

Original Research Article

Human Resource Management Practice and Teachers' Job Satisfaction: The Case Study of East Wollega Zone Secondary Schools, Western Ethiopia

Abstract:

Aim: *The main purpose of this study was to investigate the relationship between Human Resource Management Practice and Teachers' Job Satisfaction in government Secondary Schools.*

Study design: *the research design for this study was correlation research design. The research approach used for this study was both quantitative in nature and qualitative research approach.*

Place and Duration of Study: *The study was made in East Wollega Zone, Western Ethiopia. Data was collected 5 days/week over two shifts and the time of the data collection lasted for three months from January to March 2019.*

Methodology: *Data was collected through questionnaire, and interview. Respondents were selected using random sampling technique and a total of 155t eacher respondents were participated. Also, five school principals were purposively selected and participated in the study. The data collected were organized, analyzed, tabulated and interpreted using simple percentage, mean, standard deviation, one way ANOVA test and Pearson correlation.*

Results: *Major findings of the study are: majority of respondents reported poor teaching staff resource planning at school level ($M=2.14$, $SD=1.18$), provision of training and development on various issues was inadequate ($M=2.24$, $SD=1.32$), performance appraisal practice was not based on clear and transparent procedures ($M=2.05$, $SD=1.15$), a good number of teachers were feeling moderate job satisfaction to the existing work environment ($M=3.24$, $SD=1.35$). Moreover, correlation analysis indicates significant positive interaction between human resource management and teachers job satisfaction ($r=0.55$, $p=0.00$).*

Conclusion: *The importance of human resource management was not acknowledged and well understood by the educational leaders and the implementers. There was little human resource plan in advance in the study area. Thus, regional education bureau should provide opportunities for school leaders to attend workshops that can increase their HRM practices so that school excellence and the education vision can be achieved and education administration at different levels need to design strategic system that invites the school principals in the activities of HRM.*

Key words: *Human resource management, job satisfaction*

1. Introduction

Among possible assets of an organization, human resource is the most significant and

precious asset which is essential for healthy operation of all other resources of the organization [18].When human resource is satisfied in terms of their jobs and earning

then productivity level will increase. When employees are more satisfied with their job they tend to put in to their best in every aspects of profession [13]. Human resources are the most essential ingredients in any academic and non-academic institutions. All organizations and institutions, to carry out their activities and achieve their goals and objectives, should require appropriate human resources. Human resource is the fundamental and decisive asset more than other resources like material, financial and technological. This is due to the fact that human resources mobilize and organize the other resources to realize the organizational goals and objectives. Because of the essentiality of human resource proper human resource administration in an organizational set up is a prerequisite to meet intended objectives for they supply the institutions with their works, talents, skills, experiences and creativities [13].

In the context of schools, human resources (teachers) are important input as well as an asset. This is because the effectiveness of the school in achieving its objectives largely depends on qualified and competent teachers. Teachers are key experts in an educational setting because they play a major role in securing quality education. According to Ingersoll (2001), teachers play a mandatory role in the achievement of educational goals. Whatever curriculum change is introduced and whatever reforms are made, all will be of little or no advantage without qualified and competent teachers. Thus, every educational system should strive to attract and retain qualified teachers and provide them with the best possible working conditions and incentives that will satisfy their needs [12]. Schools' human resource management is responsible for creating conducive working environment for teachers to do job of teaching. Thus educational officials in different levels should have the responsibility to communicate effectively with teaching staffs.

On the other hand, lack of proper human resource management practice can create an environment of helplessness, frustration and employee turnover. It underlines the importance of job satisfactions of employee's the relationship between appropriate human resource management practice and positive employee attitudes including employee

satisfaction, loyalty and productivity in organization. It has been also suggested that treating employees as a valuable asset improving their commitment and loyalty leads to high performance and quality. However, unfair treatment of teachers regarding educational and non-educational matters creates teachers' job dissatisfaction and great psychological stress [23].

In the context of Ethiopia, it was also researched that administrative problem is one of the causes for teachers to quit their job. For instance (Motuma, 2006) in his study of teachers' turn over in government secondary schools of Oromia revealed that administrative problems were major reasons contributing to teachers' turn over [20]. Also, poor performance evaluation; unnecessary interference, lack of clear unit of command and unity of direction and lack of democratic school management were problems that related to human resource management. Students' disciplinary problem and how it is managed is another major factor that affects the relationship between human resource management practices and teachers' job satisfaction. Some teachers are dissatisfied with students' character and disciplinary problems which enforce them to leave their job or move to another school [13].

Inadequate attention given to HRM especially in motivating and retaining desirable teaching staff is one of the major impediments for the inefficiency of the school system in our country. An unattractive career structure, low salaries, and poor incentives are indicative of this fact. Human resource has been remain the most important resources in any organization because it is related with the responsibility of manipulating and using other resources like money and materials for the purpose of achieving the goals of the organization. In most government secondary schools, human resource management with the right skills is not adequate. It is also often noticed that the number of students are by far more than the number of teachers in most of the schools and this may often results in low academic achievement among students and job dissatisfaction among the teachers [3]. In Ethiopia a number of efforts have been made to strengthen the qualification and profession of teachers [21]. The core work of these qualified teachers is to equip students with

knowledge, skills and creativities. Therefore, this study was intended to achieve the following specific objectives,

- 1) To study the performance of human resource management practices in government secondary schools of the study area
- 2) To investigate the level of teachers' job satisfaction regarding human resource management practice
- 3) To examine the relationship between human resource management practice and teachers job satisfaction in the study area.

2. Review of Related Literature

Human resource management refers to the policies and practices involved in carrying out the human resource aspects of management position including human resource planning, job analysis, recruitments, selection, orientation, compensation, performance appraisal, training and development, and labor relations [8, 26]. Barry (2001) identified that the planning of human resources generally involves four phases: (a) gathering and analyzing data to forecast expected HR demand, given organization's plans for the future, and to forecast future human resource supply; (b) establishing human resource objectives; (c) designing and implementing programs that will enable the organization to achieve its HR objectives; and (d) monitoring and evaluating these programs [14]. As mentioned by Webb (1987), an effective personnel planning forms a foundation for decision making. Activities within the personnel planning process include inventories of needs, assessments of the labor market, and projections of the student population, policy development, development of job analyses and job descriptions, and inventory evaluations [27]. Human resource planning is an essential activity that has to be carried out by the school personnel in the schools that helps to make decision in the area of recruitment, selection and training of the teachers in the schools. The school management needs to plan its manpower requirements to be prepared for the new manpower demands in-terms of numbers, skills and occupational groups to meet increasing demands either due to business growth or service expansions.

The most referred definition of job satisfaction was offered by Dressler (2007) who defined

job satisfaction as a pleasing or positive emotional state resulting from the evaluation of a person's job [8]. The scholars mentioned that motivations closely related to job satisfaction. Various factors such as an employee's needs and desires, social relationships, style and quality of management, job design, compensation, working conditions, perceived long range opportunities, and perceived opportunities elsewhere are considered the determinants of job satisfaction [23]. Job satisfaction has significant influence on employees' organizational commitment, turn over, absenteeism, tardiness and grievances. According to Saxe (1980), a satisfied workforce can increase organizational productivity through less distraction cause by absenteeism or turnover, few incidences of destructive behavior, and low medical costs [22]. According to Dessler (2007) job satisfaction is complex construct and is influenced by factors of the job environment as well as dispositional character individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors. The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status .It is note that extrinsic and intrinsic factor softens work together to influence job satisfaction.

3. Research Design and Methodology

The research design for this study was correlation research design. The research approach used for this study was both quantitative in nature and qualitative research approach. Creswell (2005) asserted that, quantitative research is a type of research in which the researcher asks specific narrow questions, collects numeric data from participants and analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner [7]. In this research, both primary and secondary data sources were used. The primary data sources were obtained from teachers and school principals through questionnaire.

Multistage sampling technique was employed. First, the zone was divided in to five equal clusters. Then one school is selected using proportional stratified sampling technique from each cluster. The clusters were the north, south, east, west and central. Accordingly,

Gida Ayana from the north cluster, Sibulire from east, Sasiga from south, Diga from west and Guto Gida from central clusters were selected. Since, the minimum number of participants in correlation design is 30 schools that have greater than or equal to 30 teachers were selected. Gay, Mills and Airason (2009, p.135) stated “the sample for a correlational study is selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30 participants [9]. After the schools are identified, teachers are selected and included using availability and random sampling technique. Then, the researcher arranged the list of school teachers to draw lottery until the drawn numbers are 31. Accordingly, the total sample size obtained was 155 in number and these teachers expected to fill the questionnaire.

The data was analyzed both quantitatively and qualitatively based on the responses collected through questionnaire. The quantitative data collected through close-ended items were filled into SPSS version 20 and interpretation were made with help of percentage, mean, standard deviation, one way ANOVA test.

4. Result and Discussion

4.1 Human Resource Management

Practices

Manpower planning in addition to the utilization of the existing teaching staff, aims at providing the school with relevant data related to educational background and work experience of a newly employed staff. So that, that the use of human resource plan as it provides the organization with people needed to perform the activities that will achieve the organization's goals.

Table 1: Respondents Response on Human Resource Planning Practice (N=55)

No	Human Resource Planning Activities	M	SD	One way ANOVA test	
				F-test	p-value
1	Strategic thinking in HRP practices	2.20	1.18	1.04	.38
2	Availability of skilled manpower in HRP activities	2.35	1.11	2.58	.03
3	manpower need assessment that has been done for secondary school	1.99	1.21	1.09	.35
4	Attraction & retention of manpower in the school based HRP activities	2.05	1.25	2.45	.35
Average perception of teachers		2.14	1.18	1.79	0.27

Key: M= Mean, SD= standard deviation

The analysis of the items of Table 1 indicate that there was a poor teaching staff resource planning at school level ($M=2.14$, $SD=1.18$). Furthermore, the interview conducted with education office officials also confirm that the overall strategic thinking and plan, relating to the issue of HRP was inadequate. This might be due to lack of the capacity at lower level of the sector, the turnover of trained manpower in the area, less awareness on the important of HRP and the less attention that has been given to the HRP at all level of the sector. The result of SPSS showed that, $F(155, 4) = 1.79$, $p = 0.27$. This indicates the absence of statistical significant difference. Thus, it can be understood that there is no statistical

significant difference between the five schools in HR planning activities.

Training and development constitute an ongoing process in any organization. Training is the formal and systematic modification of behavior through learning which occurs as a result of education and planned experience [1]. In contrast, staff development refers to the development of supporting, technical and professional staff in organizations, such as local authorities, in which such staff form a large proportion of those employed.

Table 2: Respondents View on Training and development Practice (N=155)

N ^o	Training and development items	M	SD	ANOVA test	
				F	p-value
1	Teachers have equal access to job-related training opportunities	2.15	1.26	4.27	0.01

2	Teachers received adequate training to do their job effectively	2.28	1.36	4.65	0.01
3	Teachers are given the required training to fill the performance gap	2.12	1.19	3.12	0.06
4	In-service training were given on various issues	2.47	1.44	2.49	0.08
5	school provides continuous training for updating employees' skills	2.26	1.37	4.99	0.00
6	Training programs are constantly revised to fit with present	2.11	1.28	2.55	0.07
Average perception of teachers		2.24	1.32	3.63	0.03

Key: M=Mean, SD= standard deviation

Table 2 illustrates, provision of training and development was poorly practiced ($M=2.24$, $S D=1.32$) in different secondary schools of study area and the school management have shown less concern to the issue. The result from ANOVA-test showed ($F=3.63$, $p=0.03$) there is no statically significant difference in opinion of teachers among five schools. School management has shown less concern for needs and feelings of teachers for the provision of training and development. Training and development can improve workforce utilization and it will potentially increase the job satisfaction of teachers; but no satisfactory training and development practices as a planned due to, we are busy to

settle the misbehavior of students as everyone knows no good condition in surrounding. The aim of training and development is to enable such employees to perform their current and future role effectively and efficiently [6].

The purpose of teachers' performance appraisal includes performance appraisal planning, task assignment, measurement, evaluation, feedback, control and the application of associated incentives. In light of this notion, the activities of teacher appraisal performance management system were investigated and analyzed based on the responses obtained from the respondents as described hereunder.

Table 3: View of Teachers on Performance Appraisal System (N=155)

No	Items that describes Performance Appraisal System	M	SD	ANOVA test	
				F-test	p-value
1	Teachers performance evaluation is conducted to improve teaching	2.05	1.10	2.34	.05
2	Teachers' performance appraisal based is well-established	2.01	1.15	1.94	.10
3	Informing the strengths and weaknesses of teaching staff	2.06	1.14	2.68	.03
5	Placement of teachers based on their appraisal results	1.99	1.13	3.37	.02
6	Teachers are provided with feedback, counseling practice	2.15	1.85	2.28	.06
Average perception of teachers		2.05	1.25	2.45	.06

Key: M=Mean, SD= standard deviation

To determine the contribution of appraisal in improving the teaching learning process, the teaching staff of the secondary schools was asked to weigh up the evaluation of teachers in their respective schools, in relation to the resultant improvement in the teaching learning process. On the whole, from this analysis one can deduce that the overall teachers' appraisal practice in the sampled secondary schools were not based on clear and transparent

procedures and criteria ($M=2.05$, $SD=1.15$). Besides, its effects have no impact on teachers' self improvement, school goal achievement. Thus, this situation needs a critical attention to lessen the identified problems from educational system. Statistically, there is no significant difference among five schools in practicing rational decision making ($F=2.45$, $p=0.06$). Performance appraisal is the retinue activity in

our school. But no feedback discussion on the strength and weakness they have with each teacher personally due large number of teachers and appraisal system is less constructive because the appraisal system is

not supported by incentives due budget constrict.

Supervision is a process that provides support, resources, and skill development for professional staff in carrying out educational goals.

Table 4: Respondents View on School Based Supervision Practice (N=155)

N ^o	Items	M	SD	One way ANOVA	
				Fvalue	p-value
1	Supervisors conduct pre-observation conference	1.59	1.09	1.87	0.19
2	Supervisors conduct post observation conference to give feedback	1.79	1.14	4.49	0.00
3	School leaders/supervisors performs supervision practice to give support to their staff	3.74	0.93	1.44	0.24
4	Supervisors technically know methods of school supervision	3.25	1.15	2.34	.057
5	School based supervisors give feedback for teachers on timely bases	1.66	9.08	2.68	.033
<i>Grand mean</i>		<i>2.66</i>	<i>1.07</i>	<i>2.56</i>	<i>0.10</i>

Majority of teachers feel discomfort during internal supervision by relating with inspection process (fault finding) and no satisfactory supervision in the school and those the external supervisors from education office only contact with us (school principals and vice principals). They do not contact with each teacher to supervise class room instruction. Comparison of mean among schools was undertaken using one way ANOVA and *post Hoc* analysis at 95% confidence interval. Thus, the statistical one way ANOVA-test result signifies the presence of statistically significant difference in supervision practice among five secondary schools ($F=2.56$, $df=4$, $p=0.10$). The school performance was found in similar condition in undertaking supervision practice.

4.2 Teachers Job Satisfaction

Job satisfaction can be loosely defined as the level of contentment a person feels with all or particular aspects of their job [17]. Employee satisfaction is essential to the success of any business or organization. If employees are not satisfied or at least content with their jobs, they are more likely to leave the position, which directly affects the organization and the

individuals it, serves [5]. Job satisfaction has become a primary factor that will influence the individuals jobs and to the job experience. If there is enhancement of employees' job satisfaction within the organization, this will in turn lead to increase in individual employee and overall organization productivity and performance, improve employee creativity and innovative, reduced turnover rate as well as absenteeism [16].

Supervision of professional staff in organizations is critical because it is the employees who are responsible for carrying out the goals and objectives of the organization. According to Kadushin and Harkness (2014), there are three specific functions of supervision: (1) administrative, (2) educational, and (3) supportive. The three functions of supervision are linked together and flow into one another. The last function of supervision is support. Also noted that the primary goal of the supportive function is to improve morale and job satisfaction [15].

Table 5: Respondents Level of Satisfaction in supervision Practice of Schools (N=155)

N ^o	Items describing teachers satisfaction in supervision practice	M	SD	One way ANOVA test		
				F-test	df	P-value
1	The principal maintains definite	3.01	0.84	3.45	4	.01

standards of performances						
2	The principal gives professional guidance to my teaching work	2.05	1.11	1.49	4	.20
3	The principal gives feedback to improve my performance in the work	2.98	0.92	3.45	4	.01
4	Principal gets the opportunity to be involved in performance appraisal	2.99	.88	1.40	4	.23
5	principal explores all sides of topics and admits that other opinions exist	2.35	1.12	1.15	4	.33
6	The principal gives continuous support for teaching-learning	2.18	1.03	3.24	4	.01
7	principal is friendly to staff members to communicate job related concerns	2.21	1.19	2.62	4	.03
8	The principal treats all staff members as his or her equal	2.05	1.07	1.19	4	.31
9	The principal is team player and collaborative	2.05	1.11	1.84	4	.12
Average perception of teachers		2.43	1.07	2.20	4	0.14

Source: **Key:** M= mean, SD= standard deviation

As it was illustrated in table 5 the supervision practice of school principal designed to support staff, yielded a minimum level of job satisfaction (mean=2.43, SD=1.07) by majority of teacher respondents. Thus, the job satisfaction level of teachers regarding professional supervision in helping teachers (i.e., counseling, guidance, feedback, teaching, supporting) to enhance personal and professional development were reported as below average scale. The result of ANOVA test ($F=2.20$, $p=0.14$, $df=4$) indicates the absence of statistical significant difference. Thus, there is no statistical significant difference between the five schools regarding teachers' low level of job satisfaction with respect to supervision practice.

Bakotic & Babic, (2013), argued that supervisory support and worker involvement decreases the work stress however; it is helpful in increasing job satisfaction and job performance [2]. Supervision of professional

staff in organizations is critical because it is the teachers who are responsible for carrying out the goals and objectives of the organization [10]. Although supervision is a critical element for employee success in any organization, understanding employee job satisfaction is also essential [23].

Rewards and recognition are used either to reward an employee for eliciting desired behavior or recognize an employee for exemplary results. Subsequently, the purpose of many rewards and recognition programs are multi-layered but motivation of employees to increase performance is the key objective in reaching corporate goals. This is because motivated employees can perform well (Miner, 2005). Every organization needs a reward and recognition system which exhaustively addresses four main areas. They are compensation, benefits, recognition and appreciation [25].

Table 6: Respondents Level of Satisfaction in Reward and Recognition (N=155)

N ^o	Items describing Reward and Recognition	M	SD	One way ANOVA test		
				F-test	d	P-value

					f	
1	Teacher efforts or performances are adequately rewarded	1.42	.48	1.82	4	0.12
2	organization appreciates and takes care of employees competencies	2.33	.63	.96	4	0.44
3	When employees do something well, the supervisors praise them	2.42	.52	1.04	4	0.23
4	adequate recognition such as certificates or gift for my good work	2.29	.45	1.99	4	0.11
5	The school provides me adequate training opportunity	2.14	.68	1.80	4	0.13
6	Academic achievement is recognized & acknowledged	1.55	.55	.96	4	0.43
7	organization treats its employees better in terms of monetary reward	2.02	.56	0.78	4	0.46
8	organization treats its employees for better education reward	1.45	.49	2.21	4	0.07
Average perception of teachers		1.95	0.88	1.44	4	0.24

M=Mean, SD= standard deviation

Majority of respondents reported that teachers in the study area did not take reward and recognition for their good work. Thus, teachers job satisfaction yielded low mean score in terms of reward and recognition ($M=1.95$, $SD=0.88$). So that schools are not in a good position in using rewards and recognition to improve its teacher's job satisfaction through adapting its reward system to the changing business environment. Reward and recognition can be not adequately recognized as one of the key factors related to teachers' job satisfaction. Employees wait for their job to provide an aggregation of features (e.g. pay, promotion and autonomy) for which the employee has certain favorable values. Miner, (2005) have argued that the rewards offered by an organization may have a powerful effect on employees' attitudes towards their job and the company for which they work [19]. Hence employee satisfaction is of importance if organizational goals are to be achieved.

Branham, (2005), posit that the benefits that employees receive from their organizations influence the effort, skill, creativity and productivity that they are willing to give in return. Reward and recognition could be recognized as one of the key factors related to employee satisfaction [5]. Miner, (2005) suggests that rewards and recognition should be linked to organizational success as a result of employee job satisfaction and they are frequently considered as one of the key factors influencing employee satisfaction [19].

4.3. Relationship between Human Resource Management and Teachers Job Satisfaction

Human resource management and teachers job satisfaction are believed to be positively correlated. However, there were inconsistencies in findings. To test whether (and to what degree) relationship exists between the two variable, bivariate analysis and Pearson moment correlation coefficient was computed.

Table 7: Respondents Response on HRM Dimensions and Teachers Job satisfaction Relationship

Variables		HRM	Teachers Job satisfaction
HRM	<i>r</i>	1	0.51
	Sig. (2-tailed)		0.00
	N	155	155
Teachers Job satisfaction	<i>r</i>	0.51	1
	Sig. (2-tailed)	0.00	
	N	155	155

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

Table 7 depicts the correlation between human resource management practice and teachers' job satisfaction to establish or reflect on the interaction between the two. The result of the Pearson Moment Correlation coefficient ($r=0.51$, $p=0.00$) showed the existence of moderate, positive correlation between human

resource management and teachers job satisfaction. Studies also show that HRM has a positive influence on employee job satisfaction. However, Spector (1997) notes that the degree of satisfaction will depend on individual needs and expectations, and the working environment [23]. Herzberg et al (1987) notes that aspects of a job such as responsibility, the degree of freedom to act, scope to use and develop skills and abilities, interesting and challenging work opportunities for advancement, rewards and punishment coupled with the quality of supervision will affect the employee's level of job satisfaction [11]. Studies show that employees who participate in decision making may feel more committed to execute them properly. Further, the successful process of making a decision, executing it and then seeing the positive consequences can help satisfy one's need for achievement, provide recognition and responsibility and enhance an employee's sense of self esteem.

5. Conclusions

The importance of human resource management (HRM) was not acknowledged and well understood by the educational leaders and the implementers. There was little or no appropriate human resource plan in advance in the sampled zone. This shows that staffing, teaching staff appraisal, training, motivating, attracting and retaining of teaching staff were practiced without the knowledge of pre-determined base analysis. As a result of this, the efforts made had been suffered from lack of planning. As the study reveals both availability and utilization of clear and transparent teaching staff appraisal of the sampled schools were inadequate. The existing staff evaluation practices had low effect on improving teaching learning process. Teachers were little or not informed about their strengths and weaknesses through evaluation process periodically and low rate of usage performance result for further placement, rewards, promotion and/or punishment which may result teachers turnover. The efforts of schools in finding opportunities for short-term and long term training for their teaching staff in the sampled schools were found to be low. This is due to the absence of appropriate and experienced educational managers at every school of under study. Since the absence of conducting periodical training needs assessment, training impacts assessment on its effect and a few trainings were offered only

through REB and the professional improvement of teaching staff was relatively low.

Since school is the substance of human elements, it needs the proper HRM practices to be exercised. However, the involvement of sampled school principals in HRM activities like planning, teachers' appraisal, training and development was insufficient. Despite the fact that the teaching staff appraisal system conducted fully at school level with the great involvement of principals, however; some of the activities so far have been done also seem inadequate. Thus, from this one can infer that the most serious consequence is the school institutions lack proper HRM which undermines the overall capacity of the schools to attract and retain professionally qualified and competent teaching staff. The study found out that most of the employees teachers satisfied with their jobs as their level of participation in decision-making increases. Job satisfaction was related to the factors of rewards, work environment, administrative supervision, participation and aspects of the job itself. Level of satisfaction with job characteristics was found to be largely influenced by the level of employees' participation in decision-making. These included pay, hours of work, future prospects, difficulty experienced in performing the job, job content and interpersonal relationships.

6. Recommendations

On the basis of the research findings and the conclusions drawn, the following recommendations are forwarded for further considerations and applications in the future of HRM practices in the region in general and secondary schools:

1. Teachers need to be actively involved in HRM activities in their schools to encourage, motivate and utilize their wide range of experience and capability.
2. Schools need to provide meaningful encouragement as well economic incentives to teachers with exemplary performance both in their teaching activity and in their involvement.
3. Schools should establish a collaborative relationship among teachers in which they can share their ideas and learn from each other concerning their professions to bring an attractive environment and promote teaching learning.
4. Higher education institutions should include complex tasks that require

decision making in their principal preparation programs, and these tasks/training should be continued by the school district. And also, district placement of principals needs to align schools' needs with the knowledge and skills of the principals.

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