

Human Resource Management and the Quality Education in Preparatory Schools in Harari Regional State, Ethiopia

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ABSTRACT--- *The purpose of this study was to explore the impact of human resource management on the achievement of quality education in preparatory schools in Harari regional state. Participants of the study were 123 students of grade 11 and 12 by employing stratified random sampling techniques. Forty two teachers, five school administrators, six unit leaders and ten student council members of the two preparatory schools were included in the study. The questionnaire, interview were used for data collection. Both qualitative and quantitative data analysis methods were employed in order to infer results. The findings were; current practice of human resource management on the achievement of quality education was very poor, inadequate mobilization of the human resources, the lack of periodic, supportive and constructive staff supervision and there was a difference in achievement of the students between the public and private preparatory schools. In addition, the lack of commitment and efficiency of teachers, low library resources, absence of laboratory, no practicing the continuous assessment and supervision; and ineffective teaching-learning process were some factors contributing to the students low performance. Thus it can be generalized that the impacts of human resource management on the achievement of quality is obvious.*

Keywords--- HRM, Training & Development, Performance Appraisal, Preparatory School (+2), Quality Education

1. INTRODUCTION

Human resources are vital to any organization. They are the source of success of any organization because human resources convert other resources such as financial, technology, material, knowledge and information in to output. According to Khatri (1999), people are one of the most important factors providing flexibility and adaptability to organizations. Rundle (1997) argues that one needs to bear in mind that people (managers), not the firm, are the adaptive mechanism in determining how the firm will respond to the competitive environment.

The effective management of human resources requires sound Human Resource Management systems. Storey (1995) defines HRM as a distinctive approach to employment management which seeks to obtain competitive advantage through the deployment of a highly committed and skilled workforce, using an array of techniques. The level of practice of these techniques will influence the quality education in any educational institutes. In order to develop a sound HRM system to achieve the quality education, the organization should have effective Human Resource Management practices. HRM practices refer to organizational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfilment of organizational goals (Schuler & Jackson, 1987; Schuler & MacMillan, 1984). HRM practices may differ from one organization to another and from one country to another (Tiwari, n.d).

Education is the only an instrument for the all round development of the individuals. Having human resources does not make success of any organization unless they are managed properly. The appropriate management of human resources will result in high performance of the organization. The performance indicates the quantity and quality of the output of the organization. In school scenario the qualified people like principals, teaching staff and others are the key instruments of achieving the quality education. One of the aims of education in Ethiopia is to achieve self sufficiency through quality education. Therefore it is inevitable the development of human resources who discharge the duties at various levels of the education sector. The role of principals, teachers, policy makers, administrators etc., is important and significant in the progress of education. The effectiveness of education depends on the excellent performance of the individuals involved in education. Numerous studies have shown a positive relationship between effective Human Resource Management (HRM) practices and organizational performance (Becker and Huselid, 1998).

Education is a process which draws out the best in the child with the aim of producing well balanced personalities, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self-sufficient and internationally liberal (Aggarwal, 2004). The essence of

quality education is a dynamic and continuous process that constitutes quality education changes from time to time in response to the demands of the clientele and the society. Quality education includes quality learners as well as environments that are healthy, safe, protective, gender sensitive and provide adequate resources and facilities.

Human resource is the truly key and scarce resource for the achievement of organizational objectives. If an organization has the right people who are properly managed it will be successful, otherwise it will be difficult. Thus human resource management focuses on the management of people seeking to ensure that the objectives of the organization are met. The results of the evaluation and research of educational system made at the national level MoE (2007) indicates, it cannot make sufficient and efficient teachers who make the vision of the country real. To enhance the professional efficiency of teachers and to produce the quantity and quality of teachers the system of teachers teaching should be renewed. In line with the aim of MoE, the Harari educational bureau started the implementation of Teachers Development Program (TDP) in 2007. The department of TDP would collect the data of the school administrative workers and teachers profile at every level with the right qualification and decide the number of personnel. Human resource management involves all management decisions and actions that affect the nature of the relationship between the organization and its employees or human resources (Graeme, 1993). The purpose of this paper is to develop a conceptual model to measure the effects of human resource management on school performance.

1.1 Objective of the Study

The general objective of this study is to explore the impact of human resource management on the achievement of quality education.

The specific objectives of this study are:

1. To explain the current practices of human resource management in Harari People's Regional State preparatory schools.
2. To analyze the effect of human resource management practices on the achievement of quality education in Harari People's Regional State preparatory schools.

2. RESEARCH METHODOLOGY

A mixed research design which includes quantitative and qualitative methods was used in this study. The study was carried in two preparatory schools, viz, Abobeker Preparatory School and SOS Hermann Gmeiner Preparatory school in Harar regional state. The data collected from primary and secondary sources of data including students, teachers, principals, Teachers Development Program staff and Quality Control Assurance staff of educational bureau as primary sources and the students' achievement documents of both schools as secondary sources. The objects of the study selected by employing the stratified random sampling technique for the selection of students and the available sampling technique was used for selecting the teachers, principals, deputy directors, supervisor, teachers' development program staff and quality control assurance staff. Ten percent of the total students was 123 (71 males and 52 females) were selected as a sample proportionally from both schools using stratified random sampling and the total number of principals, teachers, TDP staff was 64 selected by purposively (all available). The data were collected through questionnaire and interview.

The collected data was analyzed by using quantitative and qualitative methods. The mean responses of teachers and students on Likert scale were calculated and analysed. The data were analyzed by descriptive statistics such as mean, variance, standard deviation, frequency and percentages and inferential statistics like t-test, regression for predicting the validity and correlation to see the relationship were used. The qualitative data was summarized based on the similarities and dissimilarities.

3. RESULTS AND DISCUSSION

In this section, the data collected by using different data collecting instruments are tabulated, presented, and analyzed by dividing them in to sections based on the specific objectives of the study. An attempt was made to integrate the data obtained through different methods under each section.

As it can be seen in table 1, among 54 teachers, almost all are first degree holders. This implies that almost all the teachers have the right qualifications to teach in preparatory schools. With respect to the experience, more than half of the teachers have more than 10 years experience. So they have long years of teaching experience. Almost 70% of the teachers have more than 18 hour's workload per week. There is no equal distribution of workload in the school as the researcher was informed by school directors. They said the subject the teacher teaches matters.

3.1. Background of Respondents

Table 1: Background of respondents

No	Item	Teachers(N=54)	Students(N=123)
1	Sex Male	53	72
	Female	1	51
	Total	54	123
2	Qualification		
	a. 12+2 = Diploma	1	
	b. 12+4= First Degree	49	
3	c. 12+4+2= Second Degree	4	
	Experience(teaching) in years		
	a. 0-10	24	
	b. 11-20	7	
	c. 21-30	18	
4	d. 31 and above	5	
	Work load per week		
	a. 10-17	24	
	b. 18-25	30	

N-number of respondents

3.2 The Current Practices of Human Resource Management in the Schools

Table 2: Current Practices of HRM in the Sampled Schools

No	Current practices of HRM	AB Students Mean	SOS Students Mean	AVG Mean	AB Teachers Mean	SOS Teachers Mean
1	There is Human Resource planning in the school	3.67	4.50	4.08	4.50	3.01
2	The teachers are well qualified	4.02	4.58	4.30	4.58	3.25
3	There is appropriate recruitment and selection process in hiring teacher	2.88	4.42	3.65	4.42	2.62
4	There is reward for good performance in the school	2.90	3.67	3.28	3.67	3.45
5	There is team work and two-way communication among students, staff and school administration	3.62	4.08	3.85	4.08	3.25
6	Employees are encouraged and motivated by school administrators	3.09	3.75	3.42	3.75	3.2
7	There is an evaluation and performance appraisal of teachers in the school for the development of the staff	3.22	3.75	3.485	3.75	3.27
8	The staff workload or assignments is equally distributed	3.29	3.58	3.435	3.58	3.26
9	There is well safety or security in the school	3.29	4.00	3.645	4.00	3.23
10	There is compensation plan for the staff	2.98	3.42	3.2	3.42	3.35
	Average Mean	3.30	3.96	3.64	3.98	3.29

The data presented in table 2 are focused on the practice of various components of human resource management in public and private schools in Harar regional state. The data revealed that the mean of overall practices of human resource management in the both schools school is above average (>2.5). The mean (3.98) of responses of the students of SOS Hermann Gmeiner Preparatory school is higher than the mean (3.30) responses of Abobeker Preparatory school. The students of private SOS school perceived positively regarding HRM practices of their school management. In focus group discussion held with the students of SOS said that, *“The school principal briefs about profile of the school in relation to facilities such as library, laboratory, pedagogical center etc., teachers’ potentialities, previous years school achievement and other amenities available in the school in the beginning of the academic year and most of these facilities are witnessed by us.”* In an interview with the school principal of SOS also said that *“they have well prepared human resource planning and our HR department follow-ups periodically whether the plan is being implemented as planned or not.”*

If we look at the mean responses of teachers of private SOS school and public Abobeker School, the teachers of Abobeker school are more comfortable to work in their school compare to SOS school. The overall mean (3.98) of

responses of Abobeker school teachers is higher than the overall mean (3.62) of responses of SOS school. An interview with the principal of Abobeker school said, “our teachers feel more freedom compare to any public school. The teachers’ recruitment is done by the regional education bureau and only qualified teachers are being selected. We take all the decisions in participatory manner unlike private schools.” An interview with the principal of SOS school said, “The school has an empowered manpower. We do work in team, and teams are led by experienced teachers and experts. There is a continuous assessment in the school. We have clear written job-description. The school is performing well compared to the government and other private schools here. Our main focus is on the learners.”

The data in the table 2 depict that the human resource management is the core issue of any organization, particularly in educational institutes. The future of the any nation lies in the classroom. Though there are some differences in the practice of human resource management in both schools, the overall practices in both schools is satisfactory.

Human resource management directly affects the teaching-learning process. The role and functions of human resource management is to harmonize the relationship between teachers and teachers; and teachers and students. So teachers who obtain the bit, do it only until the best possible use, so the cadres must possess excellent organization and coordination ability and have abilities to organize different teachers reasonably and unite them together to form a concentrated effort to play the overall performance (Xiaoping, 2006). Emphasis should be laid on human resource development, and the rational utilization of human resources, so that teacher management method would be scientific, democratic and legalized and the management system will be rational and normative (Yue, 2003). In the course of the operation, managing teachers should not only be managed but also should be fully developed in order to both spiritually and materially realize the teachers’ value. Human resource professionals should continually contribute to the process of change and help to improve the organization’s capacity to do so (Ulrich, 1997). The management of SOS Hermann Gmeiner Preparatory school fulfills the required facilities in order to achieve quality education and motivate the staff. One of the educational supervisors said in an interview: “The school is considered as the model in the region wide in many aspects to share its experience to a different governmental and non-governmental school. The school has a leading standard for the current situation in a region wide.”

In focus group discussion with students from the both schools suggested for the improvement of human resource practices in the schools are; the teachers and students should work cooperatively, highly qualified and effective teachers should be hired, and the opportunities should be given to the students to participate in every activity in the school which should lead to competition among the students. Further they said that this is possible through only active teaching-learning process in the school. There is also random monitoring and evaluation of teachers in the school. There should also be participatory decision-making process and active problem-solving method. The teaching-learning process should be student-centered. Finally they expresses that the achievement of the student should be based on the students’ performance rather than teachers’ performance. There should also be practical teaching-learning method and the workload of teachers should be minimized.

From above discussion, it can be inferred that the HRM practices are more important to the success of any educational institutions. It indicates that the schools must possess well prepared HRP, planned recruitment and selection, well designed training and development strategy, well defined performance appraisal system, compensation plan and good communication. The success of any school depends on right practices these components and appropriate qualified effective leadership.

3.3 The Teachers Training and Development Program

The training and development is one of the core components of HRM. The professional growth of teachers depends on the training and development strategy of the school and educational bureau. The main objective of training program is to equip the teachers with current trends in teaching and update the content knowledge. This will help the teacher to grow in a career path.

Table 3: Responses of Aboker Preparatory school and SOS Hermann Gmeiner Preparatory school teachers with respect to teachers’ professional growth or training and development

No	Statements with respect to teachers professional growth or training and development	AB Teachers Mean	SOS Teachers Mean
1	School managers plan for training sessions to upgrade the staff skills and knowledge	3.07	4.50
2	School managers organize the trainings, seminars, conferences and workshops to upgrade the skill set of staff	2.47	4.25
3	There is appropriate supervision and evaluation of training sessions	3.35	4.25
4	School managers work collaboratively for implementing continuous professional development or capacity improvement	3.33	3.83
	Average Mean	3.07	4.21

The content of the table 3, is to identify the teachers' training and professional growth of teachers of the Aboker Preparatory school and SOS Hermann Gmeiner Preparatory school. The overall mean response of the teachers of Aboker Preparatory school is 3.07 and SOS Hermann Gmeiner Preparatory school is 4.2 which are more than average mean 2.5. However, the data reveals that SOS Hermann Gmeiner Preparatory school is focusing more on training and development activities to upgrade their teaching staff. The data also shows that the mean (2.47) response of teachers of Abobeker Preparatory school on conducting the trainings, seminars, conferences and workshop is less than the average means (2.50). According to the data, the SOS school leadership plans, organize and evaluate training sessions; and help them in implementing continuous professional development at high degree compare to Abobeker School.

In an interview with one of the senior teachers in Abobeker school said, *“the school plans various training sessions and incorporate into school calendar but in practice the school management never organize even single training session. There were one or two trainings conducted in school just for one day and contents of training are routines. No newness, no pedagogical approach and no monitoring of the training sessions are common errors in practice. In addition always either principal or vice-principal will attend the trainings at Addis Ababa at Ministry of Education or at regional level.”*

One of the teachers responded in the open-ended question was *“the school is theoretically good in planning but practically never conduct any training. Therefore, the school needs comprehensive support of regional government administration”*.

In an interview with one of the senior teachers in SOS school said, *“One of the major qualities of our school is the presence of strongly equipped and trained teachers. Therefore, the school administration must work strongly to mobilize the resources at hands in order to bring the needed achievement of the school. The improvement of assessment and staff supervision should also be taken into consideration. But we are all very happy that our school identifies the training needs o teachers and plan for trainings to remove deficiencies and improve the quality. The training secessions are well organized and experts come from nearby Haramaya University, the participation of trainees also appreciable.”*

The above data also confirmed by Ngobeni (2004) in his study and he pointed out that educational leader or manager need to know about the factors that create motivation, so that they can induce employees to work harder, faster more efficiently and with greater enthusiasm. Engaging teachers for the training and development program is one of the motivational factors which should be taken into consideration. If teacher is motivated, he can do his job straightforwardly. The school leaders or managers should identify the kind of trainings needed for the teachers, and then they should contact the concerned body or educational bureau for the groundwork of training. Training and development inculcates the hidden potentials, knowledge and abilities within a human being. It gives refreshment and awakening for teachers. To enhance the professional efficiency of the teachers and to produce the quantity and quality of teachers the system of teachers teaching should be renewed.

3.4 Quality Education

The Indicators of Quality Education

The strength of any educational system, however, largely depends on the quality and commitment of its teachers. The teacher is the most important resource in an education system in any society (Oliveria and Farell, 1993). The teacher also plays a major role in the delivery of quality education. Educational quality has been shown to be largely a function of teacher quality (Avalos and Hadad, 1979). Emphasizing the same point, Platt (1970) comments:second only to the student, the teacher is the heart of the educational process and the main determinant of the quality and effectiveness of its results.

The quality education depends on quality manpower and infrastructure of institution. To measure the quality education it is obvious to frame indicators or benchmarks depending on the local context. The aim of benchmarks is to provide a common point of reference for achievement of academic standards. The subject benchmark statements system serves to make both entire academic communities and institutional programme teams more explicit about what they judge to be key elements of the curriculum and to engage in discussion about the boundaries, definitions and priorities that such explicitness renders more conspicuous.

The following indicators have been considered to judge the quality education in secondary schools through which one can understand the quality of human resources.

As it can be seen from table 4 above, the stated indicators of quality education should be achievable by the school. The content of the table is to identify the indicators of quality education in Aboker preparatory school and SOS preparatory school. The mean value of responses of teachers of both schools is more than 4 which is much higher than average mean (2.5) in the case of existence of structured curriculum in the schools. Actually curriculum is made by MoE at federal level and which is harmonized. The same curriculum should be followed by all secondary and preparatory schools in Ethiopia. But in practice it may vary from school to school. If take the case of Abobeker preparatory school the agreement mean value on the item 2 in table 4 is 3.55 where as the mean value of SOS preparatory school is 4.25 which higher than public school. The mean value of implementation of active learning in Abobeker preparatory school is

3.38 and SOS preparatory school mean value is 3.83. The supervisors support is higher in SOS preparatory school than Abobeker preparatory school. The availability of library, laboratory and multi-media facilities are adequate in SOS preparatory but these facilities are inadequate in public Abobeker preparatory school, because Abobeker preparatory school depends on only public funds which are limited. The data on almost all indicators is higher in SOS preparatory school compare to Abobeker preparatory school.

Table 4: Responses of Aboker Preparatory school and SOS teachers with respect to the indicators of quality education

No	Indicators of quality education	AB Teacher	SOS Teacher
1	The school curricula is well structured	4.02	4.50
2	The curriculum is meaningfully engaging and is suitable to students	3.55	4.25
3	There is an encouragement or motivation of teachers	3.14	4.25
4	Teachers practice active teaching and learning to motivate students	3.38	3.83
5	There is a great achievements of the students in the school	3.31	4.25
6	Students work and experience according to the standards of the MoE	3.05	4.08
7	Students are supported personally, academically and vocationally	3.57	4.08
8	There is an effective monitoring and evaluation system in the school	3.52	3.92
9	Supervisors provide adequate administrative support and guidance	2.90	3.58
10	There are enough books in library, laboratory, clubs and mini-media	2.76	3.75
11	Human, material, financial resources are well managed	3.00	4.08
12	There is a good educational policy in the school for the development	3.14	3.92
	Average Mean	3.28	4.04

The qualitative data through an interview from one of senior teachers revealed that, *“To achieve quality education: first, the number of students and the classrooms should be proportional. Second, the school should be equipped with the materials like library, laboratory, text-books and plan for co-curricular activities. Third, the school should have well-organized curriculum. Fourth, the school should have qualified and effective leaders and efficient teachers. Fifth, all the school community, i.e. school administrators, teachers, students, parents and administrative workers should work for a common goal. Finally, the leadership of the school should build teamwork and trust among members of the school. There should also be participatory decision-making.”*

In relation to the indicators of quality education, the data collected through focus group discussion with the school administrators, supervisor, educational bureau quality assurance program and (teacher Development program (TDP) staff, depicted that the indicators of quality education are; students’ achievement, student-class ratio, student-teacher ratio, student-textbook ratio, structured curriculum, qualification of teachers, drop-out rate, repetition rate, conducive environment and inputs like library and laboratory. The information communication technology and school improvement program is going to be practiced in the school. The teachers are evaluated, by how they put into practice the inputs at their hand. The achievement of the student is evaluated by the regional standard and national exam. They also concluded that there is a committee which evaluates the structured curriculum every month. The teachers are also directly and indirectly evaluated by the achievement and behavioral change of students.

The response of one of the SOS teachers in an interview was, *“If quality education is measured in accordance with a student result and objective of the educational bureau and by comparing its rank or status with other schools, I can say that there is quality education in our school. However, there are a lot of works needed to achieve the best and to reach the maximum level. It requires the involvement of all the school community.”*

Teachers play a decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers. Miles (1975) states:.....good curricula, creative instructional materials, efficient organization and management, modern facilities and equipment - all of these contribute to the effectiveness of education, but all depend for their full realization upon the skill, the wisdom and the commitment of teachers.

On the same issue the data also collected from the students of both schools. The mean value responses of students on various indicators of quality education are presented in table 5. From students perspective also the similar responses have been recorded. Similar to the responses of the teachers, the students also responded. The responses of Abobeker preparatory school students reflected the real situation in their school. According to them the facilities like library, laboratory and other facilities related to teaching-learning were inadequate compare to the SOS preparatory school. The mean value responses of students of Abobeker preparatory secondary school are lower than the SOS preparatory school. It indicates that the practices in government school are inferior to the private SOS preparatory school. Since the source of funds in SOS preparatory school is tuition fee paid by the parents, so the school is inputting certain funds towards improvement of quality due to the competitive situation in Harar town.

Table 5: Responses of Aboker Preparatory school and SOS preparatory school students with respect to the indicators of quality education

No	The indicators of quality education	AB students	SOS students
1	The school curricula is well structured	3.13	4.23
2	The curriculum is meaningfully engaging and is suitable to students	3.23	4.08
3	There is an encouragement or motivation of teachers	3.31	3.69
4	Teachers practice active teaching and learning to motivate students	2.85	3.84
5	There is a great achievements of the students in the school	2.72	3.46
6	Students work and experience according to the standards of the MoE	3.15	4.00
7	Students are supported personally, academically and vocationally	2.69	3.54
8	There is an effective monitoring and evaluation system in the school	3.03	3.62
9	Supervisors provide adequate administrative support and guidance	2.68	3.46
10	There are enough books in library, laboratory, clubs and mini-media	2.16	3.46
11	Human, material, financial resources are well managed	2.31	2.85
12	The school curricula is well structured	2.96	3.54
	Average Mean	2.85	3.65

In relation to the indicators of quality education, during focus group discussion the student council members, concluded that; *“The indicators of quality education are students’ achievement, structured curriculum, students’ capacity of accepting education, active teaching-learning process, qualified teachers’ and behavioral change of students. Grade 11 failures are better to repeat and educationally weak students should be encouraged. The problems or challenges which the students’ mentioned are lack of teachers’ preparation, student-centered teaching, encouraging and respecting students, evaluating teachers, training for teachers, scarcity of laboratory, lack of reference books, weak performance of some teachers, lack of good relationship among teachers, students, crowdedness of the students in a class, lack of motivation of teachers and some of the teachers are addicted to alcohol and cigarettes.”*

If human resource professionals are not able to facilitate change management processes and adapts learning to new change initiatives, they would have problems working with key individuals to ensure decisions are made quickly and to ensure resources are aligned with desired changes (Brockbank et.al, 2003). A great responsibility and accountability is laid upon the top-leaders or managers.

3.5 The Impact of Human Resource Practices on the Achievement of Quality Education

There is a direct relation between human resource practice and achievement of quality education. To achieve the quality education there should be sustainable leadership, teacher should engage actively, students are to be supported, teachers should make the students to involve in active-learning process, there should be planned co-curricular activities, planned instructional supervision, reward system for both teachers and students, and employment stabilization.

Recently, there has begun what may unfold into an almost seismic shift, with HR practices and the HR department moving toward becoming an active partner in teacher quality improvement. As noted in a study of the administrative transformation of HR departments, “...if school superintendents and school board members care about teacher quality and advancing district-wide reforms, they cannot ignore the quality of their human resource departments” (Campbell, DeArmond, & Schumwinger, 2004, p.7).

The data presented in table 6, focused on assessing the relationship between human resource management and achievement of quality education in the both schools. The responses of the teachers of Abobeker preparatory school on sustainable leadership, active engagement of teachers, support for the students, and co-curricular activities were positively practiced where as students involvement in active learning, supervision, availability of reward system, compensation to the teacher to attract them to retain were practiced negatively. Contrary, the teachers of SOS preparatory school have perceived all the HR practices positively.

The response of a senior teacher in an interview was, *“achievement of quality education is possible through highly qualified teachers, structured curriculum, well-organized library and laboratory, active teaching-learning process, teachers’ initiation and performance, student performance and versatile leadership and management in the school.”* Further he said, *“there are certain shortcomings such as lack of good management in the school. The school administrators are unable to monitor and evaluate the work of all teachers. The administrators do not take a major measure on the problems occurred in the school.”*

Table 6: Responses of teachers of both schools with respect to the current human resource practices and quality education

No	The current human resource practices and quality education	AB	SOS
		Teachers	Teachers
1	There is sustainable leadership and management in the school	3.24	3.92
2	Teachers are actively engaged in school activities	3.64	4.25
3	Students are supported in all aspects of learning and progress	3.36	4.42
4	Students involve in active teaching and learning process	2.86	4.00
5	There is a high performance level or work of teachers in the school	3.55	4.33
6	There is high performance-level of students in the school	2.88	4.17
7	There are co-curricular activities in the school	3.57	4.17
8	There is timely, constructive and supportive staff supervision	2.48	3.33
9	There is investment in teachers training and development	2.48	3.58
10	Teachers practice reward systems in the teaching-learning process	2.83	3.50
11	There is staffing, based on employment stabilization	2.93	3.58
12	There is a contingent compensation that can attract and retain teachers	2.76	3.50
Average Mean		3.05	3.90

During the focus-group discussion the school administrators of both schools reported that: “Education without a human resource management is like a car without driver. The resources or inputs at hand should be properly managed. The expected output is the behavioral change of students and the achievement of students. There is a continuous assessment by the performed committee. Encouragement of female students is mandatory in our school. There is also a counseling and support for students. Teachers participate in all activities of the school. The school improvement program is going to be implemented. There is also lack of periodic and supportive staff supervision. The school should be re-structured, facilitated and organized at the preparatory level.”

In the same line student council members were asked to reflect in FGD, they disclosed that “The quality of education in our school is less. In our opinion the main problem is the recruitment and selection of teachers. In our school there are no physics and mathematics teachers. There is also no laboratory, insufficient reference books in the library especially for social science students. There is no openness and transparency in the administration side.”

Further, during focus group-discussion with the department heads of SOS preparatory school summarized that: “The impact of human resource management on the achievement of quality education is enormous. The on and off training has its own positive impact or contribution on the achievement of quality education. In, our school there is whole day learning because of the manageable number of students. There is well-equipped laboratory and other facilities. The school is fascinating and a model school for other schools in a region wide. There is also a direct and indirect impact of human resource management on the achievement of quality education. To achieve quality education, there must be student-centered teaching-learning process, providing successive training and upgrading the staff performance, making the school safe to students and minimizing turnover. There is also lack of staff mobilization and supervision.”

The supervisors of both school responded that there is appropriate criteria to assess the school teachers and due to their deskwork pressure, they could not concentrate on assessment at full level. Therefore teacher could not get proper feedback; this could be reason why the schools are not achieving total quality in their schools. Prompt feedback for teachers can help teachers affirm their achievements as well as know their inadequacies to reset their goals (Wang, 2006). The performance appraisal results could be important bases for renewing engagement, promotion for higher level positions or professional and technical positions, an application for further study and subsidy payment.

3.6 Comparing the Mean of the two selected schools by t-Test

Table 7: The t-test result of the two selected schools on the current practices of HRM in the school

No	The analyzed data or variable in the computer	School						t-test	Sig Level (2-tailed)
		Aboker			SOS				
.		N	M	S.D.	N	M	S.D.		
1	The current practices of Human Resource Management in the school	152	38.67	7.88	25	47.36	4.63	5.353	0.01
2	Teachers Training and Development Program	152	13.06	3.53	25	14.80	2.68	2.347	0.020
3	The Indicators of Quality Education	152	35.64	9.47	25	47.36	46.04	5.203	0.01
4	The relationship between Human Resource Management and Quality Education	152	35.11	9.28	25	45.04	7.08	5.108	0.01

The results showed in table 7, on current practices of HRM at degree of freedom 176 the t-value is 5.333 which is greater than the table value 2.57 at significant level 0.01. This shows there is a statistically significant difference in HRM practices between Aboker and SOS Preparatory schools. The mean result of SOS Preparatory school (Mean = 47.36, SD = 4.63) is slightly greater than that of Aboker Preparatory school (Mean = 38.67, SD = 7.88). It is clear that the current practice of HRM in SOS Preparatory school is better than that of Aboker Preparatory school. On training and development, the table value is 1.96 less than the calculated t-value which is 2.347 significant level 0.05. On indicators of quality education, the table value is 2.57 which is less than the calculated t-value (5.203) at significance level 0.01 that shows that there is a statistical significant difference between both schools, on relationship between HRM practices and quality education, the calculated t-value is 5.108 which is higher than the table value 2.57 at 0.01 significance level which shows that there is a statistical significance difference between the two schools. The HRM practices are superior in SOS preparatory school compare to Abobeker preparatory school.

3.7 Predicting the Impact of Human Resource Management on the Achievement of Quality Education by Regression Test

In order to test whether human resource management and teachers development program predict (TDP) the achievement of quality education or not, the researcher used regression analysis tool. The regression analysis was performed by using Step Wise Method. Here in this model the indicator of quality education was entered as dependent variable and the HRM and TDP were entered as independent or predictor variables. The results obtained are given in the following table.

Table 8: The Model Summary of the Regression Analysis

Model	Regression (R)	Regression Square (R ²)	Adjusted Regression Square (R)
1	.641 ^a	.411	.408
2	.656 ^b	.431	.424

Predictors: (constant), HRM= Human Resource Management b. Predictors: (constant)

The multiple correlations given in table 8 above showed that the current practices of human resource management alone can contribute 41.1% of variance in the achievement of quality education and the current practices of human resource management and teachers training and development program jointly contribute 43.1% of variance in the achievement of quality education.

Table 9: The Coefficients of the Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t-test	Significance Level
	Beta	Std. Error	Beta		
1. (Constant)	5.716	2.896	-	1.974	.050
HRM	.787	.071	.641	1.058	.01
2. (Constant)	4.243	2.919	-	-	.148
HRM	.656	.088	.535	7.429	.01
TDP	.503	.206	.176	2.440	.016

HRM= Human Resource Management, TDP = Training development Program, B = Beta, t = t-value

The regression coefficients given in table 9 are used to formulate the regression equation: The Achievement of quality education= 4.243 + 0.656 HRM + 0.503 TDP + e; e= error term. The capacity of beta values of regression coefficients is evident that HRM (beta value = .535) is more important in predicting the achievement of quality education than TDP (beta value = .176).

3.8 The Student Achievement of the Two Schools

Table 10: 2011, First Semester Standard Examination Mean Achievement of Individual scores of the SOS preparatory School

Cycle	Grade	Category			Impact on school mean score	Remark
		SOS	Abobeker	Overall		
1st	1	93.20	92.29	92.58	+ve	89.45
	2	90.17	91.55	90.95	+ve	
	3	86.87	87.03	87.09	+ve	
	4	87.45	87.06	87.13	+ve	
2nd	1-4	90.43	89.08	89.45	+ve	
	5	75.67	85.47	84.50	+ve	
	6	78.04	82.85	82.31	+ve	
	7	75.46	77.09	76.84	-ve	

Preparatory 3rd	8	75.24	78.33	78.13	-ve	
	5-8	76.16	80.97	80.45	-ve	80.45
	9	70.09	79.09	78.47	-ve	
	10	61.07	61.07	71.84	-ve	
	9-10	66.22	66.22	74.94	-ve	74.94
	PI	57.5	76.66	76.35	-ve	
	PII	66.58	73.05	72.63	-ve	
	PI-PII	64.76	74.87	74.46	-ve	74.46
School Mean Score						81.83

From the results of the table 10, infers that the SOS preparatory school performs is good. Almost all the students' scores are more than 60% and the mean score of preparatory students' is 74.46, and the mean score of the school is 81.83. Therefore, the school should keep-up its performance and upgrade itself to reach the maximum level.

Table 11: 2011, First Semester Standard Examination Result of Aboker School Grade 11 Students

Subjects	Total no of students who took the standard exam			No of students who scored less than <50						No of students who scored above >50						Total Average mean scored by students		
				M		F		T		M		F		T				
	M	F	T	no	By %	No	By %	No	By %	no	By %	No	By %	No	By %	M	F	T
English	347	252	599	165	49	137	54	302	51	182	50	115	46	297	49	50	48	49
Maths	377	255	592	286	85	239	90	516	87	51	15	25	9.8	76	13	34	32	33
Physics	314	205	519	228	92	188	92	476	92	26	8.3	17	8.3	43	8.3	33	30	32
Chemistry	303	209	512	102	34	122	60	224	44	201	66	87	41	288	56	56	45	52
Biology	300	204	504	115	38	122	60	237	47	185	62	82	40	267	53	57	44	52
History	31	44	75	8	25	16	36	24	32	23	74	28	63	51	67	57	51	54
Business	32	44	76	6	18	16	36	22	28	26	81	28	63	54	71	50	50	50
IT	329	244	573	199	62	179	73	378	66	130	37	65	26	195	33	44	39	42
Amharic	183	170	353	65	35	63	37	128	36	118	64	107	63	225	62	50	50	50
A. oromifa	124	1	165	13	14	3	8	16	10	111	86	38	91	149	90	71	67	69
Harari	17	25	42	3	17	-	-	3	7	14	82	25	10	39	93	74	77	76
Total																		

M= Male,

F= Female,

T=Total

The results of the students given in table 11 clearly showed that the school should perform more especially in subjects' physics, mathematics, Information Technology and English language. The results of the majority of the students are below the expected pass result.

3.9 The Correlation Test among the Four Statements

Table 12: The Correlation Test among the Four Statements

Correlation Test	HRM	TDP	IDE	RHRMQE
HRM Pearson	1	.607**	.641**	.624
Correlation Sig. (2-tailed)	-	.01	.01	.01
N	177	177	177	177
HRM Pearson	.607**	1	.500	.470**
Correlation Sig. (2-tailed)	.01	-	.01	.01
N	177	177	177	177
HRM Pearson	.641**	.500	1	.772**
Correlation Sig. (2-tailed)	.01	.01	-	.01
N	177	177	177	177
HRM Pearson	.624	.607**	.641**	1
Correlation Sig. (2-tailed)	.01	.01	.01	-
N	177	177	177	177

HRM= Human Resource Management, TDP = Training development Program, IQE= Indicators of Quality Education, RHRMQE= Relationship between Human Resource Management and Quality Education.

The results given in table 12 indicated that the at degree of freedom is 176 it showed a positive relationship between the current human resource management practices and achievement of quality education which is significant at 0.01 significance level.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Most of teachers (91%) had the right qualifications (1st degree), some of them (8%) had post-graduate qualification and 1% was had diploma to teach at preparatory school and majority of them had more than ten years teaching experience with fair teaching load (less than 20) per week.
- The study reveals that particularly in relation to Abobeker preparatory, there was a lack of detailed knowledge about HRM, lack of sufficient training and development programs, lack of adequate materials such as: Textbooks, Well-organized library, Well-managed laboratory, lack of regular assessment and periodic staff supervision, lack of mobilization of the workforces at hand. There was also some defect on the recruitment and selection process of school administrators and teachers and low payment for preparatory teachers. There was a lack of student-centered teaching-learning process in both schools and active teaching-learning process.
- The HRM practices are at satisfactory level in the case of SOS preparatory school compare to Abobeker preparatory school, however there some deficiencies of practicing the HRM and it has overall impact on the quality education in both school, degree may differ but both need to concentrate on appropriate practices of HRM. Because of presence of these deficiencies the schools are not achieving the expected results based on the MoE standards. The regional education bureau also not inputting the expected support in terms of materials, finance and human resources. As a whole it has impact on overall quality of the education in Harar region.

4.2 Recommendations

Keeping in mind the major findings and conclusions of this research, the following recommendations were forwarded:

A great emphasis should be given by the government or the concerned bodies for the salary increment of teachers in order to motivate them to perform well by decreasing the dissatisfaction. The government and school management should organize periodical training and development programs for the teachers and managers in order to build their capacity. The educational bureau should take special attention to the regular assessment and periodic staff supervision. Therefore the teaching-learning process would sustain in a balanced manner and provide adequate and sufficient materials like textbooks, library and laboratory facilities to the schools, so that the students will benefit much from the school.

The educational bureau should assign the right, qualified and experienced staff and principals to preparatory schools through appropriate recruitment and selection process to promote the achievement of students. A comprehensive regional government support is needed for both preparatory schools; special attention should be given to Aboker preparatory school. The staff, students and parents should cooperatively work in teams to achieve the common goals to enhance the quality education. Finally the school administrators and educational bureau should work hand-in-hand to a better achievement.

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