the above data the researcher has conducted an interview regarding the attention given by top level manager towards the importance of appointing the qualified applicants through proper selection with HR managers (MIV).

The attention was given to the vacancy announcement but after a pool of applicants reached the organization for registration to the vacant posed, the screening and selection was carried out by any person or selection committee who are not HR professionals, as a result they might have selected the wrong candidates by rejecting the right candidates which later exposes the organization for extra coast for giving training to the newly selected candidates (MI).

The feedback after the placement of the newly selected candidates indicated that the selection process conducted by the selection committee and other officials was not well organized and fair because there were many complaints after the placement. The participation of the selection committee during the selection and placement was very weak because top level managements were occupied with meeting and other office work. In addition to this most of the selection committee was not conducted by HR professionals and the newly placed candidates were not full filling the necessary criteria for the vacant job (MVII).

From the above data it is possible to say that since selection was done by any non HR professionals and the newly selected candidates were not full filling the criteria posed by vacant position the attention given by the top level management was very weak and it was very difficult to select the right candidates to have the competent work force to achieve the goal of the organization in educational offices.

Further, educational offices lack attention towards the importance of induction/orientation programs to new recruits and new position holders. That is they didn't attention towards the importance of induction/orientation programs to new recruits and new position holders, the interview result also reveals this, educational office did give attention toward the importance of induction orientation program so that the offices implement and follow up properly the induction orientation programs for the newly recruited and new position holders.

CHAPETER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part summarizes the major findings of the study and draws conclusion on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

5.1. Summary

The main purpose of the study was to assess the current practices and challenges of HRP, recruitment and selection in Adama city administration education office and consequently to identify the strength and weakness of the practice, and to forward possible solution and

make recommendations. To this effect, the survey method was employed. Managerial and non-managerial staff had used for the sample study and the researcher believed that it was representative sample size to conduct reliable research.

Therefore, teachers were used as a source of data. In addition, the leaders were interviewed. The data were gathered through data gathering tools like questionnaire, interview and document observation. Finally, the data received from the questionnaires were analyzed and interpreted using quantitative calculation by using percentage, and demonstrated by tables, qualitative data supplement and triangulate the quantitative data. Consequently, the major findings of the study were presented below.

Conducting sufficient environmental assessment is the primary and critical element of HRP implementation that plays a pivotal role in identifying and anticipating problems and opportunities, it was identified that majority of the respondents of the respondents reported that Adama city Education Office didn't undertake environmental analysis for HRP purpose.

Job analysis and skill audit enables HR planners to practice sound HRP implementation by providing them relevant information about the job entails and human capital required to perform the job, however, the result of the study shows Adama city Education Office didn't considered job analysis and skill audit for HRP purpose. It was found out that the majority of the respondents gave their responses that Education Office didn't undertake forecasting techniques to estimate its HR demand and supply respectively.

The availability of competent HR professional to handle the HRP implementation is very important, however the finding from the data indicated that the respondents gave their responses that Education Office didn't possess qualified HR-professionals in order to handle effective HRP activity. Human Resource Management activities were practiced by non-HR

professionals as a result; the human resource management practices were not handled and implemented effectively.

The finding from the data indicated that Education Office possess sound HR policy manual but, more than half of the respondents replied that education office didn't undertake the HRP implementation in line with its policy. According to the data obtained, majority of the respondents replied that Education Office didn't use HRIS for HRP implementation purpose.

Based on the average index result it was found that the objective of HRP in Education Office were commonly to respond the manpower requirement of different departments. Besides, the average index result shows that HRP objectives to place only the proper employees in each job and to develop new managers to replace the existing managers in the future were the least among the less commonly achieved HRP objectives respectively.

The finding of the study indicated that the major factors that hinder the practices of HRP implementation were; lack of HR specialists, lack of evaluating existing skill supply from within the organization and lack of coordination between HRP section, internal placement division and other concerned departments and line managers respectively were among the leading HRP implementation failure factors in Adama city Education office. Regarding the recruitment method, of the respondents agreed that college recruitment was the leading method of recruitment in Adama city Education office. This was also supported through interview with the external placement manager. But acquiring professionals through professional associations where best people with known caliber were found is very important to competent and qualified professionals.

It was found out that the first mechanism used for gathering information about the applicant was application blank. With regard to the understandability, content relevancy and clarity of the application form it was found that majority of the respondents indicated that

the form is moderately understood and content wise relevant and ethical. The employment policy manual of OEB clearly states that all new job applicants will be informed about the date and place of the examination following registration, however, it was found that of the respondents indicated that they were not told the examination date and place after the registration.

Reference checking of post-employment is difficult at best, no matter how it is difficult reference still used to check on the off chance that should be learned about the applicant. In light of this, opinion from the respondents revealed that the respondents are not aware of background check to be undertaken at any stage of the selection process. As the result revealed, it was found out that the common problems regarding recruitment and selection practice of organization were; poor HRP implementation, slow recruitment and selection process, interviewer lack of knowledge and hard to find candidates with specialized skills.

5.2. Conclusion

As stated in the review of the related literature section, human resource planning deals with the systematic and continuing process of analyzing a firm's human resource needs under mutating conditions and developing workforce policies suitable to the longer-term effectiveness of the organization. Human resource planning involves a complex task of forecasting and planning for the right numbers and the right kinds of personnel at the right places and at the right time to perform activities that will benefit the organization in accomplishing its objectives and helping its members to satisfy their needs.

However, the study shows that the environmental scanning conducted by Education Office hadn't been done in scientific and appropriate manner. The practice was done based on subjective data without adequate environmental scanning practice.

This hindered HR planners to identify and anticipate problems and opportunities, which, in turn, enable them to cope up with the ever-changing environments by turning threats in to opportunities.

The HRP activities including forecasting techniques, maintaining employees' profile, data analysis and others were undertaken manually. This was hindering the efficiency of HRP process and increase wastage of time and other resources. The accuracy of action plan in HRP process is relied on the appropriateness of HR forecasting techniques. Since HR planners set action plans based on the estimated HR availability and requirements, however the less accuracy of HR forecasting methods further affects its action plans. This was a cause that hindered the effectiveness of HRP in Adama city Education Office. Due to shortage of trained and competent manpower who handles the activities the HRP implementation in Education offices was not effective.

In Education Office HRP objectives were not implemented in terms of giving an organization abroad forward-looking insight in to not just the number of employees, but the type, skills, and attributes of the people that will be needed in the future, revealing what training and development activities need to be undertaken to ensure that existing employees and new recruits possess the required skills at the right time, cost reduction by aiming to work out in advance how organizational operations can be staffed most efficiently, and planning of accommodations, such as future need for office space, car parking, and other workplace facilities.

As it has been found out in the study that the interviewers lack competency, this situation could create conditions that the interviewers make selection decision in accurately because of lack of training and experience before interviewing of interviewers in the area. The data also indicated that there was no reference checking of post-employment found to be made by employing offices. It can be concluded that this process hinders the proper selection of competent work force unless solved. The time gap required between two or more

consecutive activity during selection process is very long. This unnecessary long wait was identified as the worst situation encountered by the employees during the selection process and may be a cause to the failure in giving quick responses to placements requirement.

5.3. Recommendations

In order to improve the practices human resource planning and its implementation based on the findings and conclusion of the study the following recommendations are forwarded

- To avoid subjective data proper and adequate environmental scanning practices shall be done by Adama city administration human resource management section . Therefore, the Human Resource Management experts in the Zonal educational offices should carry out environmental scanning in terms of internal labor market, organizational capacity and organizational strategy. Furthermore, it is better to practice job analysis and skill audit analysis to have relevant information about the current and future job and the types of man power actually required to handle the task to realize competency based employee placement practice.
- In order to maintain the right people at right place in the right time human resource manager in education office should undertake forecasting HR supply and demand techniques.

- In order to create competent, motivated and innovative work force education office, the internal placement sections, the external recruitment sections, the HR managers and the selection committee shall select competent HR professionals through competency based employee placement. The newly recruited and selected HR professionals shall handle Human Resource Management practices effectively.
- In order to prepare managers who replace the existing managers whenever necessary, succession planning needs to be put into practice. In doing so education office shall develop and maintain competent human resource professionals that are able to handle their responsibilities whenever they are assigned in managerial positions.
- Finally, the problem of practices of Human Resource Management activities is not such an easy to be adequately studied with in short time. Thus, the researcher would like to recommend that, other individuals or organizations better carryout deeper and wider research work to search for better and wider solutions that can significantly alleviate the existing problems.

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