



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MBA PROGRAM**

**ASSESSMENT ON HUMAN RESOURCE MANAGEMENT
PRACTICES IN THE COMMUNITY LIBRARY CONTEXT:
THE CASE OF CODE-ETHIOPIA**

BY

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ADDIS ABABA

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**A THESIS SUBMITTED TO ST. MARY’S UNIVERSITY, SCHOOL OF
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APPROVED BY BOARD OF EXAMINERS

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ABSTRACT

This research attempts to assess the practices and challenges of human resources management in libraries context on the selected CODE-Ethiopia Community Libraries using questionnaires collected from sixteen selected community libraries, Interview guide questions and secondary data from the CE monitoring and evaluation reports. The finding reveals moderate performance of HRM practice implemented on the selected Community Libraries. However, promotion, performance appraisal and reward system are not performed well as there are some indications from the findings. Moreover, to some extent the current wage structure and poor reward system hinders sectors effort to attract the best candidates. Similarly, selection is often distorted by interference. The study also depicts the need for additional training, as the performance in some sectors level is not satisfactory. Besides, in some instance lack of equal opportunity on recruitment and selection procedure and lack of access to HR related training and need assessment is also improper. The visit report also shows that there is a need to make the working environment more conducive. Likewise, in some sectors the uniform salary scale the country follows does not attract various professionals and hence not fully improve service delivery. Finally, the support of the Regional/Zonal Education Bureau to the sector is minimal. Despite the above stated problems in the region, there is a tangible support by CODE-Ethiopia in-terms of provision of different books, short term trainings for both the librarian and managers/Management Committee members and close follow-up made a great impact to create the reading habit in the community. Moreover, conducting training, creating strong link between performance and reward system, making the performance assessment system more open and carrying out continuous follow up should make the HRM practices more suitable to contribute its share for the sustainability of literate environment.

Key words: *Human Resource Management, Community Library, CODE-Ethiopia.*

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LIST OF DIAGRAM

Diagram 1: Conceptual Framework

LIST OF ACRONYMS

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------|
| CE | CODE-Ethiopia |
| CIDA/DFATD | Former Department of Foreign Affairs, Trade and Development, formerly the Canadian International Development Agency (CIDA). |
| CODE | Canadian Organization Development through Education |
| CL | Community Libraries |
| REB | Regional Education Bureau |
| LMCM | Library Management Committee Member |
| HR | Human Resources |
| HRM | Human Resources Management |
| HRP | Human Resource Planning |

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Human Resource Management (HRM) is critically important in that it ensures human capital is well managed and that all issues relating to this resource are effectively dealt with. These issues include recruitment and selection, Training & development, performance appraisal, compensation & Reward system, organizational development, safety and wellness, employee motivation, communication, administrative support and training (Magijima, 2010: P, 2).

To a very large extent, the nation's ability to achieve its goals through public administration depends upon the performance, honesty and motivation of employees. Although we think in terms of institutions and principles, in the final analysis organizations and governments are not charts and words on pieces of paper; they are made up of people and it is necessary to somehow organize the conditions of their employment (Rosen, 1986: P, 4).

“Management” has suddenly become a magic word in librarianship. But what is library management that has not hitherto been taken for granted by senior librarians as their essential role as administrators of their libraries? Have senior librarians not in effect been ‘managers’ since time immemorial, for what is librarianship other than managing collections so that they may be exploited to maximum effect by those requiring recourse to them? No part of librarianship can be divorced from the concept of management - not even the more recondite aspects of professional activity such as paleography or the bibliography of early printed books, for these too are concerned with the efficient control of such materials to make them readily accessible to readers. Every librarian – certainly every senior librarian – has been always a manager, even if he has not descended, as he might well say, to thinking of his duties in such mundane terms. In recent years, however, attention has increasingly been given to the need to analyze the ways in which a librarian can more effectively carry out his role of making his resources available to his readers (Huron, 2012).

This is not merely a question of the bibliographic control of the material itself, but also that of ensuring that the library staff are better equipped to ensure that this aim is achieved and that consequently readers are provided with the best possible service. In other words, the emphasis on management is now concerned particularly with methods of improving the efficiency of libraries. New factors have arisen which require a librarian to take cognizance of matters which are more demanding of administrative acumen than was previously the case. One primary factor is, of course, the introduction of computer-based procedures to facilitate practical bibliographical work and thereby improve the technical efficiency of a library. (Ahmad, 2009)

Another important factor is the recent evolution of industrial relations practices which require a librarian to become familiar with the legislation concerning staff relationships which dominates the contemporary scene to an extent not hitherto envisaged – though it is to be hoped that librarians never failed to recognize the need for satisfactory relationships with their staffs in the interest of making their libraries happy places in which to work and therefore effective in providing the human and physical environment in which their resources could be exploited. One must take account also of the adoption of new methodologies such as the introduction of feasibility studies to determine the best methods of achieving particular aims and of surveys designed to measure the success of individual programmes in fulfilling their purposes.

The library environment is currently characterized by many challenges due to profound changes driven by a variety of factors, including, technological, economic, socio-political, and educational developments. At the heart of these changes we find our most valuable resource, the personnel working in libraries. Human resource management is therefore at the forefront of many complex issues and opportunities, which need to be understood, debated, and deliberated upon, in order to strengthen our organizations and find new and dynamic solutions to unique problems, currently challenging the library environment (IFLA, 2012).

Innovative and practical perspectives on current and forward looking approaches to library human resource management initiatives, programs, issues, and policies include change management/innovation and human resources, competencies/training/ education(initial and continuing), organizational structures/models/cultures, leadership/motivation/management of teamwork, new roles/tasks/functions (professional/non-professional), performance evaluations, diversity, equitable salary structures, turnover/retention/succession planning, mentoring and hiring practices (IFLA, 2012) .

1.2 Background of the Organization

CODE–Ethiopia is a not-for-profit organization founded in 1994 and seeks to reduce illiteracy in rural communities in Ethiopia. It works in partnership with the Ethiopian Government entities, concerned communities, CODE (Canadian Organization Development through Education) and Department of Foreign Affairs, Trade and Development, formerly the Canadian International Development Agency (CIDA). It is renowned for its community engagement approach in districts across six regions and for working in close collaboration with Regional Education Bureaus and District Education Offices.

Creating sustainable literate environment in Ethiopia is CODE– Ethiopia’s major area of concern; it sets conditions for children to read and enjoy reading. With an attempt to realize the motto, CODE-Ethiopia improves the relevance of reading materials especially for girls, by publishing locally written books in mother tongue languages, by training librarians and educators and by establishing community libraries to provide a literate environment in support of local schools.

1.3 Statement of the problem

Production of qualified librarians or information specialists with adequate theoretical knowledge and practical skills and democratic management of the staff of library and information centers is found to be a strategic asset that will bring about significant development and changes in any nation’s economy, politics, education, agriculture and other national sectors of the economy.

As we all know, librarians work in all types of places and with all types of people. However, it’s not every day that you find a job that can make a world of difference in the lives of these people. The right career can provide years of enjoyment, challenge and personal enrichment. A career as a librarian just might be the right career. Libraries have been empowering people by offering resources, services and training to expand their knowledge for thousands of years. There are 400,000 librarians and library workers worldwide who bring opportunity every day to the communities they serve (Harvey, 1987).

In Ethiopia, there is no full-fledged statistics that indicates the number of library workers. It is however to tell the number of community librarians that work in the CE-network libraries in Ethiopia. The available data shows that there are 194 librarians working in the 97 community libraries. A job in today’s community libraries in Ethiopia offers a diverse and exciting range of responsibilities including providing loan services, classification, cataloguing and other routine activities.

The community libraries are not only facing with lack of professional library staff, training and development but with a high turnover pattern and poor retention of the staff in the system. This posed the need for this survey on what are the contributory factors to staff turnover pattern and retention in community libraries in Ethiopia. If staff turnover and retention is dependent on some understanding of a profession, skills or behavior as the desired outcome of staff development and training, then, the factors that influence the turnover pattern and retention among library staff of community libraries in Ethiopia will be addressed on this study.

It is, therefore, the focus of this study to review how effective Human Resource Management Practices in the context of community library in Ethiopia; with special reference to CODE-Ethiopia's community libraries. Special emphasis will be given to the human resources aspect as it is the corner stone of the operation of any such institutions. This being the fact, in Ethiopia, there is a big problem of retaining staff working in library and information centers.

1.4 Research Questions

This research mainly tries to address the following research questions:

- What is the perception of library workers on HRM practices; specifically on (recruitment & selection, training and development performance appraisal and compensation & reward systems) in their institution?
- How do the Human Resource Management Practices look like?
- What are the challenges of Human Resource Management Practices in the community library of CODE-Ethiopia?
- How do Human Resource Management practices affect the effectiveness of librarians?

1.5 Objectives of the study

1.5.1 General Objective

The main objective of the research is to assess the practices and challenges of human resources management in the CE's community libraries. The research also examines the current policies, procedures and practices of HRM in the CE's community libraries and assesses its strengths and weaknesses in-order to provide recommendations. In general the research has the following Specific objectives:

1.5.2 Specific objectives:

- To assess the perception of library workers on HRM practices; specifically on (recruitment & selection, training and development performance appraisal and compensation & reward systems) of their institution.
- To examine the current practices of Human Resource Management in selected community libraries.
- To investigate the challenges of Human Resource Management Practices in the community library of CODE-Ethiopia.
- To evaluate how the implementation of HRM activities affect the effectiveness of Librarians in the Selected Community Libraries.

1.6 Significance of the Study

As Ethiopia is poor in terms of library development and the management of library workers, the findings that will be coming out of this study will impact the overall policy of the country. The findings will also give direction on how the community libraries should be directed and the human resource should be retained so as to provide sustainable information services in CODE-Ethiopia network libraries. This research is the first of its kind as far as a separate study on community libraries is concerned. Therefore; the research will also be a stepping stone for further studies in the field and will bring a paradigm shift in the development of information centers in CODE-Ethiopia.

1.7 Scope of the Study

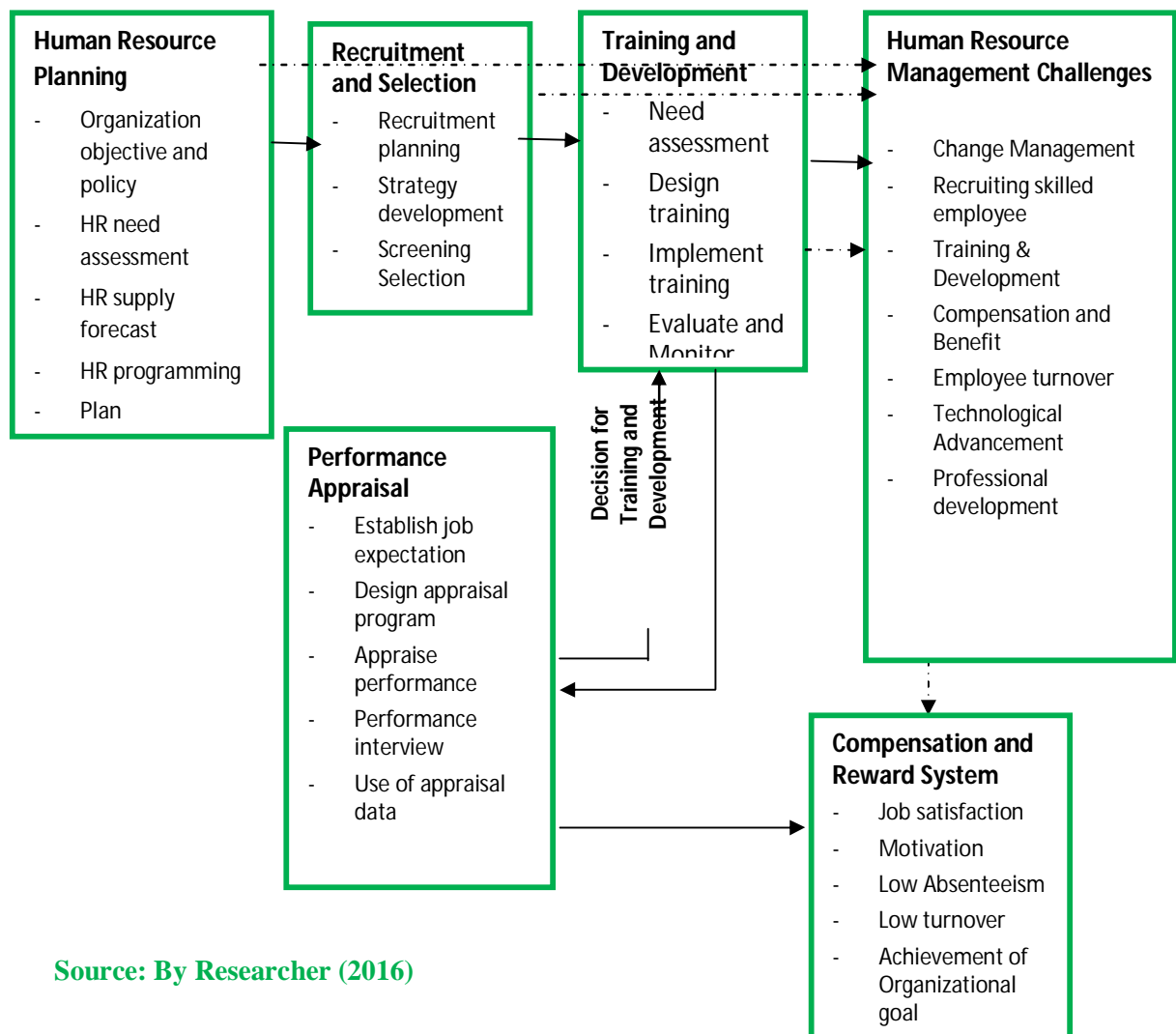
The scope of this study is delimited to Addis Ababa and Dire Dawa City Administration as well as, Oromia & Harare Regions CE Community libraries in Ethiopia. As it is difficult to cover all the 97 community libraries established by CODE-Ethiopia, the research was focused on the selected 16 community libraries that are covered in the project period 2007-2016. As a result the conclusions derived from this study might not necessarily be the real reflection of the situation in the country's CE community libraries as a whole.

1.8 Organization of the Paper

The research paper is divided into five chapters. Chapter one gives background information and statement of the problem. It sets out relevance and justification, objectives and research question, significance, scope & limitation of the study and organization of the entire paper. Chapter two discusses the key concepts that are used in the paper to place the problem in a broader perspective of literature. The Methodology and Design of the Research that encompasses the Source, Tools & Procedures of data collection, Sampling Techniques and Methods of data analysis used in the study are incorporated in chapter three. In addition, Data Presentation, Analysis and Discussion are covered in chapter four. Finally, Summary, Conclusion and Recommendations are included in chapter five.

1.9 Conceptual Framework

Figure .1.1. Conceptual Framework of practices and challenge of Human resource Management



Source: By Researcher (2016)

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 What is Human Resource Management?

The term human resource management (HRM) has relatively adopted in business organizations in place of personnel management. HRM can be defined as “the management of activities undertaken to attract, develop, motivate, and maintain a high performing workforce within the organization” (Harvey & Bowin, 1996, p.6). HRM involves the following characteristics. First, it focuses on horizontal authority and reduced hierarchy. The second characteristic is that the role of human resource professionals is to support and facilitate line managers who have the direct responsibility of managing personnel. Thirdly, HRM is proactive and fused with corporate level planning. The fourth characteristic is that employees are seen as subjects who have potential to develop and grow. The purpose of HRM is to specify employee’s potential and develop it in line with the needs of the organization.

Finally, HRM holds the view that the management and non-management have a common interest in the success of the organization (Krulis cited in Goss, 1994). The development of HRM in the 1980s is reflective of an increased realization of the importance of human element in organizations. Goss (1994) stated that the evolution of HRM could be linked to socio-economic factors such as changes in international competition, restructuring of industrial sectors and organizations, and changes in the concept of managerialism. According to Goss (1994), during the 1970s and the early 1980s the US and the UK industries became incompetent at international markets because of increasing domination of Japanese manufacturers.

Therefore, Western managers began to analyze the Japanese industry and concluded that Japanese organizations value people as the key asset of business. In short, this conclusion opened the way for the development of HRM. The second factor that influenced the development of HRM is the restructuring of industries and organizations because of a recession and trade crisis in the UK and the US in the early 1980s. Organizations were becoming less hierarchical, more flexible, and decentralized. Moreover, participation and commitment of employees, greater reliance on self-discipline and development of more effective reward systems were becoming the

valued concepts in the restructuring of organizations. In brief, these changes in organizations called for a new perspective on people management, which then led to the emergence of HRM.

The last factor that contributed to the emergence of HRM is the change in the power and confidence of management. As a result of the economic recession in the 1980s, trade unions lost their power and influence on organizations and this resulted in greater power for managers. Managers had greater confidence, freedom, and willingness to experience new ideas in years of economic boom that followed the recession.

There were other reasons for HRM to develop in the early 1980s. Among them were market changes taking place in line with globalization and effects of enterprise culture (Legge, 1995). Increased globalization and competition were the two trends in the world markets. The intensification of international competition forced companies to analyze their source of competitive advantage. The analysis demonstrated that investment in human and technical capacity was something that was required. As a result, human resource policies started to be integrated with business strategies. In both the UK and US, the enterprising was emphasized by political entities for economic well being. The concepts of being initiative, energetic, independent, bold, self-reliant, and willingness to take risks were emphasized in enterprise culture. The acquisition and exercise of these qualities were encouraged and led HRM to further develop.

In addition, Beaumont (1993) stated other reasons that pave the way for HRM to emerge. These factors were the relative growth of service sector and white-collar employment, declining levels of workforce unionization, particularly in the US private sector, and limited power of personnel management in terms of increasing the organizational performance. Beaumont (1993) argued that HRM should be viewed as a change or development driven by fundamental environmental changes to which the traditional personnel function could not adequately respond.

According to European perspective, there are two main approaches to HRM. The first one is called 'hard model' that focuses on utilitarian instrumentalism, and the second one is called 'soft model' reflecting a developmental humanism. The hard model of human resource management involves the integration of human resource systems, practices, and policies with the business strategy of the organization. The soft model also values this integration but with an emphasis that involves notions like valuing employees and seeing them as a source of competitive advantage through their commitment, adaptability, and highly qualitative skills or performance (Legge, 1995). To clarify the difference between the two approaches, it can be said that the hard model

gives importance to promote the reduction of the costs, including labor, whereas the soft model gives employees the opportunity to participate in the firm's success.

In addition, there are three core characteristics of the most models of HRM developed in Europe. The first one is the close involvement of HRM and corporate strategy. The second one is an emphasis on organizational independence to make decisions about personnel such as an independent remuneration policy and minimal influence from trade unions. The last characteristic is the preference for carefully controlled labour market involving freedom to recruit, absence of restriction on employee contracts, and a substantial degree of training (Brewster & Bournois cited in Goss, 1994).

2.2 The Role of HR

The importance of HR remains critical and increasingly crucial to organizations and economies. (Barney 1991; Jackson and Schuler 2000; Pfeffer 1994). Traditionally HR was referred as a personnel department which was providing day to day administrative functions (Rowley 2003). According to Lengnick-Hall and Lengnick-Hall (2003), HR focus has shifted from passive compensation and benefits administration and become more business-oriented, market-minded and revolutionized in conversion with the changing business climate (Stewart, 1997; Ulrich, 1997). This has resulted in redefining HR roles from administrative support to highly proactive strategic partner (Wright, Dyer, & Takla, 1999). Ulrich (1997) illustrated that the strategic HR role focuses on aligning HR strategies and practices with business strategy. Therefore modern organizations are under relentless pressure to change the HRM roles align with the business goals.

Knowledge based economy recognized the importance of the HR role and the critical contributions to the organizations. According to Rowley and Saaidah (2007), HR is perceived as foremost intangible asset comprises of firm's core competencies which can leads to the organizations performance. Significance of HR as a basis of competitive advantage is constantly iterated in many studies (Barrette and Ouellette, 2000; Guest, 1990; Pfeffer, 1994; Schuler and Jackson, 2005; Schuler and MacMillan, 1984; Takeuchi, Wakebayashi & Chen, 2003). HR is a complex and unique source which are not easily replicate by other organizations compare to other sources of competitive advantage such as technology, economies of scale, size or location (Becker and Gerhart, 1996). Hence an organization's capability to contend in global market becomes increasingly adding value through HR (Yeung and Berman, 1997) and organizations

needs to concentrate on the significance of investment in HR as a main source of competitive advantage in the ever changing business environment. Clearly an effective and competitive HR is the key to the strength of organizations in globalized business challenges today.

2.3 HRM Practices

HRM concept implied that employees are resources of the employer. HRM is blend of policies, practices and systems that influence employees' behavior, attitudes, and performance. (Noe, Hollenback, Gerhart & Wright, 2008, p. 2). Armstrong, (1999) defined HRM as a tactical and strategic way to attain, develop, manage and motivate and gaining the commitment of the employees. HRM is seen as "the available talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission, vision, strategy and goals" (Jackson and Schuler, 2000, p. 37).

Few scholars (Guest, 1990; Pfeffer, 1994; Schuler and Jackson, 2005; Schuler and MacMillan, 1984) have identified that HRM can be source for competitive advantage of a company and company performance is influenced by a set of effective HRM practice. McMillan (1983) argued that the emerging importance of HRM practice tends to be overlooked by many organizations as a tool to achieve a competitive advantage.

Academicians (Gerhart and Milkovich 1990, Pfeffer 1998) identified that HRM practice is the backbone of an organization. Thus achieving an organizational accomplishment needs to be facilitated by employment of sophisticated HRM infrastructure (Schuler and Jackson, 1987) and HRM practice needs to be strategically designed, installed and adopted to promote desirable outcomes.

HRM practice is described as managing a pool of organizational activities and direct them towards the fulfillment of organizational goals and objectives (Schuler and Jackson, 1987; Schuler and MacMillan, 1984). HRM practice is traditionally has been used to attract, retain, and motivate employees (Schuler, 1984). HR systems are developed over the years to manage and support human capital (Gramm and Schnell, 2001).

Scholars (Arthur, 1994; Huselid, 1995) have identified that HRM practice has a huge impact on employee behaviors and attitudes. This is further supported by researchers (Cable and Parsons, 2001; Feldman 2003; Spector ,1997) which was cited by Chew, (2005) pointed out that employee attitude and value which are aligned with corporate vision will lead to continues prosperity and growth of an organizations. Thus we can argue that HRM practice plays a crucial role in developed and mold employees' behavior towards the organizations goals.

Over the years, many researchers have been carried out linking HRM practice to the various aspects of organization's functions. HRM practice has been acknowledged as one of the contributing factors for economic growth. Social, political and technological development of many nations has been associated with effective HRM practice.

There is a growing body of work on HRM practice and organizational performance in recent years (e.g., Budhwar and Katou, 2010; Jones and Wright, 1992; Kleiner, 1990; Lin and Chen, 2007; Sanchez, Jimenez, Carnicer, & Perez, 2007; Shahzad, Bashir, & Ramay, 2008; Ya-Fen Tseng and Tzai-Zang Lee, 2009) showed an important linkage between HRM practice and organizational performance. HRM practice is identified as resource for organizations continues growth and sustainable competitive advantage in business arena (Pfeffer, 1994). The studies by (Holbrook and Hughes 2003; Roffe 1999) recommended that good HRM practice have significant impact on the organization's performance innovation. On top of people management, Huselid, (1995) argued that best HRM practice can linked to a better financial performance.

The impact of HRM practice on two important organizational outcome were acknowledged in previous researches where HRM practice were linked to lower employee turnover (Huselid, 1995) and better employees' organizational commitment (Wright, Gardner, Moynihan, & Allen, 2005). Therefore, the present study intends to examine the impact of HRM practice on CE community Libraries, level of commitment as well as their intent to stay with the organization.

HRM practice has the capacity to align with business objectives. Organizations classified HRM practice which creates a clear, meaningful and compelling image to them. Dessler (2003) argued that HRM practice consist of everything that managers perform from recruit, select, train, communicate, evaluate and terminate employees. Huselid (1995) identified eleven HRM practice namely personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria as significant and employed them in his study. Compensation is one of the most common HRM practices which are identified as an indirect reward given to an employee as a part of organizational membership (Mathis and Jackson, 2004). Training is another HRM practice which is viewed as an important investment for future success (Zeithmal and Bitner, 2004). Gritz, (1993) further convinced that training remains a major employee development activity. Kulik, (2004) demonstrated recruitment and selection as a sequence of process attracting a pool of applicants to select the best among them.

Depending on the size of the organization and the business nature, the HR department has responsibility for several of practice that deal with the needs and activities of the organization's employees. Few of the common HRM practice are namely recruiting, hiring, training, organization development, communication, performance management, coaching, policy recommendation, salary and benefits, employee relations and leadership.

2.4 Human Resource Management Today

Poole (1990) stated that today's HRM could be described as broad and strategic, involving all managerial personnel, valuing employees as important assets of organizations, and being proactive in its responsibilities. Moreover, today human resource functions refer to those tasks and duties performed in both large and small organizations to coordinate human resources (Byars & Rue, 1991). These functions of human resource management activities can be listed as follows:

1. To ensure that the organization apply equal employment opportunities and other government obligations.
2. To conduct job analysis to specify different requirements of jobs in an organization.
3. To identify personnel requirements that led the organization to achieve its objectives.
4. To develop and implement a plan that meet personnel and job requirements.
5. To recruit employees needed by the organization in order to achieve its objectives.
6. To select personnel in order to fill vacant positions within an organization.
7. To provide orientation and training to the employees.
8. To design and implement management and organizational development programs.
9. To design and implement performance appraisal systems to evaluate employee performance.
10. To assist employees in developing career plans.
11. To design and implement compensation systems for employees.
12. To mediate the relationship between organizations and its units.
13. To design systems for discipline and grievance handling.
14. To develop employee communication systems.
15. To develop employee health and safety programs (Byars & Rue, 1991).

Some other functions of HRM that mainly improve organizational performance are as follows. First, it is responsible for enhancing competency and adaptability of the workforce by developing advanced recruitment and selection processes, intensive training and development programs.

Second, it is stated that “the identification of needs and cultivation of the requisite managerial skills also represent new challenges that HRM function is being called on to fulfil” (Dulebohn, Ferris & Stodd, 1995, p.33). As a result, current emphasis of HRM is to train managers to be effective leaders and good in relational skills. The third responsibility of HRM is to share the HRM activities with senior line management because empowered managers and staff are expected to participate in activities such as recruitment, selection, performance evaluation, and even compensation.

In conclusion, Sisson (1990) stated that there are four features of HRM practice today. To begin with, HRM involves both traditional personnel management activities and activities related to organizational planning. Next, HRM is seen as a partner in organizational change, creator of organizational culture and commitment. Third, HRM is characterized by decentralization of HRM activities from personnel specialists to senior line management. Lastly, current HRM practice focuses on individual employees rather than collective management-trade union relations.

2.5 Objectives of Human Resource Management Functions

The functions of HRM increase organizational effectiveness in several ways. First, HRM implications serve the organization to reach its goals and objectives. In order to reach this objective, HRM both aims to employ skills and abilities of workforce efficiently and provides the organization with well-trained and well motivated employees. Human resource activities also help to maintain ethical policies and behaviors within the organization.

Next, HRM is responsible for communicating organization’s policies to all employees. It aims to increase the employee job satisfaction and self-actualization. These activities also aim to develop and maintain a quality of work life that makes employment in the organization more desirable. Lastly, an important objective of human resource activities is to manage changes and trends occurring in the field of HRM. Consequently, the benefits to employees, groups, organizations, and the public are enhanced.

2.6 Human Resource Management Practices

In this section, the sub-fields of human resource management such as job analysis and design, human resource planning, recruitment and selection, orientation and employees training, performance appraisal and compensation & rewards would be described in details.

2.6.1 Job Analysis and Design

“Job analysis is a method of for describing jobs and/or the human attributes necessary to perform them” (Spector, 2003, p.54). The results of a job analysis are used to form job description and job specifications. Job description involves knowledge about tasks, duties, and responsibilities of a particular job. Job specifications, on the other hand, are composed of knowledge, skills and abilities that are required to perform the job efficiently (Harvey & Bowin, 1996). Many human resource management activities make use of job analysis. Among them are recruitment, selection and placement, orientation, training, career counseling, performance appraisal, and compensation (Spector, 2003, p.54).

In addition, information obtained from job analysis can be used in designing jobs. Job design is the process of structuring work to achieve the objectives of the business plan (Byars & Rue, 1991). Job design is basically structuring the work of an organization. It involves continuous process of dividing activities, assigning responsibility to groups or individuals, coordinating performance, and specifying the relationships among newly created jobs. The specific work tasks of an individual or group of individuals, question of how the job is to be performed, who is to perform it and where is to be performed are defined within process of job design. The process of job design can be classified as three parts. First, the individual tasks are specified. Then the method of performing each task is specified. Lastly, individual tasks are combined into specific jobs to be assigned to individuals (Byars & Rue, 1991). Practices of job analysis and design reveal that job is such an important part of any organization’s effectiveness that it needs to be clearly understood and designed in a way that allows employee productivity and satisfaction.

2.6.2 Human Resource Planning - HRP'

Human resource planning (HRP) is the ongoing process of systematic planning to achieve optimum use of an organization's most valuable asset - its human resources. The objective of human resource (HR) planning is to ensure the best fit between employees and jobs, while avoiding manpower shortages or surpluses. The three key elements of the HR planning process are forecasting labor demand, analyzing present labor supply, and balancing projected labor demand and supply.

The HR plan needs to be flexible enough to meet short-term staffing challenges, while adapting to changing conditions in the business and environment over the longer term. Human resource planning is also a continuous process.

2.6.3 Recruitment and Selection

Recruitment is a process of seeking and attracting a pool of people in order to select qualified candidates for vacant positions within the organization (Byars & Rue, 1991). During recruitment process, organizations may use both internal and external sources to fill vacant positions. Internal recruiting is looking for candidates among employees already working in the organization. It involves techniques like job posting. In this method, notices about vacant positions are posted in central locations throughout the organization and employees are given a time to apply these positions. Another method used in internal recruiting is to seek recommendations from present employees regarding friends who might fill vacancies. External recruiting, on the other hand, seeks for candidates from outside the organization. The methods of external recruiting can be listed as follows; media advertisements, campus recruiting, working with employment agencies or executive search firms, using computer databases (Ivancevich, 1992).

Organizations are better to use realistic job previews in order to improve the effectiveness of recruitment process. Realistic job preview is a way to provide complete information including positive and negative things about the organization to the job applicant (Ivancevich, 1992). After recruiting qualified applicants, the selection process begins. "Selection is the process of choosing from a pool of applicants the individual or individuals who best fit the selecting criteria for a position" (Harvey & Brown, 1996, p. 120).

Generally, in the organizations selection process begins with the completion of the application form by the applicant. The second step is preliminary screening interview in which minimum qualifications of applicants are screened and a brief personal interview is conducted to form general impression of the applicants, and obtain key information about them. The third step is to make employment tests such as cognitive or psychomotor ability tests, knowledge and skill tests, emotional intelligence tests, integrity tests, personality tests, vocational interest tests, and performance simulations. The validity studies of these tests demonstrate that integrity tests have an operational validity of .41 (Ones, Viswesvaran, & Schmidt, 1993).

Moreover, the validity of cognitive ability tests to predict performance is around .51 (Schmidt & Hunter, 1998). As a fourth step, employment interviews are conducted. These interviews can be in different formats; structured, unstructured, or semi structured. In the structured interview, the interviewee received a set of questions that have been prepared in advance by the interviewer and the interviewer leads the course of the interview.

However, in unstructured interviews, the candidates control the flow of the conversation. The interviewers do not direct the interviewee; they repeat the statements made by the candidates to encourage further discussion.

Unfortunately, unstructured interviews are subject to the interviewer's interpretations (Harvey & Brown, 1996). The validity of unstructured interview has been shown to be relatively low whereas the validity of structured interview is higher and similar to assessment center validities (Lowry, 1994). There are also other kinds of interviews such as panel, situational and stress interviews. In panel interviews, the applicant is interviewed by a panel or group of individuals. In situational interviews, the applicants solve a particular problem or describe how they would behave in a specific job situation. The validity of situational interviews has been shown to range between .14 and .46 (Cesare, 1996). Lastly, in stress interviews, recruit is subjected to the stresses and strains supposedly encountered in the job situation (Harvey & Brown, 1996).

The next step is to check references or recommendation letters that are submitted by the applicants. As another step, some organizations require applicants take a physical examination tests or drug tests. The final hiring decision is made based on the results of the selection process.

In addition, there are some other tools that used in selection process such as work samples and assessment centers. A work sample is a selection tool that requires the candidates to show how well they perform the tasks involved in a job under standardized conditions. On the other hand, assessment centers measures how well a recruit is able to perform the tasks of a specific job and they include exercises like in basket exercise, leaderless group exercise, problem solving simulation, and role-play exercise. Additionally, according to Schmitt, Gooding, Noe, and Kirsch (1984), the work samples have true validity of .38 and average validity of assessment centers is around .40 (Howard, 1997).

2.6.4 Orientation and Employee Training

Orientation is a planned introduction of employees to the organization, work unit, their job, and co-workers. It should be conducted in two separate levels; general company orientation and departmental or job orientation. There are many purposes of the orientation process. Among them are reducing the anxiety of new employee, reducing employee turnover, saving time of supervisors or co-workers, developing realistic job expectations, developing positive attitudes toward organization, and improving job satisfaction (Ivancevich, 1992).

In orientation process HR department cooperates with new employee's manager. HR department initiates and coordinates general company orientation and departmental and job orientation, trains line managers in procedures for conducting department and job orientation, conducts general company orientation and follows up the initial orientation with the new employee. The line managers, on the other hand, are responsible for conducting job and departmental orientation.

After a comprehensive orientation, new employees may not be able to perform satisfactorily, so they have to be trained in the duties they are expected to do. Training is a learning process that involves the acquisition of skills, knowledge, concepts or attitudes to increase employee performance (Byars & Rue, 1991). Before training programs are developed, the needs of both employees and organization are assessed in order to determine what objectives should be sought. Prior to needs assessment phase organizational support is provided. Salas and Cannon-Bowers (2001) stated that the need assessment involves the analysis of job and task. The job/task analysis determines the work functions to be performed on the job, the conditions of the job, and knowledge, skill, ability and other requirements (KSAO's) needed to perform those tasks. Moreover, needs assessment phase involves organizational analysis that determines training climate, identifies goals of the organization, and external and legal constraints (Salas & Cannon-Bowers, 2001). Need assessment process also includes requirement analysis in which the targeted job is defined, methods of need assessment are chosen, participants are determined, and a protocol is developed.

The methods of training can be classified into two: on-site methods and offsite methods. On-site training involves techniques such as job rotation, vestibule training, on the job training, and apprenticeship training. Off-site training methods are seminars or lectures, programmed instruction, computer-assisted instructions, audiovisual techniques, machine simulators, and behavioral modifications (Riggio, 2003). Additional methods such as management games, case study, role playing, behavioral role modeling, laboratory training, achievement motivation training, and leader match training are particularly used in training managerial and interpersonal skills.

After employees receive training, it should be evaluated. Evaluation of training is composed of comparing the results of training with the objectives of training expected by managers, employees, and trainers. The evaluation of training can be made using four levels of criteria; reaction, learning, behavior, and results (Kirkpatrick, 1977).

Reaction refers to feeling of employees towards training program whether they like it or not. Learning criterion assesses to what extents the trainee has learned the principles, facts, and approaches that are included in the training program. Behavior criterion evaluates the job behavior of the trainee. That is, whether the behavior has changed in the desired direction as a result of the program. Lastly, the results part is related to tangible results that are achieved as a result of the training program, such as reduction in cost or turnover, improvement in production. Another study conducted by Alliger, Tannenbaum, Bennett, Traver & Shotland (1997) divided the training reactions into affective and utility reactions, and learning into post training measures of learning, retention, and behavior/skill demonstration.

2.6.5 Performance Appraisal

Performance management is a strategic approach to increasing the effectiveness of organizations by improving the performance of the employees and by developing the capabilities of teams and individual contributors (Baron & Armstrong, 1998).

Borman and Motowidlo (1993) conceptualized job performance as comprising task performance and contextual performance. They suggested that task performance relates to the proficiency, with which employees perform core technical activities that are important for their jobs, whereas contextual performance is defined as extra task proficiency that contributes more to the organizational, social, and psychological environment to help achieving organizational goals. Contextual factors include aspects like persisting with enthusiasm and extra effort, volunteering to carry out duties not formally part of one's job and endorsing and supporting organizational objectives (Borman & Motowidlo 1993).

Performance appraisal is the process that determines how an employee is performing on the job and communicates that information to the employee back. Performance appraisal systems provide data for other HRM activities such as promotion, layoffs, firing, and merit pay increases. Performance appraisal information can also provide input for training and development needs of employees. Additionally, it provides input for the validation of selection procedures and human resource planning (Riggio, 2003). Finally, Cleveland, Murphy and Williams (1989) stated that the results of performance appraisal are used to give feedback to employees about their performance and to develop employee's performance.

The performance of the employees is evaluated by their supervisors, peers or outside sources like customers and employees themselves. Muchinsky (1999) stated that there are different methods for performance appraisal. These methods are classified in three groups. The first group is Graphic Rating Scales (GRS), which are the most commonly used techniques of performance appraisal. In GRS, employees are rated on a number of traits or factors. The rater judges how much each factor or trait the employee has. Usually, employees are judged on a 5- or 7- point scale. The number of factors ranges between 5 and 20 (Muchinsky, 1999).

2.6.6 Compensation and Benefits:

Human Resource Management (HRM) has never been as significant as it is today. Companies want to attract, retain and motivate brains to meet objectives. Today Humans are regarded as one of every company's assets so they need to be efficiently and effectively managed. One of the tools companies use to attract, retain and motivate its people is Compensation Management.

2.6.6.1 Compensation

It refers to this exchange, but in monetary terms. Compensation is the employer's feedback for an employee's work. It simply is the monetary value you would give to your four employees in return of their services. In the book Human Resource Management, Gary Dessler defines compensation in these words "Employee compensation refers to all forms of pay going to employees and arising from their employment." The phrase 'all forms of pay' in the definition does not include non-financial benefits, but all the direct and indirect financial compensations.

2.6.6.2 Benefits

Employees today are not willing to work only for the cash alone, they expect 'extra'. This extra is known as employee benefits. Also known as fringe benefits, Employee benefits are non-financial form of compensation offered in addition to cash salary to enrich workers' lives. Problem will arise when you begin to decide what benefit to give to whom and on which basis? Employee benefits are not performance-based, they are membership-based. Workers receive benefits regardless of their performances. Employee benefits as a whole have no direct affect on employee performance, however, inadequate benefits do contribute to low satisfaction level and increase absenteeism and turnover in employees (DeCenzo and Robbins; 2007). So any organization would have to carefully design the benefit package. The package may include a cell phone to each worker, taking

them to a training workshop or seminar, giving them a day or two off every month and so on. While deciding on the benefits package, do consider the associated costs.

2.6.6.3 Advantages of Compensation and Benefits

A well designed compensation and benefits plan helps to attract, motivate and retain talent in the firm. A well designed compensation & benefits plan will benefit the organization in the following ways.

- **Job satisfaction:** Your employees would be happy with their jobs and would love to work for you if they get fair rewards in exchange of their services.
- **Motivation:** We all have different kinds of needs. Some of us want money so they work for the company which gives them higher pay. Some value achievement more than money, they would associate themselves with firms which offer greater chances of promotion, learning and development. A compensation plan that hits workers' needs is more likely to motivate them to act in the desired way.
- **Low Absenteeism:** Why would anyone want to skip the day and watch not-so-favorite TV program at home, if they enjoy the office environment and are happy with their salaries and get what they need and want?
- **Low Turnover:** Would your employees want to work for any other boutique if you offer them fair rewards. Rewards which they thought they deserved?

On the other hand it has its own advantages to employees by making peace of mind, the offer of several types of insurances to your workers relieves them from certain fears and employees as a result work with relaxed mind, it also increases self-confidence and commitment to exert the effort utmost for the achievement of the organization's goal.

2.6.7 Rewards

In the context of managing people, the reward system underlines a core feature of the employment relationship. According to Bratton and Gold (2007:360), Reward refers to all the financial, non- financial and psychological payments that an organization gives for its employees in exchange for the work they perform.

Reward practices engendering debate among academics and organizational leaders on the role that it plays in achieving substantive employee behaviors like task performance, flexibility, quality and commitment. It is also argued that the design and management of reward systems holds one of the most difficult HRM tasks for general managers.

Regardless of any other rewards it gives to its employees, an organization must make three main decisions about monetary reward: how much to pay, for whom to pay (individual or group) and how much emphasis should be placed on monetary reward as part of the total employment relationship.

In the past decade in Africa the pay and benefits view have been dominated by three issues. First, the attempt to set up the principle of equal pay for equal work within the entire public service. It is this principle that helps to decide the salary scales that are paid to various grades of personnel in the service. The second issue is how to guarantee that salaries are adjusted periodically in response to inflationary trends and in combination with the pay for comparative work in private sectors of the economy. The third issue is how to confirm that benefits really serve as motivators, as if the salaries do (ibid, p.4).

In many African countries the remunerations are invisible, even though they have come to denote a high percentage of personnel costs, and most often they are not effectively used to give necessary services (Olowu and Adamolekun, 1999:102). In the same line, they also argued that the search for a decent wages has led to efforts to modify salaries up-ward almost in many countries to correct inflation and wage erosion. Much endeavor has also gone into trying to decompress the wage structure, but only a few countries have succeeded in this area. For instance, in 1995 Ethiopia raised salaries for public officials for the first time since 1975. This gave special salary increase for professional group such as doctors and teachers.

Nevertheless, like other African countries it has not succeeded in paying salaries in the private sectors, international and non-governmental organizations. Likewise, the most serious challenge that confronts many African countries in the area of reward is not only how to develop systems of performance-related pay and incentive, but also lacking the resource to pay for scarce skills these countries have focused their efforts on monetizing benefits, since benefits often constitute a large percentage of total compensation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the methodological approach of the study adopted to achieve the objectives stated in chapter one. It focused on the study design, data collection instruments, sampling and sampling techniques as well as the data analysis methods.

3.1 Research Design and methodology

This research has both a descriptive and explanatory nature. According to Kothari (2004:8), descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In a very real sense, description is fundamental to all research. And hence, to better see the how effective the implementation of human resource management within the context of community library in selected CE Community Libraries, the role of each identified effectiveness variables shall be described in detail.

3.2 Research Population and Sampling Method

The study setting is Harare, Oromia Regional State, Dire Dawa and Addis Ababa Region Administration where the community libraries are established by CODE-Ethiopia. These areas are selected by using purposive sampling method considering their accessibility and time constraint which could challenge the researcher to accomplish the necessary tasks according to the research plan.

The study was conducted in 16 community libraries located 2 in Addis Ababa and 4 in Dire Dawa administration, 4 in Harare and 6 in Oromia regional states.

The populations of this research are employees who are working in the stated 16 community libraries; 32 Librarians (2 from each community library) and 4 focal persons (Regional/Administrative Education Bureau representatives) as well as 64 Management Committee Members, Administration Officials/Managers (4 from each community library).

The rationale of selecting the mentioned officials are that, all of the officers are responsible for conducting their office recruitment & selection, training & development, performance appraisal and reward systems and/or the decision-making organ of the community library established to control the execution of HRM rules and regulations and provide HRM services to attract and retain a diverse, productive and creative workforce for the achievement of an excellent service for the communities and other stakeholders.

3.3 Data Collection Instrument and Procedures

The data collection methods used in this study was quantitative and qualitative methods. The use of mixed method are the freedom given to the researcher to choose methods, tools and procedures which can meet the nature of the problem under study and serving the purpose of triangulation by collecting data through different questionnaire, interview, document and library site observation.

The data for this study was collected from primary and secondary sources. A questionnaire and a semi-structured interview were used as data gathering tools. The entire questionnaire consisted of three parts. The first part comprises of focus items that are related to demography variables sex, age, educational level, and work experience. The second part includes items used to measure training, attitude which are related to reflect the objectives and research questions of this study. The third part consists of five items that are used to measure employees awareness of functions of HRM in the libraries and two types of questionnaires coded Q1 - for 32 librarians & Q2 - for 64 Management Committee members was designed in Amharic and translated to English language. Furthermore back translation was done to insure the validity and reliability of the questionnaire.

The questionnaires were administered by data collectors who got orientation from the researcher and the focal persons, who were interviewed by the data collectors’.

Though questionnaires are considered as the major data gathering tool, unstructured interview was conducted to the Regional Focal Persons (representatives who was working in the respective Regional Education Bureau) and used as a means of gathering qualitative data.

Therefore, in addition to the questionnaire, data was also gathered by using a semi-structured interview. The interview items were nine guiding questions written by the researcher. They are meant to provide comparable information on the data explored by the questionnaire and aid the quantitative analysis. The interview was taken verbatim. Both the questionnaire and the interview items were translated into English before administration.

In order to support the finding, the researcher was used of secondary information from the organization monitoring and evaluation reports. The Organization's monitoring and evaluation reports were utilized for describing the current implementation of HRM in the selected community libraries. Critical examination of previous literature was used to describe the evolution of HRM practice in Ethiopia, the problems and improvements in the past.

3.4 Data Presentation and Analysis

In this chapter, the collected/gathered data by using primary and secondary sources were presented, analyzed and interpreted accordingly. The data analysis used by the quantitative technique includes the computation of frequency, tabulation and quantitative data gathered from the in-depth interviewees and key informant persons stored differently into items of similar categories and the frequency count and percentage was computed.

The collected data was clearly presented by using tables which are in turn expressed in the form of percentage. Then descriptive analysis technique was applied to interpret and analyze the organized data. This is the transformation of the processed data to look for patterns and relationship between and/or among data groups by using descriptive or statistical analysis.

3.5 Ethical Concern and Consent Statement

Ethical considerations are expected to arise in any kind of research study. This paper therefore takes into consideration of those ethical issues on formulating and clarification of the topic, design, access and use of data, analysis and report of the findings in a moral and responsible way. Participants were assured that the source of data collected would remain confidential and that anonymity will be maintained. Also oral consensus with all the participants and an official letter from the CODE-Ethiopia will file and taken along.

The integrity of all participants to the study was upheld with the objective and other processes of the study make explicit. The study was used ways and methods of analysis and reports the same in the manner that should not be embarrassing, stressful, discomfoting, painful or harmful to the readers and the participants. The study was taken proactive stance not to engage in fraudulent procedures that affect the study results neither should misuse the same.

The researcher aims at maintaining responsible behavior and objectivity as much as possible in conducting the study. Thus, due attention has been given to balance the advantages and the disadvantages in all the research processes.

CHAPTER FOUR

RESULTS AND DISCUSSION

This part of the study deals with the presentation and analysis of data. Data are gathered by using questionnaire, in-depth interview, and document & library site observation.

Table I - Socio-Demographic Characteristics of Participants of the Study

| Characteristics | | Librarians | Managers/M'gt Committee Members | Focal Persons/Edu. Bureau Representatives | Total |
|----------------------------|--------------------|------------|---------------------------------------|----------------------------------------------------|-----------|
| Sex | Male | 15 | 29 | 3 | 47 |
| | Female | 16 | 30 | 1 | 47 |
| | | | | | |
| Age | Below 20 | 2 | 0 | 0 | 2 |
| | 21-35 | 20 | 23 | 0 | 43 |
| | 36-50 | 8 | 36 | 2 | 46 |
| | Above 50 | 1 | 0 | 2 | 3 |
| | | | | | |
| Marital Status | Married | 15 | 40 | 3 | 58 |
| | Single | 16 | 19 | 1 | 36 |
| | | | | | |
| Level of Education | Diploma | 12 | 0 | 0 | 12 |
| | Advance Diploma | 6 | 0 | 0 | 6 |
| | BA Degree | 13 | 53 | 2 | 68 |
| | MA & above | 0 | 6 | 2 | 8 |
| | | | | | 0 |
| Occupational Experience | Below 3 years | 7 | 14 | 0 | 21 |
| | 4-6 years | 4 | 1 | 0 | 5 |
| | 7-10 years | 8 | 20 | 4 | 32 |
| | Above 10 years | 12 | 24 | 0 | 36 |
| Total | | 31 | 59 | 4 | 94 |

Source: Descriptive analysis result based on questionnaire survey, 2016

As observed above in the table I, out of 94 respondents 47(49.41) of them were males and 47 (49.41%) of the participants were females. The male/female ratio is found to be balanced.

Regarding the age of participants, 46 (48.94%) was at the age range of 36-50 years followed by 43 (45.74%) which were in the category of 21-35.

59 (62.11%) of the respondents were married while 36 (38.30%) are single.

Concerning the level of education of participant, 76 (72.38%) of them have first degree and above.

Regarding the occupational experience of respondents 69 (65.71%) of them have work experience of 7 years and above.

4.1 Results and Discussion of Questionnaires and Interview Guide Questions

This sub-section attempts to present and discuss the information gathered by using questionnaires as a means of data gathering tool from 31 Librarians/Employees and 59 Managers/Management Committee Members and interview guide questions with regional education bureau representatives.

4.1.1 Data Collected from Librarians, Managers and REB Representatives

The questionnaire collected from 31 Librarians (employee) was consisted of five alternative responses (Strongly agree, agree, neutral, disagree and strongly disagree). The questions which consist of a total number of 33 items are grouped in to four major areas of enquiry focusing on recruitment and selection, training and development, performance appraisal and compensation/reward system of the organization.

Similarly data was collected through questionnaires from 59 Managers (LMCM). the questions consists of 10 basic questions related to the above mentioned four major areas of enquiry. Furthermore interview responses on REBs Representatives were analyzed for the purpose of triangulation.

Table II - Role of Human Resource Managers

| | What is your current role in human resource management? | Responses | |
|--|---------------------------------------------------------|-----------|--------|
| | | No | % |
| | a) Administration Training | 16 | 27.12% |
| | b) HR planning Supervision | 7 | 11.86% |
| | c) Benefits HRM | 16 | 27.12% |
| | d) Deployment Recruitment | 14 | 23.73% |
| | e) Others | 6 | 10.17% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in Table II above 54.24% of the respondents are engaged in administrative training and benefits of HRM while 35.59 of the respondents are engaged in development recruitment and HR planning and supervision. This is an indication of more or less a balanced weightage given to the routine activities of HR managers.

Table III - Human Resource Management Practices

| | Based on your experience, which of the following activities are performed satisfactorily at library level? | Responses | |
|--|------------------------------------------------------------------------------------------------------------|-----------|--------|
| | | No | % |
| | a) Recruitment | 18 | 30.51% |
| | b) Selection | 9 | 15.25% |
| | c) Training and development | 20 | 33.90% |
| | d) Performance appraisal | 11 | 18.64% |
| | e) Compensation and reward system | 1 | 1.69% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table III above, among the major activities of Human Resource Management, the activities which are said to be satisfactorily performed at the library level were training and development and recruitment as chosen by 33.90% and 30.51% respondents respectively. To the contrary compensation and reward system was labeled as an activity performed unsatisfactorily at the library level.

Of the above indicated major activities, which are not relatively performed satisfactorily, the participants have forwarded the following major reasons:

- Lack of skilled staff on recruitment and selection
- Lack of good governance
- Budget inadequacy
- Inconsistent recruitment procedure
- Lack of sufficient reward system
- Lack of clear guideline on employment and placement and shortage of qualified candidates.

Table IV - Recruitment and Selection

| S.No. | Statements | %age of Respondents | | | | | |
|-------|------------------------------------------------------------------------------------------------------------------|---------------------|-----|-----|-----|-----|------|
| | | SD | D | N | A | SA | 100% |
| 1 | The means of communication on the recruitment procedure gives equal opportunity to all the potential applicants. | 10% | 32% | 10% | 23% | 25% | 100% |
| 2 | The current recruitment procedure allows the library to recruit the right person to the right job. | 6% | 39% | 16% | 13% | 26% | 100% |
| 3 | The Library is able to attract suitable applicants to fill vacancies. | 16% | 26% | 39% | 6% | 13% | 100% |
| 4 | The current wage attracts the best recruits for the various posts. | 13% | 39% | 16% | 19% | 13% | 100% |
| 5 | Our organization places the right person in the right job | 6% | 48% | 16% | 10% | 20% | 100% |
| 6 | Selection of a candidate in our organization is strictly based on his/her merit. | 3% | 32% | 26% | 26% | 13% | 100% |
| 7 | The selection criteria set by the Regional Education Bureau manual is useful. | 6% | 24% | 32% | 19% | 19% | 100% |
| 8 | A candidate can influence the decision of the recruitment committee. | 10% | 19% | 26% | 26% | 19% | 100% |
| 9 | An outsider can influence the decision of the recruitment committee | 10% | 16% | 23% | 41% | 10% | 100% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in the frequency tabulation in the table IV above 48% of the respondents agreed that the means of communication used gives equal opportunity to all applicants. To the contrary, 42% of the respondents disagree with the use of equal opportunity to applicants while 10% were neutral. The big variation for the responses could indicate the use of different approach to newly recruited candidates.

45% of the respondents disagreed with the statement “the current recruitment procedure allows the library to recruit the right person on the right job”. 16% of the respondents were neutral while 39% agreed with the above statement. The same reason indicated above could apply to this statement as well.

42% of the respondents disagreed with the statement that the library is able to attract suitable applicants to the vacancies while 39% of the respondents are found to be neutral. This could be due to lower salary scale and inadequate compensation and reward system.

52% of the respondents believe that the current wage doesn’t attract best recruits for the various posts and 16% found to be neutral.

45% of candidates agreed that the recruitment of the decision committee is influenced by candidates, while 51% of candidates agree that the decision is influenced by outsiders.

Table V - Placement at the Library level

| | How did you hold this position? | Responses | |
|--|---------------------------------|-----------|--------|
| | | No | % |
| | a) Promotion Deployment | 26 | 44.07% |
| | b) Direct employment | 33 | 55.93% |
| | c) Others | 0 | 0.00% |

Source: Descriptive analysis result based on questionnaire survey, 2016

To the question “How did you hold this position” 55.93 of the managers said by direct employment, 44.57% rate for promotion deployment. So, as observed by the researcher the current trend indicated that it could be a proportional practices on recruitment and selection as well as promotion and deployment especially by transferring teachers from different nearby schools to work on a position of Librarian.

Table VI - Training and Development(Librarians)

| S.No. | Statements | % age of Respondents | | | | | |
|-------|------------------------------------------------------------------------------------------------|----------------------|--------|--------|--------|--------|------|
| | | SD | D | N | A | SA | 100% |
| 1 | The training organized by CODE-Ethiopia improves the functioning of your department. | 0.00% | 0.00% | 9.68% | 25.81% | 64.52% | 100% |
| 2 | The training is effective in improving the performance of your library in service delivery. | 0.00% | 0.00% | 9.68% | 19.35% | 70.97% | 100% |
| 3 | The training are effective in motivating employees. | 6.45% | 0.00% | 9.68% | 35.48% | 48.39% | 100% |
| 4 | In your organization there is equal access to training for employees | 9.68% | 41.94% | 6.45% | 22.58% | 19.35% | 100% |
| 5 | Selection for training is based on need assessment. | 6.45% | 16.13% | 25.81% | 38.71% | 12.90% | 100% |
| 6 | The training opportunity is provided to employees on the basis of their performance appraisal. | 3.23% | 32.26% | 22.58% | 3.23% | 38.71% | 100% |
| 7 | The contents of training are always relevant to the changing needs of the library service. | 3.23% | 6.45% | 16.13% | 41.94% | 32.26% | 100% |
| 8 | You are encouraged to participate in various seminars and workshops, etc. | 12.90% | 22.58% | 9.68% | 48.39% | 6.45% | 100% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table VI above, 90.32% of the respondents agreed that the training organized by CODE-Ethiopia improve the functioning of the department. There is no one respondent with a different view. This shows the usefulness of the trainings offered to librarians.

As observed by the researcher, the training prepared by CODE-Ethiopia was on the basic library science skill development for librarians like dewey decimal, cataloguing, loud reading and promotion etc... on the traditional way of service delivery and the digital service by using Information Technology. The delivery of training focused on 70% of practical and 30% of theoretical service delivery and always supported by a Canadian professionals with an Ethiopian translator for ease communication on the training sessions.

Similarly the trainings organized by CODE-Ethiopia were effective in improving the performance of the librarians in service delivery according to 90.32% of the respondents. This could be due to the nature of trainings and the methods employed considering the knowledge and ability of participants as well assignment of highly experienced trainers might have a strong influence on the training.

Regarding the effectiveness of the series of trainings conducted by CODE-Ethiopia in motivating employees, 83.87% of the librarian respondents agreed that it was motivating. In this regard the budget allocated for the training is adequate to properly cover all costs such as transport, hotel, perdiem and other benefit of participants.

51.61% of the library respondents disagreed with the availability of equal access of training for employees in the organization while 41.94% agree with availability or equal training opportunities for librarians. Equal access of training could be influenced by the selection mechanism of CODE-Ethiopia. Availability of training guideline and transparency in realizing the procedure is necessary in order to improve motivation of workers. According to 51.61% of the respondents, selection of training is based on need assessment while 22.58% disagreed with the above statement. 25.81% of the respondents were neutral.

As shown in table III above, (S.No-6), 41.94% of the respondents agreed that training opportunity is provided to employees on the basis of their performance appraisal. To the contrary, 35.48% of the respondents disagreed with the above statement. 22.58% respondents were neutral. In its real since training is a means towards improving the knowledge and skills of employees including its updating or upgrading nature.

The contents relevance of the training to the changing needs of the library services is evaluated positively by 74.19% of the respondents while only 9.68% respondents had opposite view. 54.84% of the participants were encouraged to participate in various seminars and workshops while 35.48% were discouraged to participate in seminars, workshops and related updating events organized by CODE-Ethiopia. Here again, it is important to conduct need assessment before trainings are carried out to be reasonable on the selection of participants for the training.

Table VII - Training and Development (Managerial Level)

| | What additional coursework or training have you received in HRM? | Responses | |
|--|------------------------------------------------------------------|-----------|--------|
| | | No | % |
| | a) Human resource planning | 24 | 40.68% |
| | b) Recruitment and selection | 4 | 6.78% |
| | c) Benefit administration | 5 | 8.47% |
| | d) Performance appraisal | 11 | 18.64% |
| | e) Grievance handling | 3 | 5.08% |
| | f) Never taken | 0 | 0.00% |
| | g) Disciplinary measures | 11 | 18.64% |
| | h) Employee health and safety | 11 | 18.64% |
| | i) Leadership skills | 28 | 47.46% |
| | j) Team building | 16 | 27.12% |
| | k) Others | 1 | 1.69% |

Source: Descriptive analysis result based on questionnaire survey, 2016

Regarding the additional course work or training received in HRM, leadership skills and human resource planning were rated first by 47.46% and 40.68% of respondents respectively, followed by team building rated by 27.12% of respondents. Performance appraisal, employee health and safety and disciplinary measures were indicated at the 3rd stage by 18.64% of respondents. Although rated by relatively low percentage of respondents, benefit administration as well as recruitment and selection were indicated as training areas by 8.47% and 6.78% of respondents respectively. Governance handling was rated by 5.08% of manager respondents which is the least among the training areas indicated in table VII.

According to the responses of the Regional Education Bureau representatives, the trainings provided to managers include the following:

- Library management, handling book safely, staff grievance handling and leadership, educational management and supervision.
- The mechanism used to check the application of the knowledge and skills gained from trainings were participating employees in teamwork, performance evaluation, through observation checklist.
- The HRM related trainings suggested to improve the capacity of the library management staff were. HRM related trainings, strategic management, catalogue and classification.

Regarding the overall capacity of the library management staff in strategic HR planning is poor according to most interview respondents. However, according to the response of some participants, most on the library management staff are at the medium level of capacity due to lack of exposure to HR related trainings by which they could update themselves.

Table VIII - Use-fullness of the Trainings taken

| | How useful was the additional knowledge you get from the training? | Responses | |
|--|--------------------------------------------------------------------|-----------|--------|
| | | No | % |
| | a) Very useful | 49 | 83.05% |
| | b) Useful | 4 | 6.78% |
| | c) Not useful at all | 6 | 10.17% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table VIII, the usefulness of the additional knowledge and skills gained from the trainings was rated as useful/very useful by 89.83% of the respondents while only 10.17% of the respondents rated the experience gained from the trainings as “not useful” at all.

Table IX - Needs of HRM Training

| | To improve capacity in your current position, what human resource management trainings do you need to have? | Responses | |
|--|-------------------------------------------------------------------------------------------------------------|------------------|----------|
| | | No | % |
| | a) Human resource planning | 35 | 59.32% |
| | b) Recruitment and selection | 14 | 23.73% |
| | c) Benefit administration | 24 | 40.68% |
| | d) Performance appraisal | 29 | 49.15% |
| | e) Grievance handling | 9 | 15.25% |
| | f) Disciplinary measures | 9 | 15.25% |
| | g) Employee health and safety | 11 | 18.64% |
| | h) Leadership skills | 17 | 28.81% |
| | i) Team building | 29 | 49.15% |
| | j) Others | 14 | 23.73% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table IX above, the HRM training areas which were believed to have improved capacity of employees were: human resource planning, performance appraisal and benefit administration according to the responses of 59.32%, 49.15% and 40.68% of participants respectively. Leadership skills as well as recruitment and selection were also suggested by 28.81% and 23.73% of respondents respectively at the second level.

Table X - Pre-Service Training

| | Based on your experience, what would you recommend for the pre-service training preparation of future managers having human resource related responsibilities in the Library? | Responses | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|
| | | No | % |
| | a) General management skill | 43 | 72.88% |
| | b) Human resource management skill | 30 | 50.85% |
| | c) leadership skill | 35 | 59.32% |
| | d) Others (please state) | 6 | 10.17% |

Source: Descriptive analysis result based on questionnaire survey, 2016

The areas of skills training recommended for future managers of the human resource in relation to responsibilities in library were: management skills, leadership skills and human resource management skills according to the response of 72.88%, 59.32% and 50.85% participants respectively.

Table XI - HRM Course Opportunities

| | In your opinion, are there training and HRM course opportunities for people in your position? | Responses | |
|--------|-----------------------------------------------------------------------------------------------|-----------|--------|
| | | No | % |
| a) Yes | | 57 | 96.61% |
| b) No | | 2 | 3.39% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table XI above, 96.61% of respondents believed that there are opportunities for training and HRM courses for managers while only 3.39% of the respondents had different view. It indicates that, there is an opportunities for people who are in a position of Managers.

Table XII - Methods of Training

| | If "Yes" how do these opportunities is accessed? | Responses | |
|-------------------------------|--------------------------------------------------|-----------|--------|
| | | No | % |
| a) Through online education | | 21 | 35.59% |
| b) Through distance education | | 23 | 38.98% |
| c) Continuing education | | 6 | 10.17% |
| d) Short-term training | | 7 | 11.86% |
| e) Others (please state) | | 2 | 3.39% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table XII above, the training methods suggested were, through distance education, online education and short-term training according to 38.98%, 35.59% and 11.86% of respondents respectively. It could be costly to attend the HR training opportunities through online/distance education.

Table XIII - Performance Appraisal

| S.No. | Statements | % age of Respondents | | | | | |
|-------|----------------------------------------------------------------------------------------------|----------------------|--------|--------|--------|--------|------|
| | | SD | D | N | A | SA | 100% |
| 1 | Performance appraisals have improved the efficiency of the librarians. | 0.00% | 0.00% | 6.45% | 54.84% | 38.71% | 100% |
| 2 | The working environment in your office facilitates performance. | 0.00% | 22.58% | 6.45% | 38.71% | 32.26% | 100% |
| 3 | Employees are satisfied with the performance appraisal mechanism set in place. | 12.90% | 29.03% | 12.90% | 29.03% | 16.13% | 100% |
| 4 | Education Department/Bureau heads are happy with the results of their performance appraisal. | 19.35% | 19.35% | 12.90% | 41.94% | 6.45% | 100% |
| 5 | In your organization the positive performance appraisal serves as a motivation of workers. | 0.00% | 25.81% | 32.26% | 41.94% | 0.00% | 100% |
| 6 | In your organization negative performance leads to sanction. | 6.45% | 32.26% | 38.71% | 22.58% | 0.00% | 100% |
| 7 | There is transparency and continuous follow up when evaluating employees. | 6.45% | 25.81% | 12.90% | 29.03% | 25.81% | 100% |
| 8 | There is a strong link between performance and reward system in the organization. | 0.00% | 45.16% | 22.58% | 6.45% | 25.81% | 100% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table XIII above, (S.No-1), 93.55% of the respondents agreed that performance appraisal have improved the efficiency of the librarians and none of the respondents had opposite view. The working environment in the libraries has contributed to facilitate performance according to 70.97% of the respondents while 22.58% disagreed with the statements.

According to the observation conducted by the researcher, most of the libraries have a conducive working environment and were well furnished libraries supported by continuous training and valuable books. These are very useful factors to update themselves as well as to improve their service delivery to the community.

According to 45.16% of the respondents, employees are satisfied with the performance appraisal mechanism set in place. To the contrary, 41.94% of the respondents disagreed with the above statements. According to the observation of the researcher transparent and uniform performance appraisal mechanism was taking in some library centers.

42% of the respondents agreed that positive performance appraisal leads to rewards in the organization while 32.26 of the respondents have a neutral view. 38.71% of the respondents oppositely disagree that negative performance leads to sanction while an equal proportional 38.71% of respondents have either agree or disagree with the above statement. In both cases, the average percentage of respondents who had neutral view is a bit similar. This could indicate the low level of awareness of employees at the organization. Thus, the effort made by the organization to enhance the awareness stage of employees is doubtful.

54.84% of the respondents said that there is transparency and continuous follow up when evaluating employees. To the contrary 32.26% of respondents had the opposite view while 12.19% a neutral view. As observed by the researcher, during the data collection process, in some of the community libraries, it could be lack of transparency and information gap between the librarians and the HR related managers as well.

Regarding the link between performance appraisal and reward system, there is no similar view among respondents. 32.26% of the respondents agreed that there is a strong link between performance appraisal and reward system. To the contrary 45.16 of the respondents disagree with the above view while 22.58% of the respondents had a neutral view of the relationship.

It could be on lack of transparent performance appraisal system and loss linkage between performance appraisal and reward system implementation.

Table XIV - Compensation / Reward system

| S.No. | Statements | % age of Respondents | | | | | 100% |
|-------|---------------------------------------------------------------------------------------------------------------|----------------------|--------|--------|--------|--------|------|
| | | SD | D | N | A | SA | |
| 1 | The Education Bureau has the capacity to put differences in salary structure. | 32.26% | 32.26% | 29.03% | 0.00% | 6.45% | 100% |
| 2 | The current salary structure in the organization improves service delivery. | 35.48% | 48.39% | 16.13% | 0.00% | 0.00% | 100% |
| 3 | The existing reward system is applicable to all the employees in the organization. | 6.45% | 38.71% | 41.94% | 12.90% | 0.00% | 100% |
| 4 | The existing compensation system in the organization is enough to influence employees for better performance. | 6.45% | 48.39% | 16.13% | 0.00% | 29.03% | 100% |
| 5 | Additional inputs of employees get rewarded by the organization. | 29.03% | 29.03% | 22.58% | 9.68% | 9.68% | 100% |
| 6 | The salaries received by the staff in the organization meet the immediate needs of the staff. | 45.16% | 35.48% | 12.90% | 0.00% | 6.45% | 100% |
| 7 | The promotion system in the organization affects the morale of the employees. | 0.00% | 22.58% | 22.58% | 41.94% | 12.90% | 100% |
| 8 | The reward system the organization is poorer than in other organizations. | 12.90% | 0.00% | 19.35% | 54.84% | 12.90% | 100% |

Source: Descriptive analysis result based on questionnaire survey, 2016

As shown in table XIV (S.No.–1) above, 64.52% of the respondents disagreed that the Regional Education Bureau has the capacity to put difference in the salary structure of librarians while 29.03% have no idea about the role of the bureau regarding the matters related to salary scale. Since librarians are recruited, select and placed by the Education Bureau the responses of the majority of the participants lack clear understanding about the role and responsibility of the Bureau. Instead they might have confused this role with the close supervision and support of CODE-Ethiopia provided to the libraries.

83.87% of the respondents supported the view that the current salary structure in the organization does not improve service delivery and no respondent had a positive view in this regard. However 16.13% of the respondents had a neutral view. Since librarians are selected and placed among teachers, the salary scale might not be similar to lots of the librarians salary scale.

Regarding the evaluation of the respondents about the applicability of the existing reward system, 45.16 of the respondents said that the reward system is not applicable to all employees while, 41.94% had no idea and only 12.9% of respondents agreed that it is applicable to all employees. As per the researcher's observation, it could not be applicable and there is a bias about the existing reward system of the organization among employees.

According to the responses of 54.84% respondents, the existing compensation system in the organization is not enough to influence the performance of employees. To the contrary, 29.03% of the respondents agreed on the existing compensation system while 16% of the respondents had neutral view. As a result the compensation system has not served as factor influence the performance of employees according to the majority of employees'.

The organization reward system for additional inputs of employees is evaluated as insufficient by 58.06% of the respondents while 22.58% of the respondents had a neutral view about the reward system of the organization.

The salary scale of the organization is evaluated as inefficient to meet the immediate needs of the staff by 80.65% of the respondents while only 6.45% of the respondents considered the salary scale of the organization as adequate.

As shown in table 5 (S.No-7) above, 54.84% of the respondents said that the promotion system of the organization affects the moral of the employees. To the contrary 22.58% of the respondents had opposite view of the majorities 22.58% of the respondents had neutral view.

Regarding the reward system of the organization, 67.74% of the respondents agreed that the system is poor when compared to other organizations that have similar function. Only 12.90% of the respondents disagreed with the above statement supported by the majority of respondents.

Table XV - Challenges of Human Resource Management Practices

| | Specifically with respect to human resource management, what main challenges did you face? | Responses | |
|--|--------------------------------------------------------------------------------------------|-----------|--------|
| | | No | % |
| | a) Staff grievances | 4 | 6.78% |
| | b) Lack of team spirit | 23 | 38.98% |
| | c) Understaffing | 4 | 6.78% |
| | d) Lack of skilled staff | 21 | 35.59% |
| | e) Lack of commitment | 31 | 52.54% |
| | f) Lack of staff satisfaction | 19 | 32.20% |
| | g) Poor working conditions | 17 | 28.81% |
| | h) Lack of participation | 14 | 23.73% |
| | i) Overstaffing | 15 | 25.42% |
| | j) Budget inadequacy | 15 | 25.42% |
| | k) Limited decision-making power | 3 | 5.08% |
| | l) Top management/external interference | 0 | 0.00% |
| | m) Others | 12 | 20.34% |

Source: Descriptive analysis result based on questionnaire survey, 2016

Regarding the major challenges that HR Manager face with respect to HRM practices, lack of commitment of employees and lack of team spirit were rated highest by 52.54% and 38.98% of respondents respectively, followed by lack of skilled staff and lack of staff satisfaction which were considered as major challenges as rated by 35.59% and 32.20% of respondents respectively.

Poor working conditions, overstaffing and budget inadequacy and understaffing and staff grievances were also indicated as problems.

According to the responses of the Regional Education Bureau representatives, the main challenges faced by managers with respect to HRM were the following:

- Unplaced employee in different vacant positions
- Staff dissatisfaction due to inflation without fair compensation
- Lower salary scale
- Limited knowledge of Regional Representatives
- High staff turnover
- Uncomfortable environment for library users
- Unsatisfactory sanitary services such as toilet and water supply
- Lack of skills and training in HRM

The following recommendations were forwarded by all participants regarding the overall improvement of HRM Practices of Libraries are listed below.

- The government should give attention to public libraries.
- Provision of different materials and skill development training by CODE-Ethiopia.
- The librarians must need extra training to improve performance.
- Financial support is needed from CODE-Ethiopia for running administration costs.
- Provision of relevant books by donors be continued to improve service delivery.
- Uniform compensation and reward system based on merit and good governance should be takes place by Education Bureaus.
- Supply of Information Technology equipments which could facilitate delivery of service.
- Continuous training opportunities in basic areas of HRM
- Equal recruitment and selection opportunity to employees

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

As Ethiopia is poor in terms of library development and the management of library workers, the findings that will be coming out of this study will impact on the area. The findings will also give direction on how the community libraries should be directed and the human resource should be retained so as to provide sustainable information services in CODE-Ethiopia network libraries as well as other community libraries in the country. The research will also be a stepping stone for further studies in the field and will bring a paradigm shift in the development of information centers of CODE-Ethiopia.

The paper has explored the current HRM practices in the library context at four regions and regional state administrations in the selected CODE-Ethiopia Community libraries, to evaluate the effectiveness of HRM practices in the context of library, to investigate the challenges on HRM implementation and in order to examine the problem associated with the HRM activities in the selected community libraries. The findings from the respondents on each of the activities are summarized in the next section.

Findings from Regional Education Bureaus

- **Recruitment and Selection**

Using their authority each bureau employs both internal and external source of recruitment to fill a vacancy. As the response showed, the frequency tabulation in the table IV 48% of the respondents agreed that the means of communication was used to give equal opportunity to all applicants. To the contrary, 42% of the respondents disagree with the use of equal opportunity to applicants while 10% were neutral. The big variation for the responses could indicate the use of different approach to newly recruited candidates.

As indicated by 52% of the respondents believe that the current wage doesn't attract best recruits for the various posts and 16% found to be neutral. This could be due to lower salary scale and inadequate compensation and reward system. At the same time it attributed failure to follow manpower-planning, absence of merit, lack of proper training after entry, and the uniform salary scale in the education bureau. On the other hand, as some of the respondent replied an outsider could influence the decision to be made.

- **Training and Development**

Training and development is vital for the improvement of individual and organizational goal attainment. As shown in table VI above, 90.32% of the respondents agreed that the training organized by CODE-Ethiopia improves the functioning of the department. There is no one respondent with a different view. This shows that the usefulness of the training offered to librarians.

Similarly the trainings were effective in improving the performance of the librarians in service delivery according to 90.32% of the respondents. This could be due to the nature of trainings and the methods employed considering the knowledge and ability of participants as well assignment of highly experienced trainers might have a strong influence on the training.

Regarding the effectiveness of the series of trainings conducted by CODE-Ethiopia in motivating employees, 83.87% of the librarian respondents agreed that it was motivating. In this regard the budget allocated for the training is adequate to properly cover all costs such as transport, hotel, per diem and other benefit of participants.

Further, training is effective in motivating employees as majority of them indicated. Nevertheless, there is unequal access to training and the assessment procedures need attention. The reason for this might be lack of skilled HRM specialist to handle need assessment.

- **Performance Appraisal**

As shown in table XIII above, (S.No-1), 93.55% of the respondents agreed that performance appraisal have improved the efficiency of the librarians and none of the respondents have opposite view.

The working environment in the libraries has contributed to facilitate performance according to 70.97% of the respondents while 22.58% disagree with the statements. According to 45.16% of the respondents, employees are satisfied with the performance appraisal mechanism set in place. To the contrary, 41.94% of the respondents disagreed with the above statements. Regarding the link between performance appraisal and reward system, there is no similar view among respondents. 32.26% of the respondents agreed that there is a strong link between performance appraisal and reward system. To the contrary 45.16 of the respondents disagree with the above view while 22.58% of the respondents had a neutral view of the relationship.

The response also illustrated that some managers/HR heads were not happy of the result of their performance. Although, transparency and continuous follow up is so weak and there is loose attachment between performance and reward systems as indicated above. This might be due to lack of participation, inconsistent implementation and lack of resource.

- **Reward System**

The reward system as one major function of HRM has not had facilitated very well as the finding above revealed. The major problems encountered in HRM practices of libraries are lack of compensation and benefits despite the fact that, the regional education bureau has not the capacity to put different salary structure. Moreover, the homogeneous salary scale did not allow some sectors to attract skilled professionals, as the scale is constant; it hampers regions not to recruit qualified employees as needed. The salary scale of the organization is evaluated as inefficient to meet the immediate needs of the staff and the salary structure again did not necessarily improving service delivery. Lastly, the support from Regional Education Bureau/Regional Civil Service Agency for the libraries needs focus.

5.2 Conclusions

It is clear from the preceding discussions that, the regional education bureau engaged on the current practices/implementation of HRM functions basically, recruitment and selection, training and development, performance appraisal and reward system to CODE-Ethiopia Community Libraries established in each Regions/Regional States.

The study mainly focused on the main functions of HRM practices on the selected community libraries established by CE, with particular emphasis to reviewing the current implementation and challenges of recruitment and selection, training and development, performance appraisal and reward system.

The target populations for the study were 32 employees/Librarians working in the community libraries and 64 management committee members and 4 Regional Education Bureau Representatives. The Librarians and Managers were selected for the study based on purposive sampling techniques by taking into consideration their knowledge, experience and participation in the overall practices of HRM in the Community Libraries. Interviews were also conducted with four Regional Education Bureau Representatives/ focal persons/ that were selected by using the same sampling technique.

With regard to the methodology of data collection, questionnaires and interviews were used to gather primary data from respondents.

According to the information gathered during this study, their execution on the recruitment and selection as well as training and development showed relatively better performance. However, performance appraisal, promotion and reward system did not perform as expected, because of budget inadequacy, lack of capacity and awareness, and loose linkage between performance appraisal and reward system as well.

Moreover, the current wage structure and to some extent the recruitment criteria in the Regional Education Bureau sometimes hinder their efforts to attract the best candidates. Likewise, selection is often influenced by outward interference. The finding also revealed inadequacy of HR related training, unequal access for training and improper need assessment. According to respondents, working environment is found relatively conducive.

Regarding the evaluation of the working environment based on r library visit, at Addis Ababa City Administration and Oromia Regional State, the observation of the researcher is summarized as follows:

Lideta Sub-city, Sebeta, Hollota and Fitcha CODE-Ethiopia Community Libraries were found better in-terms of Conducive library environment, well skilled and professional librarians, excellent enter-organization facility, good HRM practices and good Reference material collection. To the contrary, Akaki Kaliti sub-city, Addis Alem and Kimbebit/sheno CE Community Libraries were found poor in-terms of trained manpower, inter organizational facility and HRM practices.

Regarding, the performance appraisal, 93.55% of the respondents agreed that it has improved the efficiency of the librarians and none of the respondents had an opposite view. To the contrary, transparency, follow-up and linkage between performance appraisal and reward system are also weak.

Regarding reward system, the uniform salary scale did not allow attracting skilled manpower and it was not fully enhancing service delivery. Furthermore, the effort to make reward system based on performance is insignificant. The study concluded that, the support rendered from the Regional/Zonal Education Bureau in assisting the Community Libraries to overcome problems is low. In order to solve this problem, the study provided answers to the basic research questions on the Human Resource Management Practices and its challenges in the selected CE Community Libraries and forwarded recommendations for future improvement.

5.3 Limitation of the Study

Although there are many HRM functions, this research limits itself on the four major functions namely: recruitment and selection, training and development, performance appraisal, compensation and reward system. Similarly, it was impossible to cover the whole community libraries established by CE because of time constraints in interviewing, data collection and subsequent data analysis. Therefore, it will not give the full picture of HRM functions in the region/regional states as well.

5.4 Recommendations

Human Resource Management (HRM) has never been as significant as it is today. Companies want to attract, retain and motivate brains to meet objectives. Today Humans are regarded as one of every company's assets so they need to be efficiently and effectively managed. Saying all these, to overcome the problems that occur in the execution of HRM functions in the community library context, the researcher forwarded the following recommendations:

- The Regional Education Bureau should prepare all the necessary written guidelines to improve the current implementation of HRM in the community library context.
- The Regional Education Bureau & CODE Ethiopia in collaboration should conduct training need assessment on libraries and HRM related fields.
- The Regional Education Bureau should take the total responsibility to develop and conduct a transparent performance appraisal system and plan to create a strong link between performance and reward system.
- Improving salary scales of employees and developing a uniform compensation and reward system based on merit and good governance should be realized by Education Bureau.
- Support on provision of relevant books and supply of information technology equipments by CODE-Ethiopia should be continued until the current libraries are stabilized.
- The Regional Education Bureau & CODE Ethiopia in collaboration should closely work in applying modern and technological inputs and advanced working procedures to enhance quality of work both at the library and HRM level and improving the work environment.
- The Regional/Zonal Education Bureau should have a strategic planning and budget system in-order to manage problems of libraries and HR related issues instead of totally depending on donors.

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QUESTIONNAIRE

St. Mary's University School of Graduate Studies, Department of General MBA

The questionnaire is to be filled by Librarians/Employees

The purpose of the questionnaire is to collect data regarding the practice of Human Resource Management in the selected community libraries established by CODE-Ethiopia.

The research is conducted as a partial fulfillment of MBA degree.

This research contributes a better understanding of the circumstance under which HRM practitioners in Ethiopia function. You are kindly requested to read the questions thoroughly and respond accordingly. Your response and additional comments will be kept confidential and be strictly used only for the academic purposes.

I thank you in advance for your cooperation.

Part I: Background Information

Instructions:

- Please tick your response with (✓) mark.
- You are not required to write your name on this questionnaire.

1. Gender

Male Female

2. Age

Below 20 years 21-35
36-50 Above 50

3. Marital Status

a) Married b) Single

4. Educational qualification

a) Diploma
b) Advanced Diploma
c) BA Degree
d) MA & above

5. Occupational Experience

a) Below 3 years b) 4-6 years
c) 7-10 years d) Above 10 years

Part II: Survey of *Human Resource Management Practices* and the Challenges at employee's level

Dear Respondent:

Show how far the HRM practices and their outcomes are prevailing in your organization by marking your level of agreement/disagreement on the five-point scale below.

(Where 5=Strongly Agree, 4=Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree.)

- Please use (✓) to indicate your response.

Part I: Roles

IV. Recruitment and Selection

| <i>Strongly Agree (5), Agree (4), Neutral (3), Disagree(2), Strongly Disagree(1)</i> | | | | | | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| Statements | | SA | A | N | D | SD |
| 1 | The means of communication on the recruitment procedure gives equal opportunity to all the potential applicants. | | | | | |
| 2 | The current recruitment procedure allows the library to recruit the right person to the right job. | | | | | |
| 3 | The library is able to attract suitable applicants to fill vacancies. | | | | | |
| 4 | The current wage attracts the best recruits to the various posts. | | | | | |
| 5 | The organization places the right person at the right job. | | | | | |
| 6 | Selection of a candidate in the organization is strictly based on merit. | | | | | |
| 7 | The selection criteria set by the Regional Education Bureau manual is useful. | | | | | |
| 8 | A candidate can influence the decision of the recruitment committee. | | | | | |
| 9 | An outsider can influence the decision of the recruitment committee. | | | | | |

II. Training and Development

| <i>Strongly Agree (5), Agree (4), Neutral(3), Disagree(2), Strongly Disagree (1)</i> | | | | | | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----|---|---|---|----|
| Statements | | SA | A | N | D | SD |
| 1 | The training organized by CODE-Ethiopia improves the functioning of your department. | | | | | |
| 2 | The training is effective in improving the performance of your library in service delivery. | | | | | |
| 3 | The training are effective in motivating employees. | | | | | |
| 4 | In your organization there is equal access to training for employees | | | | | |
| 5 | Selection for training is based on need assessment. | | | | | |
| 6 | The training opportunity is provided to employees on the basis of their performance appraisal. | | | | | |
| 7 | The contents of training are always relevant to the changing needs of the library service. | | | | | |
| 8 | You are encouraged to participate in various seminars and workshops, etc. | | | | | |

III. Performance Appraisal

| <i>Strongly Agree (5), Agree (4), Neutral(3), Disagree(2), Strongly Disagree (1)</i> | | | | | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| Statements | | SA | A | N | D | SD |
| 1 | Performance appraisals have improved the efficiency of the librarians. | | | | | |
| 2 | The working environment in your office facilitates performance. | | | | | |
| 3 | Employees are satisfied with the performance appraisal mechanism set in place. | | | | | |
| 4 | Education Department/Bureau heads are happy with the results of their performance appraisal. | | | | | |
| 5 | In your organization the positive performance appraisal serves as a motivation of workers. | | | | | |
| 6 | In your organization negative performance leads to sanction. | | | | | |
| 7 | There is transparency and continuous follow up when evaluating employees. | | | | | |
| 8 | There is a strong link between performance and reward system in the organization. | | | | | |

IV. Compensation/Reward System

| <i>Strongly Agree (5), Agree (4), Neutral(3), Disagree(2), Strongly Disagree (1)</i> | | | | | | |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|
| Statements | | SA | A | N | D | SD |
| 1 | The Education Bureau has the capacity to put differences in salary structure. | | | | | |
| 2 | The current salary structure in the organization improves service delivery. | | | | | |
| 3 | The existing reward system is applicable to all the employees in the organization. | | | | | |
| 4 | The existing compensation system in the organization is enough to influence employees for better performance. | | | | | |
| 5 | Additional inputs of employees get rewarded by the organization. | | | | | |
| 6 | The salaries received by the staff in the organization meet the immediate needs of the staff. | | | | | |
| 7 | The promotion system in the organization affects the morale of the employees. | | | | | |
| 8 | The reward system the organization is poorer than in other organizations. | | | | | |

THANK YOU!

QUESTIONNAIRE

St. Mary's University School of Graduate Studies, Department of General MBA

The questionnaire is to be filled by Managers/Management Committee members

The purpose of the questionnaire is to collect data regarding the practice of Human Resource Management in the selected community libraries established by CODE-Ethiopia.

The research is conducted as a partial fulfillment of MBA degree.

This research contributes to a better understanding of the circumstance under which HRM practitioners in Ethiopia have to function. You are kindly requested to read the questions thoroughly and respond accordingly. Your response and additional comments will be kept confidential and be strictly used only for the academic purposes.

I thank you in advance for your cooperation.

Part I: Background information

Instructions:

- Please mark (✓) to indicate your response.
- You are not required to write your name on this questionnaire.

1. Gender

Male Female

2. Age

Below 20 21-35
36-50 Above 50

3. Marital Status

a) Married b) Single

4. Educational qualification

a) Diploma
b) Advanced Diploma
c) BA Degree
d) MA & above

5. Occupational Experience

a) Below 3 years b) 4-6 years
c) 7-10 years d) bove 10 years

Part II: Roles and Challenges in Human Resource Management Practices for Managers

Please give your response to the questions below by writing '✓' mark in the box and by giving additional comments as required.

1. What is your current role in human resource management? (You can give more than one answer)
 - a) Administration Training
 - b) HR planning Supervision
 - c) Benefits HRM
 - d) Deployment Recruitment
 - e) Others _____

2. Based on your experience, which of the following activities are being performed as expected at the library level? (you can give more than one answer)
 - a) Recruitment
 - b) Selection
 - c) Training & Development
 - d) Performance Appraisal
 - e) Compensation & Reward system

3. If you have indicated any activity among the alternatives under question no. 2, what reason you could give for the underperformance of those activities.
 - a) _____
 - b) _____
 - c) _____

4. How did you hold this position?
 - a) Promotion Deployment
 - b) Direct employment
 - c) Others (please state) _____

5. Specifically with respect to human resource management, what main challenges did you face?
(You can give more than one answer)
 - a) Staff grievances
 - b) Lack of team spirit
 - c) Under staffing
 - d) Lack of skilled staff
 - e) Lack of commitment
 - f) Top management/external interference
 - g) Lack of Staff Satisfaction
 - h) Poor working conditions
 - i) Lack of participation
 - j) Over staffing
 - k) Budget inadequacy
 - l) Limited decision making power
 - m) Others (please state) _____

6. What additional coursework or training have you received in HRM? (You can give more than one answer)
- | | | | |
|------------------------------|--------------------------|-------------------------------|--------------------------|
| a) Human resource planning | <input type="checkbox"/> | g) Disciplinary measures | <input type="checkbox"/> |
| b) Recruitment and selection | <input type="checkbox"/> | h) Employee health and safety | <input type="checkbox"/> |
| c) Benefit administration | <input type="checkbox"/> | i) Leadership skills | <input type="checkbox"/> |
| d) Performance appraisal | <input type="checkbox"/> | j) Team building | <input type="checkbox"/> |
| e) Grievance handling | <input type="checkbox"/> | k) Others specify)_____ | |
| f) Not taken at all | <input type="checkbox"/> | | |

7. How useful was the additional knowledge you get from the training?
- a) Very useful
- b) Less useful
- c) Not useful at all

If your response to the above question is “not useful”, please give your reason.

- a) _____
- b) _____
- c) _____

8. To improve capacity in your current position, what human resource management trainings do you need to have? (You can give more than one answer)
- | | | | |
|------------------------------|--------------------------|-------------------------------|--------------------------|
| a) Human resource planning | <input type="checkbox"/> | f) Disciplinary measures | <input type="checkbox"/> |
| b) Recruitment and selection | <input type="checkbox"/> | g) Employee health and safety | <input type="checkbox"/> |
| c) Benefit administration | <input type="checkbox"/> | h) Leadership skills | <input type="checkbox"/> |
| d) Performance appraisal | <input type="checkbox"/> | i) Team building | <input type="checkbox"/> |
| e) Grievance handling | <input type="checkbox"/> | j) Others | |
- (specify)_____

9. Based on your experience, what would you recommend for the pre-service training preparation of future managers having human resource related responsibilities in the Library? (You can give more than one answer)
- a) General management skills
- b) Human resource management skills
- c) leadership skills
- d) Others (please state) _____

10. In your opinion, are there training and HRM course opportunities for people in your position?
- a) Yes
- b) No

11. If your answer is “yes”, how do these opportunities is available? (You can give more than one answer)
- | | | | |
|----------------------------|--------------------------|----------------------|--------------------------|
| Through online education | <input type="checkbox"/> | continuing education | <input type="checkbox"/> |
| Through distance education | <input type="checkbox"/> | short term trainings | <input type="checkbox"/> |
- Others (please state) _____

13. What could be done to improve the HRM function in your organization?

a) _____

b) _____

c) _____

14. If you have any additional comments, please give your response here under.

a) _____

b) _____

c) _____

THANK YOU!

IV. Interview Guide Questions (for Focal Persons/Regional Education Bureau Representatives)

1. Name of the Library _____
2. Your position _____
3. Service Year _____
4. Specifically with respect to HRM, what main challenges are faced by managers in your district?
5. What courses or trainings did your office provide to managers occupying position related to HRM?
6. What mechanism does the district use to check out that knowledge and skills gained from course works or training programs are transferred to work?
7. So as to build the capacity of your library's management staff, what HRM related trainings do you think are necessary?
8. How do you describe the overall capacities of your library's management staff in strategic HR planning?
9. How do you see your library management committee members in implementing different HR related policies?
10. What looks like the management staff's capacity in keeping employee related records and in using HR related information technology?
11. How do you describe the knowledge and skills of your library management staff in using different staff retention strategies?
12. What are the major problems encountered in the HRM practices of Libraries?
13. What supportive and/or corrective measures should be taken in order to stabilize Library Services?
14. Do you think the current compensation and benefit package is capable of attracting and retaining competent employees in the library?
15. Do you have any suggestions or recommendations to improve the library?

THANK YOU!

Library Observation Check list

1. Organization Facility/nimbleness
2. Work Environment
3. Commitment of employee
4. Skill level of librarians
5. HRM practices
6. Space Utilization
7. Adequacy of reference materials
8. HRM Guidelines
9. Equipment and Furniture

Declaration

I hereby declare that, this thesis is my original work and has not presented for a degree in any other university. And the materials used for this thesis have been duly acknowledged.

Name: Kelemwork Demissie

Signature: _____

Date: _____

This thesis is submitted for the examination with the approval as a university advisor.

Name: _____

Signature: _____

Date: _____