HIRING AND DEVELOPING EDUCATION PERSONNEL AND SCHOOL MANAGEMENT PROCESS FROM PUBLIC TO PRIVATE SCHOOLS

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FINAL THESIS SUBMITTED TO THE ACADEMIC DEPARTMENT OF THE SCHOOL OF SOCIAL AND HUMAN STUDIES IN PARTIAL REQUIREMENT FOR THE MASTER'S IN EDUCATIONAL ADMINISTRATION

ATLANTIC INTERNATIONAL UNIVERSITY

U.S

2013

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1.0 INTRODUCTION

Hiring and developing personnel is a vital job for the continuation and accomplishment of the organization productivity. Nothing can be done without human capital and management process requires good investment of human being in the organization or institution. There are two ways that can be invested human being those are moral or monetary support. Human capital is scarce and requires managing this scarcity properly to prevent loss of the organization or institution. Human resource is very important department in any organization or institution and if managed suitably, plays vital role in achieving goals and objectives set for the organization or institution. Management is planning, organizing, directing, controlling and evaluating through coordinated human capital and financial resources. And this shows us that management process of an organization or institution cannot improve without combination human capital to other resources. "Human Resource Management is a business function that is concerned with managing relations between groups of people in their capacity as employees, employers and managers. Inevitably, this process may raise questions about what the respective responsibilities and rights of each party are in this relationship, and about what constitutes fair treatment."[Amanda Rose]

Managing and leading human being is very complex because the wants and needs of every person are differing from others. The perception of all people is not same. You cannot motivate all your employees in the same thing and each person has special beliefs, special culture and thinks differently. Sometimes eating ways of the employees in the same organization or institution are different and style of dressing for each is unique. Human resource management is one of the main departments of the organization or institution and also the only section that all employees of the

organization or institution emerged. It stands to care and command employees. The manager of this department must have skills and experience to lead the section. If human resource managers are not familiar all these above or ignore habits of the employees in the recruitment and orientation period, the management process of the organization or institution will fail and the planned goals and objectives would not be accomplished.

In educational institutions, the role of the human resource section is to develop education personnel, retain, attract and motivate them in order to achieve the school's mission.

2.0 SCHOOL MANAGEMENT PROCESS

Management process is a constant task for achieving the organizational goals and objectives. Experts say that management is a process from planning to organizing, directing to controlling and monitoring and evaluation. Educational institutions require adequate management process to accomplish target goals and planned objectives for improving quality teaching and learning. They include that "healthy school enrollment rely strongly on the management plans and practices". "Quality education is supported and informed by sound management practices. Within a whole school development context, all planning and management should be a collaborative effort. It should involve all role players in a context in which the curriculum plays a central role."[1]
Management is not an event but is a developing process a day after day and interacts continues changes. School managers encounter change management of implementing

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[1] http://www.education.gov.za/LinkClick.aspx?fileticket=/yz3ZrTzGmg=

reform curriculum, setting strategic plan for quality education of school and appraising performance of school personnel. School managers need to know adapt and manage these changes to make school activities adequate to the requirements of the community.

"People need to know "what" the change is and "why" it is being implemented, before you can talk about "how" to implement the change. Clear communication is the key. You must tell other teachers, parents and the community about the change and how the change will affect them."[2]

School management is different from state to state and country from country. The level of school and type of school are also different. School based management is one of the levels of school management.

"School-based management (SBM) is the decentralization of levels of authority to the school level. Responsibility and decision-making over school operations is transferred to principals, teachers, parents, sometimes students, and other school community members. The school-level actors, however, have to conform to, or operate, within a set of centrally determined policies."[3]

The model of how schools function is varied and very important to understand. It shows the school management process and classifies the school context. The table below illustrates school context. The school context has three sub-sections school inputs, school process and school outputs. School inputs are human and financial resources invested to produce high quality learners, school processes are

[2] http://www.pngcurriculumreform.ac.pg/text/Inservice/managing%20change/Managing%20Education%20Change.pdf
[3] http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20833367~menuPK:2448377~pagePK:210058~piPK:210062~theSitePK:282386,00.html

School management functions and includes all management processes such as planning, organizing, directing controlling and monitoring and evaluating and school outputs are the feedback from the learners, parents and other community.

Figure 1.1
Model of how schools function
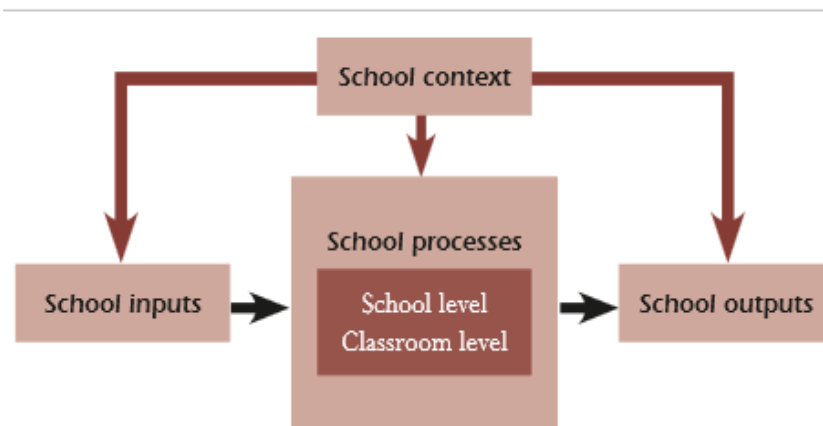
Extracted from: Organization for Economic Co-Operation and Development-OECD, Programme for International Student Assessment (PISA)

"School context should be considered as a source of both inputs and constraints. At the same time school context is essentially a generator of the desired school outputs, in the sense of the goals of schooling. An example of a school output is the average achievement on a test in one or more basic subjects at a certain grade level. Another example, more an attainment than an achievement indicator, would be the proportion of students who obtained a diploma without any delay such as repeating a grade. However, school outputs are not limited to student achievement, but can also have a longer-term impact on society. School processes are hierarchical (both by school and classroom levels) and sit within the national education structure. An example of a process variable at the school level is the degree of co-operation within the school, or
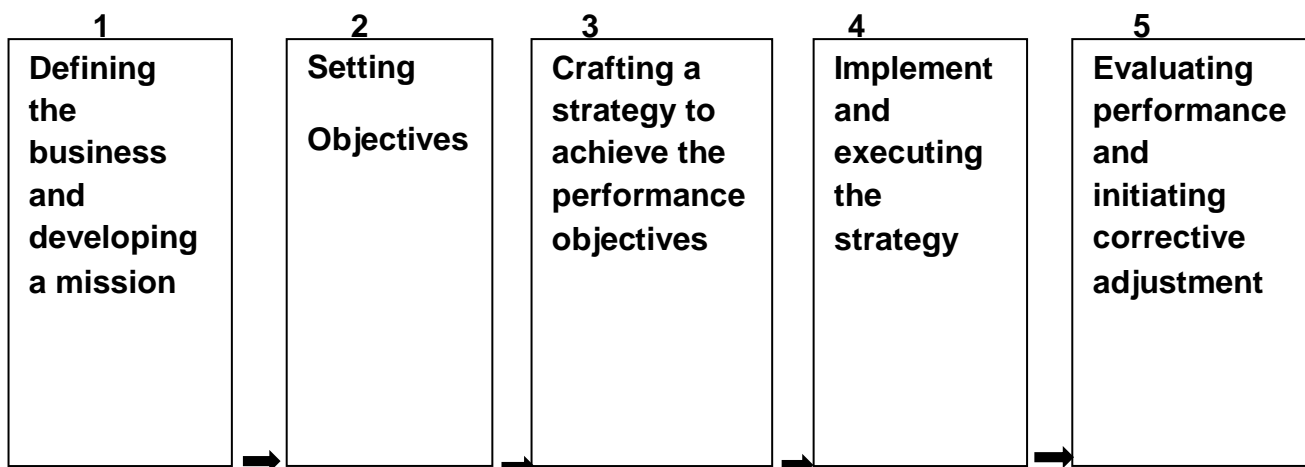
the degree to which school leadership is instruction oriented (so-called "instructional leadership")."[4]

Management process aids and provides guidelines to the institutions and gives them ability to put everything in right place.

"Management processes are the methods that aid the structuring, investigation, analysis, decision-making and communication of business issues. Examples include the strategic planning process, talent planning, expense and capital budgeting, performance management systems, product planning and management cost accounting.

The purpose of a management process is to ensure a disciplined and consistent approach to analysis and decision making. They facilitate the use of a logical thought process that is consistent with the objectives of the firm."[5]

In other words management process is step by step in which organization leaders are involved in order to improve institutional goals and objectives. This diagram illustrates steps for management process.

1	2	3	4	5
Defining the business and developing a mission	**Setting Objectives**	**Crafting a strategy to achieve the performance objectives**	**Implement and executing the strategy**	**Evaluating performance and initiating corrective adjustment**

Extracted from: Strategic Management Process of Dr.I Chaneta on Journal of Comprehensive Research, Volume 5 page 17

[4] Organization for Economic Co-Operation and Development-OECD, Programme for International Student Assessment (PISA) P.12
[5] Raymond Reilly, Michigan Ross School of Business

2.1 SCHOOL MISSION

As of the diagram above shows, the management process of each business starts with developing a mission. School mission is a precise statement that states what the school stands for, how it will work, what it will provide for the learners and it expects to produce in the future. It is a guideline for the administrators, teachers, students and parents of the children to expect from their school.

This is Mountain Gap Middle School Mission statement. "The mission of Mountain Gap Middle School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Mountain Gap team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community"[6]

This is a good example for defining mission statement for schools.

These are other examples that provide good explanation of school mission statement:

"The multi-ethnic community, parents, business partners, administrators, students, and staff work together to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. We care about ourselves and others to create, support and maintain powerful, engaged learning in the Arts and Sciences. We dare to use innovative techniques to enhance lifelong learning through technology, the multiple intelligences, varied instructional strategies, and interdisciplinary units. We share our cultural backgrounds to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide

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[6] http://www.educationworld.com/a_admin/admin/admin229.shtml

atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies and our educational accomplishments"[7,8].

2.2 SCHOOL VISION

School vision is the message that stakeholders of school want to pass other parts of the community. Vision statement helps school managers to recognize how they would like to develop the school. Clearly stated vision statement is simple statement of the type of school we wish to see. The example below gives us vision statement applicable to any school.

"School "X" will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. It will equip children for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve his full potential. In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her moral development encouraged."[9]

2.3 SCHOOL OBJECTIVES

After designing and developing mission statement for the school, the next stage is to set objectives. Objectives are the wheels and driving machine of the school activities and translate mission and vision statement into practical and concrete method of actions.

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[7] http://www.missionstatements.com/school_mission_statements.html
[8] More mission statements for schools and districts can be found at: http://www.missionstatements.com/school_mission_statements.html
[9] http://www.cadott.k12.wi.us/blog/MrZBlog/Vision-Mission%20Examples.pdf

This diagram illustrates the circle steps of school management process.

Extracted from: Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Program written by William Bryan and Joseph DiMartino (2010)

"Objectives are created using the SMART criteria and reflect outcome measures that support the attainment of a goal. It often requires more than one objective to meet a goal. On the other hand, one objective could facilitate the attainment of more than one goal."[William Bryan and Joseph DiMartino]

3.0 HIRING AND DEVELOPPING EDUCATION PERSONNEL

The recruitment, development and appraisal of employees require special attention and continuous reform to make employees valuable to the organization. Employees are concrete asset and cost value to the organization so human resource function must give thoughtful care in the selecting and hiring period. In this stage, employees are raw materials that organization is buying from the producers. "Each and every individual is very important. We are living in times when everything is changing. The world and

Technology is new every moment. If we, the managers are to recruit and retain the employees in the concern, we should accomplish their needs and expectations! Environmental awareness, ethics and social responsibility, globalization, entrepreneurship culture, diversity and multiculturalism and quality are the major issues of Management today. Each and every issue listed is related the thought process, initiatives and evaluations of Human Persons. Because of this the corporates today are calling people, 'Human Resources'."[5]

Human resource function analyses the employees and examines if they are fit to the positions required for them.

Then, when employees are recruited and added to the organization, they need pre-or in-job training and development of their skills. Furthermore, employees require motivation and constant appraisal to assure if they are satisfied to the assigned positions. Thus, we can define human resource management as a process of selecting recruiting, guiding and training employees to be valuable to the organization. This assignment of selecting, hiring, training and motivating employees is the task of human resource section. The section is responsible to the selection process and improvement of employees in the organization and it is accountable if reported mismanagement and corruption in the selection and hiring process. The following topic discusses professional ethics of human resource management. There are International Labour Standards such as "Employment Policy Convention, 1964 (No. 122), Convention concerning Employment Policy (Entry into force: 15 Jul 1966) Adoption: Geneva, 48th ILC session (09 Jul 1964) - Status: Up-to-date instrument (Governance (Priority) Convention), Paid Educational Leave Convention, 1974 (No. 140) Convention

concerning Paid Educational Leave (Entry into force: 23 Sep 1976) Adoption: Geneva, 59th ILC session (24 Jun 1974) - Status: Up-to-date instrument (Technical Convention), Human Resources Development Convention, 1975 (No. 142) Convention concerning Vocational Guidance and Vocational Training in the Development of Human Resources (Entry into force: 19 Jul 1977) Adoption: Geneva, 60th ILC session (23 Jun 1975) - Status: Up-to-date instrument (Technical Convention), Tripartite Consultation (International Labour Standards) Convention, 1976 (No. 144), Convention concerning Tripartite Consultations to Promote the Implementation of International Labour Standards (Entry into force: 16 May 1978) Adoption: Geneva, 61st ILC session (21 Jun 1976) - Status: Up-to-date instrument (Governance (Priority) Convention), Occupational Safety and Health Convention, 1981 (No. 155), Convention concerning Occupational Safety and Health and the Working Environment (Entry into force: 11 Aug 1983) Adoption: Geneva, 67th ILC session (22 Jun 1981) - Status: Up-to-date instrument (Technical Convention)"[10] and many others

3.1 PERSONAL DEVELOPMENT

Employees require constant care and personal development to be satisfied and manage tasks required to handle. This development may include mentoring, teaching and training courses for upgrading their skills.

"Personal development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations. The concept is not

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[10] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12030:0::NO:::

limited to self-help but includes formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations."[11]

3.2 PROFESSIONAL ETHICS OF HUMAN RESOURCE MANAGEMENT

There are ethics and international standards for human resource professionals. These standards inform human resources managers that they are responsible for adding value to the organizations they serve and contributing to the ethical success of those organizations. These standards advancing the organization's objective and enhance the dignity of those affected by the organization activities. "Human resource management occupies the sphere of activity of recruitment selection, orientation, performance appraisal, training and development, industrial relations and health and safety issues"[12] "Business Ethicists differ in their orientation towards labour ethics. Some assess human resource policies according to whether they support an egalitarian workplace and the dignity of labor."[13]

"Business ethics (also corporate ethics) is a form of applied ethics or professional ethics that examines ethical principles and moral or ethical problems that arise in a business

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[11] Bob Aubrey, Managing Your Aspirations: Developing Personal Enterprise in the Global Workplace McGraw-Hill 2010 ISBN 978-0-07-131178-6, page 9

[12] Walsh, A. J. HRM and the ethics of commodified work in a market economy. Pinnington, Macklin & Campbell 2007, pp. 102–118

[13] Kuchinke, K. P. (2005). The self at work: theories of persons, meaning of work and their implications for HRD Elliott & Turnbull 2005, pp. 141–154

environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations."[14]

3.3 A CODE OF CONDUCT OF EDUCATION

Organizations and institutions prepare written documents in place. These documents provide people in the organization rules, principles, values that serve as a framework for ethical decision making within an institution or organization.

"A code of conduct sets clear standards of behavior for teachers and other education personnel. These standards apply in the learning environment and during education events and activities. The code of conduct specifies mandatory consequences for persons who do not comply. It includes commitments that teachers and other education personnel will: - respect, protect, and, within their ability fulfill the education rights of the learners;

- maintain high standards of conduct and ethical behaviors;

-actively remove barriers to education to ensure a non-discrimination environment in which all learners are accepted;

- maintain a protective, healthy and inclusive environment, free from sexual and other harassment, exploitation of learners for labor or sexual favors, intimidation, abuse, violence, and discrimination;

 -not teach or encourage knowledge on actions that contradict human rights and non-discrimination principles;

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[14] Business Ethics (Stanford Encyclopedia of Philosophy)". Plato.stanford.edu. 2008-04-16. Retrieved 2013-06-04.

- maintain regular attendance and punctuality" [INEE Minimum Standards for Education]

"The code of conduct establishes principles and rules that govern the method we deal with each other, our customers, shareholders, governments, suppliers, competitors, the media and public at large" [2]

There are things that guide people to recognize what is good or bad and what is right or wrong. These are what we call ethics and moral values. They help members of society and individuals decide to things that benefit them and prevent or reject things that are wrong or bad. Teacher unions and teacher recruiting departments have responsibilities to set codes of conduct and professional ethics to follow when dealing students and other people in the schools.

"The role that education unions play in the lives of teachers has a direct impact on the lives of students. With teacher registration, certification and de-certification, competence and the determination of competence on the agenda of many countries, education unions can be left out of the discussion process unless the unions accept some responsibility in determining and enforcing codes of conduct or ethics."[7]

"A Code of Conduct is a written collection of the rules, principles, values, and employee expectations, behavior, and relationships that an organization considers significant and believes are fundamental to their successful operation. A Code of Conduct enumerates those standards and values that make an organization remarkable and that enable it to stand out from similar organizations.

The Code of Conduct serves as a framework for ethical decision making within an organization. The Code of Conduct is a communication tool that informs internal and

external stakeholders about what is valued by a particular organization, its employees and management.

The Code of Conduct is the heart and soul of a company. Think of a Code of Conduct as an in depth view of what an organization believes and how the employees of an organization see themselves and their relationship with each other and the rest of the world. The Code of Conduct paints a picture of how employees, customers, partners, and suppliers can expect to be treated as a result.[15]"

4.0 SCHOOL OWNERSHIP

Schools existed long time as places where children are gathered to provide teaching and care. There are managerial structures in schools and people who work in schools have different roles and responsibilities. The ownership of schools is different from country to country but all schools whether they are private or public serve the community in their surroundings.

4.1 PRIVATE SCHOOLS

Private schools are schools owned and controlled by profit driven individuals. They provide teaching services with charging fees on the learners to cover expenses of teaching services. These schools make efforts of competition with their counterparts and try their best to provide quality education but the relation with the parents of the children is always weak and isolated because owners of the schools are the particular decision makers and compose partial rules and regulations on the learners and their

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[15] http://humanresources.about.com/od/glossaryc/qt/code-of-conduct.htm

parents. These kinds of schools exist in Somalia and emerged mostly after the collapse of the government in 1991.

4.2 PUBLIC SCHOOLS

Public schools are government run schools. They are managed and controlled by a nominated person from the Ministry of Education. Although most of these kinds of schools are limited to primary education in most countries but they are open to all children in the country. Public schools do not charge fees on learners and teaching services are paid by the government. These kinds of schools exist in Somalia although most of them disappeared after the collapse of the government in 1991.

4.3 COMMUNITY SCHOOLS

The definition of community schools may be difficult in some cases. Some people define community school as faith based schools or religious schools but my target is different from that. I mean community school a school where teaching and learning are functioning with arrangements and contribution of the community. Community schools are controlled and managed by an elected committee from the community. Community Schools do not charge fees on learners and teaching services are paid with contributions from the community or financial resources from charity organizations.

These kinds of schools are not many but are open to all children neighbor to these schools.

5.0 GENERAL DISCUSSIONS AND ANALYSIS

5.1 OBJECTIVE

The objective of this paper is to analyze the selecting and appraisal procedures for the education personnel at public and private schools in Somalia with the purpose of understanding professional ethics of human resource management and codes of conducts for hiring employees in place and applied by these institutions.

5.2 METHODOLOGY

Using mixed quantitative and qualitative methods for data collection, in a theoretical and practical approach; the information has been collected through a structured survey, sent individual questionnaire to teachers, principals and other education personnel, and with a combination of closed-end and open end questions. (Annex 1)

The secondary data has been collected through different sources such as books, articles, papers, website based information, annual reports and policy documents related to the subject.

Then, analyzed findings and combined final results. It took two months to combine data and finalize the report of the research.

5.3 ANALYSIS

5.3.1 Sample of the individuals that participated in the study

❖ **Categories and gender of the respondents**

According to the plan, direct contact and interviews were made with 20 school principals, 60 teachers and 40 non-teaching personnel at schools in Somalia.
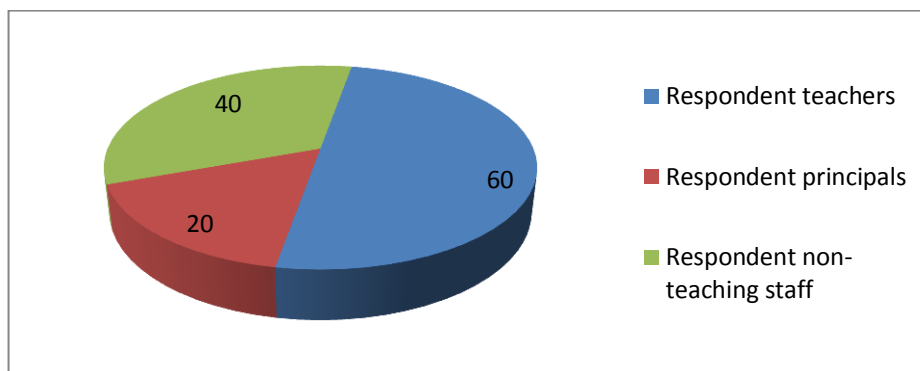

Figure 1.1 Occupation of the respondents

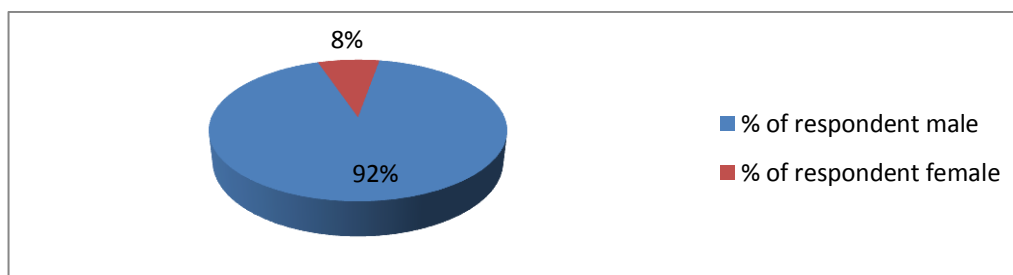In total, 110 male and 10 female responded the questionnaire. Most of the education staff in the visited schools was male so 8% of the questionnaire respondents were female.

Figure 1.2 Gender of the respondents

❖ **Types of the visited Schools**

The visited schools comprised of public, private and community schools. In total 40 schools were visited 36 private school; 1 public school and 3 community schools.
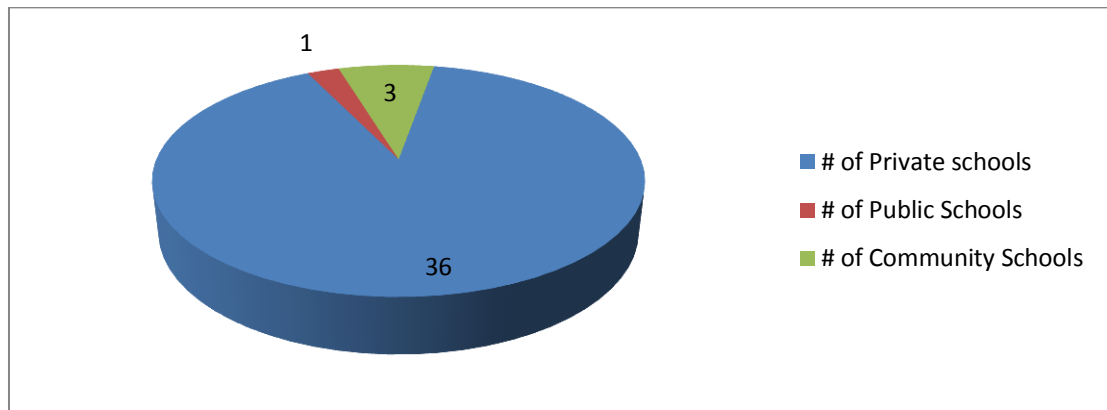
Figure 2.1 Types of the visited schools

❖ **Procedures of employment and motivation policies of the respondents' schools**

Most of the visited schools have not publicized procedures for recruiting employees 115 out of the 120 respondents underlined that they had been hired for school work without notice or announcement release. Only 5 of the 120 respondents confirmed that they noticed the job they have from difference channels of media.
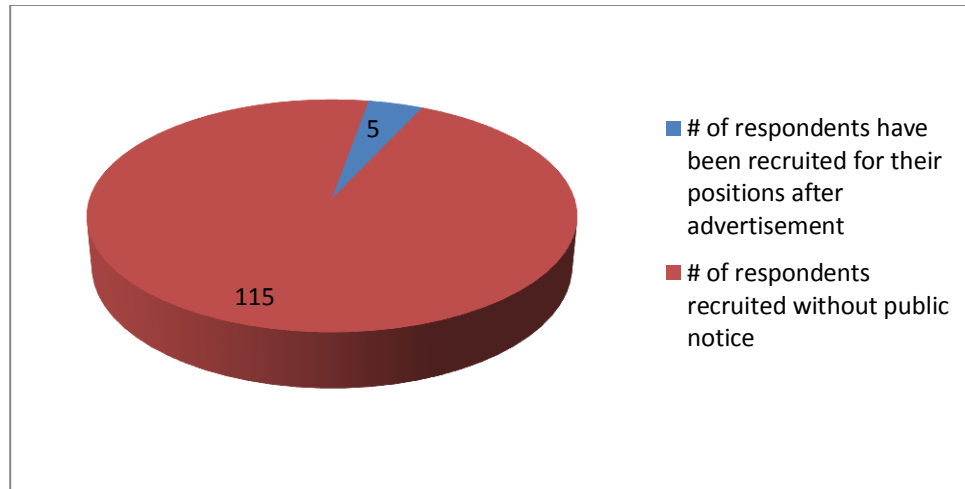
Figure 3.1 Recruitment procedure of the visited schools

39 out of the 40 schools have equal employment procedure policies and the decision of recruiting teachers and other education personnel is made by the school principal.
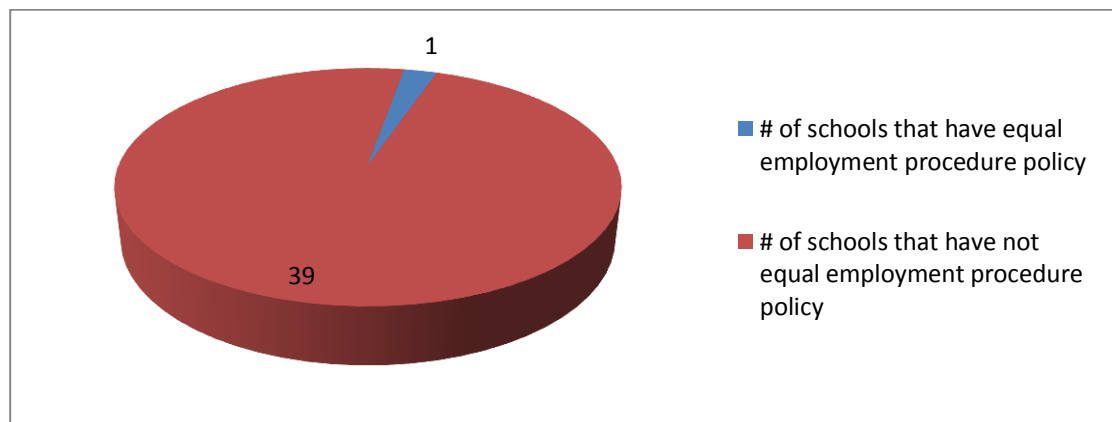

Figure 3.2 Equal employment procedures in place at the visited schools

The task load of the respondent education personnel is not balanced and there is salary difference but their wages basis the subject they teach not the time they work.
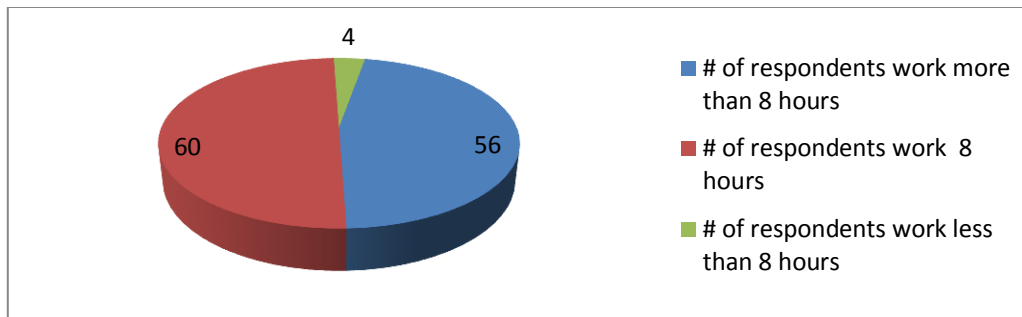
Figure 3.3 Work load of the respondents

Since working hours and salary basis are not balanced, most of the respondents are not very satisfied. Figure 3.4 below shows satisfaction and dissatisfaction of the respondents.
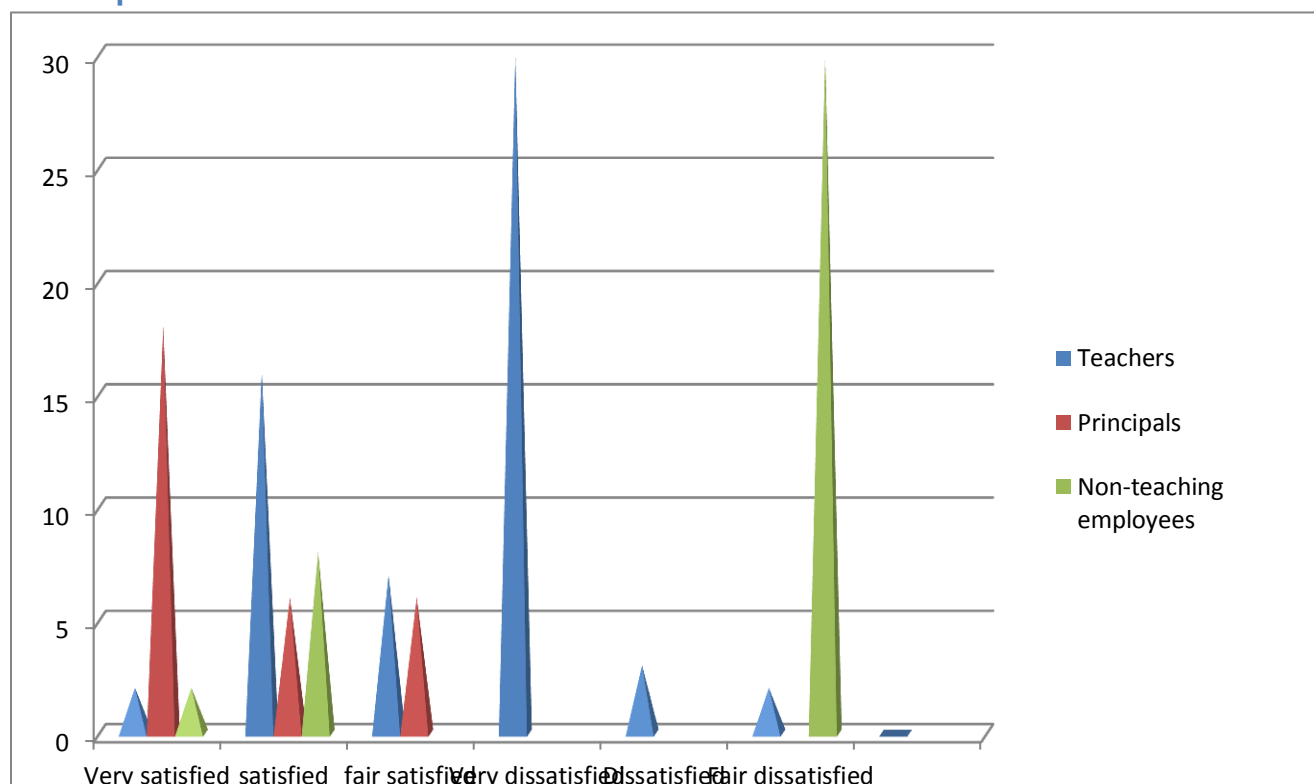

Figure 3.4 Equal employment procedures in place at the visited schools

24 out of the 120 respondents worked in their position 5 years, 65 worked in their position less than 1 year, 3 worked in their position 1 year and 28 worked in their position 2 years.
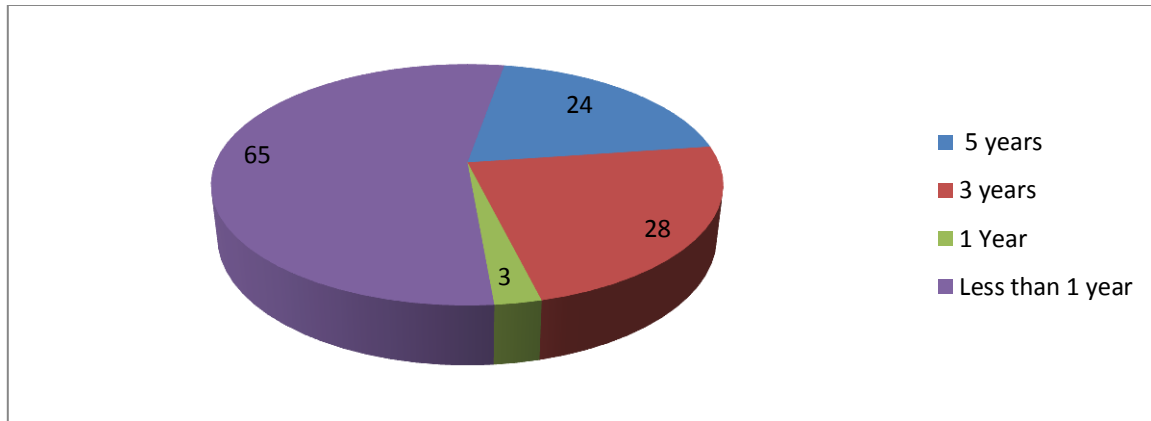
Figure 3.5 Respondents period of presence in the current position

13 of the 120 respondents received in-service training or mentoring at work. Figure 3.6 below shows number of trained respondents and number of untrained respondents.
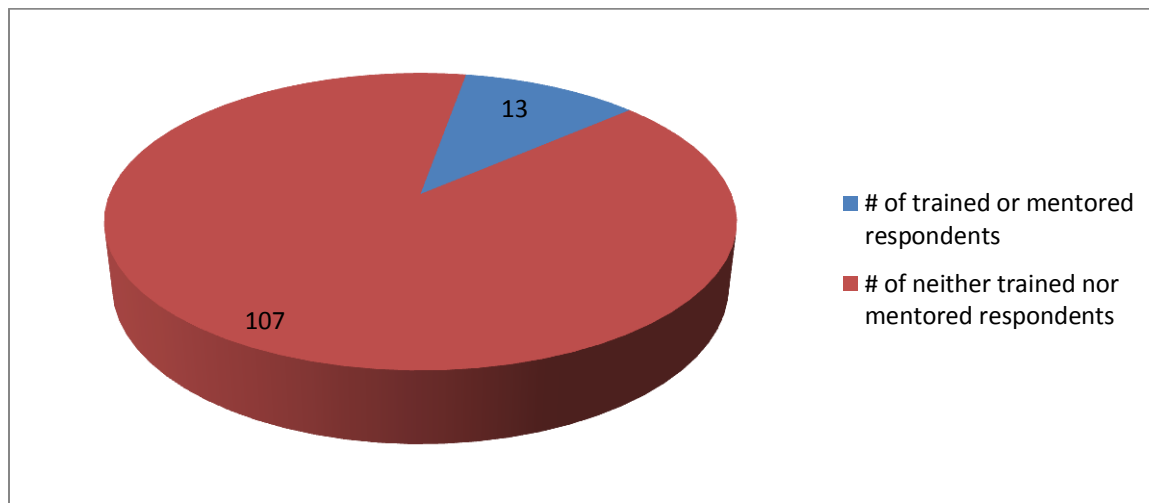

Figure 3.6 number of trained respondents and number of untrained respondents

6 of the 120 respondents complain salary payment, 32 complain employment policy in place at current schools, 28 complain termination policy, 40 complain lack of job orientation policy in schools and 25 complain lack of employee appraisal policy.
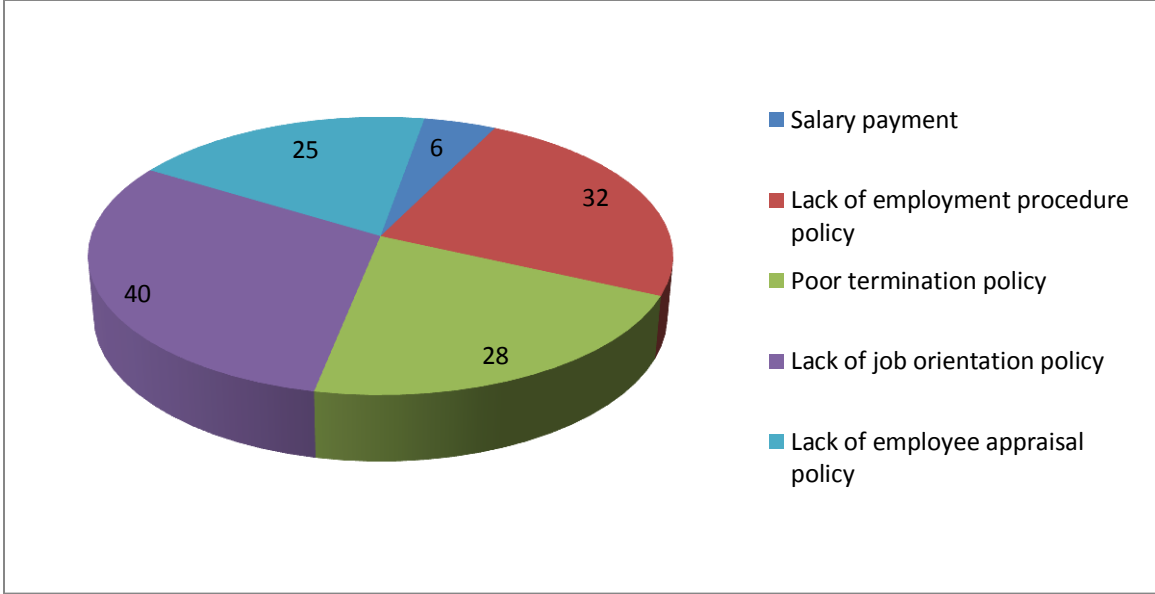
Figure 3.7 Respondents perception on the employee motivation

86 of the 120 respondents were required to have Bachelor degree or equivalent for the position they hold, 24 post-secondary diplomas, 6 secondary certificates, 3 primary certificates and 1 master's degree
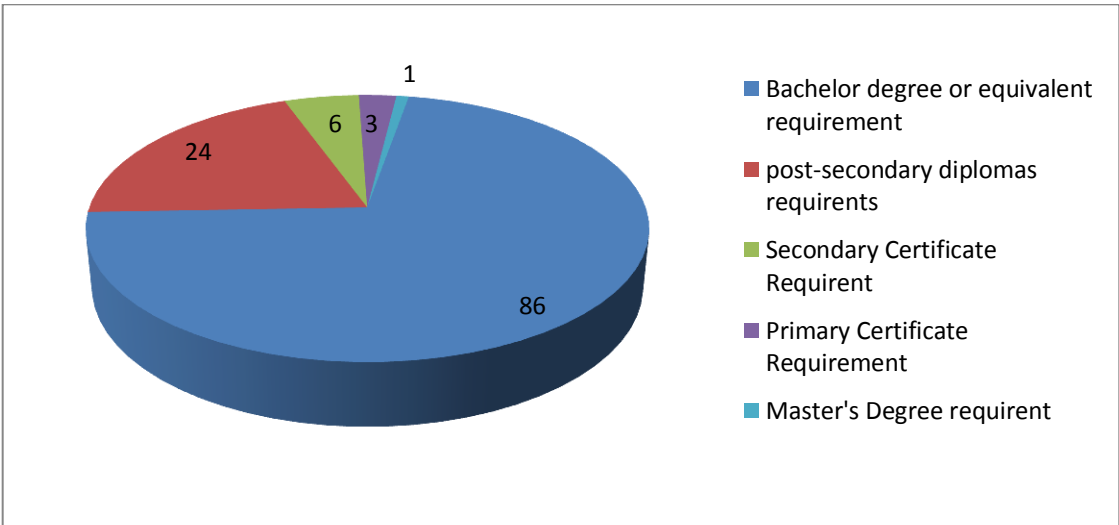
Figure 3.8 Educational levels required for the positions of the respondents

98 out of the 120 respondents have bachelor degree or equivalent and 20 have secondary certificate and 2 have post-secondary certificate.
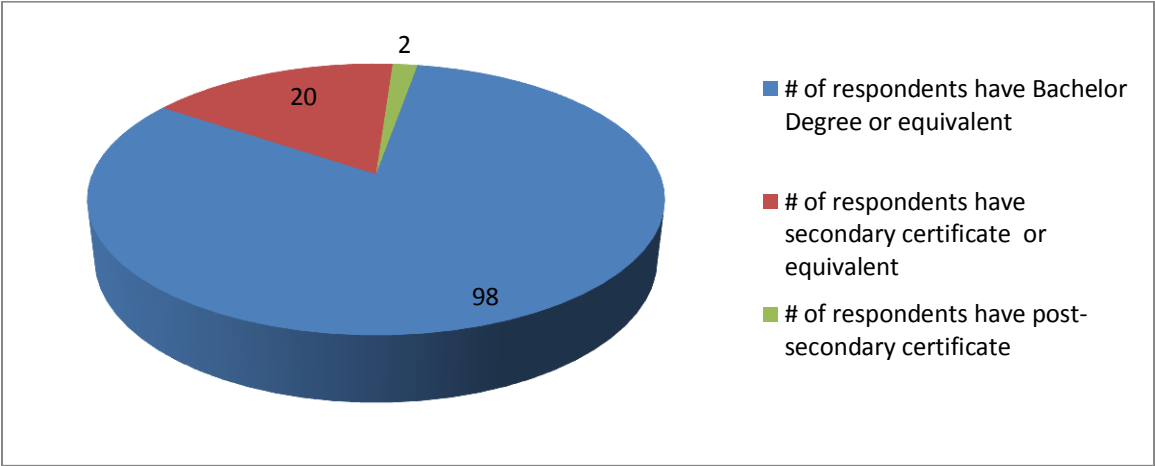

Figure 3.9 Educational level of the respondents

2 out of the 120 respondents have participated in or have access to "standards" training of the ministry of education.
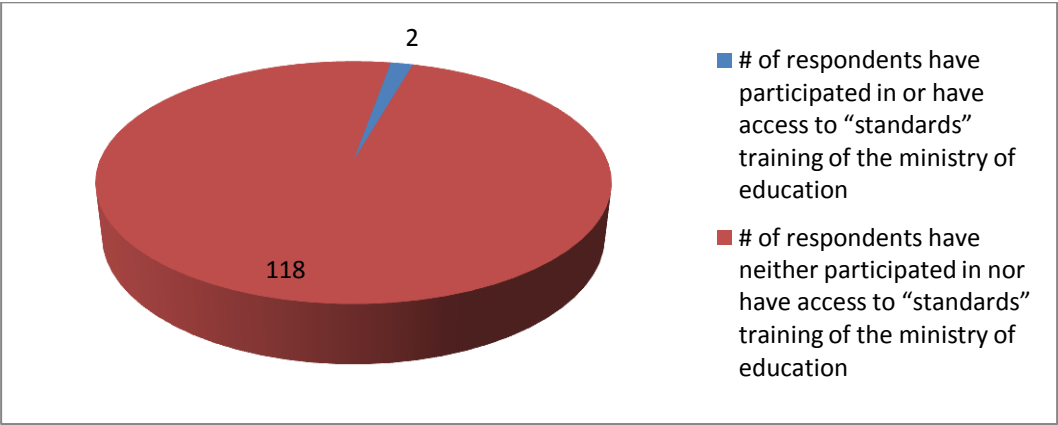

Figure 3.10 Number of respondents that has access to participate in standard trainings of the ministry of education

110 of 120 respondents reply that teachers in the visited schools are selected according to teacher's knowledge of subjects and 8 of the 120 respondents answer that teachers are selecting to both teacher's knowledge of subjects and teacher's ability to use the most effective teaching methods and 2 of the respondents answered that teachers selected according to teacher's ability to use the most effective teaching methods
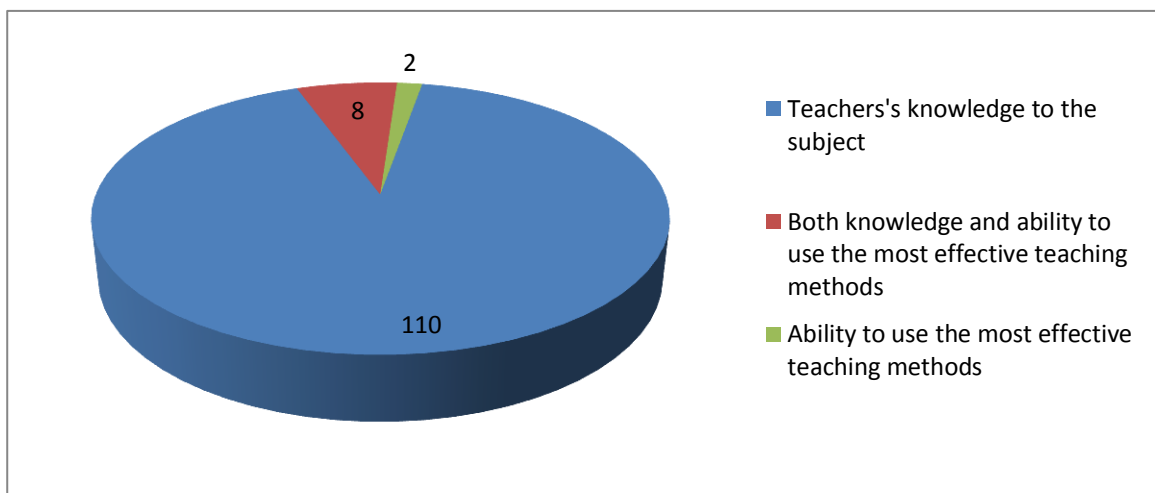

Figure 3.11 How teachers are considered **in the hiring period**

❖ **Community Education Committee**

95 out of the 120 respondents say that their schools have not community education committee
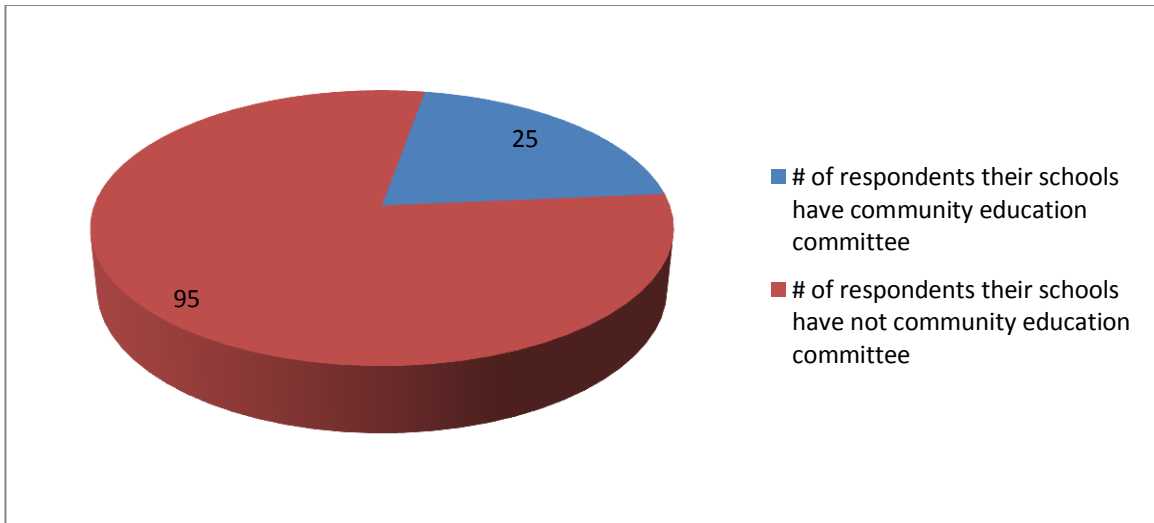
Figure 4.1 Numbers of respondents their schools have community education committee and number of respondents their schools have not CEC

❖ **Equal Employment policies and code of conducts in place at the visited schools**

1 out of the 120 respondents underlined that there is written equal employment policies can be found in their schools.

Figure 5.1 Application of equal employment policy and code of conduct at the visited schools
Only 1 of the 20 visited schools has female school principal
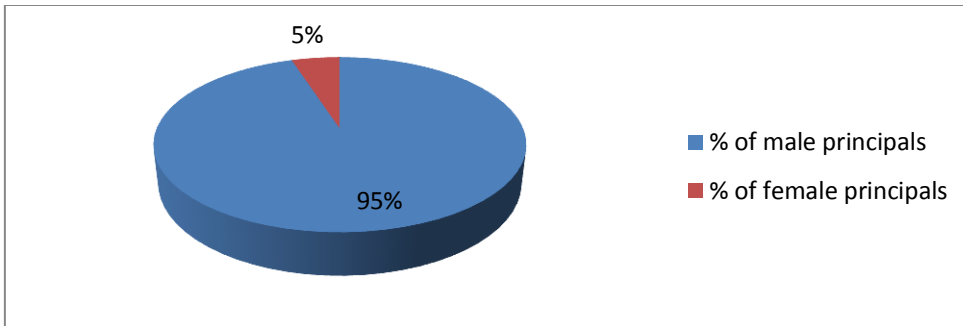
Figure 5.2 Percentage of female principals and percentage of male principals
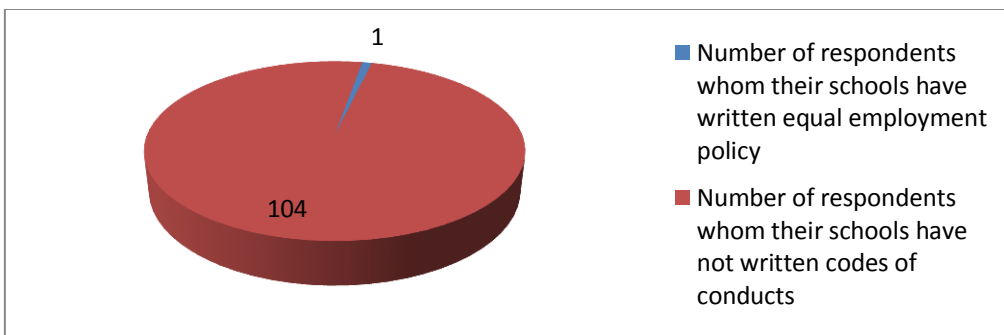
❖ **Authorization of hiring and terminating school personnel**

102 out of the 120 respondents answered that school owner has the authority to recruit or fire employee in school, 3 of the 120 respondents answered that they are employed by ministry of education and 15 of the 120 respondents answered that selected committee from the community of school has the authority of hiring employees.
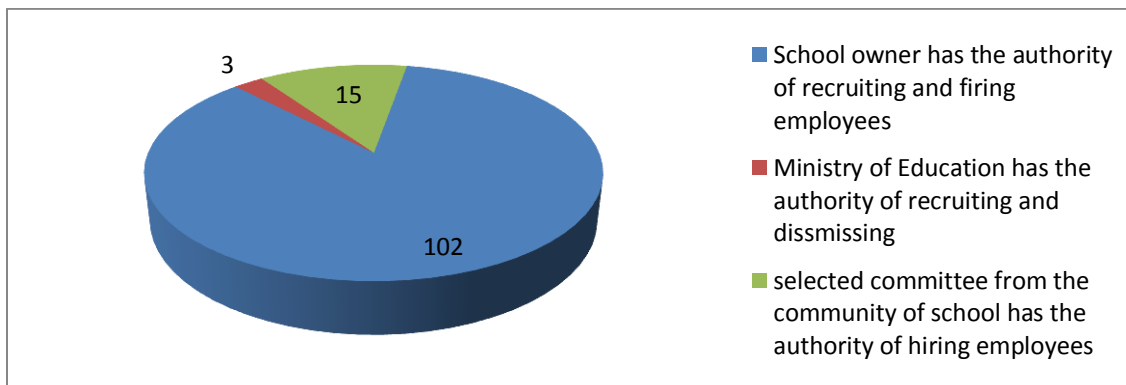
Figure 6.1 Authorization of hiring and dismissing employees in the schools of the respondents.

16 out of the 120 persons interviewed responded that their schools have written codes and rules to follow and 104 of the respondents answered that their schools have not any

written codes or rules to follow and school tasks go with the orders of the owner or principal.

16
104
- # of respondents whom their schools have written codes
- # of respondents whom their schools have not written codes

Figure 6.2 Number of respondents whom their schools have written codes and whom their schools have not written codes

6.0 CONCLUSION

The findings of this study indicate that hiring and developing employees and management process of the schools in Somalia are not functioning well and this may hinder schools to provide quality learning and teaching services.

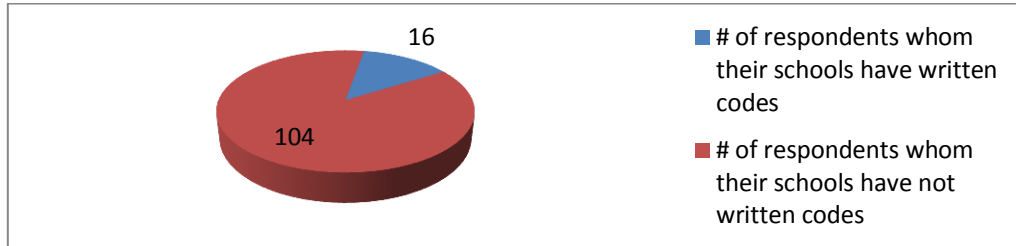I have proposed to improve management process of schools and to establish human resource department in each school for proving quality education and giving education personnel motives to fulfill their assigned duties and the responsibilities of providing quality education to the learners.

Management process is an initiative that supports accomplishment of the organization goals and enables positive outcome of the service delivery.

Human resource department supports schools to recruit qualified education personnel and also enables education personnel to get employment rights and equal employment opportunities.

With respect to the results we can see that the hiring and developing education personnel at schools in Somalia are not so good and educational institutions require immediate reform to provide quality education and adequate qualifications.

Finally, regarding the management processes of the schools in Somalia I would recommend to make reasonable and participative ones to reach standardized compositions of education management that is responsive the requirements for all.

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ANNEX

Sample Questionnaire

Your occupation:

Gender:

Type of the school:

Public school [ ]

Private school [ ]

Community school [ ]

Working Hours:

1. How did you know this vacancy before you had been recruited?

   a.   Radio announcement [ ]

   b.   From friends [ ]

   c.   From newspaper advertisement [ ]

   d.   From street posters [ ]

   e.   I contacted to the school directly [ ]

2. How much time do you spend directly teaching pupils in this school

   More than 8 hours [ ] 8 hours [ ] less than 8 eight hours [ ]

3. How much time do you spend directly not teaching tasks in this school?

More than 8 hours [ ] 8 hours [ ] less than 8 eight hours [ ]

4. How satisfied or dissatisfied are you with your pay?

Very satisfied [ ] satisfied [ ] fairly satisfied [ ] very unsatisfied [ ] fairly unsatisfied [ ]

unsatisfied [ ]

5. What is your primary role at this school? Mark (X) ONE box.

Principal [ ] Principal Assistance [ ] other professional staff [ ] Please specify--------

6. How many years have you been working in this role at this school? (Print number

of years in boxes.) [   ] years

7. Are there special advice, mentoring or in-service training given to the teachers in

your school?

Yes [ ]   No [ ]   If yes, who provide this service? --

8. Which part of your job do you personally dissatisfied? (tick all that applicable)

A. salary payment [ ]

B. employment policy [ ]

C. employee appraisal policy [ ]

D. employee orientation policy [ ]

E. employee termination policy

9. What are the education requirements for your position?

a. Primary certificate or equivalent [ ]

b. Secondary school diploma or equivalent [ ]

c. post-secondary diploma or equivalent [ ]

d. Master degree or equivalent [ ]

e. PhD [ ]

10. What is your highest level of education?

_____

11. Which of the following do you appreciate most when recruiting teachers in your school? (Select only one)

A. teacher's knowledge of subjects

B. teacher's ability to use the most effective teaching methods

C. A & B

12. Does the ministry of education provide "standard" training for teachers?

Yes [ ] No [ ] if yes, are you able to participate?

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13. Does your school have community education committee?

Ye [ ] No [ ]

14. What is the role of community education committee in your school? (Select all applicable)

a. participating in teachers' hiring process

b. raising funds for the school

c. solving school problems

d. participating in setting strategic plan for the school

e. raising awareness of the community to increase the school enrollment

f. other (please specify)

15. Is there teachers' guide designed to be used by teachers in your school?

Yes [ ] No [ ]

16. What is the gender of your school principal?

a. Male b. Female

17. Is there written equal employment policy in place for your school?

Yes [ ] N [ ]

18. Is there a committee for hiring staff in your school?

Yes [ ] No [ ]

19. Who has the authority of hiring personnel for your school?

a. parents

b. school principal

c. ministry of education

d. principal and parents

e. assigned committee for recruiting school personnel

20. Are there codes of conducts visible by all in your school?

Yes [ ] No [ ]