# PRACTICES AND PROBLEMS OF THE IMPLEMENTATION OF TEACHERS' CAREER STRUCTURE IN SECONDARY SCHOOLS OF ADDIS ABABA

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT**

**BY**

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# ADDIS ABABA UNIVERSITY
# SCHOOL OF GRADUATE STUDIES

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## Acronyms and Symbols

### 1. Abbreviations

**ETP:** Education and Training Policy

**TPP:** Teachers Promotion Policy

**TCS:** Teachers Career Structure

**ROPA:** Result Oriented Performance Appraisal

**TROPA:** Teachers' Result Oriented Performance Appraisal

**trTPA:** Traditional Teachers' performance Appraisal

**TOG:** Training Orientation and Guidance

**CSC:** Civil Service Commission

**CPD:** Continuous Professional Development

**MOE:** Ministry of Education

**UNESCO:** United Nations Education, Scientific and Cultural Organization

**M.A**: Master of Arts

**SD**: Standard Deviation

**SPSS:** Statistical packages for Social Science

### 2. Symbols

**&** : and

$\alpha$ : Alpha

$\chi^2$: Chi square

$H_1$: Alternative Hypothesis$\chi$

$H_0$: Null Hypothesis

$d_f$ : degree of freedom

$f_0$ : Observed frequency

$f_e$ : Expected frequency

**Abstract**

*The main purpose of this study was to investigate the practices and problems of the implementation of Teachers Career Structure in some selected government secondary schools of Addis Ababa. A descriptive survey method was employed for addressing the objectives of the study. The study consisted of five Sub-Cities, five secondary schools, supervisors, principals, vice –principals, department heads, unit leaders and teachers. A total of 150 respondents drawn from the respective Sub-Cities and schools were included in the study. In addition to this, three Sub-City educational officers and five kebele educational team leaders were also included in the study. To gather the necessary data, both open-ended and closed ended questionnaires as well as interviews and document analysis were used .The data gathered through closed ended questionnaires was analyzed using Statistical Packages for Social Science (SPSS) such as percentage, mean and t-test while the data gathered through open-ended questionnaires and interviews were organized, summarized and used to supplement the information gathered through questionnaires. The results of this study reveal that impracticality of some selection criteria, unfairness of some evaluators, undue interference of political bodies, overlooking some teachers during the selection of teachers for career advancement (especially those who upgrade their educational qualification) and lack of adequate training for both the evaluators and evaluatees to manage the career scheme were serious problems revealed in the findings. The findings of the study further revealed that evaluators have relatively better understanding of the career scheme and have more positive attitude towards the scheme and TROPA. In addition, it was found that TCS contributed low or has not brought any remarkable change in improving the socio-economic status of teachers. Its contribution in improving the teaching –learning process and retaining teachers in their profession was found to be low. Based on the findings of the study the conclusions drawn were: TCS brought low contribution to improve the teachers' socio-economic status , to retain teachers in their profession and to improve the teaching learning process This could brought a negative impact on the improvement of quality of education .Finally, it is recommended that providing training periodically for both the evaluators and evaluatees, undertaking subsequent modifications on the TCS promotion criteria; moreover rewarding of teachers and provision of CPD programs would contribute to the effectiveness of the TCS scheme.*

# CHAPTER ONE

# THE PROBLEM AND ITS APPROACH

## 1.1 Background of the Study

Education is a key to development. Obviously developed countries reach at their current socio-economic, political and cultural development by using quality education. In view of this idea, Tekeste (1990:27) suggests that countries should prioritize quality education to ensure a sustainable socio-economic and political development. Unfortunately, this is not the case in most developing countries like Ethiopia, which aspire to "quality education" with out giving due attention to the problem, just like the problem of highly motivated, qualified and competent teachers' employment.

In Ethiopia, modern education was introduced in the year 1908 about one century ago, in this case Ethiopia should have reached at least at a better development position than its current status. This implies that our education didn't contribute as much as expected of it. The reason why Ethiopian education could not contribute for the fast development of the country is that it had been suffering from various deep rooted problems. Lack of teachers' motivation and declining of their performance are some of the foremost problems. Tekeste (1990: 26) also indicates that the problem is exacerbated because of insufficient qualification and commitment, in adequate training, low payment, low social status, unrecognized efforts, poor implementation of career structure and inconvenient working environment.

Even if there were some educational reforms, projects, plans and/or policies designed to improve the overall education system, they were not put into practical effect due to the problems associated with these reforms, projects, plans and/or policies. Later on to solve the chronic problems of Ethiopian education, the Education and Training Policy (ETP) was developed carefully and the implementation began in 1994. Since the adoption of ETP- 1994, a lot of changes have taken place in the education sector, there by solving to some extent those deep rooted educational problems. For example the country has a remarkable achievement for solving the problem of access and equity of education at all levels. On the basis of ETP-1994, a career development scheme has been developed by MoE to improve the declining status of teachers and teaching profession (MoE, 1994:21). It is clear that teachers

play vital roles in improving quality of education. In view of this UNESCO (1984:1) states that one can make full use of his/her ability and intellectual capacity through education.

Hence, the role played by teachers is essential for the progress of moral and cultural values as well as for economic and social progress. To this point, the new ETP put emphasis on teacher's affairs. As a result teachers' development program and promotion policy (career structure) are being carried out side by side. TPP is aimed at motivating teachers, there by enabling them to put effort for improving quality of education. According to Zenebe (1998:507) "The initiated career structure provides teachers six stages to advance in their profession with defined professional standards, responsibilities and monetary rewards."

The scheme for promoting teachers is appreciable as it is a new initiative taken to motivate practitioners. However, there are problems encountered in implementing teachers' promotion policy. Therefore, this study is initiated to conduct a study on the practices and problems of the implementation of TPP in government secondary schools of Addis Ababa.

### 1.2 Statement of the Problem

Some descriptive survey research works have been undertaken by different researchers in some regions of the country. Kahsay(2001) and Nigatu(2003) can be taken as some examples. But descriptive survey study depends on the current situation, time and geographical variation .Moreover the previous studies on a similar Title were done at particular sites and grade levels. Therefore to fill the gap this study is undertaken.

Teaching is the noble profession that produces all other professionals needed for the development of a country. Therefore due attention has to be given to the teaching profession. With regard to this a study conducted by Bennell (2004: 8) reveals that the low teachers' motivation is reflected in deteriorating standard of professional conduct including serious miss behavior and poor performance. In Ethiopia ETP was adopted to solve the deep rooted educational problems in 1994. The policy gave emphasis, among other things, for the three issues: teacher's affairs, improving the curriculum, and decentralizing the educational management (Ayalew 2000: 63).

With regard to teachers' affairs the scheme for improving teachers development program together with launching and implementing of the new teachers promotion policy (TPP) were being carried out in an integrated manner. The aim of TPP is to motivate teachers and

ultimately to improve quality of education. Since the launching of TPP, many of the teachers have been beneficiaries but a few were not. Now a days result oriented performance appraisal (ROPA) system is introduced to implement the program. Yet, as the program is new and complex, both the school principals and teachers have faced problems in its implementation. Due to lake of knowledge implementers of the scheme were subjected to bias and deviation from the set guide line for the implementation. This deviation is resulted in de-motivation and dissatisfaction of effective teachers and hence it needs periodic modification or redesign. Therefore, the purpose of this study is to investigate what problems are being observed during the implementation process of TPP, to investigate how teachers and principals are practicing TPP and to suggest some recommendations for modifying and improving the implementation process of TPP. To this end the study was guided by the following basic questions and objectives.

### 1.2.1 Basic Questions

1. What are the major problems observed in the implementation process of TCS?
2. Has TCS contributed to improve the teaching learning process?
3. Have the implementers been given Trainings before the implementation of TCS Scheme?
4. Has TCS contributed to improve the socio-economic status of teachers?
5. Has TCS contributed to retain teachers in their profession?

### 1.2.2 Objectives of the study

The general objective of this study was to point out the major problems observed in the implementation process of TPP. Specific objectives of the study included:

1. Analyzing the major problems encountered in implementing TCS
2. Investigating the extent at which TOG was given to implementers.
3. Examining the contribution of TCS in retaining teachers in their profession.
4. Examining the contribution of TCS in improving teachers' socio-economic status.
5. Examining the contribution of TCS in improving the teaching learning process.

## 1.3 Significances of the Study

Effective implementation of TCS can help to motivate and upgrade practitioners so as to improve the quality of their service. Moreover, motivated teachers feel that they can help

students learn, put extra time in to instructional planning and work with students to help ensure their learning and mastery of knowledge and skills. It will then be necessary to make effort for effective implementation of TCS so that commitment and performance can increase accordingly. Bennell (2004:1) reveals that the competence and commitment of teachers is the most important determinants of learning outcomes. Moreover, Aggarwal (1995:440) portrays that, "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant one.".

Therefore conducting a study to identify the current practices and problems of TCS could have the following advantages.

1. By pointing out the major implementation problems the study may help the concerned authorities to give attention for action.
2. The study can be used as a feed back for the Sub-City Education office, Regional education Bureau as well as for MoE about the contribution made by career structure.
3. The recommendations given based on the discussions and analysis will be helpful for secondary schools, by using it as a reference to see the current status of TCS.
4. The researcher hopes that the thesis might enrich the existing literature in the field.
5. The study may also help as a stepping stone for others who intend to carry out in-depth and nation wide study on the problem

### 1.4 Delimitation of the Study

Teachers career structure is being implemented at the primary and secondary levels of the education system throughout the country. Therefore a study on the major practices and problems of implementation of TCS requires large scale and rigorous study at national level. However, the title has attracted the attention of the researcher to focus in Addis Ababa because, even if there are relatively better qualified teachers ,school principals and facilities the problem is still very serious that calls further investigation. Moreover, due to logistical reasons and resource constraints, the study was limited to cover Addis Ababa city administration only. In addition, the researcher has long and rich experience both as a teacher in secondary schools and as an educational expert at kebele level and as an expert for plan and project department at sub city level. This enabled him to observe the issue raised repeatedly in different meetings, conferences, trainings and workshops in the region. Government secondary schools were

selected because more complaints from the secondary school teachers related to the career structure were observed by the researcher while he has been at work.

### 1.5 Limitations of the Study

The study was conducted along with routine office work. Because of this the writer faced serious shortage of time and was unable to hold focus group discussion with teachers and sub-city education officers that might have enriched the study.The writer also faced shortage of adequate and relevant written materials. Because of this it was found to be difficult to include the international teachers' career development guideline and historical background of TCS in the literature review.Therefore, because of the above-mentioned limitations the study would not claim completeness or exhaustiveness, as it ought to be.

### 1.6 Definitions of Key Terms

**Career Structure:** Change in the structure of work that provides opportunities for teaches to advance and progress in their career and salary (Gorton and others, 1997:116)

**Evaluators:** the members of committee that consists of principal, vice principal, school teachers association, unit leader's department head and the representatives of students often involve in the teachers promotion policy (Teachers promotion policy directive MoE 1993).

**Motivation:** a driving force with in individuals by which they attempt to achieve some goals in order to fulfill some need or expectations (Schermenrhon, 1997:16)

**Promotion:** an advance in salary rank or responsibility of a member of the institutional staff of an educational institution or school (Good, 1973:453.)

**Status:** position with in the social structure or degree of acceptance or honor accorded to an individual (Good, 1973:558).

**Secondary school:** school where the learners are grade nine and ten only.

### 1.7 Organization of the Study

The study is organized in to five chapters. Chapter one presents the problem and its approach , the review of related literature is discussed in chapter two, chapter three deals with research design and methodology, while chapter four deals with data presentation, analysis and interpretation. Finally, summary, conclusions and recommendations are presented in chapter five.

# CHAPTER TWO

# REVIEW OF THE RELATED LITRATURE

This chapter mainly reviews the concept of motivation , theories of motivation, career structure , its features and problems encountered in the implementation of TCS. It also reviews the experiences of other countries on the Teachers' Career Structure scheme development and implementation process.

## 2.1 Teachers' Career Structure

Problems raised with regard to quality of education in Ethiopia are related directly or indirectly to competencies, qualities and work motivation of teachers. Hence to bring this in to an end TCS is one major means and should be encouraged.

### 2.1.1 The Concept of Teachers' Career Structure

Different writers defined TCS in different ways. For example, Gorton and Fisher (1988:47) defined it as the structure of work that provides ways for teachers for further advancement and progress in their careers. These writers have further explained that TCS includes career stages in teaching with well-defined performance standards, responsibilities and monetary rewards. One can notice from the above statement that the promotion is associated with extrinsic monetary rewards and intrinsic rewards as a result of which teachers are required of fulfilling certain requirements to be the winner of the rewards and for their timely as well as successful up ward advancement in their career.

On the other hand, other authorities describe TCS on the bases of different aspects like goals, characteristics, importance etc. For example, Sadker1997 cited in Kassahun (2007:11) describe it as a ladder program one can climb to receive increased pay through increased work responsibility and status.

According to Decenzo and Robbins (1988: 279-80) career structure can be also described on the basis of its external and internal dimensions. They argue that every individual's career has two dimensions: external and internal. They explained the external dimension of once career as realistic and objective progression of steps through a given occupation, but not necessarily up

ward progression .To the contrary internal dimension of an individual career is defined as subjective perceptions and it might be also a very specific ambition. Teachers need to plan

carefully to be able to climb up the ladder of TCS effectively. Mosly(1985:48)strengthen this idea by indicating that a career plan is essentially a personal process of planning one's life work.

Therefore, according to him a teacher needs to:

1. Do a careful self analysis
2. Set realistic and attainable goal
3. Study career paths
4. Develop a detailed plan of action to reach those career objectives in the optimum time frame

Zenebe (1998:507) further indicate that career structure development is characterized by work incentives to talented and potential teachers along with upward movement to higher career stages in their profession. According to Gorton and Fisher (1988:47), the focus of a career ladder is on academically able people who are interested in performing and receiving recognition for their performance and for those who have high personal growth needs as well as those who are interested in improving the quality of education in the school system in which they work.

In conclusion Teachers Career structure provides ways for teachers for further advancement and progress in their careers as long as they are competent enough in their subject matter, pedagogical skills, psychological skill, organizing extracurricular activities, participating in community service activities e.t.c.

#### 2.1.1.1 Purpose of TCS in Ethiopian Context

Teachers' Career Structure in Ethiopia is an alternative means to bring up and increase teachers' attitude towards their progression and also to upgrade their social acceptance in the society. Thus, the purpose of TCS is to develop their professional competency and ethics their by motivating more those competent and devoted teachers so that quality of education is

improved (MoE, 1999 E.C.: 27). With regard to this, idea UNESCO (1991:32) state that the purpose of TCS is to improve both the socio-economic and professional advancement of teachers and effectiveness as well as the education delivery system.

**2.1.1.2 Features of Career Structure**

Gorton and Fisher(1988:48) state that career structures have different features. According to these writers, merit recognition and job enlargement are two of the different features of TCS. The former mostly includes the establishment of several steps on a pay system in addition to a single salary schedule. Moreover ranks or titles are used to describe the steps on the ladder. According to (Hoy and Miskel(1987:165) in this feature teachers who fulfill the required years of service established by the plan can request promotion to a new rank. Based on the evidences collected from lesson plans, students, parents and peer rating forms etc. teachers are denied or provided promotion.

The later feature includes assumption of additional duties at each higher step for teachers to promote to the next higher ranks. This feature has two forms: promotion to additional responsibilities in the school with increased scope of influence and payment for specific projects. Judgment merit is required in these two forms like that of merit features (Gorton and Fisher, 1988:49).

Armstrong (2001:282) describes job enlargement as the combining of previously fragmented tasks in to one job to increase the variety and meaning of repetitive work. Hence it is obvious that the merit plan give additional financial compensation to teachers who demonstrate excellence while the teacher ladders allow them to take an additional responsibilities along with their teaching as a way of advancing in the field .Hoy and Miskel (1996:332) strengthen this idea by saying that an assessment of a career ladder program shows that job enlargement program increases teachers' motivation. Teachers in schools with career ladder program exhibit more positive attitudes than do teachers in schools with out such program. This is because they perceive that the redesign promotes professional learning and collegial relation ship.

In conclusion, even if the two features differ one from the other, where in a merit feature teachers advance to a new rank with out assuming extra responsibilities and in job enlargement

features not only teachers advance to a higher rank but also they carry out extra responsibilities because of the advancement, a good model of a career ladder plan includes a mix of these two (Hoy and Miskel 1987: 165)

### 2.1.1.3 Stages of Teachers' Career Structure

Scholars and researchers do not have agreement on how career progression proceeds in to stages or levels and on the number of career stages. Say for instance Armstrong (2001:598) proposed a three stage career development that operates on all human being, while Hoy and Miskel (1996:331) proposed five stages of a career ladder .Similarly Decenzo and Robbins (1988:281-284) proposed a five model which is generalized to most people during their adult years, irrespective of the type of work they do. Weisz(1999:44) also suggested five possible stages in career development of teachers.The five stages of Hoy and Miskel are discussed here under:

1. **Intern-teacher**. This stage includes the period when the beginning teacher is inducted in to the profession. Close supervision, mentoring and support is given to the teacher at this stage when he/she starts work in classroom setting.
2. **Novice-teacher**: This is the stage where teachers assume the primary responsibility for teaching various student groups. These teachers receive modest level of supervision and complete the probationary period of employment and certificate.
3. **Professional classroom –teachers**: Teachers at the third stage, are autonomous teachers who are qualified to assume full responsibility for teaching the subjects and students in their area of professional expertise.
4. **Teachers in the fourth stage**: These teachers differ with simple enlargement of the regular classroom teacher's job. This would encourage teachers to assume responsibility for special projects, for extra compensation such as designing an in-service workshop or can create a new set of curriculum materials.

**Career-professional –teacher**: This is the most advanced level of the career structure development. A teacher at this stage is called lead or master teacher. According to Gorton and Fisher (1988:49), this status is reserved for teachers who accept responsibility beyond classroom, such as evaluating curriculum materials, supervising probationary teachers in their school and across the district, conduct research, develop and deliver in-service

projects, and works as a curriculum specialist. In general the number and features of TCS stages vary according to the objectives, goals, etc. of the manpower development plans. In our context there are six stages in the TCS scheme. These are: Beginner Teacher, Junior Teacher, Teacher, Senior Teacher, Associate Lead Teacher and Lead Teacher (MOE, 1995:1).

### 2.1.2 Career Development

Waiting for the perfect job is one way of career development but where can perfect jobs be found and such questions seek to offer a choice of solutions. To help with the choice, this section will set the context for career development by discussing definition of career development, the current climate for career development and elements of career development.

In discussions about how careers have developed, educationalists will almost certainly, have encountered those who state categorically that they placed a principal's door plate in their briefcases immediately on conclusion of their teacher training. At the other extreme will be those who claim never to have planned any career moves and who, therefore, believe that opportunitism is the key to success.

Both types will have reached senior positions; both can create feelings of inadequacy in the listeners; both offer confusingly different, yet equally successful path to career development. Should either approach be adopted or should a compromise be affected? Either, however, may be adopted acceptable. It depends up on personal characteristics and the openings which become available. Both have one feature in common for success which is career awareness. It is a consciousness of job opportunities as choices available for career decisions. This can be extended in three main ways: the concept of career development, career enhancement and career contentment.

Career development is that stage in employment where upward advancement is being sought. Career enhancement is the stage which might also be termed as job enrichment. Careers can grow sideways rather than upwards and career contentment signifies awareness of the position that has been reached in a career, an idea of whether it is a temporary or permanent place to stop, and a satisfaction with this state. It is state of accepting that neither side ways nor up wards mobility is wanted; it is finding satisfaction in doing well the current activities.

To help to indicate the choice of a particular stage in one's career the assessment of stages national and personal climate is equally important to the assessment of stages of career awareness.

Becoming aware of developing opportunities in the national climate is a good starting point for future progress .And awareness of national trends needs to be supported by a personal climate of interest in career awareness. How much is a new direction really wanted? This is the career awareness discussed above and needs assessment of where you are now, where you want to go and to where you are prepared to go. It also needs underpinning by a willingness to

be a risk taker, an attitude of mind some times considered to be rather at odds with that of who enter teaching.

A personal climate of interest in career awareness can mean leaving behind the safety of satisfaction and the peace of not making choices. The assessment of stages of career awareness and of national and personal climates which can help to indicate the choice of a particular stage in one's career is part of the research and development phase of putting any new product on to market. In career development, the job seeker is the product and the educational organization is the market.

**Professional Development**

Acording to Bernadette (1996), in the search to provide for the professional development of teachers, two fundamental traits of a true professional: individuality and self-determination. Unlike doctors, lawyers, and other professionals, teachers are rarely given the opportunity to choose among a variety of professional development avenues. Professional development for educators has been defined as the process or processes by which minimally competent teachers achieve higher levels of professional competence and expand their understanding of self role, context, and career (Duke and Stiggins, 1990:116-133), and with a lockstep determination public school staff development tends to assume that all teachers are at a level of minimal competence. Teachers, however, are not all at a level of minimum competence or, for that matter, at the same level of competence. There is no single teacher profile on which professional development can be used.

Ways in which a program of individualized professional development can be designed to function within the existing public school administrative and contractual structure. Acording to

Bernadette (1996), eight distinct models for professional development are identified. These are instruction-centered, focused-training, focused-research, merit pay, school improvement, internal career ladder, external career ladder, self-directed and a combined approach staff development.

**Internal Career Ladder Staff Development**

This model gives teachers the opportunity for growth beyond their assigned classrooms. Career ladders under this model, reward teachers for taking on responsibilities with in the school beyond those in their regular classrooms. Career ladders offer opportunities for promotion and greater compensation to members of a profession that until recently was

considered a dead-end occupation Bernadette (1996: 63).This model of staff development assumes that there are some teachers who need to do more than teach, who need to leave the classroom for a time, in whole or in part, to grow professionally and then return to the classroom rejuvenated, fulfilled, and committed.TCS scheme in our case is based on measurable performance which is inline with this model.

### 2.1.3 The Experiences of other countries on Teachers Career Structure

According to Cutier and Waine(1999:39), in most countries teachers are not well paid and respected as other profession in most cases with similar qualification and experience: those who joined other work sectors are well paid and have better recognition than teachers .As a result of this and other related factors teaching is not a favorite profession to most of the engaged teachers .These authors further explained that the World Bank study of primary teachers' salaries in 18 countries of Sub-Saharan Africa found that, real salaries declined in all but to between1980 and 1985. In 11 countries including Keneya ,Zambia,Zimbabwe and Senegal ,the falls were 10% or more. Teachers pay has declined, not necessarily because of pay cuts but because of purchasing power of their salaries has fallen dramatically along with those of other public sector work.

**Experience of Nicaragua in TCS**.As Brown (1991:132) indicated, by 1989 teachers' salaries was the equivalent of about US $2 per month for primary school teachers and US$16 for secondary school teachers. At the same period a Surgeon would receive about US $40 a month and a Miner about US $80. As a result of low pay many teachers left the profession, and then

their places had to be taken by untrained teachers. Thus the untrained teachers account for 60% of the total teachers in some regions. In this connection locally monitored incentive scheme has been implemented by Nicaraguan MOE and the incentive scheme guidelines includes teachers performance incentives, personnel management, and criteria for paying salary supplement to teachers (Gaynor, 1998 cited in Nigatu, 2003:39) .

**Experience of Costa Rica in TCS.** In 1985 the situation for teachers, especially those posted to rural areas can be discouraging. Teachers' salaries were relatively low compared with those other professions requiring the same duration of training, so there is no great incentive to become a teacher. However, some efforts have been made to confront these problems. The MOE has launched up grading campaigns, which include curriculum development, educational philosophy and goals, teacher upgrading and in-service training (Brown, 1991:112).

**Experience of Australia in TCS.** There are four or five stages of teachers' career mapping phases. These are:

**Phase 1.** The pre-service or initial teacher education phase and it is the first of a teachers' career.

**Phase 2 .**The phase of gaining first employment as a teacher. It is an effective professional entry to teaching.

**Phase 3.** The induction stage which is an effective full entry to teaching through evaluation procedure meeting public accountability or equality assurance standards.

**Phase 4.** The career progression stage is the stage of annual progression through the incremental salary scale, usually 10-12 years.

**Phase 5**. The highly accomplished teacher phase is the one, which is not applicable to all states. However, some states after 10 or 12 years career progression stage some teachers are promoting to administrative possessions up to and including principal position (State of Victoria, 2006:Online).

In **USA,** career ladder policies were instituted in the 1980 to resolve concerns about teacher quality. The scheme emphasized the use of "objective" performance assessment to reward outstanding teaching; motivate individual effort, and provide public accountability (Henson

and Hall,1993 cited in Kassahun 2007: 16).The career ladder programs were designed to create different levels for teachers by creating a "ladder" that one can climb to receive increased pay through increased work responsibility and status. According to Sadker and David (1997: 515) by the beginning of the 1990s more than half of the states had some form of career ladder or incentive program. Apart from these, bonus can be earned each year when National board recognizes superior performance of a teacher. Performance evaluation also linked to in-service training development.

**2.2 Teachers' Career Structure Scheme in Ethiopian Context**

Different studies indicated that one of problems for quality education in Ethiopia is a problem related with the selection, recruitment and administration of teachers in the education system (MoE,1988E.C:1).The document further explained that once teachers are deployed in the teaching process ,there was no efficient strategy and system that evaluate, and provide teachers continuous professional development, enhance their commitment and professional ethics, motivate more the effective teachers and even to fire those who are not fit for the profession .To minimize the problem Education and Training Policy has designed

strategy for the teachers to promote to a higher rank in a career structure as long as they bring up efficiency and quality in their progression.

The designed strategy for the teachers to promote to a higher rank in a career structure is a combination of performance recognition and job enlargement models. When a teacher advance in a career structure, both salary increment and job enlargement will result.

The scheme has five stages for kindergarten teachers and six stages for primary school teachers, secondary school teachers and teachers teaching in teacher training institutions. The six stages that are available for the secondary school teachers are: Beginner teacher, Junior teacher, Teacher, Senior teacher , Associate lead teacher and Lead teacher

Once teachers are engaged in teaching , be it before or after training, they have to be evaluated so that competent teachers could be more motivated and initiated to increase their competency and on the other hand to increase the competency and professional ethics of teachers who are below standard up to firing them.

Teachers' issue was one of the issues given priority by the Ethiopian Education and Training Policy (ETP) .Accordingly, as long as teachers show improvement in their performance quality and efficiency, Teachers' Career Structure is designed so that they can get advancement both in their position and salary.

Implementation guide lines (Directives) and clarifications as to how to implement the scheme are prepared by MoE and reached up to the school level .These implementation guide lines were improved at different times to refine more the selection criteria and to update the teaching learning process with the current situations .According to MoE (1999:5) The study which was conducted for improving the guide line was undertaken by higher educational experts from MoE and higher officials of the Ethiopian Teachers' Association .

To improve the problems encountered during the implementation process of the scheme and the directive itself ,National workshop was undertaken for three consecutive days in 1998

where the concerned Regional Education Bureau Officials ,Professionals of Civil Service Commission (CSC) and members of the management offices of the Ethiopian Teachers Association.

During the work shop discussion on group basis and the participants of the meeting as a whole was performed on the study conducted by the MoE on problems encountered in the implementation process of TCS and possible solutions were forwarded .Then the earlier directive for implementation of TCS was improved using the ideas forwarded in this workshop. By including the previous two directives (No.1/1987 and No.2/1988) as well as the elaborations and ideas for the frequently asked questions at different times, improvement was made on the TCS implementation directive Especially on the No.1/1987 directive the issue which tries to assign senior teachers on three stages, which could not be practiced on the current directive was removed.

In addition to improving the TCS implementation directive the criteria and implementation directive of teachers' performance evaluation was improved and prepared on a separate manual.

The study on the improvement of TCS implementation directive does not change the promotion ladders and salary increment stages which were decided as national standards on the ETP. It only addresses the process of TCS and criteria on performance evaluation.

### 2.2.1 Implementation Guideline for TCS

According to Mosley (1985: 480), a career is what someone wants to become and a role is the part that the individual plays at each stage along his/her career path where as a career strategy is the one which provides the objectives necessary to achieve those roles and develops the guideline for policy implementation. Issues that could be included in TCS schemes are like established career stages or promotion ladder, attainable goals in each stage, selection criteria, the appeal procedure, implementing bodies and their responsibilities. Quoting a certain writer, Thody (1993:8) "TCS guideline should emphasize the formulated career policy" and continues to state that:

> *the most over looked aspects of career should be identification of the career that have been reached, classification of expectations, motivators, and constraints, analyzing competencies and qualities for career awareness and consideration of the necessary and possible education.*

In reaction to this, identification of the career that has been reached and consideration of the necessary and possible education were not emphasized in our TCS guide line.

Gorton and Fisher (1988:47) also indicated that the career structure includes an established career stages in teaching with defined performance standards, responsibilities and monetary rewards. Article 3.8.5 of ETP-1994 clearly indicated that:

> *the management of teachers and other educational personnel will be organized on the basis of professional principles including professional code of ethics, salary, working conditions, incentives, professional growth, and over all right and duties (MOE, 1994EC:30).*

For the implementation of TCS, implementation guidelines were released by MOE (1987EC) at different time. For example ,MOE (1987EC), TCS implementation guideline NO. 1/1987 and NO.2/1987, MOE (1988EC), revised TCS implementation guide line NO.2/1988 and latter on

with Reference NO.13/1-3621/8297/35 on the date 3-4-99 E.C, three revised TCS implementation guide lines were given. These are TCS implementation guide- line (MOE 1991 EC), TROPA guide -line (MOE, 1996 EC) and TCS guide line revised (MOE, 1998 EC). While teachers' qualification, experience and performance results are basic criteria for promotion for all the above lately revised implementation guidelines, there is some difference among them. The first guideline uses in principle appraisal instrument where parents, students and school administrative bodies are participants as evaluators. The second uses the evaluation result of teachers' competency appraised based on TROPA principles. The third one includes qualification, experience, course completion of CPD, teaching license and re-licensing at each career ladder in addition to TROPA results. Thus the third is more refined as it reinforce teachers to update their knowledge with the current situation which in turn improves the teaching learning process and ultimately quality of education.

### 2.2.2 Qualifications and Requirements

The qualifications and requirements that teachers at all stages of TCS need to full fill are clearly indicated in the directive which was improved in 1999.Effective implementation of TCS needs activities to be performed ahead of the actual implementation process started. According to the directive prepared in1999 (MOE1999:39) the activities that need to be practiced before the implementation of TCS are:

- The responsible bodies and facilitators at all levels should take first trainings through seminars, workshops and son, so that they could have enough understanding of the techniques as well as implementation process of the TCS scheme.
- . At each stages of the career structure teachers' profiles and portfolio must be well organized starting from schools up to Sub-City.
- Teachers should have the written directive more over the directive should be introduced using meetings and mass media so that teachers could understand the advantages of each stage and do what they are expected to do.

The TCS ladder involves teachers who are both beginners and seniors in the government Education and Training Institutions as well as all government employed teachers in all schools

and those who have direct relation with teaching learning process in schools. It also includes government employed principals, vice-principals, student dean department heads, leaders of the students counseling service, representatives of clubs, and community skill development institutions coordinators.

### 2.2.3 Implementation Strategy

The implementation strategy of TCS scheme is briefed in the directive of MoE (1999:18-20). According to this directive irrespective of the number of teachers to be qualified, teachers would be promoted as long as the candidates have effective performance in their profession. Basically teachers are generally selected as a candidate for promotion, on the basis of:

a. Performance evaluation carried out twice a year, but only the last two would be considered for promotion
b. Minimum of 3.45 cumulative evaluation results
c. Performance evaluation accounts for 80% of the total value required for promotion
d. Fulfilling the stay time (service year) requirement gets a value of 20% for the service rendered in teaching
e. A total point determined by summing up the scores in performance evaluation taken out of 80% and service years taken out of 20% MoE (1999: 34-35).

This shows that teacher's promotion in a career structure is different from a promotion given to other employees where in a non teaching staff member promotion is on the basis of quota by which many candidates compete for few positions.

### 2.2.4 Stages of TCS in Ethiopia

The feature of TCS in Ethiopia is a combination of performance recognition and job enlargement models. A teacher who advances from one stage in the TCS scheme to the next will have both salary increment and job enlargement. According to MOE (1996:1), an established stage of a promotion ladder with corresponding salary increment is included in the TCS scheme.

As it has been discussed earlier under subtopic 2.6 for the secondary school teachers, there are six stages in the TCS scheme. These are: Beginner Teacher, Junior Teacher, Teacher,

Senior Teacher, Associate Lead Teacher and Lead Teacher (MOE, 1995:1). According to this document the level of salary increment differs from stage to stage that depends on teachers' professional competence and experience, qualification and TROPA results.

### 2.2.5 Promotion Criteria and their Implementation

To promote from one stage in the TCS to the next stage teachers of all categories are required to fulfill certain requirements and performance evaluation results .In this connection ,the following points are taken as guiding principles while selecting teachers as a candidate for promotion.

1.Acquisition of professional ethics and high professional standards

2.Competence in teaching and active participation in a pedagogical center as well as contributions made in improving it

3. Efforts made in relating education to development

4. Participation in identifying and solving the problems of the community and the school, especially contributions made in enhancing the participation of female students

5. Acquisition of general knowledge, knowledge of subject matter, and higher ratings in performance evaluation
6. Participation in preparation and implementation of curriculum programs
7. Endeavor in providing professional support and enhancing co-operative work
8. Endeavor in carrying out studies and research works
9. tasks accomplished besides teaching as a coordinator ,leader ,etc at various stages of assignment and efforts made in upgrading one's professional skills and qualification
10. Contribution made towards making the school environment conducive for teaching learning process
11. Participation in education and training programs

Contribution made towards solving education related problems by preparing projects, manuals, and teaching and training materials, by involving in creative activities, by publishing education related articles in recognized journals and news papers, etc.(MOE,1999:13-14) The reaction towards the points that are taken as guiding principles while selecting teachers as a candidate for promotion is that some of these are criteria that could not be practicable. For example teachers endeavor in carrying out studies and

research works is not a faire criterion unless and otherwise teachers take the courses that enable them do research works and that they have faire teaching loads.

The documents released by MoE further stated that based on these guiding principles, performance evaluation instruments consist of the following main items.

a. Knowledge of content and competence in teaching
b. Ability to evaluate the curricular materials at school level and adapt it to local needs
c. Ability to give support and to evaluate students' behavioral changes
d. Relationships and co-operation with the school community (school directors, staff and students)
e. Relation ships with parents and role in the community
f. Diligence to improve one's profession as well as willingness to share experience with others
g. Possession of professional ethics
h. Strive to develop democratic attitudes (TPE, 1988:1-2;Befekadu; 1995:2)

In addition to these general principles, the details of promotional criteria (relating to qualification, service years, and performance ratings) that serve to each category of teachers are listed in TCS, NO.2/1988 and TCS1990

Regarding the implementation of promotion process, it is stated that:

1.Teachers' performance evaluation would be carried out twice a year, but only the last two years' (four evaluations) average ratings would be considered for promotion

2.Performance evaluation accounts for 80% of the total value required for promotion, out of which the evaluations of school administration, students and parents account for 60%,25% and 15% respectively

3. A teacher selected as a candidate fulfilling the staying time (service year) requirement gets a value of 20% for service rendered in teaching and other education related activities

4 .The total point required for promotion is determined by summing up the scores in performance evaluation (taken out of 80%) and experience (service years) taken out of 20%. Hence the total points required for promotion in the successive ranks are as follows:

| | |
|---|---|
| A. From beginner teacher to junior teacher | 75% and above |
| B. Form junior teacher to Teacher | 75% and above |
| C. From teacher to Senior Teacher | 80% and above |
| D. From Senior Teacher to Associate Lead Teacher | 84% and above |
| E. From Associate Lead Teacher to Lead Teacher | 86% and above |

Committees that would be set up at school levels will carry out the selection and promotion of teachers. Where as the promotion of directors and heads of adult training centers would be conducted by committees that would be set up at the administrative levels next to schools, involving representatives from local governments, the community and schools.

Moreover, the TCS policy document stated that even if minimum qualifications (standards) exist for teachers of all categories, due to shortage of qualified personnel, un- trained sub-standard teachers are assigned to teach at levels they do not fit. However there is a plan to up grade the standards (qualification of these groups of teachers) to the required level through in-service training programs (i.e correspondence courses continuous on-the job – training etc) In the mean while, their performance evaluations and promotions would be carried out as per the procedures outlined in the document. Nevertheless, their promotions would be not on the promotion ladder designed for the level they are teaching , rather it would be on the promotion ladder designed for the level they are supposed to teach at.

### 2.3 Problems in the Implementation of TCS

After TCS is instituted by MOE, student researchers in the department of Educational Planning and Management on the merit system conducted a number of descriptive studies. Some of these are Abinet(1996),Anteneh(1997) and Girmay(1998).While the first two claimed that TCS and evaluation instruments listed in the rating forms can only have moderate effect in enhancing teachers' motivation and improving teaching learning

process, the third ,Girmay ,argue that both TCS and evaluation instruments listed in the rating forms have performance criteria to be fairly clear and appropriate to assess teachers' class room performance and they are consistent and discriminatory.

According to Oliveirra and Farrell (1993:12-13), empirical studies in the teacher effectiveness literature reveal that even if there are considerable experiences with merit pay schemes, especially in North America the results have not generally been satisfactory. This is because of the difficulty and expensiveness of assessing teachers effectiveness with sufficient accuracy .As a result of this teachers do not perceive the merit pay system to be faire and the scheme is resisted or subverted. The authors further stated that most countries that have introduced the merit system have abandoned it quickly, and in those countries where it has survived it is not based on the true merit of teachers.

Gorton and Fisher(1988:47) indicate that since the career ladder plan results in considerable change in the expectation and rewards in teaching, it will cause stress in workers. According to these authors, in a single salary schedule teachers are rewarded on the basis of egalitarian norm and years of experience to prevent abuse of academic freedom, prejudice and caprice in the treatment of teachers where as in the career structure scheme the required additional work .As a result of this the job redesigned may create tension and worry in teachers. This may create stress and accelerate teachers' dropout. This may hold true in our secondary schools where teachers are teaching up to 30 periods per week in different grades and in addition to this they are required to participate in extra curricular activities, in organizing tutorial classes where there is no extra classrooms, conducting research studies, with out having basic knowledge of research, etc. This will certainly create tension and worry in teachers. In general the career includes established career stages with mandatory performance standards. It is obvious that teachers who could not perform well as required will miss the advancement and such teachers may affect the behavior of others.

### 2.3.1 Problems Related with Planning and Implementation Process

Planning process of TCS, unless carried out with the appropriate care, may create obstacles or problems in the effective implementation process of the career development program. The TCS scheme must be concerned with the implementation process of the

career development and progress during the planning process. Employee dissatisfaction, poor performance and turnover are some of the obstacles or problems that could be

aggravated when appropriate care are not taken during the planning process (Gomez-Mejia et.al, 228).

One commonly observed planning problem is that teachers might not fully participate in the planning process. Teachers' dissatisfaction, poor performance and turnover are problems and obstacles that arise as a result of this. To elevate these problems, teachers have to take active role in planning and implementing their own personal development plans. Armstrong (2001:608) strengthens this idea by putting emphasis on the involvement of individual teacher in the planning process of career structure. Among the difficulties inherent in the career scheme is the case that as teachers moves up the career ladder, they move out the classroom. Fenstermacher(1990:142) states that teacher's status and prestige increase as one gains more responsibility and authority. This, however, badly create gap between the promoted teacher and the learner as a result of which the learner looses gaining moral development from contact with best teacher. The author further suggested that the career path should be planned in a way that does not divert the attention of the teacher in to the school system rather it should be in such a way that permits the teacher to focus its talent and skill on the student learning. The other difficulty in the planning of the career scheme is the financial constraint under which TCS scheme operates which could lead to discontinuity between performance appraisal and financial reward.

According to Homan (2000:314) any expectation raised by positive feedback about performance, which are not supported by an appropriate level of financial reward, will lead to de-motivation.

### 2.3.2 Problems Related with Evaluators

In order TCS bring the intended outcome, teachers' performance evaluation should be based on professional and democratic principles. It should be constructive and a means to strengthen the teaching learning process (MOE,1999:50)

#### 2.3.2.1 Evaluation Problem of Colleagues

Both in educational institutions and many other organizations their colleagues evaluate employees. The successful implementation of TCS is highly affected by the role of the evaluators in general and colleague evaluators in particular. However, do teachers really

with high transparency evaluate each other, especially when the evaluation result is for the purpose of decision-making in TCS scheme? This is big question. Responding to this question Liberman(1963:347) states that it is extremely difficult for a teacher ,as it would for any one else in a similar situation to give a low rating to a teacher occupying a class room If teachers work together and frequently center on common problems, the knowledge that one party has joined in keeping the other from a salary increase may have a devastating effect on teachers' cooperation. On the other hand, teachers competing with each other may not support each other whole-heartedly. There is a tendency to disparage the performance of others in as much as accomplishments constitute a threat to ones own economic position (Stinnet, 1970:5) Undue political interference, prioritizing individuals affiliated with local political authorities (Harris, 1986:225) is an other problem observed in evaluations made by colleagues. According to (Nevo1970: 23), to be competent and trust worthy evaluator one needs to have a combination of a wide variety of characteristics. These include technical competence in the area of measurement, and research methods, understanding the social context and the substance of the evaluation object, human relation skills, personal integrity, and objectivity, as well as characteristics
related to organizational authority and responsibility. But it is difficult to find one person possessing all these qualifications or to choose the person with most appropriate characteristics for a specific evaluation

**2.3.2.2 Evaluation Problem of Parents**

The difficulty of approach is one major problem in the parent rating of teachers' performance. It has been rare for parents to approach staff or to be approached by them unless there is a problem (Merthen ,1989:35). This indicates that it is less likely to know and evaluate teachers' performance accurately unless and otherwise teachers and parents have opportunities for exchanging information and working together. Sadker(1988:27)strengthen this idea by saying that most teachers do not accept to be

evaluated by parents for they believe that the evaluation is made on the basis of second hand information they get from their children .The author further argued that in most societies, the importance of evaluating teachers by parents is widely recognized; nevertheless key people in the process(teachers) are not highly valued. So expecting

rational evaluation from such a society is difficult. Merthen(1989:35) also support that it would be difficult to accept evaluation made by parents who did not see the teacher once or never knew his/her name. It would also be questionable that parents have the ability to suggest appropriate information, which would help to improve the teachers' performance.

According to Berhanemeskel(1999:69-72) ,variables like whether or not parents are the right persons to evaluate teachers' performance, the contribution of parent evaluation to the improvement of instruction ,and teacher parent-teacher relationship have been studied and the result showed that a great proportion (43.8%,70.6% and 72.5%) of respondents responded negatively. That is to say more of the respondents responded that parents are not the right persons to evaluate teachers' performance, the contribution of parent evaluation to the improvement of instruction is insignificant and there is no as such valuable communication and relation ship between the parents and teachers from the point of view of improving instructions.

**2.3.2.3 Evaluation Problem of Students**

According to Wessenu(2005:94), literature on students evaluation of teachers' performance clearly demonstrates that student evaluation forms that are psychologically sound, reliable, valid, relatively free from bias and useful in improving teaching. In support of this, Harlem and Fidler 1978 cited in Hailemariam (2001:42), state that students are in an extremely good position to provide reliable information about the effectiveness of their teachers.

In contrast to this, other writers and researchers, likle Popham, questioned the validity and usefulness of student's evaluation of their teachers for making decisions, particularly for a career ladder development. According to Berhanemeskel (1999:64-68), students' competence and maturity, subjectivity and other interlocking variables may create and aggravate hatreds on the system of the evaluation. The researcher further explained that student evaluators' unjust or inappropriate use of the right to evaluate teacher's

performance is another problem. Students entrusted with responsibility of evaluating their teachers, may develop a feeling or a sense that they are capable to 'censure' their teachers performance moreover they may also develop a feeling that as if they knew more, even about the subject matter taught, than their teachers. In this case, there is a chance that

teachers' morale more likely to be affected. In support of these ideas Popham(1989:278) pointed out that students evaluation of teachers' performance can be contaminated by teachers popularity or students interest in the subject matter being taught.

Andrews (1995:19-20) also opposes the use of students' evaluation for two reasons. One reason is that teachers are in a position to influence the evaluation grades .A teacher who is lenient in assigning grades may be better rated but by no means that teacher is improving learning. The second reason is that the teaching of complex concepts and simplicity of examinations prepared by the teacher. Teachers who give up teaching complex concepts and more evaluative, some how difficult, exams may be rated better. Harris (1986:225) indicated an other problem of evaluation by students in that undue political influence(pressure) from local political authorities to give priorities to individuals affiliated with them.

### 2.3.3 Problems Related With Subjectivity

Evaluations to be undertaken in any domain in the education system involve making subjective judgment from setting a goal to selecting and using evaluation criteria. A teacher is evaluated in un scientific method and causal fashion. The teacher is pronounced superior, good ,average ,fair or failure with out any deep analysis of the reasons for the judgment( Chamberlain and Leslie 1966 cited in Berhanemeskel 1999:47). According to Rue and Lioyd,1990 cited in Berhanemeskel 1999:47), either chance or the evaluators' intellectual competence and back ground of experience may in some instances make their judgment accurate. For most part; however, subjective judgment is likely to be inaccurate and tinged with likes and dislikes, bias, status, dress, race and sex have influenced many performance evaluation.

Yeager(1954:320) also indicated that teachers, perhaps above all other professional groups, are susceptible to constant subjective evaluations which may, in large part, determine their effectiveness as teachers. This implies that subjective judgment generally represents a "feeling " about the teacher rather than a conclusion based up on the analysis of all important factors involved in the teaching learning process.

In general by the very nature of the case judging teacher effectiveness is subjective. Even if we know all the factors that enter in to teacher efficiency have had an objective measure of each personal factor, subjective judgment would not be eliminated.

### 2.4 Transfer and TCS Implementation

Teachers transfer is accomplished based on the directive set by the regional education bureau. When teachers are transferred from one school to another or from one Sub- City to the other the stage at which they reached on the career ladder together with the date of issuance would be given with their documents for transfer .This is because they would compete for the next stage timely in the new school that they transferred.

According to (MOE 1999:44), when teachers are transferred temporarily from the teaching position to educational offices or other government organizations ,the performance evaluation result did not be used for TCS promotion. The directive further explained that if teachers were transferred while they were serving for below one year at the stage where they reached, then they would be returned back to that stage and be evaluated for the next stage after they wait for the time gap that the stage requires .But if they were transferred after they serve for two years, then they would be returned to that stage and be evaluated for two consecutive years to be promoted to the next stage. Teachers who are elected and work as members of teachers association in offices are also benefited by the TCS scheme. But they are evaluated by the form prepared for the members of teachers association. After they returned back to the teaching activity they will continue with the career stage that they reached.

Teachers, who are not able to teach because of medical case, could be transferred to another organization permanently. After they returned back to the teaching profession, they could be benefited from TCS scheme with the normal scheme. Incase teachers are transferred to an other position due to medical case temporarily; still they could be benefited from TCS but only once. And this is possible for two years only as long as their performance evaluation

result is satisfactory. If they are not able to return back to the teaching activity , they would be transferred permanently to other profession .When teachers return back to the teaching

profession after they serve in other organizations by themselves, they could be assigned in either of the career stages up to and including teacher level. This is so if they do not upgrade their educational level and budget is available If they do upgrade their educational level ,this would be cross cheeked with their service and assigned to an equivalent stage of the career structure Teachers might leave their teaching profession after they reached at one of the ladders of TCS. If they returned back to the teaching profession they would be assigned to that level as long as budget is available.

If teacher fail while they are evaluated for promotion from one stage to another, they could compete for the second time. This is possible within two consecutive years only for once. If they are promoted, then they could compete for the next stage after they wait for the time gap required for that stage. This chance is a chance which is given for teachers just only for once. More over the chance is given only for one of the ladders of the care structure. If the teachers could not be promoted using this chance ,they would compete for the next stage after they wait for the given time.

**2.5 Decision makers on Promotion Policy**

According to the directive of MOE (1996:19) different committee established at the school, kebele, sub-city and regional level have the authority to decide on teachers' advancement in the career structure.

According to the directive for TCS implementation set by the MOE (MOE: 40), the committee members for schools and Primary Education Teacher Training Institutions include:

1. Principal — Chairman
2. Vice principal — Secretary
3. Representative of the school Teachers' Association — member
4. Department head — member
5. Club representative — member
6. Female Teachers' representative — member
7. Unit leader — member

Similarly there are different committee at higher levels : Kebele, Sub-City and Region level.

A school career structure committee play a primary role in identifying candidates and it decides the promotion based on evaluation results made by

| | |
|---|---|
| Teachers and administrative bodies | 60% |
| School management committee | 15% |
| Students | 25% |

According to the directive of MOE (1988:18) TCS decision is all in all made at school level .The board at Sub-City level involve only for checking as to how the promotion of the teacher is properly and carefully practiced.

### 2.6 Teachers Appeal and its Procedure

The committee made at Sub-City level for TCS checks the decision made by the schools and confirms it. According to the directive this committee also checks carefully if teachers appeal against their appraisal statements for a career development incase they feel un fair denial of promotion in the TCS at school level.

According to the directive released by the MoE (1994:23) complaints at school level and sub-city level should get appropriate response with in fifteen days and two months respectively. Unless and otherwise teachers know why they have desire their evaluation to be reviewed and given response with in a reasonable period of time, they might lose confidence in the implementation process of TCS and the decision makers as a result of which TCS scheme misses its initial purpose.

### 2.7 The Concept of Motivation

There is no single and universally agreed definition of motivation. The term motivation is derived from the Latin word 'emuver' meaning 'to move' (Gupta, 2002: 215). The concept of motivation in the ancient Greek philosopher's principle of hedonism is used to explain conditions that could maximize and minimize people's pleasure and pain respectively (Vroom, 1984:9). It is an important concept for the study of, and the practice of management. But the basic problem is to define and apply it in organizations. It is also difficult to identify what makes (or moves) people to act (Peretomode, 1991:110). It is all about stimulating some one or oneself to get a desired course of action. Motivation is the answer to fundamental questions

like why and how people work? What determines the direction of once action? Motivation is the process, which influence some one to act in a desired direction. This process includes needs, desires and goals. Better facilities, more pay, recognition, opportunities for promotion etc are some of the needs of people, which are behind most of their actions. Derives are motives that represent behavior in the process of motivation (Gupta, 2002: 215).

Writers and researchers advance several definitions of motivation. For example motivation is the willingness to expand energy, to achieve a goal or a reward (Gupta,2002: 215). According to Staw (1983:302), motivation is generally defined as a proponent state that energizes and guides behavior. Motivation is always internal to the person that is to say it is essentially a psychological phenomenon. Motivation of a person is in totality and not in parts, which means human behavior is caused by various needs. Performance is the product of ability and motivation. This means that a highly qualified employee may have poor performance unless and otherwise the employee is motivated (Gupta, 2002: 215)
Organizational efficiency is determined by motivation of employees. All facilities may go waste if employees are not properly motivated.

Need satisfaction, job satisfaction productivity, and reduction in labor, turnover and absenteeism, acceptance of organizational changes and increasing all round efficiency are some of the factors used to judge importance of motivation(Gupta, 2002: 216-217)

To generalize the above descriptions on the concept of motivation, all of the definitions emphasize the importance of motivating employees for effective operation of the organization.

## 2.8 Types of Motivation

In any human behavior there are always two types of motivation: intrinsic and extrinsic (Hoy and, Miskel, 1996: 198). Some ones internal motivation as a result of work is intrinsic motivation but the results or external incentives produced by other people or organizations is termed as external motivation. Both of them are interconnected and interdependent. This implies that a missing of either of the two will affect the behavior of the workers. Therefore one

should supplement the other so that employees' motivation yield maximum effort and thereby maximum out put.

The discussion in the next section that deals with theories of motivation helps to distinguish factors, which are intrinsic and extrinsic motivators of teachers.

## 2.9 Theories of Motivation

Theories of motivation are discussed under three categories: content theory of motivation, process theory of motivation and integrative approach.

### 2.9.1 Content Theories of Motivation

This theory of motivation mainly focuses on the factors with in the person that start, energize, direct, maintain and stop behavior.

#### 2.9.1.1 Maslow's Need Hierarchy Theory of Motivation

According to Peretomode, (19991:116), Maslow's need hierarchy theory of motivation is based on a number of basic assumptions. These are:

1. The need network for most people is very complex, with a number of needs affecting the behavior of an individual at any time.
2. There is a hierarchy of the occurrence of needs from basic physiological need to complex self-actualization needs.
3. Regardless of culture, everyone has needs that tend to arise after the lower ones have been relatively satisfied.
4. Maslow believes that until the lower need is satisfied, a person will not strive for the next level of need.
5. A satisfied need can never work as a motivator.
6. And there are many more ways to satisfy higher-level needs than lower level needs.

These assumptions seems to fail to hold true as individual needs are better explained as being on a continuum rather than in a hierarchy. To satisfy needs at different levels, people move up and down the continuum (Cole, 2001:34).

Cole (2001:33) listed down Maslow's hierarchy of needs starting from the lower to the higher-level of needs as follows:

**Physiological Needs** – needs for food, sleep, sex etc.

**Safety Needs** – needs for stable environment, relatively free from threats.

**Love Needs** - needs related with affectionate relations with others and status with in a group.

**Esteem Needs**-needs for self-respect, self-esteem and the esteem of others.

**Self-actualization Needs** -the need for self-fulfillment.

Even though every one has needs irrespective of culture, Gray and Strake (1984:77) argue that regardless of Mslow's theory of motivation, there are differences in the satisfaction level of these needs from country to country, culture to culture and from one individual to others.

### 2.9.1.2 Herzberg's Theory of Motivation

Herzberg's theory of motivation is also called two-factor theory of motivation. It is connected to satisfaction at work. Herzberg found that there are two sets of motivation (Gupta, 2002:218), namely: hygiene or environmental factors, which are extrinsic factors such as interpersonal relations with supervisors, salary, security, working conditions, status. These factors do not motivate employees although they result in job satisfaction. The writer further explained that the absence of extrinsic factors causes dissatisfaction among the employees. They are so called extrinsic factors, as they are to be outside the work being performed.

Traditionally the management considers these factors as motivators. The second one is motivational factors, which are intrinsic factors and are also called satisfiers. They are called satisfiers because they are real causes of job satisfaction, as they primarily exist with in the context of the work being carried out. The satisfiers (motivators) include Achievement, Recognition, Work itself, Responsibility, Advancement, etc (Cole, 2001:35). On the other hand, the most important hygiene factors or dissatisfies are company policy and administration, supervision –the technical aspect, salary, and interpersonal relations-supervision and working conditions.

There is a great similarity between the Maslow and Herzberg models (Gupta, 2002: 219).Both stress on different needs of individuals. Herzberg referred the needs of individuals at a higher-level hierarchy of Maslow as motivator. This shows us that two-factor theory is nothing except that it is an addition to Maslow's theory of motivation. There are also points of dissimilarities between the models of these theorists. These are: Maslow does formulate his model on the

basis of experience where .Hertzberg developed his theory on the basis of empirical studies . Maslow takes in to account all needs of individuals but Hertzberg looks at only those needs, which are concerned with environment. While Maslow considers lower level needs such as pay, safety, working conditions etc as motivators, Herzberg considers these only as hygiene factors and not motivators. Finally, Maslow's theory is applicable to all types of employees where as Hertzberg's theory is mainly applicable to professional persons (Gupta, 2002:219)

#### 2.9.1.3 Alderfer's Theory of Motivation

According to (Peretomode, 1991:125), Alderfer's theory of motivation is simply a modification of Maslow's theory of motivation. Alderfer argued that individual needs were better explained as being on a continuum rather than in a hierarchy. To satisfy needs at different levels, people move up and down the continuum (Cole, 2001:34). Alderfer divides Maslow's need hierarchy in to three needs which he refers to as Existence needs(basics of life),Relatedness Needs(social and interpersonal needs) and Growth Needs (personal development needs).

#### 2.9.1.4 McClelland's Need Achievement Theory of Motivation

Whilst many social psychologists have studied common factors in human motivation, others have focused on differences between individuals. McClelland is one of these theorists (Cole, 2001:39). According to (Peretomode, 1991:123), McClelland and his team drew three sets of needs that are learned and socially acquired as the individual interacts with his environment. This shows that many needs are acquired from culture and some may be learned through training. The three needs that. McClelland's theory of motivation focused on are: Need for Achievement, Need for Power and Need for Affiliation. Need for Achievement is desire for productivity and to reach desirable goals. Need for Power refers to the desire for influence and control over others, and affiliation is the desire for positive relationships (Peretomode,1991:123). To sum ,content theory of motivation focuses on the factors within

the person that start, energize, direct, maintain and stop behavior. It stresses on the content of motivation rather than on the process of motivation Herzberg theory of motivation, Alderfer's theory of motivation and Mc Clelland's Need Achievement theory of education are more applicable to our situation.

### 2.9.2 Process Theories of Motivation

These theories of motivation focus mainly on the process of motivation rather than its content. These theories are primarily concerned with explaining how individual behavior is energized, directed, sustained and stopped (Peretomode, 1991:134). According to Cole(2001:40),this theory includes: Expectancy Theory, Equity Theory, Goal Theory, Attribution Theory, Reinforcement Theory and Analysis of Japanese Motivation Practices given the name of 'Theory Z'. However, for the purpose of this study the first two are explained here under.

#### 2.9.2.1 Expectancy Theory of Motivation

Vroom criticized Two- Factor Theory of Motivation and proposed Expectancy Theory of Motivation(Gupta, 2002:221). Employees have certain built- in expectation from the jobs they perform, is the stress of Vroom's Theory of Motivation. The writer further explained that motivation is the product of Valence (attitude/strength) and Expectancy. Valence as to him refers to strength of an individual's preference for a particular out come. It is either negative or positive. The probability that a particular action leads to the outcome is termed as Expectancy. A person will be motivated if he/she finds that his /her effort will lead to accomplishing a task and that will further result in to reward. Thus an employee seeking the reward (which may be in the form of promotion or more pay), works very hard for the organization is the central idea of this theory of motivation.

Therefore we can conclude that this theory recognizes individual differences in motivation. It seems more realistic in approach. It always stress on harmony of objectives, i.e. individual goals are not different from organizational goals. And finally it is completely consistent with the system of management by objective.

#### 2.9.2.2 Equity Theory of Motivation

Equity theory, which is also called inequity theory, is a theory on the basis of, in work context, people make comparisons between themselves and others interims of what they invest in their work (inputs) and what they receive from it (outcome). According to this theory, equity exists when employees (teachers) perceive that the ratios of their inputs to out puts are equal to the ratio of other employees (teachers). On the other hand, inequity occurs when there is a difference between the ratios as a result of the comparison process (Cole, 2001:42).

According to (Cole, 2001:43), equity theory suggests that not only the rewards they receive, which is the central idea of Expectancy Theory, that motivate them but also the comparative nature of rewards. All employees should be treated equally and only those employees should get promotion who stresses better performance. This acts as a motivator for all employees to show better performance (Gupta, 2002:222).

### 2.9.3 Integrative Theories of Motivation

This model of motivation attempts to integrate the ideas presented in Content and Process Theory of Motivation. According to (Peretomode, 1991:147), some of the integrating models of motivation are: Porter-Lawler Model, Porter and Miles Systems View of Motivation in Organizations, the Core-Dimension of Job Characteristics Theory and the Theory V.

**1.Porter and Miles Motivation Model**

Proponents of this theory argue that three major individual characteristics or variables /attitudes, interests and needs/affect motivation. The relationship among these variables ultimately determines the degree of motivation and an employee's (a teacher's) feeling.

**2. Porter-Lawler Motivation Model**

This model is the most comprehensive of the integrative motivation models. According to Peretomode (1991:147), Porter and Lawler propose that performance leads to satisfaction with rewards as an intervening variable between these two concepts. They consider performance as a causal or independent variable and satisfaction as the dependent variable.

Hodgetts and Altman, 1979 cited in Peretomode(1991:147) state that this line of thinking is in contrast to human relations proposition which states that satisfaction leads to performance.

However other writers like Reitz and Scott suggest that there is no inherent relation ship between satisfactions and performance. Cherrington, Reitz and Scott, Jr.1971 cited in Peretomode(1991:149) report that reward causes satisfaction and rewards that are based on current performance have influence on the subsequent performance. In other words, rewards lead to both satisfaction and performance.

**3.Job Characteristics Theory**

This theory of motivation is also called job characteristics model or simply Core-dimension of jobs model. The central idea of this theory is that job characteristics lead to critical psychological states which intern lead to a number of positive personal and work related out comes (Peretomode, 1991:140). According to (Peretomode, 1991:149), the three critical psychological states that must be experienced by each employee (teacher) so that the desirable out comes emerge are:

**A. Experienced meaning fullness of work** – the individual must feel that the work he/she does is generally worthwhile, valuable, meaningful or important by some system of values he/she accepts.

**B. Experienced responsibility for work out comes-** the degree to which the individual (teacher) feels personally accountable and responsible for the results of the work he/she does.

**C. Knowledge of the results** – The degree to which the individual knows and understand how efficiently he/she is performing the job.

Oldham and Kulik1983 cited in Peretomode (1991:150) suggest that the three critical psychological states must be present simultaneously if high level of productivity; motivation and satisfaction are to develop and persist. That is the absence of one of the three critical psychological state results in a substantial drop of one or more out comes.

**4. Theory V**

Writers like Locke, Fitzpatrick and White 1983 cited in Peretomode(1991:155),argue that while needs start motivational psychology, individuals' values are what most immediately govern their choices, actions and emotions. These writers further explain that if people get what they value or want in their jobs, they experience job satisfaction. If they do not get what

they value, they experience dissatisfaction with their jobs. To conclude all content theory of motivation, process theory of motivation and integrative approach address the importance of motivating teachers for quality education. Applying all of these theories of motivation in an eclectic approach should be more important than using only one or two of them.

## 2.10 Social Status of Teachers and Teaching Profession

The term "status" in relation to teachers is described as the standing or regard accorded to them as evidenced by the level of appreciation of the importance of their functions and competence in performing it and the working conditions, remuneration and other material benefits. (Aggrawal, 1996:460).

It is obvious fact that education rings about behavioral change in the learner. But bringing about behavioral change in the learner is a challenging tusk, which makes teaching profession more complex than other jobs. Therefore teachers, who are highly responsible for such complex activity, have to get the necessary respect, prestige and proper status in order to bring about behavioral change in the learner. (UNESCO 1984).

Teachers' contributions for the socio-economic, cultural and political development of a country, and the preparation of manpower for all other professional endeavors are unquestionably high. However, teachers and their profession are suffering from low-level income and prestige. As a result teachers do not stay long in their profession. In relation to this, Aggrawal (1996:459) states that ,because of the low income and prestige, many of the persons who join teaching profession use it as a stepping stone to better paying and respected professions.

The implication is that if teachers are to make teaching a life long work,they have to be paid attractive salary and they should have been given high prestige which can maintain their socio-economic status in the community they work and live.Careful examination of the education system in retaining its teachers helps to evaluate whether the social status of teaching profession is high or low. That is to say if teachers recruitment and retention is high, then it can be assumed that teaching profession is viewed as a good one (Heḍlund, 1973:131).

The new career structure is introduced by the MOE to reduce the growing attrition of teachers and improve their several compromised teachers' living standard. However, a research conducted by Manna and Tesfaye indicated that this does not seem to sufficiently motivate teachers to stay in their profession (Manna and Tesfaye, 2000: 26). This means the social status

of teachers and teaching profession is not yet good. Teacher retention system is week. In relation to this a study conducted by Coohahan indicated that the issue of teacher retention in secondary schools has not become major issue of public concern in Ethiopia (Coohahan, 2003:18).

Therefore different mechanisms should be designed to bring up the social status of teachers and teaching professions so that able and experienced teachers can easily be retained and contribute for the improvement of quality of education.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Research Method and Sources of Data

### 3.1.1 Research Method

The study was designed to obtain pertinent information on the current TCS-implementation practices and problems. Therefore, for this study descriptive survey method of study was employed as it is found to be appropriate. Of course the relevance of this approach for such purposes has been noted by Seyoum and Ayalew (1989:17) as well as Anderson (1990:37).

### 3.1.2 Sources of Data

The data for this study was obtained from supervisors of sub-city education office, principals and department heads, unit leaders and teachers of government secondary schools as well as documents related to the study.

## 3.2 Sample Population and Sampling Techniques

### 3.2.1 Sample Population

Addis Ababa city administration has ten sub cites and 31 government secondary schools with total population of 2659 teachers and 77040 secondary school students (MOE, 2006:70)

**Table 3.1a Sample Populations by sub-cities and Schools**

| Region | Sources of sample population | Total number | No of samples | Percent |
|---|---|---|---|---|
| City Administration of Addis Ababa | Sub-city | 10 | 5 | 50% |
| | Government sec schools in the sample sub-cities | 15 | 5 | 33.3% |

The selected 5 secondary schools for this study comprise a total population of 900 (742 male teachers and 158 female teachers).Of the total population (900), those teachers serving in the school administration as unit leaders, department heads, and principals along with the Kebele educational experts and sub-city educational supervisors and educational officers are

considered to be evaluators. The selected evaluators for this study accounts to be 50. The members of this evaluators group were selected with the assumption that they were involved

in the teachers' performance evaluation system and serve as committee members in the TCS promotion process. The remaining teachers in the school were termed as evaluatees.100 of these evaluatees were selected randomly (to have proportional number of teachers who are experienced and those who are not experienced) for this study.

**Table 3.1b Target Respondents and Percentage of Actual Respondents**

| No | | Respondent Groups | Total population | Target Respondents | | Actual Respondents | |
|---|---|---|---|---|---|---|---|
| | | | | No | % | No | % |
| 1 | Evaluators | Supervisors of sub-city education department | 15 | 5 | 33.33 | 5 | 100 |
| 2 | | Principals of government secondary schools | 5 | 5 | 100 | 5 | 100 |
| 3 | | Vice Principals of government secondary schools | 10 | 5 | 50 | 5 | 100 |
| 4 | | Department heads of the selected government secondary schools | 30 | 30 | 100 | 27 | 90 |
| 5 | | Unit leaders | 10 | 5 | 50 | 5 | 100 |
| 6 | Evaluatees | Government secondary school teaches | 290 | 100 | 34.48 | 90 | 90 |

As indicated in Table 3.1b above, 50 questionnaires were distributed to 50 evaluators and 100 questionnaires for 100 evaluatees. Finally, of the total 150 questionnaires, 137 (91.3%) questionnaires were collected back where 13(8.7%) of the questionnaires were not filled by the respondents and returned back.

### 3.2.2 Sampling Techniques

To assess the practices and problems of the implementation of TCS, sample schools were taken from 5 sub-cities randomly selected from the 10 sub-cities of Addis Ababa

administration. There were a total of 15 government secondary schools in the selected sub-cities of Addis Ababa city administration. Schools were stratified in to two groups .Those schools which are relatively well organized with the basic resources(human material and financial) in one strata and those with relatively less organized with these resources in an other strata .This stratification is done to see the effect of the availability of the basic resources on the implementation process of the TCS scheme. Simple random sampling technique was used to select one school from each strata .Simple random sampling is used to minimize the chance of error due to bias. Schools selected randomly from each sub-city were Entotoanba,Delber and Meraf Sen.Sec.school (Gullelie),Bole,Lem and Dr.Hadis Alemayehu Sen.Sec.school (Bole,), Fitawrari,Besha and Kality Bulbula (Akaki Kality) Ginbot 20,Sindle and Higher 23 Sen.Sec.school (Nefas Silk-Lafto) and Misrak Gohe,Temenja Yaze and Shimeles Habtie Sen.Sec.school (Kirkos)

Five from fifteen (33.3%) of the schools taken from the Government sec schools in the sample Sub-Cities for this study is fair representation as it is one school from three schools in each sub-city. Of the 900 teachers and 75 principals, vice -principals, unit leaders and department heads in the sample schools, 400 (44.44%) of teachers and 45(60%) of the principals, vice – principals, unit leaders and department head were selected through simple random sampling(to minimize chance of error due to bias) and were included in the study. Again of the 15 supervisors in the sub-cities education department 5 (33.33%) were selected randomly (to get equal proportion of the Language, Social science and Natural science supervisors) and included in the study.

The Department heads were selected using purposive sampling technique. This is, because these individuals did necessarily participate in the performance evaluation of the teachers in their department. The principal of the selected school was also purposively selected as all the information regarding the TCS necessarily passes through the principal office while one vice principal was selected by random sampling technique from each selected school for the study. As to the supervisors, random sampling technique was employed to select one supervisor out of the three (the Language, Social science and Natural science supervisors).Similarly a unit leader was selected randomly from each school under consideration. Eleven related questions were

prepared to investigate the problems observed in the implementation process of ICS. Fifteen related questions were prepared to examine the contribution of TCS to improve the teaching learning process. Ten related questions were prepared to examine whether training was given before the implementation of TCS .More than fifteen related question ware used to examine the contribution of TCS to improve the socio economic status of teachers and five questions were requested to examine the

contribution of TCS to retain teachers. The questions in the questionnaire were licert scale type with scales ranging from five for the maximum to one for the minimum.

**3.3 Instruments for Data Collection**

Three basic instruments of data collection were used in the process of gathering the necessary data for this study. These were questionnaire, interview and documents. Questionnaires were designed to elicit general information from teachers, school principals and department heads, unit leaders and sub-city educational supervisors. And interview was conducted with sub-city education and training officers.

**3.4 Procedures of Data Collection**

Questionnaires were drafted on the basis of the research questions, objectives of the study, the reviewed literature and the intended data to be collected. In order to test the validity and reliability of the questionnaires pilot testing was made on Black Lion Senior Secondary School which is not in the sample of the study. 15 questionnaires were distributed to evaluatees and 10 questionnaires to evaluators of the same school. Similarly the questionnaires were given to the advisor and experts in the area to judge the content validity. Then based on the comments and suggestions of the piloted school respondents, experts and advisor appropriate adjustments and corrections were made. In addition, the internal consistency of the instrument was tested to be high by using cronbach's Alpha in SPSS. Accordingly, the result of the reliability test showed that the questionnaire was reliable by 0.768.

Finally the questionnaires were distributed to the schools and sub-cities using data collectors with the necessary explanation on how to fill them. Continuous follow up was made in collecting them. Interviews were also made with sub city education and training officers by the researcher.

### 3.5 Methods of Data Analysis

#### 3.5.1 Variables used

The dependent variable of this study was implementation of TCS. In this study the independent variables (determinates of effective implementation of TCS) were grouped in two major categories. School related and out of school factors. The school related factors were incompetence of implementers and school facilities. The out of school related factors were the socio-economic and political factors.

#### 3.5.2 Data Analysis

This study was designed to investigate the practices and problems of the implementation of TCS in some selected government secondary schools of Addis Ababa .In line with this the data gathered through questionnaires, interview and document analysis were analyzed using the following techniques.

1. Percentage and frequency count has been used to analyze various characteristics of sample population such as sex, age, qualification and service years and also to analyze questions on respondents perception of the appropriateness of the selection criteria. The reaction of the respondents was indicated in numbers and /or percentages. The interpretation analysis and discussion therefore were based on the results obtained.
2. Chi-square was employed to examine the differences in opinion of the evaluators and evaluatees on the implementation of TCS as per the guide line. This is primarily because many research questions in education and social sciences which deal with proportions or percentages of occurrences in various categories are tested by chi-square statistics. This test is usually used to determine whether or not the difference between observed and expected frequencies is significant.(Hopkins and Glass,1978)
3. An independent t- test was employed to test significant mean differences between the evaluators and evalutees on the study variables. This is because t-test is considered as an appropriate test for judging the significance of differences between the means of two samples (Kothari,1985:270).

The results of statistical chi-square and t-tests are significant at p=0.05 significance level. According to Best (2003:330), the rejection or acceptance of a null hypothesis is based on some level of significance (alpha level) as a criterion. Accordingly, in all the above cases the existing

differences were tested for statistical significance at 0.05 levels to tolerate errors that come due to chance as it is conventionally used in social science researchers(Best, 2003:330)

Finally the view of the interviewees that have been gained from the interview item, and the information gathered from various documents were used to substantiate the interpretation, analysis and discussion wherever necessary. Interpretive analysis was predominantly used for the qualitative data analysis.

## CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data obtained through questionnaires, interview and document analysis.A total of 150 questionnaires were distributed evaluators and evaluatees. Finally, of the total 150 questionnaires, 137(91.3%) questionnaires were collected and used in the analysis. In addition five interviews were conducted with five sub-city education department educationalists and the response obtained was used in the analysis. Different documents were also used in the analysis. Some of them were: the Improved Teachers' Career Structure Implementation Guide line and Career Structure Manual prepared by Addis Ababa Education Bureau with reference number ኦ1.1/264/ኦ28-40/35 on the date 11/02/2001. After the presentation of the general characteristics of the respondents, the analysis and interpretation of the data is treated in detail as follows.

### 4.1 General Characteristics of the Respondents

Table 4.1 below depicts the general characteristics of respondents of the study. Accordingly, item one of table 4.1 clearly shows that the number of female respondents among evaluators was very few compared to the male respondents (96% males and 4% females) respectively. The table also shows that the number of males 87(87.0 %) was greater than the females 13(13.0%) in the teaching position. This shows that females' participation in the teaching position of secondary schools and in educational administration positions both at school and sub-city level was very few. With regard to the age of respondents, 84% of the evaluators and 58% of the evaluatees were 31 and above years of age. As it can be noted from this table, 66% of the evaluators belong to the age group of 36 and above, while 68% of the evaluatees fall in the age group of 21-36 years. This shows that a very good number of the evaluators belonged to the age group of greater than 36 years, while more of the evaluatees extended to the extent of age 26. This implies that administrative posts in the secondary schools under consideration seem to be occupied by experienced and matured individuals.

Item four of the same table (Table 4.1) reveals that 76% of the evaluators and 30% of the evaluatees were 11 and above years of service. But those evaluators whose service years fall

with in the interval of 0- 5 were 10% while evaluatees with similar work experience constitute 56%.It could be inferred from the data that most of the respondents were matured enough with age and experience to provide useful suggestions and recommendations regarding the TCS scheme.

**Table 4. 1. General Characteristics of the Respondents**

| Item | | Respondents | | | | | |
|---|---|---|---|---|---|---|---|
| | | Evaluators (N=50) | | Evaluatees (N=100) | | Total (N=150) | |
| | | f | % | f | % | f | % |
| Sex | Male | 48 | 96 | 87 | 87 | 135 | 90 |
| | Female | 2 | 4 | 13 | 13 | 15 | 10 |
| Age | 21-25 | 4 | 8 | 1 | 1 | 5 | 3.3 |
| | 26-30 | 4 | 8 | 41 | 41 | 45 | 30 |
| | 31-35 | 9 | 18 | 26 | 26 | 35 | 23.3 |
| | 36-40 | 12 | 24 | 13 | 13 | 25 | 16.7 |
| | 41-45 | 8 | 16 | 7 | 7 | 15 | 10 |
| | 46-50 | 7 | 14 | 6 | 6 | 13 | 8.7 |
| | 50 & above | 6 | 12 | 6 | 6 | 12 | 8 |
| Educational Background | Diploma | 3 | 6 | 1 | 1 | 4 | 2.7 |
| | BA\BED \BSc. | 40 | 80 | 90 | 90 | 130 | 86.7 |
| | MA\MED\MSc. | 5 | 10 | 8 | 8 | 13 | 8.7 |
| | Other | 2 | 4 | 0 | 0 | 2 | 1.3 |
| Service Year | 0-5 Years | 5 | 10 | 56 | 56 | 61 | 40.7 |
| | 6-10 Years | 7 | 14 | 14 | 14 | 21 | 14 |
| | 11-15 Years | 5 | 10 | 16 | 16 | 21 | 14 |
| | 16-20 Years | 13 | 26 | 1 | 1 | 14 | 9.3 |
| | 21& above | 20 | 40 | 13 | 13 | 33 | 22 |
| Rank in the Career Ladder | Beginner Teacher | 5 | 10 | 86 | 86 | 91 | 60.7 |
| | Junior Teacher | 3 | 6 | 5 | 5 | 8 | 5.3 |
| | Teacher | 7 | 14 | 7 | 7 | 14 | 9.3 |
| | Senior Teacher | 17 | 34 | 1 | 1 | 18 | 12 |
| | Associate lead Teacher | 5 | 10 | 0 | 0 | 5 | 3.3 |
| | Lead Teacher | 13 | 26 | 1 | 1 | 14 | 9.3 |

Regarding the respondents rank in the TCS, it can be easily noted in item five of table 4.1 that very few of the evaluators (10%) belong to the beginner teacher, but 86% of the evaluatees were beginner teachers. Similarly, 30% of valuators and 98% of evaluatees were below the rank of senior teacher. On the other hand, 70% of evaluators and 2% of evaluatees were in the position of senior teacher, associate lead teacher and lead teacher levels. The implication of these data is that evaluators are more at the upper levels of the career ladder than evaluatees

.This intern implies that evaluators are capable to manage the implementation process of TCS scheme more easily than evaluatees and even use their experience to give orientation and mentoring service for the less experienced evaluatees.

### 4.2 Teachers' Career Structure Implementation

**Table 4.2 Evaluators' Perception of the Provision of Training**

| Item | | Evaluators | |
|---|---|---|---|
| | | f | % |
| Have you taken training on how to implement the career structure? | Yes | 10 | 20 |
| | No | 37 | 74 |
| Total | | 47 | 94 |
| Have evaluatees been given a job description before being evaluated? | Yes | 25 | 50 |
| | No | 23 | 46 |
| Total | | 48 | 96 |

The responses of the evaluators on Table 4.2 above presents evaluators' perception of training program on methods to implement the career structure scheme .Accordingly, 74% of the evaluators responded that they were not given training on methods to implement the career structure scheme. But it is obvious that lack of training could hinder the effective and efficient implementation of the TCS scheme.

Evaluators were also asked whether the evauatees were given job description before they were being evaluated. As it is indicated in item 2 of Table 4.2, 50% of respondents replied that teachers were given job description before they were being evaluated, while 46% of evaluators responded that evaluatees were not given job description before they were being evaluated.. The implication is that remarkable numbers of evaluatees were evaluated without knowing what they are expected to do in order to get the promotion. This might force evaluatees to be reluctant to accept the evaluation results.

**Table 4.3 Evaluators' Responses on the Availability of Directives**

| Item | | Evaluators | |
|---|---|---|---|
| | | F | % |
| Do you have the implementation manual of TCS? | Yes | 21 | 42 |
| | No | 27 | 54 |
| Total | | 48 | 96 |

Another question raised to evaluators was the availability of TCS directive in their respective offices. Accordingly, 42% of them assured the availability of the directive and more than half (54%) of them responded that they do not have the directive. It can be inferred from the data that the majority of the evaluators are implementing the scheme without using the guide line which could be source of problems in the implementation process.

On top of this item 1 of Table 4.4 below reveals that 48% of evaluators and 49% of evaluatees replied that TCS has not been implemented as per the guide line, but 34% of evaluators and 25% of evaluatees indicated that TCS is being implemented as per the guide line. This implies that the majority of respondents asserted that TCS has not been implemented as per the guide line.

**Table 4.4: Respondents' Perception on Whether the TCS has been Implemented as per the Guide Line**

| No | Item | | Respondents | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Evaluators (N=50) | | Evaluatees (N=100) | | Total (N=150) | |
| | | | f | % | f | % | f | % |
| 1 | Is TCS practiced as per the guide line | Yes | 17 | 34 | 25 | 25 | 42 | 28 |
| | | No | 24 | 48 | 49 | 49 | 73 | 48.7 |
| | | Not sure | 9 | 18 | 26 | 26 | 35 | 23.3 |
| 2 | Promotion is being given | To all competent | 21 | 44.7 | 36 | 36 | 57 | 38.8 |
| | | To all candidate | 4 | 8.5 | 14 | 14 | 18 | 12.2 |
| | | In quota system | 22 | 46.8 | 48 | 48 | 70 | 47.6 |
| 3 | Has the school ever been asked to reduce the number of promoted teachers | Yes | 19 | 38 | 98 | 98 | 117 | 78 |
| | | No | 16 | 32 | 0 | 0 | 16 | 10.7 |
| | | Not sure | 15 | 30 | 2 | 2 | 17 | 11.3 |
| 4 | Do appeals are possible for those evaluatees that are un fairly denied promotion? | Yes | 32 | 69.6 | 50 | 50 | 82 | 56.2 |
| | | No | 6 | 13 | 29 | 29 | 35 | 24 |
| | | Teachers do not know whether appeal is possible | 8 | 17.4 | 20 | 20 | 28 | 19.2 |

A Chi-square test was further employed to test the existence of relationship between the status of the respondents and their opinion towards the TCS implementation in Table 4.5 below to test the hypothesis:

$H_0$: There is no significant relationship between the respondent's status and their opinion.

$H_1$: There is a significant relationship between the respondent's status and their opinion.

**Table 4.5: A Chi-square result of Respondents' Perception on Whether the TCS has been implemented as per the Guide Line**

| Item | Yes | | | | Not sure | | | | No | | | | $d_f$ | $\chi^2$ value | P value |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Evaluators | | Evalutees | | Evaluators | | Evalutees | | Evalutors | | Evalutees | | | | |
| | $f_o$ | $f_e$ | $f_o$ | $f_e$ | $f_o$ | $f_e$ | $f_o$ | $f_e$ | $f_o$ | $f_e$ | $f_o$ | $f_e$ | | | |
| Is TCS practiced as per the guide line | 17 | 14 | 25 | 28 | 9 | 3 | 1 | 7 | 24 | 33 | 74 | 65 | 2 | 21.8 | 0.000* |

* Means statistically significant at p value 0.05

As Table 4.5 shows the Chi square test with $d_{f=2}$, $\alpha$= 0.05 (two tailed) level of significance indicates that the calculated Chi-square is 21.8 which is greater than the table value 5.991 at p=0.05 .So the null hypothesis is rejected .This indicates that the respondents status as evaluator or evaluatees has significantly influenced their opinion regarding the given item. This might be that evaluators' position in the school management has influenced them to give genuine response.

As to how and to whom the promotion was being given, the response of the respondents was clearly shown in item 2 of Table 4.4 where 44.7% of evaluators and 36% of evaluatees replied that the career promotion has been given to all competent, 46.8% of evaluators and 48% of evaluatees responded that career promotion has been given using quota system .This shows that while the majority of evaluators agreed that the promotion is given to all competent teachers who fulfill the requirement for promotion to the next ladder of the career structure; nearly half of the evaluators agreed on the provision of the career promotion on a quota basis.

Regarding the question whether the school has been asked to reduce the number of promoted teachers, item 3 of Table 4.4, 38% of the evaluators and 98% of the evaluatees confirmed that

the schools were asked to reduce the number of promoted teachers while 32% of evaluators and none of evaluatees responded that there were no requests for the school to

reduce the number of promoted teachers. In general , 78% of respondents agreed on the request of reduction, 10.7% of respondents replied the absence of such request and the remaining 11.3% of the respondents (30% of evaluators and 2% of evaluatees)were un able to decide on the issue .It can be inferred from this information that TCS is not implemented as per the guide line .This is because, the guide line of MOE(1999:18-20) clearly stated that irrespective of the number of teachers to be promoted, teachers would be promoted as long as the candidates have effective performance in their profession .That is the school could not be asked to reduce the number of promoted teachers.

The last item of Table 4.4 reveals that 69.6% of evaluators and 50% of evaluatees responded that there was a possibility for appeals .On the other hand, 13% of evaluators and 29% of evaluatees confirmed that there was no possibility for appeals, 17.4% of evaluators and 20% of evaluatees responded that even if there is possibility, teachers do not know it .This implies that the majority (56.2%) confirmed the possibility of appeals and 19.2% of them agreed on the possibility though they believe in that evaluatees do not know it, while 24% of the respondents responded that it is not possible to appeal for unfairly denied promotion .The interview made with educational officers at Sub-City level showed that appeals were treated with in a given time boundary. Thus for the successful implementation of TCS any appeal regarding career promotion should be handled with well organized committee at each level and evaluatees should be well informed on how to appeal when ever they feel un fair and denied promotion is happened. Regarding this the directive released by the MoE (1994:23) asserted that complaints at school level and sub-city level should get appropriate response with in fifteen days and two months respectively. Unless and otherwise teachers know why they have desire their evaluation to be reviewed and given response with in a reasonable period of time, they might lose confidence in the implementation process of TCS and the decision makers as a result of which TCS scheme misses its initial purpose.

Those respondents who perceived that the teachers' career structure has not been implemented as per the guide line were given some possible reasons .Their perception towards the possible reasons was indicated in Table 4-6 below. The data in this table shows that the mean rates, 3.43 and 3.28, of evaluatees in item 4 and item 5 respectively were above

2.5 which indicates that evaluatees agreed with the reasons given in these items were obstacles for the TCS scheme implementation as per the guide line. Similarly the mean rate (3.39) of evaluators in item 5 was greater than the average value 2.5 indicating that evaluators agreed with leniently given inflated appraisal result was a barrier for implementation of TCS scheme as per the guide line.

**Table 4.6: A t-test result of Respondents on Reasons for the TCS not to be Practiced as per the Guide Line**

| No | Item | Evaluator | | Evaluatees | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | Due to interference of educational officers | 3.83 | 1.373 | 3.73 | 1.102 | 0.376 | 0.708 |
| 2 | The introduction of quota system | 4.33 | 1.007 | 3.64 | 1.028 | 2.905 | 0.005* |
| 3 | Interference of political bodies | 4.17 | 1.090 | 3.69 | 1.134 | 1.809 | 0.074 |
| 4 | Budget constraints | 4.00 | 1.348 | 3.43 | 1.240 | 1.879 | 0.063 |
| 5 | Due to leniently given inflated appraisal results to all evaluates | 3.39 | 1.373 | 3.28 | 1.067 | 0.393 | 0.695 |

* Means statistically significant at p value 0.05

Table 4.6 above shows that in items one to five the mean rating of the two groups of respondents is greater than 2.5.This means that both groups of respondents agreed with the statements in these items. Regarding the interference of political bodies and leniently given inflated appraisal results to all evaluatees authorities point out that the problem ended exists, undue political interference, prioritizing individuals affiliated with local political authorities (Harris, 1986:225) is an other problem observed in evaluations made by colleagues, and that it should not be practiced by indicating that in order TCS bring the intended outcome, teachers' performance evaluation should be based on professional and

democratic principles. It should be constructive and a means to strengthen the teaching learning process (MOE, 1999:50)

As it can be seen in items one to five of Table 4.6, the mean values of evaluatees in the respective items is less than the mean values of evaluators .Although the mean scores of the evaluatees is less than the mean values of evaluators for items 1, 3, 4 and 5, the t-values in the same table show that the difference is not statistically significant at $p = 0.05$ showing the

similarity in the mean ratings of the items between the two groups of respondents. But in item 2 of Table 4.6, the difference is supported by the t – test result which indicates that there is a significant difference at $p = 0.05$ in ratings on the introduction of quota system as possible reason for the TCS not to be Practiced as per the guide line. This implies that most of the indicated reasons are seen to be critical obstacles for the effective implementation of the scheme.

### 4.3 Knowledge about TROPA aims

As it can be clearly seen in Table 4.7 below the mean rate of both evaluators and evaluatees in items one to five is greater than the average value 2.5, which indicates that both groups of

respondents agreed that TROPA system evaluates both quality and quantity outcomes, workshop was given before the practice of TROPA, the workshop given was satisfactory to practice TROPA and that TROPA is more objective than the former appraisal system .

**Table 4.7: A t-test result of Respondents' Perception Regarding their Knowledge on TROPA**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | I know the aims of TROPA | 3.84 | 1.057 | 3.52 | 1.283 | 1.523 | 0.130 |
| 2 | TROPA system evaluates both quantity and quality out comes | 3.48 | 1.216 | 3.35 | 1.192 | 0.625 | 0.533 |
| 3 | Before TROPA is practiced in the school work shop was given | 3.46 | 1.281 | 3.17 | 1.264 | 1.319 | 0.189 |
| 4 | The work shop given was satisfactory to practice the TROPA | 2.78 | 1.250 | 2.77 | 1.270 | 0.046 | 0.964 |
| 5 | TROPA is more objective than the former appraisal system | 3.30 | 1.249 | 3.25 | 1.373 | 0.216 | 0.829 |

Table 4.7 shows that all ratings in items one to five are above 2.5 and both groups of the respondents agreed with these items.

Item 1 of table 4.7 shows that, the mean score of evaluatees (3.52) is less than the mean score of evaluators (3.84) for the knowledge that they have about TROPA aims. Though the mean scores show a difference, this difference was shown to be statistically not significant, P = 0.05.

Regarding the statement TROPA evaluatees both quantity and quality out comes; the mean score of evaluatees (3.35) is less than the mean score of evaluators (3.48).But item 2 of this table shows that this difference was not statistically significant, at P = 0.05. Again the mean score of evaluatees (2.77) for the provision of workshop before the practice of implementation of TROPA is less than the mean score of evaluators (2.78), however, this difference was not statistically significant at P = 0.05.

Similarly, even if the mean score of evaluatees (3.25) is less than the mean score of evaluators (3.30), concerning the objectivity of TROPA in comparison to the former Teachers' Performance Appraisal system, the difference was not statistically significant at p = 0.05.This means that both groups of respondents have similar opinion with the statements in items 2,3,4 and 5 of Table 4.7 .As it can be seen in item 4 of table 4.7, the mean score of evaluatees (2.77) is less than the mean score of evaluators (2.78) on their perception of the sufficiency of the work shop given to practice TROPA. This difference, however was not statistically significant at P= 0.05, in their perception on the sufficiency of the workshop given to practice TROPA efficiently, showing the similarity in their ratings.

**Table 4.8. Respondents Perception on Methods of Evaluation**

| Item | Respondents | | | | | |
|---|---|---|---|---|---|---|
| | Evaluators | | Evaluatees | | Total | |
| | f | % | f | % | f | % |
| Based on TROPA principles | 23 | 46.9 | 51 | 51 | 74 | 49.7 |
| using the traditional method (TrPA) | 12 | 24.5 | 21 | 21 | 33 | 22.1 |
| Both methods | 14 | 28.6 | 28 | 28 | 42 | 28.2 |

As it can be seen from Table 4.8, the majority of evaluators (46.9%) and evaluatees (51%) responded that teachers' performance evaluation was accomplished based on TROPA principles. On the other hand, very few of the evaluators (24.5%) and evaluatees (21%) replied that teachers performance evaluation is currently performed using the traditional method (trTPA). Still 28.6% of evaluators and 28% of evaluatees confirmed the application of both methods of evaluation system in the schools.

The interview made with sub- city educational officers further revealed that teachers were evaluated based on TROPA method. But due to incompetence of the implementers and problems related to the TROPA implementation process for career competition mostly results obtained from the traditional system of evaluation were taken to promote teachers

## 4.4 Appropriateness of the Selection Criteria

**Table 4.9: Respondents Perception of the Appropriateness of TCS Selection Criteria**

| No | Item | | Respondents | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Evaluators | | Evaluatees | | Total | |
| | | | f | % | f | % | f | % |
| 1 | Do you have knowledge about teachers career structure plan | yes | 33 | 66 | 52 | 52 | 85 | 56.7 |
| | | No | 17 | 34 | 47 | 47 | 64 | 42.7 |
| | | Not sure | 0 | 0 | 1 | 1 | 1 | .7 |
| 2 | Are the criteria refined enough to select hard working teachers? | yes | 15 | 30 | 22 | 22 | 37 | 24.7 |
| | | No | 27 | 54 | 78 | 78 | 105 | 70 |
| | | Not sure | 8 | 16 | 0 | 0 | 8 | 5.3 |

The first item of Table 4.9 shows that 66% of the evaluators and 52% of the evaluatees have the necessary knowledge about the TCS plan. The percentage of the response of evaluators is greater than that of the evaluatees. This might be the exposure of teachers involved in the school administrative activities which help them to gain knowledge through formal orientation programs or school committee meetings. But 42.7% of the respondents (34% of evaluators and 47% of evaluatees) replied that, they lack knowledge about TCS plan.

The second item of the same Table (Table4. 9) shows that respondents opinion on the refinement (appropriateness) of the promotion criteria in selecting the hard working teachers,30% of the evaluators and 22% of the evaluatees replied that the criteria is refined enough to select hard working teachers. But 54% of evaluators and 78% evaluatees replied that the criteria is not refined enough to select hard working teachers. The implication is that teachers are being evaluated with inappropriate evaluation criteria. This problem is also evidenced by Oliveirra and Farell (1993: 12-13) in that the difficulty and expensiveness of assessing teachers effectiveness with sufficient accuracy.

## 4.5 Teachers Career Structure Contributions

### 4.5.1 Improving Teachers' Socio-economic Status

**Table 4.10: A t-test result of Respondents' Perception regarding TCS Contribution in improving Teachers' Socio-economic Status**

| Item | Evaluator | | Evaluatees | | t-value | p-value |
|---|---|---|---|---|---|---|
| | mean | SD | mean | SD | | |
| TCS has low contribution to improve teachers' economic status | 2.84 | 0.955 | 3.21 | 0.891 | 2.340 | 0.021* |

* Means statistically significant at p value 0.05

The above table shows that the mean rate of both groups of respondents is greater than the average value 2.5, which indicates that both evaluators and evaluatees agreed that TCS has brought low contribution to improve the teachers' Socio-economic Status.

Those respondents who perceive that TCS has low contribution in improving the economic status of teachers were requested to show their opinion for the possible reasons given in items one to four of Table 4.11 below.

**Table 4.11 A t-test result of Respondents' Perception on reasons for low contribution of TCS in Improving Teachers' Socio-economic Status**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | The salary increment does not reflect the cost of living | 4.79 | 0.410 | 4.75 | 0.722 | 0.306 | 0.760 |
| 2 | The salary increment is not comparable with other equivalent profession | 4.91 | 0.288 | 4.81 | 0.593 | 0.965 | 0.337 |
| 3 | The increment is not comparable to teachers work | 4.85 | 0.359 | 4.78 | 0.607 | 0.642 | 0.522 |
| 4 | The increment does not enable the teachers to improve professional qualification through further education | 4.79 | 0.410 | 4.66 | 0.803 | 0.935 | 0.352 |

Table 4.11 above shows that the mean rating of the two groups of respondents is greater than 2.5.This means that the two groups of respondents agreed with the statements in items one to four of this table.

Items one to four of Table 4.11 show that there is no significant difference between the two groups of respondents in their perception of the reasons mentioned for the low contribution of TCS in improving teachers' socio- economic status at P = 0.05. The implication is that increment should reflect the cost of living. It should be comparable with the salary of other equivalent professions where different systems of payment are available and the salary increment should enable the teachers to improve professional qualification through further education.

**Table 4.12: A t-test result of Respondents' Perception on the Effect of TCS on the Moral of Teachers**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | TCS raised the moral of teachers | 2.00 | 1.333 | 2.40 | 1.384 | 2.440 | 0.016* |
| 2 | TCS reduced the moral of teachers | 2.48 | 1.194 | 2.60 | 1.456 | 0.470 | 0.639 |
| 3 | TCS has no change at all | 2.78 | 1.310 | 2.60 | 1.564 | -0.639 | 0.524 |

* Means statistically significant at p value 0.05

Table 4.12 shows that the mean scores of the two groups of respondents in item 2 and 3 is greater than the average value 2.5 which indicates that both evaluators and evaluatees have favorable perceptions with these items .

A closer look at the above table points out that there is statistically significant difference in perception (at p = 0.05 level) between the evaluators and evaluatees with regard to the effect of TCS for raising the moral of teachers. The mean value indicates that evaluatees agree more (mean = 2.40 , SD = 1.384 ) than evaluators (mean = 2.00, SD, =1.333) on the effect of TCS for raising the moral of Teachers. On the other hand , even if evaluatees perception on the effect of TCS for reducing teachers' moral is (mean = 2.60, SD = 1.456) is greater than that of evaluators (mean = 2.48, SD = 1.194), the difference was not significant at p = 0.05. Again item 3 of Table 4.12 shows that evaluators have relatively favorable perception in the null effect of TCS on the moral of teachers( mean = 2.78, SD =1.310) but this difference was not statistically significant at p = 0.05.

**Table 4.13: A t-test result of Respondents' Perception on Reasons for Reducing the Moral of Teachers.**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | The salary increment has not brought a significant change in the living standards of teachers | 4.80 | 0.408 | 4.55 | 1.101 | 1.100 | 0.275 |
| 2 | Unfair treatment of the salary increment | 3.96 | 1.399 | 4.22 | 1.316 | -0.779 | 0.438 |
| 3 | The deviation of the guide lien in the implementation process | 4.19 | 0.849 | 4.18 | 1.034 | 0.067 | 0.946 |
| 4 | Excessive partiality on the appraisers part | 3.80 | 1.118 | 1.12 | 1.089 | -1.184 | 0.240 |

Table 4.13 shows that the mean values for both evaluators and evaluatees are rated above 2.5. This indicates that both groups of respondents have favorable perception on the reasons listed in items one to four.

Respondents who perceived that TCS has effects in reducing the moral of teachers were requested to show their perception for the possible reasons. Accordingly, as it can be seen in Table 4.13, the mean value of evaluatees is greater than that of evaluators for the possible reasons forwarded in item one and three of the same table. But this difference was not statistically significant at $p = 0.05$ for both which indicates that both have similar agreement. On the other hand , the mean value of evaluators is greater than that of evaluatees in the case of the supposed reasons listed in items two and four of Table 4.13, though the difference was not statistically significant at $p = 0.05$ for both again it indicates that both have similar agreement . This leads us to the finding that the teachers' salary increment has not brought a significant change in the living standards of teachers, the salary increment is being treated unfairly, the implementation practice is not being practiced in line with the directive and there has been observed that there is excessive partiality on the appraisers part.

**Table 4. 14: A t-test result of Respondents' Perception on TCS contribution in Retaining Teachers**

| Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|
| | mean | SD | mean | SD | | |
| TCS contribution in retaining teachers is low | 3.19 | 0.982 | 3.28 | 1.152 | 0.493 | 0.623 |

Table 4.14 shows that the mean values for evaluators and evaluatees are rated above 2.5 which means that they have favorable perception with this item.

The response of the respondents on the low contribution of TCS to retain teachers was summarized in Table 4.14. As it can be seen in this table, the mean score of evaluatees is greater than that of evaluators. But this difference was not statistically significant at p = 0.05. The implication is that there is no real perception difference among the two groups of

respondents on the contribution of TCS in retaining teachers. Hence proper implementation of TCS could retain experienced teaches and ultimately help bring up the quality of education.

Those respondents who perceived that TCS has low contribution for retaining experienced teachers in their profession were requested to show their perception on the possible seasons listed in Table 4.15 below. The data in this table shows that the mean values for both groups of respondents are rated above the average 2.5 which indicates that both of them have favorable perception on the statements in these items.

**Table 4. 15: A t-test result of Respondents' Perception on the Possible Reasons for Low Contribution of TCS in Retaining Teachers in their Profession**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | Imbalance between salary increment and the cost of living | 4.81 | 0.462 | 4.92 | 0.410 | -1.251 | 0.214 |
| 2 | No improvement in social status | 4.68 | 0.530 | 4.86 | 0.467 | -1.813 | 0.073 |
| 3 | It does not continue after 16 years (above lead teacher level) | 3.89 | 0.936 | 4.44 | 0.957 | -2.781 | 0.006* |
| 4 | It is inconsistent with the state directives | 3.89 | 1.048 | 4.16 | 1.198 | 1.117 | 0.267 |

* Means statistically significant at p value 0.05

As it can be observed in item 1 and 2 of Table 4.15, the mean score of evaluators is less than that of evaluatees on their perception on the inconsistency of the implementation process with the state directive and also imbalance between salary increment and cost of living. This difference was not statistically significant at p= 0.05 and this shows that both groups of respondents have similar agreement. A closer look at the above table points out that there is a

significant difference in perception at p = 0.05 between the two groups of respondents with regard to the discontinuity of the scheme after the lead teacher level in the career ladder .This might be that evaluators have considered the discontinuity after the lead teacher level did not that mach force teachers to leave their profession as they are older enough at this level to retire. On the other hand evaluatees who are relatively young might have intention to leave their profession and search for relatively better paying organizations.

**Table 4. 16: t-test result of Respondents' Perception on their Preferences to Stay in the Teaching Profession**

| Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|
| | mean | SD | mean | SD | | |
| If other job opportunities are available, your interest to leave your profession is | 3.35 | 0.948 | 3.85 | 0.479 | 4.255 | 0.000* |

* Means statistically significant at p value 0.05

Regarding the preferences of respondents to stay in the teaching profession, respondents were requested to show their interest to leave the profession as long as other job opportunities are available. Table 4.16 above shows that the mean values of both evaluators and evaluatees is rated above 2.5, which means that both groups of respondents have interest to leave their profession as long as better opportunities are there . As it is indicated in Table 4.16 the mean score of evaluators, (3.35) is greater than that of the evaluatees (3.85). This difference is also supported by the t-test result, which indicates that there is a significant difference at p = 0.05 in perception on the preference that exists in the two groups of respondents. This might be evaluators who are at the administrative post are earning better than evaluatees who are with less number of service years and at the lower rank of the TCS ladder.

**Table 4. 17: A t-test Result of Respondents' Pinions on the Measures to be taken so that TCS could help in retaining Teachers**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | Periodic review of salaries to the cost of living | 4.47 | 1.074 | 4.72 | 0.817 | -1.433 | 0.154 |
| 2 | Narrowing the gap between salaries of teaches and non teachers of the same qualification of service your | 4.57 | 0.817 | 4.34 | 1.148 | 1.011 | 0.314 |
| 3 | The extra pay must be sufficient to rise the morale of teacher | 4.66 | 0.553 | 4.61 | 0.820 | 0.296 | 0.768 |
| 4 | Provide other benefits or goods and services for teachers and their families. | 4.63 | 0.556 | 4.63 | 0.958 | 0.022 | 0.982 |

Table 4.17 above shows that the mean rate in all the items is greater than 2.5 for both groups of respondents which show that both of them have favorable agreement with these items.

Periodic reviews of salaries to the cost of living, narrowing the gap between salaries of teachers and non-teachers of the same qualification and services years, extra pay that enable to rise the moral of teachers and providing different benefits to teachers were forwarded as possible measures to be taken to make TCS effective in retaining teachers and the response of respondents regarding this issue was summarized in Table 4.17 above.

Item one of table 4.17 shows that the mean score of evaluators is greater than the mean score of evaluatees. This difference, however, was not significant at $p = 0.05$. The implication is that both groups of respondents under discussion have similar perception on the periodic review of salaries to the cost of leaving. Similarly, the mean score of evaluatees is less than that of the evaluators in narrowing the gap between salaries of teachers and nonteachers and sufficient increment of salary to raise the moral of teachers. $t_{obt} = 1.011$ and 0.296 respectively at $p = 0.05$. But this difference was not statistically significant. Finally the last item of Table 4.17 shows that the mean score of evaluators and evaluates are the same 4.63 for each. This implies

that both groups of respondents have same perception with the provision of different benefits to teachers.

### 4.5.2 Improving the Teaching Learning Process

**Table 4. 18: A t-test Result of Respondents' Perception Regarding TCS Contribution in Improving the Teaching Learning Process.**

| Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|
| | mean | SD | mean | SD | | |
| TCS has low contribution to improve the teaching learning situation | 2.91 | 1.164 | 3.30 | 1.283 | 1.756 | 0.085 |

A t-test comparison was also made to see whether there is a perception difference between evaluators and evaluatees on the low contribution of Teachers' Career Stricture in improving the teaching learning process. Table 4.18 shows that the mean value of evaluators (2.91) and evaluates (3.30) is rated above 2.5. This means that evaluators and evaluatees have favorable perception regarding the low contribution of TCS to improve the teaching learning situation.

As it can bee seen in Table 4.18, there is no statistical difference between evaluators and evaluates ratings with respect to the low contribution of TCS in improving the teaching - learning situation. A closer look at the same table points out that the mean score of evaluatees (3.30) is greater than the mean score of evaluators (2.91). This indicates that, the former group has relatively favorable perception for the low contribution of TCS to improve the leaching learning situation than the later group. This might be from the fact that evaluatees are the one who are more involved in the teaching learning situation which can help them to see the low contribution of TCS to the teaching-learning situation than the evaluators who are more closer to the administrative work of the education system.

**Table 4.19: A t-test Result of Respondents' Perception on the reasons for the low contribution of TCS in Improving the Teaching Learning Process**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | Makers teachers submissive towards the school principal | 3.93 | 1.223 | 3.70 | 1.238 | 0.637 | 0.526 |
| 2 | TCS creates more extra work for teachers | 4.00 | 1.254 | 3.67 | 1.467 | 0.802 | 0.426 |
| 3 | Majority of teachers performance observed was not done genuinely | 4.13 | 0.834 | 4.30 | 0.924 | -0.616 | 0.540 |

The data in Table 4.19 above indicates that the mean rate is greater than 2.5 in all the items for both groups of respondents .This means that both evaluators and evaluatees have agreed that the statements in these items are reasons for the low contribution of TCS to improve the teaching-learning process.

Respondents, who perceived that TCS has low contribution in improving the teaching learning situation, were requested their opinion from the possible reasons listed in Table 4.19. The data in this table shows that there is no significant opinion difference between the two groups of respondents on the listed reasons for the low contribution of TCS in improving the teaching learning situation at $p = 0.05$.

The mean score of evaluatees (3.70) is less than the mean score of evaluators (3.93) for the reason stated in item one of Table 4.19. This implies that TCS scheme makes teachers to be submissive towards the school principal is more perceived by the evaluators. Similarly, TCS creates more extra work for teachers is less perceived by the evaluatees than the evaluators this is because the mean score of evaluatees (3.67) is less than the mean score of evaluators (4.00).

On the other hand, the last item of Table 4.19 shows that the mean score of evaluators (4.13) is less than the mean score of evaluatees (4.30). This implies that the majority of teachers' performance observed was not done genuinely was perceived more by the evaluatees than by evaluators as a possible reason for the low contribution of TCS in the teaching learning process. Generally from the above discussions we can infer that teachers' submissiveness towards the school principal, extra works created due to the introduction of TCS scheme and lack of teachers' genuine performance are observed to be hindrances for improvement of the teaching learning process.

### 4.6 Problems Encountered in the Implementation of TCS Scheme

A t-test comparison was also made to see if there is a perception difference between evaluatees and evaluators on the expected problems in implementing the TCS scheme. The data in Table 4.20 below shows that the mean rate of both groups of respondents in all the items is greater than the average, 2.5, which implies that all the items are perceived by the respondents as problems in the implementation process of TCS scheme.

As it can be observed from item 1 of Table 4.20, the mean score of evaluators (3.91) is less than the mean score of evaluatees (4.22). This difference was significant at $p = 0.05$. This means evaluators perceive less than evaluatees that impracticality of some selection criteria is a problem observed in the implementation process of TCS scheme.

Item 2 of the same table (Table 4.20) reveals that the mean score of evaluators (3.86) is less than the mean score of evaluatees (4.11). However, this difference was not statistically significant at $p = 0.05$. Lack of training to mange TCS implementation was less perceived by

the evaluators than the evaluatees, ended the mean score of evaluators (3.83) is less than the mean score of evaluatees (4.23). This difference was significant at $p = 0.05$.

Item 4 of table 4.20 shows that evaluators perceive less (mean = 3.41, SD = 1.292) than evaluatees (mean = 3.89, SD = 1.100) that employment of quota system computation is another

problem observed in the implementation process of TCS scheme. This difference was significant at p = 0.05. This is probably due to the fact that evaluators do have more contact to the authorities that have deep information with the budget constraints, which might force them to employee quota system.

A closer look at item 5 of Table 4.20 points out that the mean score of evaluatees (mean = 3.99, SD = 1.1 70) is less than the mean score of evaluators (mean = 4.02, SD = 0.856) in the case of that incompetence of principals to differentiate the efficient teachers is a problem in the implementation process of TCS scheme . This difference was not statistically significant at p = 0.05. The implication is that respondents perceive that evaluators are not competent enough to evaluate teachers performance properly and differentiate the most competent teachers for the promotion in the career structure. This is probably a problem which arise from lack of training given to the evaluators as a whole and school administration or management training for the principals in particular.

Item 6 of Table 4.20, shows that evaluators have less perception (mean = 3.61, SD = 1. 308) than evaluatees (mean = 4.01, SD =1.020) on reliance of Teachers' Association to bargain is a problem observed in the implementation process of the scheme. This difference was statistically significant at p =0.05. This might be evaluators could have the chance to see the bargaining activities of Teachers' Association through their school representatives during meetings of the TCS committee at school level.

As it can be seen clearly in item 7 of Table 4.20, delay of payment obtained as a result of career advancement was perceived as a problem in the implementation process of TCS. With regard to this the mean score of evaluators (mean = 3.52, SD = 1.487) is less than the mean score of evaluatees (mean = 4.10 SD = 1.324). This difference was statistically significant at p = 0.05, for two tailed t-test.

**Table 4.20: A t-test result of Respondents Perception on the Problems observed in the Implementation of TCS Scheme**

| No | Item | Evaluator | | Evaluates | | t-value | p-value |
|---|---|---|---|---|---|---|---|
| | | mean | SD | mean | SD | | |
| 1 | Impracticality of some selection criteria | 3.91 | 0.915 | 4.22 | 0.799 | -2.059 | 0.041* |
| 2 | Involvement of new criteria which was not in the guide line by local authorities | 3.86 | 1.095 | 4.11 | 0.852 | -1.480 | 0.141 |
| 3 | Lack of training to mange its implementation | 3.83 | 0.926 | 4.23 | 0.962 | -2.383 | 0.018* |
| 4 | Employment of quota system computation | 3.41 | 1.292 | 3.89 | 1.100 | -2.301 | 0.023* |
| 5 | Incompetence of principals to differentiate effective teacher | 4.02 | 0.856 | 3.99 | 1.170 | 0.164 | 0.870 |
| 6 | Reliance of teachers' associations to bargain | 3.61 | 1.308 | 4.01 | 1.020 | -2015 | 0.046* |
| 7 | Delay of payment obtained as a result of career advancement | 3.52 | 1.487 | 4.10 | .124 | -2.600 | 0.062 |
| 8 | Un due interference of political bodies | 3.83 | 1.305 | 4.16 | 1.022 | -1.679 | 0.096 |
| 9 | Problems related to the application of ROPA techniques | 4.04 | 0.842 | 4.12 | 0.977 | -0.458 | 0.647 |
| 10 | Discontinuity in its implementation | 3.98 | 1.022 | 4.18 | 0.957 | -1.158 | 0.249 |
| 11 | Absence of response to teachers appeal on unfair denial of career promotion | 3.76 | 1.139 | 4.14 | 1.054 | -1.968 | 0.051 |

* Means statistically significant at p value 0.05

Evaluators perceived less (mean = 3.83, SD =1.305) than evaluatees (mean = 4.16, SD = 1.022) that undue interference of political bodies is a problem in the implementation process of the scheme. The mean score of evaluators is less than the mean score of evaluatees, but this difference was not statistically significant at p = 0.05 for two tailed t-test.

The last item of table 4.20 shows that there is no statistically significant difference on the perception of the two groups with the assumption that absence of response to teachers appeal on unfair denial of career promotion is a problem observed in the implementation process of TCS scheme. The mean score of evaluators (mean = 3.76, SD =1.139) is less than the mean score of evaluatees( mean=4.14,SD=1.054). This difference was significant at p =0.05 for two tailed t-test.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Summary

The major purpose of this study was to assess the practices and problems of the implementation of TCS as well as its impact in motivating teachers as a reward system in selected secondary schools of Addis Ababa. The following basic questions were raised to guide the study.

1. What are the major problems observed in the implementation process of TCS?
2. Has TCS contributed to improve the teaching learning process?
3. Have the implementers been given Trainings before the implementation of TCS Scheme?
4. Has TCS contributed to improve the socio-economic status of teachers?
5. Has TCS contributed to retain teachers in their profession?

The study was carried out in five secondary schools found in five sub-cities of Addis Ababa City Administration. To gather the relevant data, 50 questionnaires were administered to evaluators (Principals, Department heads, unit leaders and supervisors), and 100 questionnaires for 100 evaluatees (teachers). Besides, interviews were made with five sub-city educational officers, in addition to these available documents in the sub-city education and training office and schools were used as additional sources of information. The data obtained were analyzed using percentage, t-test, chi-square and hypothesis testing at 0.05 levels of significances as statistical tools .After detailed analysis of the data, the following major findings were found in the study.

1. With regard to age, administrative post in secondary schools under consideration have been occupied by experienced and matured (more than 11 years of service) and greater than 36 years of age) people.

2. The majority of the respondents (48.7%), asserted that the implementation practice was not in line with the guide line .The main reasons that these respondents listed for this were: budget constraints, introduction of quota system of competition to screen teachers, and the interference of political bodies. Moreover, the majority of the respondents agreed on the provision of career promotion for teachers competed against each other for the allocated budget in a quota base .However; the data gathered through interview revealed that the promotion was given to all competent after the beginning of the interrupted career promotion program.

3. Regarding the reduction of promoted teachers,38% of the evaluators and 98% of the evaluatees indicated that there was request for the schools in the Sub-Cities to reduce the number of promoted teachers consequently; Sub-City educational officers were identified as interfering bodies who ordered the schools to reduce the number of promoted teachers. In addition to this, the majority of the respondents of both groups revealed the possibility of appeals for unfairly denied promotion.

4 with regard to the provision of training ,orientation and guidance for the proper implementation of TCS it is found that training, orientation and guidance was not given adequately.

5 The major problems encountered in the implementation of TCS were listed by the respondents as follows:

- Lack of adequate training as to how to implement the TCS scheme
- Delay of payment obtained as a result of career promotion
- Lack of genuine and immediate response for the appeals of teachers
- Impracticality of some selection criteria

6 With regard to the contributions of TCS in improving the socio-economic status of teachers, both groups of respondents rated generally, greater than the average for the low contribution. This implies that TCS scheme is not serving the functions it stipulates to increase the socio-economic status of the teachers to the extent that satisfies the expectation of both groups of respondents.

7 Regarding the contributions of the career structure in improving the teaching -learning process, the contribution was found to be low. Both groups of respondents rated more than the average for the low contribution of the scheme still to improve the teaching-

learning process. This implies again that TCS is not implemented. properly as it is expected for improving the teaching learning process and ultimately the quality of education. The reasons sited for the low contribution of the scheme were that teachers are becoming submissive towards the career structure committee instead of becoming effective teachers .They are also encouraged to bias students when evaluating teachers and also the other evaluators them selves by pretending that the score of their students is high because of the best performance of teachers in the teaching learning process.

8 The contributions of the career structure to retain teachers were found to be low. The mean score of evaluatees is greater than that of evaluators. But this difference was not statistically significant at $p = 0.05$ for two tailed t-test. The implication is that there is no real perception difference among the two groups of respondents on the contribution of TCS in retaining teachers.

9 Most of the schools under consideration in the selected sub-cities were not with adequate school facilities libraries; laboratories and pedagogical centers were there but with out the necessary materials for efficient implementation of the TCS scheme. These schools do not have adequate extra class rooms for tutorial classes

10 Both the evaluators and evaluates agreed that TCS is useful in motivating teachers as long as it is properly implemented and hence it should be retained and modified. High salary and accelerated advancement, in-services training related with better salary and promotion, democratic administrative procedures and allowance such as housing family and hardship etc were opinions forwarded by the respondents as possible ways that enable teachers stay in their profession and work with devotion.

## 5.2 Conclusions.

Based on the findings of the study, the following conclusions were drawn in the study.

- Lack of adequate training, orientation and guidance on the implementation of the career structure, impracticality of some selection criteria, unfairness of some evaluators and undue interference of some external bodies are the main problems encountered during the implementation of the scheme. Therefore TCS implementation was not in line with the guide line. Hence it can be concluded that the discrepancy between the set guideline and the actual practice made the scheme not to bring remarkable contribution to the improvement of the education system in secondary schools of Addis Ababa.
- Even though there were opinion differences between the evaluators and the evaluatees, teachers' career structure does not improve the teachers' socio-economic status. Most of the respondents felt that the scheme brought low contribution in improving teachers' salary in comparison to the cost of living, and in enabling them to involve in the socio-economic activities actively. Hence, TCS has not made significant contribution in improving the socio-economic status of teachers.
- Even if the career structure manual is available in most of the sub-city education offices and schools, it lacks clarity and its implementation seems to be affected by subjectivity and personal biases of the evaluators. As a result, evaluators and evaluatees tend to emphasis to non teaching duties that can be easily appraised objectively and used to their rating .This is an indication for the distortion of the implementation process of the scheme from the guide line due to lack of adequate training . Hence implementers did not have adequate knowledge on TROPA and TCS to use it as effective tool for the evaluation of teachers and promoting them to the career promotion ladder.
- The implementation problems of the TCS forced teachers directly or indirectly not to perform genuinely but only to get recognition for their career promotion. Among other things this minimized their level of satisfaction and aggravated their intentions of leaving the profession .Respondents also invariably agree that the scheme brought low contribution to retain teachers. This brought a negative impact on the improvement of quality of education .Hence the scheme has not helped teachers to have morale,

confidence and pride as well as to retain in the profession. Therefore the career structure was not yet effective in attaining its purpose.

- The career structure scheme has not contributed to improve the teaching learning process. Teachers are becoming submissive towards career structure committee in schools, kebele and sub-city level instead of becoming effective teachers. Teachers are also encouraged to adopt unnecessary marking system to bias evaluation in pretending that their effective work resulted in higher scoring of their students. Therefore it can be concluded that it is difficult to expect the improvement of quality of the education system without improving the teaching learning process which is an important element.

- The school facilities which have impacts on the improvement of quality of education must be available and adequate enough in schools, nucleuses for the implementation of educational policies .Unfortunately, the information obtained from the interview made with sub-city education office educationalists and from direct observation during the data collection process, in most of the schools under consideration, these facilities, like laboratories, school libraries, extra class room for tutorial classes and so on were their with out enough equipment as well as the necessary materials. This creates frustration and confusion on the teachers to perform with high commitment and to participate actively in the implementation process of the TCS scheme in their school. Hence the scheme is not yet fully achieving its aims in motivating teachers so that they can be engaged with full commitment for the improvement of quality of the education system.

### 4.3 Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations were suggested for effective implementation of teachers' career structure.

1. Since both evaluators and evaluatees are engaged in the process of implementation of TCS scheme with out taking adequate training they should be trained so that they can carry out the tasks more effectively and objectively. This, therefore, implies that appropriate schemes such as, workshops and trainings, on how to implement TCS, on its advantages and goals both at schools and sub-city level should be designed and given by Addis Ababa education bureau in collaboration with sub-city training departments to train the implementers. This could be easily done first by training trainers of trainees and then using these trained trainers could train implementers in their respective schools.

2. Teachers should be given job description and the directive before they are evaluated for a career promotion at each stage of the career structure. In addition to this, manuals, guidelines and directives need to be made very clear and transparent by the concerned authorities, perhaps policy makers as well as plan and program experts to all concerned personalities to the extent that every implementer can understand it well, both at school, kebele and sub-city level so that any form of distortion during implementation could be minimized.

3. Retaining those experienced teachers has remarkable influence to all the input, through put, and out put process of the education system and ultimately in improving the quality of education as a whole. Therefore, to retain teachers especially experienced once, the career structure should be attractive and has the power to motivate teachers. The career structure should be constantly monitored and revised taking into consideration the cost of living, the importance of teaching as a source of man power for all sectors and the prevailing wages of the government organizations.

The scheme should be revisited in such a way that it brings up the social status of teachers in the community and the implementation process should be also consistent with the state directive. Mass media could play greater roles in collaboration with MOE and Addis Ababa education bureau to bring up the social status of teachers in the community. The implementation process of TCS should also consistently monitored by Addis Ababa education bureau.

4. The teaching learning process is highly affected by teachers' professional competence, commitment and genuine performance. They directly or indirectly, affect the way the evaluation of teachers' performance is undertaken .Therefore reliable, faire and consistent method of evaluation should be designed by MOE in general and Addis Ababa education bureau in particular. This is because such method of evaluation enables evaluators to identify the most competent and committed teachers for the promotion in the TCS ladder.

5. Provision of tutorial classes action research work, encouraging the students to use library materials effectively and so on must be included as evaluation criteria where extra class rooms are available in the school, well organized library is available and preliminary research courses are taken by the would be evaluated teachers.

6. Alternative compensation system like credits for residence (house building) subsidized medical service to teachers and their families free tuition fee at all levels for both the teacher to upgrade his educational level and for his/ her children learning in these institutions ,should be instituted parallel to the teachers 'career structure. Moreover the TCS scheme should be revisited in such a way that along with the monetary incentives to enhance the teachers' effectiveness, thereby improving the quality of the education system ,non monetary incentives like higher status of teachers in the community ,participation in decision making and job enlargement should be considered and included.
7. The career structure should not be discontinued after the lead teacher level of the scheme. It should be extended towards the administrative level so that rich experience

of those teachers at this level would be used for improving the quality of education heart fully.

8. What ever quality it has the formulated policy or scheme, unless and other wise it reaches the schools and implemented properly it is worthless. Among other things, one obstacle observed in the implementation of TCS is intrusive involvement of political bodies. So those kebele and sub-city educational officers in collaboration with representatives of teachers association at any level should discourage intrusive involvement of political bodies in the technical process of the career structure implementation.
9. Finally, TCS is contemporary issue as a new compensation method in the Ethiopian Education system. It would be useful if a deep study is made on the subject.

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## Appendix A

# Addis Ababa University

# School of Graduate Studies

# College of Education

# Department of Educational Planning and Management

A Questionnaire to be filled by Supervisors principals Unit leaders, Department heads and Teachers

The purpose of this questionnaire is to assess the practices of implementation of teachers' career structure, to identify problems encountered in the implementation process as well as the contribution made by this career structure in motivating teachers; in improving the teaching-learning processes, and finally to recommend possible solutions.

The success of this study entirely depends on your sincere, genuine and timely response to each question. Therefore you are kindly requested to be honest in answering the questions. The information you provide remains confidential and uses only for research purpose.

No need to write your name.

Thank you in advance for your cooperation!

Note:

1. SA: Strongly agree, A: Agree, Uudecoded, D: Disagree, SD: Strongly disagree
2. Use "X" mark in the given box for indicating your answer.

**Part I: Personal Information/Demographic Data**

1.1 Sex of Respondents Male ☐ Female ☐

1.2 Age: ☐ 21-25 ☐ 41-45
☐ 26-30 ☐ 46-50
☐ 31-35 ☐ 51 and above
☐ 36-40

1.3 Educational Back Ground

☐ Diploma ☐ MA/MSc
☐ BA/BSc/BED ☐ Other( Please Specify)----------

1.4 Total Service Years

☐ 0-5 ☐ 5-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above

1.5 Your Current Rank in the Career Structure

☐ Beginner Teacher ☐ Senior Teacher
☐ Junior Teacher ☐ Associate Teacher
☐ Teacher ☐ Lead Teacher

1.6 Your Current Post in the School

Unit Leader ☐ Department Head ☐ Director ☐

1.7 Your Current Post in the Sub-City Education Office( for education office employees only)

Supervisor ☐ ☐ Expert

1.8 Marital Status_____

☐ Married ☐unmarried ☐divorced ☐ widowed

**Part II: Refers to Teachers' Career Structure Implementation**

2.1 Is the teachers' career structure actually practiced as per the guideline?

☐ Yes ☐ No ☐ I am not sure

2.2. If your answer is "No" Please indicate the degree of your agreement from SA to SD against each item.

| No. | Opinion | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | The interference of education offices | | | | | |
| 2 | The introduction of quota system to limit the number that promotes | | | | | |
| 3 | Interference of political bodies | | | | | |
| 4 | Budget constraints | | | | | |
| 5 | Leniently given inflated appraisal results to all teachers | | | | | |

2.3 Teachers career promotion is being given: -

☐ To all competent ☐ using quota system

☐ To all candidates Other(s), if any, please specify----------

2.4 Has the school ever been asked to reduce the number of promoted teachers?

☐ Yes ☐ No ☐ Not sure

2.5 If your answer is "Yes" for question (2.4). Who gives the order ?

☐ Sub-city Education office ☐ Kebele Education office

☐ Higher officials of the Sub-city Others please specify)_____

2.6 Do appeals are possible for those teachers that are unfairly denied promotion?

☐Yes possible ☐ Teachers do not know whether appeal is possible

☐ Not possible Other (if any, please specify) ----------

2.7 What reason(s) did the Government bodies give for those teachers who attempts the required performance result but denied promotion?

Please indicate the degree of your agreement from SA to SD against each item

| No | Item | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Personal qualities/traits/ | | | | | |
| 2 | Lack of commitment to do co-curricular activities | | | | | |
| 3 | quota system due to shortage of budget | | | | | |
| 4 | Personal bias | | | | | |
| 5 | Weak performance in the area of instruction And community participation | | | | | |

**Part III Refers to Knowledge about the Teachers' Result Oriented Performance Appraisal or (TROPA) System**

Please indicate the degree of your agreement from SA to SD against each item

| 3.1 | Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | I know the aims of TROPA | | | | | |
| 2 | TROPA system evaluates both quality and quantity results ( out comes) | | | | | |
| 3 | Before TROPA is practiced in the school workshop was given | | | | | |
| 4 | The workshop given was satisfactory to practice the TROPA | | | | | |
| 5 | TROPA is more objective than the former ( student, parent, and administrative) appraisal system | | | | | |

3.2. What is the method used in the teachers' performance evaluation in your school?

- ☐ Based on the ROPA principle
- ☐ Using the traditional performance evaluation ( parent, student and Administrators)
- ☐ Using both methods(ROPA and the former one)

Other ( if any, please specify)----------

**Part IV Refers to the appropriateness of Selection Criteria of Teachers' Career Structure**

4.1 Do you have knowledge about teachers' career structure guideline?

☐ Yes ☐ No

4.2 Are the criteria refined enough to select hard working teachers?

☐ Yes ☐ No ☐ Don't know

4.3 If your answer is "No" for question (4.2), please indicate your agreement against each item.

| No | Reasons for the criteria not being refined | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | They are not directly related to the work of teachers | | | | | |
| 2 | They lack clarity | | | | | |
| 3 | They are not comprehensive | | | | | |
| 4 | Don't consider the availability of facilities in school | | | | | |

## Part V Refers to the Contribution of Teachers' Career Structure Scheme

### 5.1 Improving teachers' Socio-economic status and retention

5.1.1 The extent the career structure has improved your economic status.

☐ Very High ☐ Low Other (please specify) ----------

☐ High ☐ Very low

5.1.2. If your answer is "high", for question (5.1.1), rate your reason(s) using SA to SD for the following reasons

| No | Reasons | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | The salary increment reflects the cost of living | | | | | |
| 2 | The salary increment is comparable with other equivalent profession | | | | | |
| 3 | The increment is comparable with teachers work | | | | | |
| 4 | Enable to improve professional qualification through further education | | | | | |
| 5 | Reflect the importance of teaching to the Society | | | | | |

6. Other (s), Please specify----------

5.1.3. If Your answer for question (5.1.1) is "low", rate your reason(s) using SA to SD for the following reasons

| No. | Reasons | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | The increment does not reflect the cost of living | | | | | |
| 2 | The salary increment is not comparable with other equivalent profession | | | | | |
| 3 | The increment is not comparable to teachers work | | | | | |
| 4 | The increment does not reflect the importance of teaching to the society | | | | | |
| 5 | The increment does not enable the teachers to improve professional qualification through further education | | | | | |

6. Other (s), Please specify----------

| 5.1.4 | Teachers' career structure scheme | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Raised the morale of teachers | | | | | |
| 2 | Reduced the morale of teachers | | | | | |
| 3 | Does not bring any change | | | | | |

5.1.5. . If your answer for question (5.1.4) is "Reduced", indicate your agreement against each item

| No. | Reasons | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | The salary increment has not brought a significant change on the living standards of teachers. | | | | | |
| 2 | Unfair treatment of the salary increment | | | | | |
| 3 | The deviation of the guideline in the implementation | | | | | |
| 4 | The scheme brought partiality on the part of appraisers | | | | | |

5. Other (s), Please specify----------

5.1.6. . your level of satisfaction with teachers' career structure

☐ Highly satisfied ☐ Satisfied ☐ Dissatisfied ☐ Highly dissatisfied

5.1.7 If your answer for question (5.1.6) is "Dissatisfied" which specific factors do you think satisfy teachers ?

| No | Factors to improve satisfaction level of teachers | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Reducing working hours(load) | | | | | |
| 2 | High salary increment | | | | | |
| 3 | licensing of teachers | | | | | |
| 4 | In-cervices training related with better promotion | | | | | |
| 5 | Allowance such as housing family, hardship etc. | | | | | |
| 6 | Medal awards | | | | | |
| 7 | Attitudinal changes within the society about teaching profession | | | | | |
| 8 | Improving school facilities | | | | | |
| 9 | Bonus payment | | | | | |
| 10 | Democratic administrative procedures | | | | | |
| 11 | Improvement in policy formulation | | | | | |
| 12 | The participation of Teachers' Association in the Teachers Career Structure implementation process | | | | | |

13. Other(s), if any, Please specify----------

5.1.8 To what extent has the career structure promotion contributed to retain teachers in their profession?

☐ Very high ☐ High ☐ Low ☐ Very low ☐ Don't know

5.1.9 . If your response is " High" for question ( 5.1.8), please indicate your agreement from SA to SD against each item.

| No | Item | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | High salary provision | | | | | |
| 2 | Improved social status | | | | | |
| 3 | Promotes profession al learning prospect for promotion | | | | | |

4. Other(if any please specify)----------

5.1.10 If your response for question (5.1.8) is "low", please indicate your agreement from SA to SD against each item.

| No. | Item | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Imbalance between salary increment and the cost of living | | | | | |
| 2 | No improvement in social status | | | | | |
| 3 | It does not continue after 16 years(above lead teacher level) | | | | | |
| 4 | It is inconsistent with the state directives. | | | | | |

5. Other (s), Please specify----------

5.1.11. If other job opportunities are available, your interest to leave your profession is:

☐ High ☐ Medium ☐ Low ☐ I have no intention to leave my job

Other(s) ,if any, please specify----------

5.1.12 If your response for question (5.1.11) is "high", you would leave the profession for:

☐ Another equally paying job ☐ High paying job only ☐ Even for less paying job Other reason(s),please specify ----------

5.1.13 please indicate the degree of your agreement that could help to prevent or avoid leaving the teaching profession against each item.

| No. | Item | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Periodic review of salaries to the cost of living | | | | | |
| 2 | Narrowing the gap between salaries of teachers and non teachers of the same qualification and experience | | | | | |
| 3 | The extra pay must be sufficient to rise the morale of teachers | | | | | |
| 4 | Provide other benefits or goods and services for teachers and their families. | | | | | |

5. Other (s), Please specify----------

5.1.14 To what extent has the Teachers' Career Structure Scheme improved issues listed in each item below?. Please indicate your response by marking "x" against each item.

| No | Item | Rating Scale | | | | |
|---|---|---|---|---|---|---|
| | | Very high 5 | High 4 | Moderate 3 | Low 2 | Very low 1 |
| 1 | Teachers living conditions | | | | | |
| 2 | Teachers' involvement in socio-economic activities | | | | | |
| 3 | Social status ascribed to the teaching profession by the society | | | | | |
| 4 | Teachers' confidence in their profession | | | | | |

## *5.2 Improving the teaching learning process*

*5.2.1* ***To*** *what extent, has the career structure improved the teaching-learning* situation?

☐ Very high ☐ High ☐ Moderate ☐ Low ☐ Very low

5.2.2 If your response for question (5.2.1) 0000is "High", Please indicate the degree of your agreement from SA to SD against each item.

| No. | Performance observed | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Better utilization of pedagogical center | | | | | |
| 2 | Better utilization of laboratories | | | | | |
| 3 | Better participation in co-curricular activities | | | | | |
| 4 | Preparing and evaluating teaching materials | | | | | |
| 5 | Reduced teachers absenteeism | | | | | |
| 6 | Giving more tutorial and makeup classes | | | | | |
| 7 | Better improvement in professional competence | | | | | |
| 8 | Support for female students | | | | | |
| 9 | Conducting Action Research | | | | | |
| 10 | Better supportive service for junior teachers | | | | | |

5.2.3 If your response for question (5.2.1) is "low" , Please indicate the degree of your agreement from SA to SD against each item

| No | Item | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Makes teachers submissive towards the school | | | | | |
| 2 | Teachers career structure creates more extra work for teachers | | | | | |
| 3 | majority of teachers' performance observed was not done genuinely rather for show and get recognition for their career promotion | | | | | |

4. Other(if any please specify)----------

**part VI: Refers to problems encountered in the implementation of career structure scheme**

In your opinion please indicate the degree of your agreement for the problems encountered in the implementation of TCS from SA to SD against each item

| 6.1 | Problems | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Impracticality of some selection criteria | | | | | |
| 2 | Involvement of new criteria which was not in the guide line by local authorities | | | | | |
| 3 | Lack of adequate training to manage its implementation | | | | | |
| 4 | Employment of quota system computation | | | | | |
| 5 | Incompetence of principals to differentiate effective teacher | | | | | |
| 6 | Reliance of teachers' associations to bargain | | | | | |
| 7 | delay of payment obtained as a result of career advancement | | | | | |
| 8 | un due interference of political bodies | | | | | |
| 9 | Problems related to the application of ROPA techniques | | | | | |
| 10 | Discontinuity in its implementation | | | | | |
| 11 | Absence of response to teachers appeal on un fair denial of career promotion | | | | | |

12. Other(s), if any, please specify----------

**Part VII: Refers to concrete measures to be taken to alleviate the implementation problems of TCS scheme**

7.1 In your opinion, what interventions should be taken to alleviate problems encountered in the implementation of TCS? (Forward your recommendations)

7.1.1 At school level

a. ----------
b. ----------
c. ----------
d. ----------
e. ----------

7.1.2 At Sub-City level

a. ----------
b. ----------
c. ----------
d. ----------
e . ----------

7.1.3 At Regional level

a. ----------
b. ----------
c. ----------
d. ----------
e . ----------

**Additional questions to be filled by evaluators only**

1 Have you taken training on how Teachers' Career Structure is implemented?

☐ Yes ☐ No

2 Do you have an implementation directive?

☐ Yes ☐ No

3 If yes how clear is the directive?

☐ Very clear ☐ moderately clear ☐ Not clear

4. Have teachers been given a job description before being evaluated for a career structure development?

☐ Yes ☐ No

5 Have evaluators been given training before evaluating teachers?

☐ Yes ☐ No

## Appendix B

# Addis Ababa University

# School of Graduate Studies

# College of Education

# Department of Educational Planning and Management.

**Interview Questions to Sub-City Educational officials**

- In your opinion are the career structure selection criteria appropriate for teachers to move along the ladder.
- Has the scheme implemented as per the guideline set
- .Since the time of career structure implementation, what were the contributions in:

  Improving the teaching learning process

  Improving the teachers' socio-economic status

  Enhancing teachers' attrition?
- Have you (your organization) been given (adequate) training or orientation on the implementation of ROPA in the school system?
- How do you (your organization) relate the ROPA results of teachers with their Career promotion criteria?
- What are the major problems encountered in implementing the career structure scheme? In your opinion what concrete measures (steps) should be taken to alleviate problems

# Appendix C

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .768 | 48 |

## DECLARATION

I, the undersigned, declare that this thesis is may original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Tihitinaw Amare Bitew

Signature _____

Date _____

This Thesis has been submitted for examination with my approval as a university advisor.

Name:Ato Befekadu Zeleke(Assistant Professor)

Signiture: ----------

Date:----------