ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Influence of Performance Appraisal on Teachers' Competency and Motivation: the case of Private Secondary Schools in Bole Sub city- Addis Ababa

BY

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June, 2016

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ABSTRACT

The ultimate purpose of the study dwelled on identifying the influence of performance appraisal on teachers' motivation and competency by making use of survey conducted at private secondary schools located in Bole Sub-city, Addis Ababa. The research has applied cross sectional survey research design. The population of the research comprises 530 teachers of private secondary schools in Bole sub-city in Addis Ababa. Data was primarily gathered through open and close ended questionnaire and structured interview. The collected data was analyzed using the Statistical Package for Social Sciences (SPSS) into mean values and percentages. The processed data has been portrayed in forms of tables and charts. On the influence of performance appraisal practice on teachers' motivation and competency, the research findings established that well managed and organized performance appraisal process is important for teachers' motivation and competency. On the other hand, the participation of different appraisers with good technical capacity of appraising teachers can positively contribute to the objectivity of performance appraisal by which teachers' motivation and competency increase because of fair and constructive feedbacks gathered from their appraisers. In relation to major challenges on performance appraisal, it has been concluded that evaluations of teacher appraisers are distorted due to errors caused during appraisal for different reasons. The researcher has recommended the following major points: introduction, proper implementation and regular follow up of pre and post appraisal conferences; involving parents during all the stages of performance appraisal; presence of well documented teachers' personal portfolio; arrangement of different discussion forums, experience sharing sessions and trainings which are aimed at bridging knowledge, skill and attitude gaps of appraisers and preparing guidelines, manuals and procedures that can bring appraisal practices to similar standards.

CHAPTER ONE

INTRODUCTION

Being the major actors at classroom level, teachers play determinant role on bringing educational quality. To rely on teachers' contribution for the existence of sustainable educational quality at schools, their motivation and competency becomes the central issue of concern for all stakeholders in the education system. As one of the contributing factors for their motivation and competency, the current study dwells on the influences of performance appraisal.

The first chapter of the research discusses major sections focusing on background of the study, statement of the problem, general and specific objectives of the research, significance of the study, delimitations of the study, limitation of the study, definition of terms and organization of the research.

1.1 Background of the Study

Among many functions of organizations, maintaining and enhancing employees' motivation and competency are considered as one of the core activities. Being one of the most important organizations, schools' achievements depend highly on motivation and commitment of human resource. In schools, teachers make significant contributions on meeting desired goals of the educational system. Due to their major role in realizing organizational achievements, working on teachers' commitment and motivation should be a high priority issue for all stake holders who are involved in the educational system.

Content theories of motivation identify human needs that determine human behavior. Among many content theories, Maslow Hierarchy Theory and Herzberg's Theory are the two most popular theories of motivation. Process theories of motivation focus on the ways that people think through motivation issues and how they determine whether their actions were successful. These include expectancy theory, equity theory, goal theory and the psychological contract. Each has its own merits, but none is sufficient by itself.

According to Maslow's hierarchy of needs, teachers' motivation is determined by different factors starting from the first level that demands the fulfillment of their basic

needs. This theory of motivation focuses on two different aspects which are gained intrinsically and extrinsically. Extrinsic motivation is accrued when the lower level human needs are met; and these include financial rewards, working conditions and job security. On the other hand, intrinsic motivation is accrued when higher level needs of human beings are met. This comprises job satisfaction, compliance with standards for their own sake (such as ethical standards, fairness and team spirit) and the achievement of personal goals (Maslow1954).

In school systems, Maslow's hierarchy of needs affects teachers' motivation and commitment based on the above listed classifications. At the bottom line of the pyramid, teachers strive to meet their basic needs for life. At this level, salary and other fringe benefits become important issues to be settled before they move to the next ladder which brings job security into spot light. On the second ladder of Maslow's hierarchy of needs, teachers concern dwells on gaining assurance on the sustainability of their job. According to Maslow, teachers need to get the assurance of becoming safeguarded from administrative actions like demotion, lay-off and termination (Maslow, 1954).

On the other hand, Herzberg's Motivation Theory (Herzberg, Mausner et al. 1959) has been used to identify the job motivation of employees by introducing hygiene and motivation factors. Herzberg suggested that there are two different types of factors that determine employees' motivation. The first group comprises hygiene factors. Hygiene factors result in employees' dissatisfaction when they are provided inadequately. In the same continuum, the proper provision of hygiene factors brings about no dissatisfaction. Some of the well-known hygiene factors include supervision, interpersonal relations, work conditions, salary and job security. The second group under Herzberg theory of motivation discusses motivator factors. These factors determine employees' motivation based on a continuum that ranges from satisfaction to no-satisfaction. In circumstances when motivation factors are availed, employees become satisfied. At times when there is absence of motivator factors, employees start to experience no-satisfaction in their respective jobs. Some of the major motivator factors include achievement, the work itself, recognition, responsibility, advancement and growth.

In schools, when teachers were not paid on timely basis, they were found to be more concerned about their salary instead of their work assignments. Gradually they start to become less productive due to their inclination to look for other opportunities for getting extra income from other types of jobs. Herzberg points out that when hygiene factors were there to satisfy employees, they failed to bring motivation. Instead, they have created neutral feelings at times when motivator factors were not coupled with them.

In schools where teachers' attrition is a high priority issue; and due to this, when they prefer to focus on issues which are mainly related to employees' retention, hygiene factors play significant role than motivator factors. On such occasions, school directors/ vice directors and supervisors might be expected to revisit monthly salary, improve work conditions or other hygiene factors to avoid attrition.

On the other hand, to enhance teachers' performance on their assigned job responsibilities, motivator factors will be the chosen fit for the case. This research has taken motivator factors under Herzberg's theory of motivation as the main sources of motivation and enhanced work commitment.

1.2 Statement of the Problem

The researcher has developed special interest on the research topic for its decisiveness on determining teachers' professional development. As teachers' motivation and competency are one of the major concerns of schools for improving educational quality, objectively planned and executed performance appraisal results in desired educational system. Though many previous researches have dealt with practices of performance appraisal in schools, they could not bring about changes on the ground. Currently, teachers in schools are concerned about evaluations gathered through performance appraisal as long as it is considered as major source of information to make decisions on their professional development.

As far as different literatures and governmental policies support the significance of performance appraisal which directly and indirectly influence teachers' motivation and competency, neglecting or misusing the evaluation system can significantly affect the

teaching and learning process at schools. According to the researcher, it is very hard to assume an educational system that works for its intended objectives without committed and motivated teachers who may be influenced by performance appraisal exercised in schools. These days, performance appraisal along with its measurements on teachers' performance has become an issue of concern among teachers.

On improving quality of the existing education system, equipping schools with motivated and competent teachers is a demanding priority task for all stakeholders at different positions. Since teachers are the main actors on improving academic achievements of students at classroom level, endeavors that target on improving their motivation and competency should become a focal point of discussion coupled with action for all decision makers in the sector.

As it has been explicitly stated in the FDRE Education and Training Policy (1994:21), "*The criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance. A professional career structure will be developed in respect to professional development of teachers*".

To abide by the education and training policy of the Ethiopian government, performance appraisers are demanded to measure performances of teachers in reliable and objective manner. Whenever performance measurement of teachers becomes an issue of concern, schools and educational offices are required to revisit their practices on performance appraisal. Researches which are aimed at examining the existing performance appraisal in schools can be taken as driving forces to pave the way for objective implementation of evaluations so that teachers become motivated and committed to do their level best in their profession.

Teachers' development program which is undertaken under the General Education Quality Improvement Package (2008), proposes the introduction and proper implementation of teacher career structure and licensing and re-licensing system which are carried out based on teachers' professional development and behavior. Bringing the above mentioned elements into action becomes difficult in schools with poor performance appraisal practices. The existence of well designed and implemented appraisal system in schools can bring about solutions on enhancing educational quality

through motivated and committed teachers who are the first responsible bodies on curving basic problems at class room level.

As far as secondary education is a crucial stage at which students' professional path is determined, availing quality education by well committed and motivated teachers make individual students and the country at large benefited. As the Education Statistics Annual Abstract prepared by Addis Ababa Education Bureau (2014/2015) portrays, promotion rate of grade 10 students to preparatory level has declined from 66.84 % to 65.72 % on a comparison made with the same period of 2013/2014.Though it is not difficult to totally assume teachers' motivation and competency for the declined figure, it can be one among many contributing factors.

Dash *et al.* (2008) suggested that the way how performance appraisal process is developed has contribution on attracting, retaining and motivating employees. Paying due attention for appraisal systems conducted at schools are not matters of choice. Indeed, they are issues that demand high concern. As far as how appraisals conducted in schools determine teachers' motivation and performance, they have to be carried out in systematic and planned approaches.

Though significant number of literatures have brought the issue of performance appraisal on motivating and enhancing performance of employees, it has not become as effective and efficient as it has been expected to be due to neglect caused on the basic procedures that need to be followed in the appraisal process. Absence of significant elements in the appraisal system has ultimately led to unreliable performance results. This affects the consistency of raters on their rating; and this can also affect the validity and reliability of performance appraisal data.

The information gathered through well conducted performance appraisal system can be used for proposing trainings, new payment scheme and other related benefits (Dash *et al.*, 2008). Appraisal procedures which are conducted in unsystematic and unplanned manner cannot be used for addressing teachers' performance gaps through trainings. They cannot also become reliable sources of information for introducing new payment schemes or other benefits. As a result of this, school leaders may become obliged to rely on

subjective measurements for passing major decisions on teachers. As subjective measurements are subject to errors, teachers' motivation and commitment become negatively affected.

Along with this, different researches have shown that the ultimate goal of ratings affect the whole process. Those ratings applied for major administrative decisions are prone to be lenient, with many employees getting above their actual performance (Greguras, Robie, Schleicher and Goff, 2003). However, the influence of the appraisal process, appraisers' capacity and major challenges on appraising practice may influence teachers' motivation and performance that can be difficult to achieve in practice.

Based on the above mentioned existing realities, the researcher has proposed the following basic questions for the research:-

1. To what extent does performance appraisal practice influence teachers' motivation and competency?

2. How does appraisers' technical capacity influence teachers' motivation and competency during performance appraisal?

3. What are the major challenges on appraising teachers' performance?

1.3 General Objective

The general objective of the research was to determine the influence of performance appraisal on teachers' motivation and competency in private secondary schools of Bole sub-city in Addis Ababa.

1.4 Specific Objectives

The specific objectives of the research focus on the following major points which are taken as base lines for addressing basic questions of the research:

1.4.1   To establish the extent to which performance appraisal practice influences teachers' motivation and competency.

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1.4.2   To determine the extent to which appraisers' technical capacity influence teachers' motivation and competency during performance appraisal.

1.4.3   To determine the major challenges in appraising teachers' performance.

1.5 Significance of the Study

The study is meant to identify the influence of performance appraisal on teachers' motivation and competency in private secondary schools at Bole sub-city in Addis Ababa. The research has significances in the following major aspects:

1. The findings of the research are thought to address the deficient areas in the appraisal practices of private secondary schools in Bole sub-city of Addis Ababa. The schools covered in the research and Bole sub-city education bureau can make use of the research findings to come up with different intervention mechanisms to curve problems related to performance appraisal.

2. The research can gear the appraisal system in schools towards meeting the expectations of teachers to serve their profession being motivated and competent. As teachers play significant role on maintaining and enhancing educational quality at class room level, working on their motivation and commitment by rectifying problems of the existing appraisal process contributes to the ultimate improvement of the whole educational system.

3. The findings of the research can pave the way to improve human resource practices in private secondary schools. Good practices in human resource management have the potential of releasing the immense untapped reservoirs of physical and mental capabilities of employees. A number of studies have shown that motivation and improved performance in any form play a crucial role in determining the level of performance. By satisfying human needs through appraisal performance system and by increasing their motivation and performance, better utilization of resources can be accomplished; and it lowers the cost of business operations. Therefore, good human resource practices direct teachers towards accomplishment of organizational goals.

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4. The findings of the research enable schools to become equipped with performance appraisal that serves as source of information for passing major administrative decisions and for providing trainings which are aimed at bridging performance gaps of teachers.

5. This study will be useful to academicians and researchers who might be interested in pursuing research in the same area. The study will help them to understand the influence performance appraisal on teachers' motivation and competency.

1.6 Delimitation of the research

The study focuses on identifying the influence of performance appraisal on teachers' motivation and competency. The research paper is confined to peruse findings which are related to influences created on teachers' motivation and competency because of performance appraisal in private secondary schools at Bole sub-city in Addis Ababa. The researcher has made its delimitations at Bole sub-city for presence of large number of privately owned secondary schools as compared to other sub-cities; and private secondary schools were chosen for taking the larger proportion in number as they are compared with governmental secondary school coverage (Addis Ababa Education Bureau Annual Abstract, 2014/2015).

1.7 Limitations of the Research

Since teachers' motivation and competency can be caused because of other factors different performance appraisal, the research can be affected by other intruding factors. These factors can bring about changes on the dependent variables of the research (motivation and competency).

Absence of well-organized records and documents at both private secondary schools and Bole sub-city has contributed for some of the limitations of the research. There were also acute limitations of finance and time during all the time when the research process proceeded. The other limitation of the research occurred on collecting distributed questionnaires. Some respondents failed to return questionnaires; and because of this, data analysis was made only on the collected questionnaires.

1.8 Definition of Terms

Competency: A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competency indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competency can occur in any period of a person's life or at any stage of his or her career (dictionary.cambridge.org).

Influence: The power to have an effect on people or things, or a person or thing that is able to do this (dictionary.cambridge.org).

Motivation: Motivation is the psychological process that causes the arousal, direction, and persistence of voluntary action that is goal oriented (Herzberg, Mausner et al. 1959).

Motives: Motives provide direction to human behavior as they are directed towards certain conscious or subconscious goals (Herzberg, Mausner et al. 1959).

Performance Appraisal: Performance appraisal is evaluation and grading exercise carried out by organizations on employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behavior in the position (Bollington, 1990).

Private Schools: For this study, those schools which are international, private and missionary are taken as private schools (Seboka, 2003).

Secondary Education: Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination. (Gen. Edu. Quality Improvement Package, 2008).

Technical Capacity: Mental and physical ability of an individual to accomplish a certain task by using certain knowledge, skill and attitude (dictionary.cambridge.org).

1.9 Organization of the Study

The research has been organized into five chapters. The first chapter focused on introduction of the research by incorporating: back ground of the study, statement of the problem, general and specific objectives, significance of the study, delimitation of the research, limitation of the research and definition of terms.

The second chapter presented review of literatures by including: definitions and concepts of performance appraisal, uses of performance appraisal, approaches of performance evaluation, the influence of performance appraisal practice on teachers' motivation and competency, influence of appraisers' capacity on appraising teachers, major challenges in appraising teachers' performance and teachers' performance appraisal in Ethiopia.

Chapter three of the research dwelled on research methodology. It comprised: research methodology, research design, sources of data, population, sample size and sampling technique, instruments and procedures of data collection, methods of data analysis and ethical considerations during the research.

Chapter four discussed issues related to data presentation, analysis and interpretations by consisting: characteristics of respondents, influence of performance appraisal practice on teachers' motivation and competency; influence of appraisers' technical capacity on teachers' motivation and competency; and major challenges on appraising teachers' performance.

Chapter five has dwelled on summarizing and concluding research findings in line with the basic questions of the research. At last, the chapter has forwarded recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dwells on reviewing different researches written on performance appraisal. The review of literature part has been developed by giving special focus on teachers' performance appraisal. The conceptual framework and practices of performance appraisal will be discussed in line with the basic questions of the research.

This chapter reviewed different literatures on the influence of performance appraisal on teachers' motivation and competency. The first section of the study presented definition and concepts on performance appraisal. The second section has focused on uses of performance appraisal. On the third section, approaches of performance evaluation have been discussed. The fourth section reviewed literatures on the influence of performance appraisal practice on teachers' motivation and competency. The fifth section has made revisions on literatures concerning influence of appraisers' technical capacity on appraising teachers. The sixth section focused on major challenges on appraising teachers' performance. The last section of the chapter emphasized on teachers' performance appraisal in Ethiopia

2.1 Definition and Concepts of Performance Appraisal.

Organizations demand both human and non-human resources to meet their strategic objectives. Out of these resources, the human element is the most important resource on realizing their intended objectives. This is because it is the human resource that supplies the talent, skill, and efforts which enable organizations to utilize all other resources effectively and efficiently (Martin and Tricia, 2000).

Similarly, school systems are social institutions created to achieve desired educational goals and purposes through and with a variety of people including students, teachers, administrative personnel, and the community at large. Among these human elements involved in the execution of educational goals and purposes of school system, teachers are regarded as having the most significant role to play in the teaching-learning process. The

central purpose of a school system is the education of the learner. Thus, in the formation of the character of the learner, the teacher is in a pivotal position to play a powerful role than do other schools personnel, fine building, and expensive equipment (Daniel, 2009). Showing how important teachers are, it has been asserted that:

> *no matter how perceptive and far-sighted the national curriculum, no matter how well the school manipulates its funds, ... the single most significant factor in a child's learning is the teacher ... teachers are also the most expensive resources...teachers need and deserve support, reassurance and encouragement to go on extending their skills and exploring (Bollington, 1990:41).*

If the significant role of teachers is well understood, measurement of their performance becomes a crucial point of discussion. Because of this reality, teachers' performance appraisal has become an instrumental process. Being one of the basic functions in the human resource management aspect of school systems, performance appraisal demands due attention on its planning, implementation and evaluation stages.

On conducting teachers' performance appraisal, it is possible to address different purposes. Megginson (1981) suggests that there are two major purposes of performance appraisal. Performance appraisal can be used to make administrative decisions on one hand. On the other hand, it can serve as information input for employee career planning and development.

Apart from the above mentioned purposes, performance appraisal plays key role on boosting the motivation and morale of teachers. The administrative purpose of performance appraisal is applied during promotion, termination and salary increment of employees based on the results taken by their supervisors. The development aspect of performance appraisal works when the assessment results are used to indicate improvement areas for future development of teachers. Motivational contribution of performance appraisal is realized when the appraisal system fosters initiative; develops a sense of responsibility, and increases teachers' efforts towards achieving personal and organizational goals. As long as the appraisal system follows the track of meeting its intended goals, teachers become driven to achieve their personal goals and organizational

goals at large. As end result, their commitment and motivation increases as far as the appraisal system remains in line with the above mentioned goals.

Properly designed and implemented teachers' performance appraisal results in the professional development of teachers, teachers' job satisfaction, and ultimately the academic performance of the learner. If performance appraisal is conducted in unplanned manner, teachers' performance appraisal becomes haphazard, unsystematic, a source of conflict between appraisers and appraises, and a source of inaccurate performance data that lead to subjective personnel decisions (West and Bollington, 1990). Due to this, teachers become less confident on accepting performance results as true reflections of their achievements.

The more teachers perceive evaluations of their performance to be sound, the more legitimate they will deem the evaluation system and the more effort they will devote to tasks upon which they are evaluated (Millman and Linda 1990:40). In line with this, to let teachers adore their profession and get motivated through their daily activities, performance appraisal should be carried out objectively in a way that clearly identifies their strong and weak sides.

Performance appraisal is a formal procedure of evaluating employees with the aim of rewarding, appreciating or revising employee performance. Yet staff appraisal systematically evaluates the quality of workers' performance as noted by Millman and Linda (1990). Based on their explanation, an appraisal should not be viewed as an end in itself; but rather as an important process within a broader performance management system that links organizational objectives, professional development and rewards.

According to Longenecker, (1997) performance appraisal seems a combination of two simple words that will be followed by strong reactions, emotions and opinions when brought together in the organizational context of a formal appraisal procedure. Irrespective of their status in national, regional and international market, many organizations throughout the world use performance appraisal procedure to attain their human resource management objectives. Organizations apply different tools and set various objectives for the implementation of performance appraisal. This difference

among organizations, most of the time, results in some confusion as to the true purpose of performance appraisal systems. Irrespective of the existing worldwide variations, performance appraisal in general is believed to support organizations on measuring and evaluating individual employees' behavior and accomplishments over a specific period of time. As it has been described by Longenecker (1997), performance appraisal is: "*an evaluation and grading exercise undertaken by an organization on all its employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behavior in the position.*"

2.2 Uses of Performance Appraisal

Performance appraisal is one of the basic functions of human resource department in organizations. It is an important tool to check how much employees' performance goes along with the expectations of their respective organizations. In other words, performance appraisal is intended on making measurements of employees' performance against clearly stated objectives which are set by organizations.

As it has been described by Armstrong (2000), a performance appraisal function is not a one shot activity; it rather follows evolutionary and continuous processes on measuring employees' performance. The performance appraisal process lets supervisors and employees to sit and discuss on general feedbacks gained through the appraisal system.

Among many advantages of performance appraisal process, those areas which are taken as major contributions include giving employees feedback on performance, identifying employees' developmental needs, to make promotion and reward decisions, making demotion and termination decisions and developing information about the organizations' selection.

Many writers classify the uses of performance appraisal in different ways. McGregor (1987) has grouped the purposes of performance appraisal into seven. These are human resource planning, recruitment and selection, training and development, career planning and development, compensation programs, internal employee relation and assessment of employee potential.

Henenman et al (1996, pp. 340) have also categorized the general uses of performance appraisal into three:

i. **Administration Decisions:** This aspect of performance appraisal provides decision makers with tangible source of information to carry out promotion, layoff, termination, transfer and salary increment assignments. The results of performance appraisal can also be used to examine the proper positions that should be assumed by employees to exert their maximum effort on meeting organizational objectives.

ii. **Employee feedback and development:** the other use of performance appraisal lies on providing reflection of employees' position against performance objectives and organizational expectations. Performance appraisal can be major source of information and feedback for employees, which is the key for their future development. As long as managers are provided with improvement areas on employees' performance, they can easily come up with appropriate intervention mechanisms to alleviate employees' performance gaps.

The performance appraisal system creates conducive environment for continuous discussions made with immediate supervisors on areas of improvements. The development aspect of performance appraisal mostly focuses on performance improvements on individual basis; but at times, it can embrace teams that work assignments together.

iii. **Evaluation of policies and programs implemented:** Performance appraisal data are potentially useful for use in every human resource function areas such as in every human resource planning and development of employee potential. Apart from the purposes of performance appraisal on individual basis, it can give substantial information for revising organizational policies and programs.

2.3 Approaches of Performance Evaluation

Performance appraisal is conducted in organizations at different intervals based on their stated internal policies. Performance appraisal process can be conducted either by waiting for some specific time intervals of the year; or it can be used regularly without waiting for specific intervals. The two approaches are mostly taken as complementary; they are made into use interchangeably. According to Lewis (1982) Webb and Norton (1992) and Duke

(1995), these two common approaches are termed as formative and summative evaluations.

i. Formative Evaluation

Formative evaluation is mainly focused on providing teachers with feedbacks which are meant to improve their day-to-day performance in their profession. Formative evaluation focuses on tracking their progress towards meeting organizational goals.

According to Duke (1995:46): "*The formative aspect of the evaluation cycle occurs when judgment in the form of narratives was reported to teachers during the course of conference scheduled with a few days of class room observations*" Formative evaluation is a continuous evaluation process which is aimed at providing constructive feedbacks to the employee assuming self-improvement as a core purpose. Formative evaluation maintains regular and uninterrupted communication between evaluators and evaluates so that timely remedial actions can be taken at times when there are performance deviations. This type of evaluation creates opportunities to address issues related to employees' continual professional development rather than administrative decisions.

ii. Summative Evaluation

As the word implies, summative evaluation is geared towards making major decisions on teachers' performance at the end of a semester or academic year. In summative evaluation, teachers' overall performance is measured against their job descriptions and job standards. Duke (1995:45) stated that: "*the summative evaluation system was intended to allow organizational decision such as promotion, tenure, contract renewal, and staff development programs to be made on the basis of observed conditions of practice.*"

On the other hand, Lewis (1982:9) also stated that summative evaluation is used to collect a broad sample of information about teachers' overall performance in order to make administrative decisions, such as salary increment, promotion or dismissal. Summative evaluations take the inspection role for supervisors on their administrative decisions. Summative evaluation is conducted on periodical basis, mostly once and twice a year, with a purpose of taking administrative decisions. According to Webb and Norton

(1992:379) *"summative evaluation is designed to assess the terminal behavior or overall performance."*

2.4 Performance Appraisal Practices

According to William (1993:128) regarding appraisal practice, staff performance appraisal can be carried out through serious of systematic processes. Staff performance appraisal consists of the following major steps:-

i. Pre-appraisal Conference: this is mainly done for the purpose of creating common understanding and agreement of objectives between the evaluators and their evaluates. This should be scheduled from the first week of the academic year up to the end of the program. The pre-appraisal process creates conducive environment in which both appraisers and appraises hold common understanding on the general objectives of the appraisal process. During the pre-appraisal conference, issues which can later lead to misunderstandings can become clarified. The pre-appraisal conference also avails opportunity of setting collaborative decisions on how and when aspects of the process. The pre-appraisal conference is a very important step on the appraisal process, because both appraisers and appraises will be engaged in setting the general direction through which measurements are carried out.

ii. Task observation and data collection: all tasks given to the staff members should be observed, collected and analyzed. The tasks can be the teaching learning process in the class room, at committee or staff meetings and the like. However the class room observation should occupy a prominent position in the process of data collection. During data collection, all necessary information should be taken in written form so that they will not be forgotten later. At the time of observation and data collection, the appraiser is expected to have good data recording knowledge and skill so that confusions on the written documents can be avoided. When appraisers make use of likert scale of measurement, they are expected to support their records with written documents. During observation and data collection, all rounded measurement of teachers' performance should be carried out by referring their major achievements from their respective portfolio for the appraisal period

iii. Post-appraisal conference: post appraisal conference is a sensitive position that requires wise approach in the appraisal process. This dialogue or discussion gives staff members to criticize and comment on performance feedbacks presented by the evaluator. This helps to set targets and increase future performance. Holding constructive discussions on post appraisal conference based on objective data collection creates mutual understanding on achievements and areas of improvements. It also builds strong basement for directing both appraisers and appraises on collaboratively working for future achievements.

iv. Follow-up and Discussion: the following discussion has three main advantages. (1) A remedial approach: this is important to have clear, specific and objective feedback. In this approach, the evaluator and evaluate jointly find ways on how future difficulty could be tackled. (2) Maintenance approach: both evaluator and evaluate ensure strengths and skills of evaluate in relation to satisfactory level of performance and job satisfaction to be continued. (3) Developmental approach: this is staff professional development and merit pay. When staff members successfully accomplished the performance targets of the organization, they can get professional development and merit pay.

Performance appraisal is one of the human resource functions which is conventionally taken as data gathering mechanism for better, more accurate and more cost-effective ways on evaluating job performance and motivation. Performance appraisal system is a significant technique aimed at enhancing performance of employees in organizations (Vasset, Marnburg and Furunes, 2011). On many occasions, performance appraisal and management system is considered as an integral part of organizations' human resource management.

Hodgetts (2002) has introduced a four-step process of performance appraisal system. According to him, performance appraisal system includes established performance standards, a method of determining individual performance, comparison against standards and evaluation of performance based on the comparison. The first step of establishing performance standards outlines employees' job responsibilities. The job standards are set against workers' performance. The second step involves pegging the worker performance (such as traits approach, behavioral approach, ranking methods, alternation ranking, and

results methods, productivity measures, 360 degrees evaluation and Management by Objectives (MBO)). Thirdly, there is comparison against standards. At some point, the individual work record is compared with the standards set for the job. Fourth, an evaluation of performance is made pegged on the comparison.

Selvarajan and Cloninger (2008) suggest that some organizations are not happy with their performance appraisal process. But if properly made into use, performance appraisal can be essential tool to create a positive and effective work environment; and it improves the quality of service. There are plenty of issues associated with the performance appraisal process. These include poor design, lack of attention to the organizational culture, unwillingness to confront issues of poor performance and time pressure. The next section looks at different performance review processes and their influence on employees' motivation and competency:

2.4.1 Past-Oriented Methods
i. Rating Scales
As compared with other types of performance appraisal approaches, rating scale method offers a well-structured performance appraisal. In the rating scale method, employees' performance is measured in a continuum that ranges from "poor" to "excellent". The ratings are made based on employees' capacity on working as a team player, communication skills and technical competency.

This technique simplifies the effort made by appraisers. The method ultimately results in fairness among evaluated employees. Along with this, it enables organizations to set similar standards among all departments. Rating scale is mostly preferred by many organizations for its simplicity for application; and it can be easily adopted based on the existing contexts of organizations. The basic disadvantage of the technique is its incompatibility with all sorts of jobs. The method cannot be also taken as an option for measuring employees' traits (Ali, Mahdi and Malihe, 2012).

ii. Check-list Method
This method comprises statements of traits listed with an option of answering either "yes" or "no". On check-list method, the rater is given the responsibility of filling either yes" or

"no" against all the listed items. After filling the items, the performance appraisal forms are sent to human resource department for further evaluation. In the check-list method, the different items may have either equal or varying weights according to their proximity to the day today activities of employees. Making calculations and issuing final performance evaluations of employees is under the discretion of human resource department. The economic nature, its ease for administration, its standardized nature and its applicability with less practice and training make the method preferable among many organizations. On the other hand, check-list method is less preferred for biases created among raters and for improper weights assigned for different items (Caruth and Humphreys, 2008).

iii. Force Choice Method

On this method, the rater will be provided with statements in blocks of two or more which are to be answered either "true" or "false". After the rater makes his/her choice for all items, the final evaluation is made by the human resource department. The method is advantageous on minimizing personal biases for forced choices made by evaluators. The method can also decreases the different evaluations made by the too lenient and too strict evaluators since it obliges everyone to do a comparative rating of all the employees on a predetermined distribution pattern of good to bad (Ichniowski and Shaw, 2009).The method at times may mislead evaluators to give wrong responses because of incorrectly framed statements (Denby, 2010).

The basic problem of this method arises in organizations where some departments own all good performers whereas the others are composed of poor performers. In this scenario, good employees of those departments with high performers get poor rating; and relatively poor employees of those departments with poor performers get good ratings.

2.4.2 Future-Oriented Methods
i. MBO (Management By Objective)

Management by objective is one of performance appraisal approaches that focus on future achievements of employees. Management by objectives method of performance appraisal focuses on employees result on their jobs. The method tries to measure employees' performance by making comparisons against some pre-determined objectives set before

actual activities are carried out. Before the evaluation process takes place, both evaluators and evaluates are expected to jointly set objectives for work assignments. After the objectives are collaboratively set, employees identify the skills required to meet the stated objectives. Management by objective obliges employees to remain confined only on their weaknesses and strengths without comparing themselves with other colleagues.

Instead of assuming traits, management by objective method concentrates on actual outcomes of employees' performance. If the employee meets or exceeds the set objectives, then he or she has demonstrated an acceptable level of job performance (Qureshi*et al*., 2007). Employees are judged according to real outcomes, and not on their potential for success, or on someone's subjective opinion of their abilities. In management by objectives, it is assumed that direct results of employees' performance can be observed. According to advocates of the method, traits and attributes of employees can be either guessed or inferred (Scott, Clotheir and Spriegel, 2007). In their argument, they admit that it is difficult to identify all the constituent parts of employees' performance. But, they strongly assert that it is possible to put all the parts together and the performance may be directly observed and measured.

ii. Assessment Center Methods

An assessment center method demands the formation of a team of evaluators to participate in evaluation process invigilated by trained assessors. The process focuses on observing behaviors across a series of selected exercises or work samples (Porter, 2008). Assessors are engaged in in-basket exercises, work groups, computer simulations, role playing and other similar activities which require same attributes for successful performance in actual job. If this method is properly conducted, it paves the way for better forecasts of future performance and progress than other methods.

In assessment centers, reliability, content validity and predictive ability improve (Scott, Clotheir and Spriegel, 2007). Tests made at the centers can in advance identify wrong people or poor performers before they are mistakenly hired or promoted respectively. The method clearly defines the criteria for selection and promotion. Since the method dwells on future performance potential, it completely neglects past performance. The method is considered to be expensive since it requires employees to travel and lodge. Apart from

this, psychologists are needed for the process.

iii. 360 Degree Appraisal

In this method, all parties who have either direct or indirect say on employees performance will be invited to involve during the evaluation process. Immediate supervisors, team members, customers, peers, subordinates and self-participate in the evaluation process with different weights to each group of raters. This method has been found to be useful in many instances to diagnose some traits like inter-personal skills, customer satisfaction and team building skills. One of the biggest advantages of this system is that assessors cannot afford to neglect any constituency and has to show all-round performance. However, on the negative side, receiving feedback from multiple sources can be intimidating, threatening, and expensive and time consuming (Shaw *et al.,* 2008).

In school contexts, 360 degree appraisal encourages participation of other teachers (colleagues), students, parents and self to participate on the appraisal process. This method assures the addition of different perspectives on the appraisal process so that decisions made by immediate supervisors can be supported by all major stakeholders who are directly or indirectly involved in the education system. On implementing the 360 degree appraisal, it is very important to make sure that all appraisers who participate in the process have good knowledge about appraisal system; they should have substantial knowledge and understanding about job expectations of teachers.

iv. Psychological Appraisals

Psychological appraisal prepares employees for improved performance in the future. Psychological appraisal is done through in-depth interviews, psychological tests, discussions with supervisors and review of other evaluations. The method gives attention to employees' emotional, intellectual, and motivational and other personal characteristics affecting their performance. This approach is slow and costly; and may be useful for bright young members who may have considerable potential. However quality of these appraisals largely depends upon the skills of psychologists who perform the evaluation (Shaw *et al.,* 2008).

Having the above mentioned methods of performance appraisal, we cannot be sure on the objectivity of our measurements unless and otherwise the process bases itself on accurate and current job descriptions. If appraisers are close enough to measure performance of employees and have substantial knowledge about their day to day activities, performance appraisal can motivate employees to give their best. Providing consistent support and assistance before and after the appraisal can improve their motivation and performance. Failure of organizations to conduct appraisal process on a regular basis due to limitation of resources and other reasons may affect the performance of the staff; but regular supervisor ratings may have a positive impact on motivation and competency of employees (Ali, Mahdi and Malihe, 2012).

2.5 Appraisers' Technical Capacity on Performance Appraisal

Individual employees can be evaluated by different parties who can give direct or indirect witnesses about their performance. On many occasions, immediate supervisors are taken as sole evaluators of their subordinates. If they are given the chance, other evaluators like students, co-workers and parents can be valuable sources of information as they are likely to have exposure to different aspects of teachers' performance. Information gathered from different sources enriches the evidences about employees' performance. This in turn, increases accuracy of the appraisal process by reducing biases created in the process (Vasset, Marnburg and Furunes, 2011).

To make sure that the participation of different appraisers contributes positive results on teachers' appraisal; their capacity of evaluation should be scrutinized before they are given all the responsibility of making decisions on teachers' performance. Their knowledge on teachers' core functions and their understanding on the ultimate purpose of performance appraisal determine their role as evaluators.

As it has been explained by William (1993: 109), "*…evaluators believe that evaluating staff performance should not depend on single formally designed evaluators: The superior or the Immediate Superior.*" Along with immediate supervisors, other evaluators like students, parents, other teachers can be crucial additions for valid and reliable appraisal system.

i. Superior Appraisal: Being the first person to witness teachers' daily performance, immediate supervisors' contribution as evaluators' remains significant. Immediate supervisors assume important position to make judgments on teachers' performance conformity with their intended responsibilities on their occupation.

ii. Peer/colleague Appraisal: employees who are assigned in the same occupation with evaluates can be instrumental sources of positive feedbacks. Colleagues impose both formal and informal influence on teachers because of their proximity both to the profession and individual employee. Being at closer vicinity, colleges can easily identify achievements and improvement areas of teachers. Though they have remarkable contribution on evaluating their colleagues, their knowledge and understanding on basic objectives of performance appraisal should be known before taking their measurements for granted.

iii. Student Appraisal: Due to their unique position and closeness to teachers' performance in class room, students can have ideas about qualities of effective teaching; and can evaluate their teachers based on the class room performance. Students can easily observe the day-to-day activities of teachers which can become good sources of information for objective measurement. On availing the opportunity of evaluating their teachers, their general understanding on the evaluation system should become recognized and checked before incorporating their measurements in the appraisal system.

iv. Parents' Appraisal: Apart from the classroom based assessments taken by students, parents can also closely follow and provide feedbacks on teachers' performance based on their insights taken from their children academic progress and occasional meetings held with teachers. As compared with other appraisers, parents are not close enough to the day to day activities of parents. But, they measure performances of teachers through follow ups they make on their children academic achievements. Involving parents in the appraisal system should be dealt wisely so that instrumental information can be gathered through their participation.

v. Self-Appraisal: When individual teachers are given the chance of evaluating their own performance, they will be determined to look at their progress against preplanned

performance objectives. If properly applied, self-appraisal approach enhances commitments of teachers; and, at the same time, it increases mutual trust between teachers and their immediate supervisors.

2.6 Challenges on Appraising Performance

By its nature, performance appraisal is mostly retrospective. In many occasions, performance appraisal is taken once or twice a year. In many instances, performance objectives which have been set in the beginning of the year will serve as bench marking tools for measuring employees' performance which are often conducted at the end of the year. Though performance appraisal offers a one to one discussion with appraisers, it is still significantly affected by inevitable biases. Some managers prefer to be lenient where as some others become strict during the appraisal process. In many occasions, supervisors become mislead by recent performance of employees by neglecting their long time contributions (Jones and Wright, 2007).

As it has been tried to mention earlier, there are tremendous errors created during performance appraisal. If these errors are not curved to a significant level, they bring about negative influences on teachers' motivation and competency. At a result, they start to lose their trust on the appraisal process. Evaluators are expected to identify the major errors occurring during performance appraisal so that they come up with strategies which can minimize their influence on teachers' competency and motivation. Some of the most occurring challenges of performance appraisal have been discussed here under:

1. Bias
Bias is a commonly used word for indicating personal inclinations towards or against someone or something. The word bias can be easily termed as a personality based tendency either towards or against something or someone. Everybody has his/ her biases of persons and things. Supervisors are expected to avoid their biases during appraising their subordinates to their best (Kumbhar, 2011). Personal biases direct appraisal results towards becoming subjective. The subjectivity of evaluations leads performance appraisal process to become inconsistent and unreliable. The only way of curving challenges related to personal biases is avoiding feelings of liking and disliking as much as possible

(Caruth and Humphreys, 2008).

2. Stereotyping

Stereotyping mostly refers to the tendency of taking a certain social group to have similar personal identity. Stereotyping is caused when people assume the personality of individuals is similar with their affinity groups. Stereotyping can be either positive or negative depending on the general picture of the affinity group. Evaluators are highly demanded to assess employees' performance irrespective of their social groupings. Otherwise, if assessors strictly stick to "the same feathered birds fly together" mentality, their evaluation will become significantly affected (Holzer, 2007). Stereotyping can be mitigated by knowing each employee as an individual and objectively evaluating individual employees based on their actual performance (Denby, 2010).

3. Halo Error

Halo error causes evaluators to make wrong general either positive or negative impression of rates. Halo error is created when there is a general of either positive or negative impression on an individual employee. This error occurs when the evaluator has a generally positive or negative (negative halo error is sometimes called "horns error") impression of an individual. The evaluator then artificially extends that general impression to many individual categories of performance to create an overall evaluation of the individual that is either positive or negative (Jones and Wright, 2007). In other words, if employees are judged by their supervisor to be generally "good" employees, and the supervisor then evaluates each of the areas of their performance as good, regardless of any behaviors or results to the contrary, the supervisor is guilty of halo error. The halo error can be avoided by remembering that employees are often strong in some areas and weaker in others that should objectively evaluate individual employees based on their actual performance for each and every item of assessment (Mamoria, 2005).

Jones and Wright, (2007) also noted that the halo effect or error is a tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factors. According to them, if an employee tends to be dependable, the rater might become biased toward that individual to the extent that he will rate him or her positively on many desirable attributes. Also as per their observation in an institution, students tend

to rate a faculty member as outstanding on all criteria when they are particularly appreciative of a few things he or she does in the classroom as compared to a few bad habits which might result in students evaluating the instructor as lousy across the board.

The halo error is perhaps the most pervasive error in performance appraisal as raters who commit this error assign their ratings on the basis of global impressions of rates. According to them, an employee is rated either high or low on many aspects of job performance because the rater knows (or thinks he or she knows) that the employee is high or low on some specific aspects.

4. Distributional Errors

This error happens when evaluators mistakenly take all appraises to be low performers, average performers or above average performers. These errors occur in three forms: severity or strictness, central tendency, and leniency (Porter, 2008). They are based on a standard normal distribution, or the bell curve. In severity or strictness error, the rater evaluates everyone, or nearly everyone, as below average. Central tendency error occurs when raters evaluate everyone under their control as average where nobody is either really good or really bad. Finally, leniency error occurs when the rater evaluates all others as above average. Leniency error, therefore, is basically a form of grade inflation. Distributional errors can be avoided by giving a range of evaluations (Shaw *et al*., 2008).

5. Similarity Error

This occurs when raters evaluate subordinates that they consider more similar to themselves as better employees, and subordinates that they consider different from themselves as poor employees (Skarlicki and Folger, 2007). People have a tendency to feel comfortable with people who feel the same way as they do. This feeling can be reflected on performance appraisal process (Teseema and Soeters, 2006). To avoid similarity error, it is important to embrace diversity and objectively evaluate individual employees based on their actual performance, even if they are different from the appraisers and don't do things the same way.

6. Proximity Error

Proximity error exposes evaluators to provide similar marks for items which they thought to be similar in their perspective. This error states that similar marks may be given to items that are near to each other on the performance appraisal form, regardless of differences in performance on those measures. This error can be avoided by objectively evaluating employees' actual performance on each and every item on the assessment form (Teseema and Soeters, 2006).

7. The Appraisal Conflicts

Conflict of interest constantly happens in an organization. One of the reasons is because of the practice of performance appraisal activities. Conflict probably occurs because of disagreement of the rates regarding the implementation of the performance appraisal process (Porter, 2008). It can be categorized into several categories such as conflicting intra-individual goals, which is the desire for honest feedback versus desire for self-concept affirming feedback and recognition. Besides that, there are conflicts on individual workers with their colleagues' goals, which mean that a person's desire for rewards contradicts with other colleague's desire (Skarlicki and Folger, 2007).

8. Recency Error

At times when appraisers are not supported with records and documents that help to conduct objective measurements on teachers' performance, they simply depend on recent performance of employees for measuring their performance for the entire appraisal period. This error occurs when raters use only the last few weeks or month of a rating period as evidence of their ratings of others (Qureshi*et al*., 2007). For instance, if a warehouse worker has been a strong performer for most of the appraisal period, but right before his annual evaluation he knocks over a stack of high-cost electronic equipment while driving a forklift, he may be rated poorly due to recency error (Shaw *et al*., 2008). Recency error can be avoided by evaluating the employee based on the entire assessment period, commonly 6–12 months. Using the critical incidents method really helps to recall and provide an assessment of the entire period more objectively (Tassema and Soeters, 2006).

9. Contrast Error

In contrast error, the rater compares and contrasts performance between two employees, rather than using absolute measures of performance to measure each employee (Scott, Clotheir and Spriegel, 2007). For example, the rater may contrast a good performer with an outstanding performer, and as a result of the significant contrast, the good performer may seem to be "below average." This would be a contrast error (Qureshi *et al*., 2007). Contrast error can be avoided by objectively evaluating individual employees based on their actual performance. The ranking method can be used correctly by assessing each individual based on the items on the assessment form (Shaw *et al.*, 2008).

10. Attribution Error

In simplified terms, attribution is a process where an individual assumes reasons or motivations (such as attitudes, values, or beliefs) for an observed behavior. So, attribution error in performance appraisal might occur when the rater observes an employee action such as an argumentative answer to a question as a negative attitude towards his/her job (Scott, Clotheir and Spriegel, 2007). This may not be true, and in such a case the rater would be guilty of an attribution error. Attribution error should be avoided because it is based on subjective conclusion (Skarlicki and Folger, 2007). When in doubt, the rater shouldn't assume they know why the employee did or didn't do something. The rater should talk to employees to find out so that they can objectively evaluate employees based on their actual performance (Shaw *et al*., 2008).

A successful performance appraisal system must fit to the organization. Organizations need to assess the suitability of performance appraisal systems to their own workforce before implementing one that meets their needs (Skarlicki and Folger, 2007). The primary purpose of an appraisal system is to sieve out those who cannot or would not do the job. It has to be communicated to all involved parties and appropriate support and training should be provided especially to managers conducting such sessions with their staff (Shaw *et al*., 2008). Employers should also take note that performance evaluation is a continuous process and not one that happens only once a year. The best appraisal processes involve two-way discussions. They also focus on employees assessing their own performance and setting goals for improvement. And as best practice, organizations should ensure Key Performance Indicators (KPIs) are well communicated to and clarified

with staff; and there should be proper benchmarks in place against which staff are assessed. Data collected from appraisal processes should be used to track the success of recruitment and induction practices (Qureshi*et* al., 2007).

2.7 Teachers' Performance Appraisal in Ethiopia

In Ethiopia, teachers' performance evaluation has been launched as of 1930s. During that time, the very purpose of appraisal system was to control and inspect teachers' instructional performance. Though its name has been changed into "supervision" after a while, its ultimate purpose was not changed. Since 1996, students' and parents participation on evaluation processes has been introduced for the first time at elementary and governmental schools (Berhanu, 2006:7).

In the near past of teachers' evaluation, the appraisal system has included both trait and performance based criteria. In this approach, more attention was given for how work is accomplished rather than what work assignments have been done. During this time, graphic rating type of performance appraisal had been employed to appraise the overall teachers' performance. As described by Robbins and Decenzo (1988) in the graphic rating scale, individual employees are evaluated not only on the quality and quantity of work but also includes personal traits, such as cooperation, loyalty, reliability and job enthusiasm, which have positive or negative impacts on employees' performance. The major objectives of the past teachers' evaluation as stated by MoE(1980:68) were:

(i) To provide education opportunity, salary increment, promotion and reward to effective teachers.
(ii) To identify inefficient teachers' and arrange in service training to help them minimize their weakness
(iii) To develop positive proportional attitude and
(iv)To take proper measure on teachers' who do not improve their performance after taking in service training.
(v) To measure the attainment of the objectives of the educational process.

In Ethiopia, the present system of performance appraisal of teachers is result oriented and, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks. Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up six stages in the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher (MoE, 1988 E.C.). As stated above, to move to the next ladder on their profession, teachers are expected to score accepted results on performance appraisal. At times when the appraisal system open doors for subjective measurements, it leads educational leaders to pass unreliable decisions on teachers' career development.

According to the performance appraisal plan proposed by Ministry of Education in 1996, it has created delineated hierarchies among teachers and provides a means for promotion from one level to the next higher level accompanied by proportional salary increment. The current training manual of ROTPA (Result Oriented Teachers' Performance Appraisal) criticizes past teachers' performance appraisal (1996) as: "*the past teachers' performance appraisal had been done by committee; and there was no responsible body to be accounted for appraisal errors done.*"

Along with this, the past teachers performance appraisal was criticized for being highly subjective; and teachers were appraised for years in such kind of appraisal system. Later, the 1996 performance appraisal was substituted by evaluation system which is called ROTPA. Hence the following points were taken as the basic objectives of ROTPA: Ensuring that managers and employees are fully performing to their level best as expected of them in terms of quantity, quality, time and cost; identifying strengths and weakness at organizational level, department, group, and individual level with intention of improvement in the coming performance period; identifying the need assessment for development and training both for the managers and employees; providing performance based payment or incentive for the managers and employees and making decision on management and employees' matter that is based on tangible documents and concrete facts.

As it has been gathered from different sources of literature, properly conducted performance appraisal makes contributions on influencing teachers' motivation and competency. Based on literatures written at different times on performance appraisal, the researcher has developed a general understanding that practices of performance appraisal, appraisers' professional competency on appraising and major challenges can influence performance appraisal. Accordingly, the research has been geared towards making further studies on the above major factors by gathering primary and secondary sources in private secondary schools.

After making detailed review on related literatures in relation to the basic questions of the research, the researcher has taken the points raised by other writers to as benchmarking baseline to study performance appraisal practices, professional capacity of appraisers and major challenges on appraising teachers in private secondary schools of Bole sub-city.

CHAPTER THREE

RESERCH METHODOLOGY

Chapter three discusses the methodology and procedures followed when the research has been undertaken. The first section describes the research methodology. The second section elaborates the research design chosen for the study. The third section shades light on the sources of data for the research. The fourth section presents full description on population, sample and sampling techniques applied during the study. The fifth section discusses the research instruments used, procedures of data collection and methods of data analysis.

3.1 Research Methodology

Methodology governs the philosophy or the general principle which guides researches. The researcher has predominantly used quantitative research methodology for generating statistics through the use of large scale survey research. The researcher has selected quantitative research methodology for its convenience on describing a research problem through description of trends on the selected population. The methodology has also been found for its importance on using the literature review part for suggesting research questions to be asked and justified. The researcher has also preferred the methodology since it enabled to establish research questions which were specific, narrow, measurable, and observable. Quantitative research methodology availed the opportunity for the researcher of collecting numeric data from a large number of people using instruments with preset questions and responses. In addition to the above mentioned basic reasons, the researcher chose the methodology for its ease on analyzing trends in the population using statistical analysis. It was also preferable for interpreting results by comparing them with prior predictions and past researches. Quantitative research methodology was also a chosen approach for the researcher on writing the research report using standard, fixed structures and evaluation criteria. Using the methodology, the researcher has reached at empirical findings in an objective and unbiased approach (Creswel, 2012).

3.2 Research Design

As the research demands responses from large group of participants, survey research was found to be the preferred method for the study. Out of different quantitative research designs, the research has been carried out using survey research design for its better applicability on administering a survey to a sample or to the entire population on describing attitudes, opinions, behaviors or characteristics. The design has been applied to collect quantitative, numbered data using questionnaires and interviews and statistically analyze the data to describe trends on the population through responses given to research questions. The research design has also been chosen to systematically and scientifically interpret meanings of the data by relating results of the statistical test back to past research studies (Dawson, 2012).Among many types of survey research designs, the current study has made use of cross-sectional survey design to collect data from respondents at one point in time. This design had the advantage of measuring current attitudes or practices of the population. It also provided information in a short amount of time, such as the time required for administering the survey and collecting the information (Creswel, 2012).

3.3 Sources of Data

The research has been carried out using two major sources of data. Primary data was gathered through open and close ended questionnaires which were distributed among teachers. Teachers were selected as major respondents of the research since they are the ones whose motivation and competency becomes influenced during performance appraisal. The research used close ended questions to provide teachers with an opportunity of responding items easily and within short period of time. The close ended questions also make data analysis easier than open ended questions. At times when teachers become unsatisfied with their close ended responses, they have been offered additional open ended questions so that they could give comprehensive answers.

In addition to this, structured interview has been administered with school administrators to strengthen the data gathered through open and close ended questionnaire. Structured interview made with school administrators enabled the researcher to collect data within short period of time.

In addition to the primary data sources, the researcher has put secondary data into use so that the two sources of data can present the general picture on trends of performance appraisal in private secondary schools. On gathering secondary data, the researcher used different reference books, bulletins and journals that made teachers' performance appraisal their major point of discussion. In addition to the above secondary sources of data, the researcher has also reviewed the records and documents of private secondary schools which were related to their practices on performance appraisal.

3.4 Population, Sample and Sampling Technique

This study focused on private secondary schools in Bole sub-city of Addis Ababa. As it has been presented by the Educational Statistics Annual Abstract (2014/2015) produced by city government of Addis Ababa Education Bureau, Bole sub city comprises 33 secondary schools among which 27 of them are private, international and missionary schools (For the purpose of this study, all schools which are not governed by government are taken as private schools). In the above mentioned schools, there are a total of 530 teachers. In addition to this, there are 28 principals, 15 vice principals and 4 supervisors which make the total professionals in educational administration to become 47.

i. Population

Cooper and Schilndler (2006) defined population as the total group of people or entities from which information is required. The population of interest consists of all 530teachers at Bole sub-city private secondary schools. In addition to this, all 47 school directors, vice directors and supervisors in private secondary schools of bole Sub City were selected for the research.

ii.Sample

A sample size of 226 was selected from a total population of 530 teachers. For selecting the sample size, the researcher has used Yemane's formula:

$$n = \frac{N}{1 + N(e)^2}$$

Along with this, 7 educational leaders from the total of 47 were included in the research.

The selection of the sample was sufficient and representative enough of the entire population limiting the influence of outliers or extreme observations. The sample size was sufficiently large enough to produce results among variables that are significantly different; and it broadens the range of possible data and forms a better picture for analysis.

iii. Sampling Technique

To assure the existence of teachers from all private secondary schools of the sub-city, quota sampling technique was implemented. With quota sampling, the population was divided into groups, based on their schools. The quota sampling method has been used by the current study to assure equal participation of teachers from all schools by taking the total number of teachers in all schools into consideration. After dividing the teachers based on their respective schools, proportional number of teachers was selected based on the total number of teachers existing in different schools. Within each group of teachers who have been identified by quota sampling, systematic random sampling has been applied to select the last 226 teachers. Systematic random sampling has been used to minimize biases created during selecting respondents. Using this procedure, each element in the population has a known and equal probability of selection (Dawson, 2012).

On selecting educational leaders (directors and vice directors) for conducting structured interview, purposive sampling technique was deployed to select seven educational leaders. The purposive sampling technique has been chosen by the researcher to select educational leaders based on their experience. Accordingly, out of 47 educational leaders (directors, vice directors and supervisors), a total of seven (7) were selected for responding structured interview questions.

3.5 Instruments and Procedures of Data Collection

3.5.1 Instruments of Data Collection

Questionnaire: Questionnaires were the most effective data collection tools for the survey of this study. A questionnaire developed by the researcher helped to gather data from widely distributed sample population. Apart from its convenience on gathering data

from widely scattered sample, using questionnaires has also enabled the researcher to gather data from large number of respondents (Creswel, 2012).

The respondents were expected to provide answers to both close and open ended questions. In the case of closed ended questions, they provided a greater uniformity of responses and were easily processed than open ended ones. The questionnaire was split into four sections. The initial section asked questions on characteristics of respondents. The second section established the influence of performance appraisal practice on teachers' motivation and competency. The third section determined the extent to which appraisers' technical capacity influence staff motivation. The fourth section examined the major challenges on appraising teachers' performance. A five-point Likert-type scale and rankings were used (ranging from strongly agree to strongly disagree) to reflect the appropriate levels of measurement necessary for statistical analysis.

Interview: The researcher has also used structured interview which were made with school directors/vice directors as additional sources of data. For the information obtained through interviews, the analysis was conducted using Guba and Lincoln's constant comparative method of analysis. This was done as follows:

(i) Categorizing and comparing units: The researcher prepared a transcript of the interviews with the participants. Then the researcher carefully read and reread the entire set of data (the transcript). This enabled the researcher to chunk the data into smaller meaningful parts. Following this, the researcher labeled each similar chunk with a code. In this way, categories were identified and documented.

(ii) Integrating categories and their properties: After completing the formation of categories and units, comparisons were made with each code so that similar chunks were clearly labeled with the same code. This process enabled the researcher to see whether the chunks were clearly labeled, to integrate the categories, and to reduce their number.

(iii) External coder: An external coder checked the analysis of interview transcripts. This enhanced the trustworthiness of the findings.

3.5.2 Procedures of Data Collection

The researcher relied on school directors and vice-directors to obtain access to the samples. The school directors/vice directors had direct contact with the population; and therefore had more influence in terms of creating a sense of urgency to complete the questionnaires. Persons who were interested in participating in the survey were included whereas non-contributors were not considered into the survey and subsequent analysis. Therefore, the researcher requested all the persons eligible for the study to participate. All the participants who met the criteria were assigned a number and each individual was chosen by chance using systematic random sampling technique. This technique ensured that the selection of respondents was equal and unbiased.

Final questionnaires were distributed to the respondents physically. This enhanced the speed of data collection. To improve the response rate, using adequate follow up procedure, considering respondents interest in participating and improving the quality of the research got due attention by the researcher. On the distributed questionnaires, there was a cover letter explaining the reasons for the research, why the research is important, why the subjects were selected and a guarantee of respondents' confidentiality was provided. The questionnaire had clear instructions and an attractive layout. In addition to this, the questionnaire was prepared into three pages so that it was not difficult for participants to respond within short period of time. The researcher has also tried to minimize response bias by using wave analysis so that data collection was administered in separate weeks to observe trends of responses by teachers.

Each completed questionnaire was treated as a unique case and sequential numbers were given for each questionnaire. The researcher administered the questionnaires with the help of research assistants who were selected on the basis of their experience and knowledge on performance appraisals conducted in schools. The research assistants were also oriented on how to administer questionnaires to respondents and record the findings. This enhanced the speed of data collection and record of appropriate responses from the research field

Pilot Study

A pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument. The participants in the pilot test provided written comments directly on the survey.

After good questions have been developed using principles of question construction, the researcher made pilot tests on the questions. This helped to determine whether the individuals in the sample were capable of completing the survey or not. It also measured how much they can understand the questions (Creswel, 2012).

Before distribution of questionnaires was conducted to the sample group, pilot questionnaires were prepared and administered to 5 respondents to ensure the objectivity and clarity of the items. The questionnaires were pre-tested; and any suggestions for improvements encountered during the piloting process were incorporated in the final questionnaire. Based on the feedbacks collected from the pilot test, the researcher modified or changed the survey to reflect those concerns. Because the pilot group provided feedback on the questionnaire, they have been excluded from the final sample for the study.

Reliability and Validity

The reliability of instruments used during data gathering has been maintained by using question items which are not ambiguous and unclear. It has also been managed to follow data gathering procedures of test administration that do not vary. To assure reliability, it has also been tried to have standardized procedures of data administration. In addition to the above mentioned points, arrangements and facilitations were used so that participants could give responses without being fatigued or being nervous. During all procedures of data administration, it has been tried to avoid misinterpretations on the part of respondents.

As far as validity of a measurement tool is considered to be the degree to which the tool measures what it claims to measure, the validity of open and close ended questionnaires and interview questions have been checked before they were administered. Checking

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validity has also enabled the researcher to determine what types of tests to use.

3.6 Methods of Data Analysis

The collected data were coded and entered into the Statistical Package for Social Sciences (SPSS) program. This study used descriptive statistics. According to Mugenda(2009), descriptive analysis involves a process of transforming a mass of raw data into tables, charts, with percentages and mean values, which are vital parts on making sense of the data. In this study, the descriptive statistics such as percentages have been used to show demographic profile of participants. On the other hand, mean values that show central tendency of responses were used to make analysis on items which are related to the basic questions of the research. The data were presented using tables and figures to give clear pictures of the research findings at a glance.

3.7 Ethical Considerations

The research has been conducted by taking basic ethical considerations into account. Among many considerations, respect for audiences and the use of nondiscriminatory language on gathering data, treatment of participants (maximizing good outcomes and minimizing risk), respect for participants(protecting autonomy and ensuring to become well-informed, voluntary participation) and justice(a fair distribution of risk and benefits) were maintained throughout the research process starting from its onset. Reporting data honestly, without changing or altering the findings to satisfy certain predictions or interest groups was also a major issue of concern dealt in the research. Throughout the data collection and analysis procedures, confidentially of respondents was maintained to safeguard their rights.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the findings of the primary data collected from the field using questionnaire and structured interview as tools for the research. The general objective of the study was to determine the influence of performance appraisal on teachers' motivation and competency using a survey on private secondary schools at Bole sub-city in Addis Ababa. The study was guided by the following specific objectives: To establish the extent to which performance appraisal practice influences teachers' motivation and competency; to determine the extent to which appraisers' technical capacity influences teachers' motivation and competency; and to examine the challenges in appraising teachers' performance.

The chapter presents an analysis of the information which were designed to respond to the research questions as outlined in the study. There are four subsections presented in the questionnaire. The first is a general section which addresses the respondents' demographic characteristics. The following three subsections addressed specific basic research questions: the extent to which performance appraisal practice influences teachers' motivation and competency; the extent to which appraisers' technical capacity influences teachers' motivation and competency; and major challenges on appraising teachers' performance.

Two hundred twenty six (226) questionnaires were distributed to the respondents but the response rate was 72 %. Based on this, one hundred sixty three (163) questionnaires were collected from respondents. The response rate was fair enough to comprehensively answer the research questions. In addition to the findings gathered through open and close ended questionnaire, all the selected seven educational leaders (directors and vice directors) have properly participated on interview sessions held with the target of gathering data in relation to the basic research questions.

4.1 Characteristics of Respondents

The general information for the study comprised the respondents' (teachers) gender, age, years of experience in the current position and educational level.

i. Male and Female Respondents
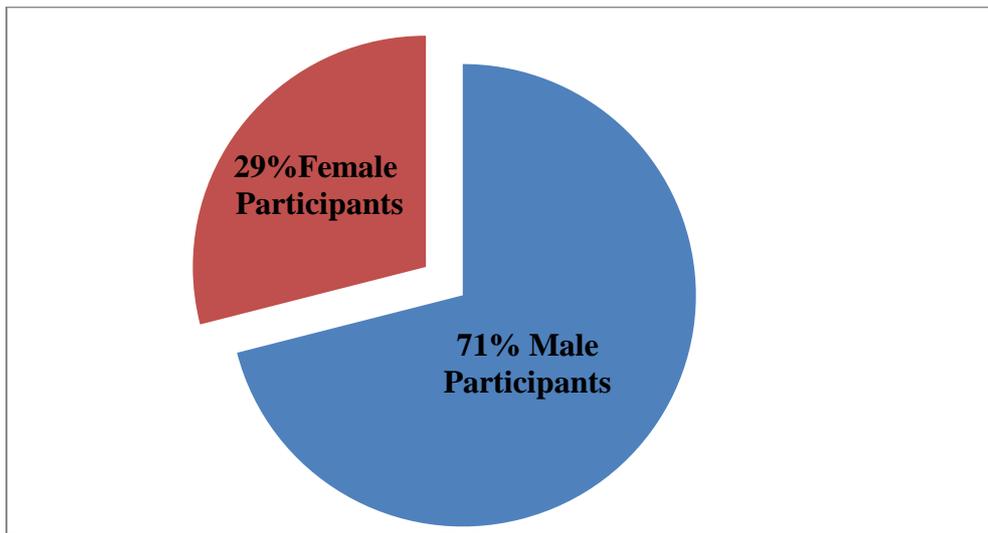
Figure 4.1: Male and Female Respondents

The researcher sought to find out the gender of the target respondents (teachers) involved in the study. Figure 4.1 established that 71 % of the respondents were male teachers as compared to 29 % who were female teachers. This indicates that majority of the respondents were male teachers.

ii. Age Bracket
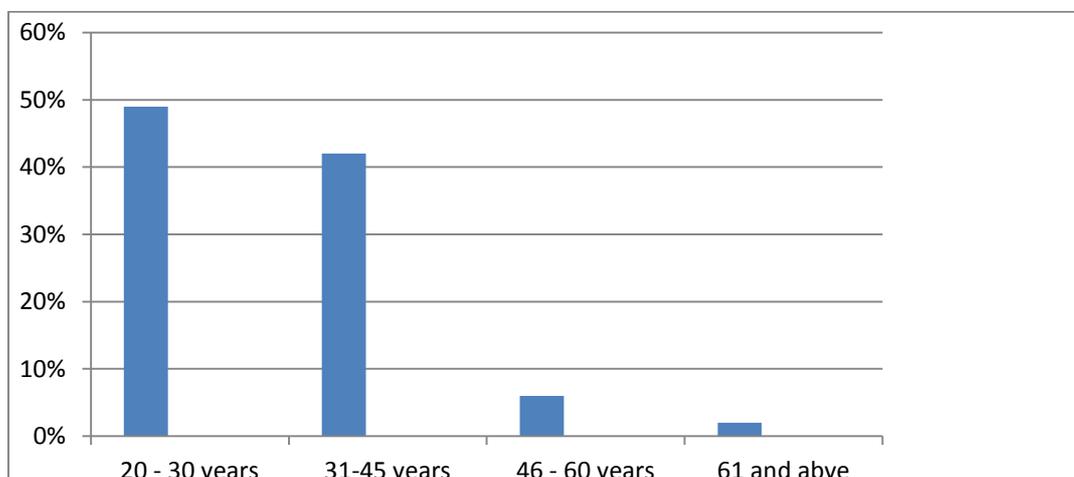
Figure 4.2: Age Bracket

The study intended to determine the age of teachers involved in the study. The picture on page 41, Figure 4.2 illustrates that 49% of the respondents were between 20-30 years, 43 % between 31 to 45 years, 6 % were between 46 to 60 years and 2 % of the respondents were over 61 years. This indicates that majority of the respondents are found in the range of 20 – 30 years. The existence of majority of teachers in this range can be taken as good opportunity for future interventions which are aimed at improving performance appraisal.

iii. Work Experience
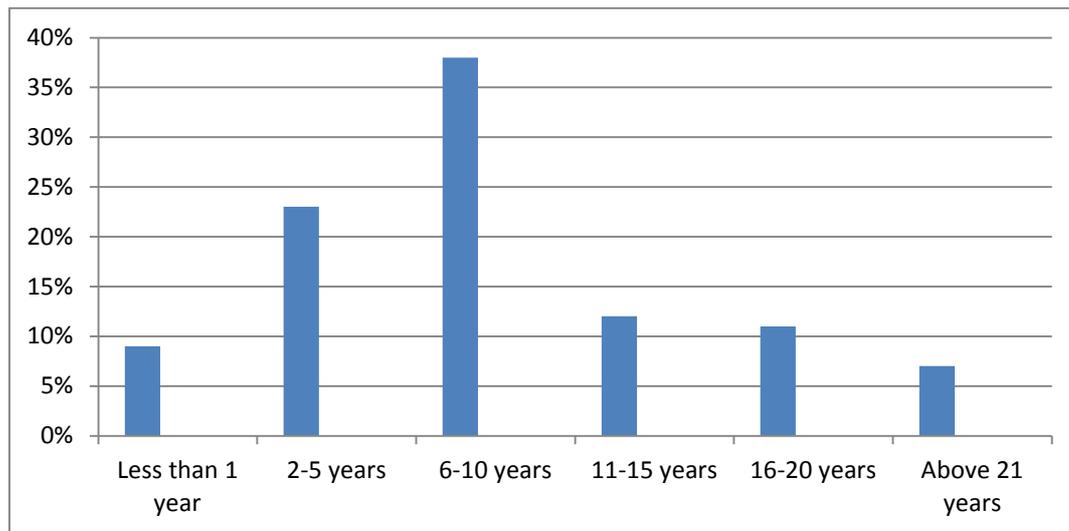
Figure 4.3: Work Experience

The researcher sought to find out the years of experience among the target respondents (teachers) involved in the study. Table 4.3 illustrates that 9 % of the respondents worked for less than 1 year, another 23 % worked between 2 to 5 years, 38 % between 6 to 10 years, 12 % between 11 to 15 years, 11 % between 16-20 years and 7 % above 21 years of experience. Thus, this indicates that majority of the respondents are relatively experienced. The rich experiences of teachers can become a driving force on improving their motivation and competency through performance appraisal.

iv. Educational Level

The study sought to determine the education level of teachers from those involved in the study. Based this, 2% of them had Diploma, 90 % first Degree and 8 % Master's Degree. This indicated that majority of the respondents had first degree and were somehow relatively educated to provide responses on performance appraisal system. Apart from the above findings on teachers' general characteristics; it was also possible to find out that 43

% of the respondents were teachers of social sciences; whereas the remaining 57 % of them were from natural sciences.

On the characteristics of participants who took part in the interview sessions who are school directors and vice directors, two (2) of them were female; while the remaining five (5) were male. This constitutes 29% female and 71% male school administrators. Concerning their age distribution, 4 (57 %) were in the range of 31 to 45, 2 (29 %) were in the range of 46 to60; and 1 (14%) was above60. Regarding their experience, 1 (14%) school administrator was found to be in the range of 2-5 years; 3(43%) in the range of 6-10 years; 2 (29%) were in the range of 11-15 years and 1 (14%) was above 21 years. Concerning their educational level, 4 (57%) were first degree holders and the remaining 3 (43%) were Master's Degree holders. As the above figures show, presence of young and educated school administrators can bring about positive results on performance appraisal.

4.2 Influence of Performance Appraisal Practice

No.	Response Items/Statements	Mean	Ratings
1	Pre and post conferences are held with my rater during performance appraisal	1.53	12
2	Expectations on my job performance emanate from my job description	3.12	6
3	I am offered with predetermined sets of objectives before performance appraisal	3.15	5
4	I am happy with evaluation formats and items used during performance appraisal	3.44	2
5	The school conducts performance appraisal regularly	3.52	1
6	My achievement at school are kept in my portfolio for future use	2.04	10
7	Parents participate on performance appraisal practices	1.98	11
8	Students participate on performance appraisal practices	3.41	3
9	Other teachers participate on performance appraisal practices	2.87	8
10	I participate on evaluating my own performance	3.34	4
11	Substantial time is allotted for performance appraisal practices	2.56	9
12	I am provided with facilities for accomplishing my tasks before performance appraisal	3.10	7

Key: ≥4.5 = Very High, 3.51-4.51= High, 2.51-3.5= Moderate, 1.51-2.5= Low; < 1.5= Very Low(Creswel, 2012).

Table 4.1: Teachers' Responses on Influence of Performance Appraisal Practice

On this part of the study, it has been tried to investigate the influence of performance appraisal practice on teachers' motivation and competency from the teachers who

participated in the study. Item 5 of table 4.1 shows that large number of teachers reflected that schools conduct appraisal regularly (m= 3.52). This shows that schools have given considerable attention to performance appraisal. As it has been presented on item 4 in table 4.1, significant number of participants have responded that they are happy with items and formats of the existing appraisal practices (m=3.44).Teachers' positive remarks towards items and formats which are used during performance appraisal practices indicate that they are confident enough that the items can explicitly measure their performance. Item 8 in table 4.1 portrays that large number of teachers have responded that students participate in appraisal practices (m=3.41). As far as the participation of students increases, the reliability and trustfulness of appraisal results increase. As a result of this, teachers' motivation and competency increases based on feedbacks gained by feedbacks gathered in performance appraisal. On the other hand, as the research finding presented on item 10 of table 4.1 shows (m=3.34), teachers' participation on the appraisal of their own performance has contributed on enhancing their motivation and performance.

On structured interview made with school directors and vice directors, almost all of them have confirmed that schools conduct regular performance appraisal which most of the time takes place twice in one academic year. The respondents have also witnessed that private secondary schools predominantly use rating scale (likert scale) appraisal for measuring teachers' performance.

According to item 3 in table 4.1, on the responses forwarded by participants on whether or not they are provided with predetermined sets of objectives before performance appraisal, considerable amount of teachers(m=3.15) have witnessed that there are predetermined sets of objectives for their performance appraisal. This makes teachers to get focused on areas of work which are considered to be their core functions. As long as they know the focus areas for their day to day work assignments, they can be more productive and motivated. Based on teachers' responses for item 2 of table 6, some participants have claimed that the expectations of their job performance emanate from their job descriptions (m=3.12). This indicates that their performance appraisal mostly bases itself on major job responsibilities. Because of this, teachers' motivation and competency increases due to their drive to meet expectations of their job assignments.

On interview sessions arranged by the researcher, school directors and vice directors have confirmed the existence of predetermined sets of objectives that emanate from their job descriptions and job standards against which teachers' performance is measured. Accordingly, they have asserted that there are no major confusions during performance appraisal period since teachers are familiar with job expectations which are demanded from them.

To demand employees' fully exerted performance, availing all necessary facilities is mandatory. As the research finding on item 12 of table 4.1 indicates, many teachers are satisfied with the facilities provided for properly accomplishing their tasks (m=3.10). This ultimately results in improved performance and motivation. According to the research finding on item 9 of table 4.1, some teachers have indicated that other teachers' participation on appraising their performance has its own role on supporting their motivation and performance (m=2.87). This finding shows that collegial feedback has its own positive influence on teachers' motivation and competency. Regarding the allotted time for conducting performance appraisal which has been shown on item 11 of table 4.1, some participants have replied that substantial time is given for the appraisal practice (2.56). This indicates that when sufficient time is given for appraisal practices, it results in tangible evidences on teachers' performance; and helps them to be motivated and committed to work harder.

On the availability of necessary educational facilities on meeting teachers' job expectations, an educational administrator who was interview respondent in "Y" school has reflected that:

> *many teachers are satisfied to work in private secondary schools for the existence of sufficient educational facilities to their expectations. The availability of school facilities creates opportunity for individual teachers to exhaust their potential in the education system.*

Interview participants (school directors and vice directors) have also reassured the participation of students and teachers as self-evaluators and other teachers' in appraisal practices. Their participation has made the evaluation practice to be easily accepted by evaluates since they are more convinced to regard feedbacks forwarded by their colleagues as constructive.

According to the finding discussed under item 6 of table 4.1, considerable number of teachers agreed that there was not that much organized documents for their performance that can be used during performance appraisal practices (m= 2.04).This shows that there was absence of well documented portfolio of their performance. This can negatively influence motivation and performance of teachers. On item 7 of table 4.1, teachers have also indicated that the participation of parents on performance appraisal practices to be at minimal level (m=1.98). This portrays that parents role on appraising teachers has not been taken into consideration. Based on item 1 of table 4.1, teachers who participated in the research have also reflected the absence of pre and post conferences during performance appraisal practices (m=1.53). This shows that performance appraisals are conducted without having common understanding between teachers and immediate supervisors on the purposes of the practice; and also the appraisal practice ends without forwarding feedbacks on areas of improvements.

The educational leaders who participated during the interview sessions have also confirmed the insignificant role played by parents during appraisal practices. Though most of them insisted in the existence of pre and post appraisal conferences, they failed to come up with tangible evidences especially on pre appraisal conference. On documentation of teachers' achievements, there were only very limited number of documents for some teachers who actively participate on club activities.

4.3 Influence of Appraisers' Technical Capacity

No.	Responded Items	Mean	Ratings
1	Raters have knowledge about expectations from my job assignments	3.08	7
2	Raters can regularly observe my performance at work place	3.84	2
3	I know my job responsibilities	4.21	1
4	My raters discuss regularly about my job performance	2.56	8
5	My raters recognize me when I do a good job	3.27	5
6	My raters are capable enough to evaluate me	3.43	4
7	Appraisers are aware of the ultimate purposes of performance appraisal	3.78	3
8	I find the feedbacks given by my appraisers constructive	3.14	6

Table 4.2 Teachers' Responses on Influence of Appraisers' Technical Capacity

The study has tried to find out the effect of appraisers' technical capacity on teachers'

motivation and competency by gathering data from teachers. As the research finding on item 3 of table 4.2 which is found in page 46 indicates, teachers who filled the questionnaires have witnessed that they know their job responsibilities (m=4.21). This indicates that teachers are aware on what areas they can be evaluated. According to item 2 of table 4.2, significant number of teachers have reflected that their raters can closely observe their performance at work place (m=3.84). This finding shows that raters are at the proper proximity to measure teachers' performance. Based on item 7 of table 4.2, large number of respondents claimed that their raters know the ultimate purposes of performance appraisal (m=3.78). This finding justifies that appraisers are competent enough to work for the intended objectives of performance appraisal. As the finding in item 6 of table 4.2 shows, considerable number of respondents have also reflected that their evaluators have well accepted capacity to evaluate their performance (m=3.43). This result shows that teachers are not doubtful about the capacity of evaluators on their evaluating tasks. On item 5 of table 4.2, participants replied that their raters recognize them when they perform good job (m=3.27). This indicates that evaluates are aware that they can be recognized whenever they excel on their performance. On item 8 of table 4.2, respondents have also reacted that they take feedbacks given by their appraisers to be constructive (m= 3.14). This indicates that teachers take feedbacks given by their appraisers as motivating factors for enhancing their performance. On item 1 of table 4.2, teachers have witnessed that their appraisers have good knowledge about expectations from their job assignments (m=3.08). On the last rated item which is found it item 4 of table 4.2, teachers responded that raters make discussions on regular basis about their performance (m=2.56). This indicates that there are informal discussions about their performance which can be taken as inputs for performance appraisal.

School directors and vice directors who provided their responses on interview sessions have reaffirmed that teachers' appraisers including other teachers, students, supervisors and teachers as self-evaluators have substantial knowledge and understanding on major performance standards against which evaluations are made.

4.4 Major Challenges on Appraising Teachers' Performance

No.	Responded Items	Mean	Ratings
1	Appraisers evaluate my recent performance on my job	4.15	1
2	Evaluators are influenced by my non job related behavior at work place	3.58	3
3	Appraisers make evaluations by comparing me with other teachers	2.14	6
4	The appraisal system causes conflict of interests among teachers	1.73	7
5	Appraisers make objective assessments without bias	2.86	5
6	My social grouping in the school affects my results on appraisals	1.23	8
7	My rater prefers giving high, low or average ratings for all items	1.73	7
8	My raters give similar evaluations for items which are closely related	3.21	4
9	My raters give higher ratings at times when I demonstrate similar behaviors as of their own	3.82	2

Table 4.3: Teachers' Responses on Challenges in Appraising Performance

The study intended to investigate the challenges in appraising teachers' performance from the respondents (teachers) involved in the study. Accordingly, the finding with the largest rating which is found on item 1 of table 4.3 has indicated that most of the respondents (teachers) have supported that appraisers evaluate recent performance of employees instead of accumulated results of the evaluating period (m=4.15). This indicates that appraisers are influenced by recency error. On another finding placed on item 9 of table 4.3, participants reflected that raters give higher ratings at times when employees demonstrate similar behaviors as of their own (m=3.82). This leads appraisers to be affected by similarity error. On item 2 of table 4.3 which has been ranked in the third position, many respondents have said that evaluators are influenced by their non-job related behavior at work place (m=3.58). This causes attribution error to be introduced in the appraisal system. On item 8 of table 4.3, large numbers of respondents have shown their support for raters mistakes on giving similar evaluations for items which are closely related (m=3.21). This indicates that appraisers are influenced by proximity error. Based on item 5 of table 4.3, considerable number of respondents gave an average rating (m= 2.86) for the item that refers to appraisers capacity on conducting objective assessments without bias. This shows that appraisers somehow give evaluations by minimizing personal biases as much as possible. According to the research finding presented on item 3 of table 4.3, average number of respondents have replied that appraisers make

evaluations by comparing them with other teachers (m=2.14). This finding shows that appraisers' evaluations are sometimes distorted because of contrast error. On item 4 of table 4.3, some respondents have reflected that the appraisal system causes conflict of interests among teachers (m=1.73). This finding implies that there exists minimal appraisal conflict among raters and rates. On item 6 of table 4.3, some respondents have also supported that their social grouping affects their results of performance appraisal (m=1.23). This finding indicates that raters' measurements have deviated due to stereotyping error on some occasions.

On interview sessions held with school directors and vice directors, they have admitted the existence of errors during performance appraisal. Though interview participants have reassured the deviations caused by performance appraisal errors, most of them have responded that the prevalence is at minimum level. As it has been reported by most of the participants, mostly occurring errors include recency error, similarity error, attribution error and proximity error.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this part of the research, the researcher comes up with summary, conclusions and recommendations of the study in relation to literature review by addressing the basic questions of the research. Accordingly, Summary, conclusions and recommendations are dealt in relation to the objectives of the research that includes determining the influence of performance appraisal practices on motivation and competency of teachers, the appraisers' technical capacity on appraising teachers and major challenges occurring during teachers' appraisal.

5.1 Summary of Findings

Concerning the influence of performance appraisal practices on teachers' motivation and competency, the research established that there are significant elements in teachers' appraisal practices which are important on enhancing teachers' motivation and competency. As it has been gathered from teachers, it has been found out that private secondary schools conduct performance appraisal regularly (mean value of 3.52; Item 5 of Table 4.1). Based on structured interview made with school administrators, research finding has been found out on the existence of regular appraisal practices which are mostly done twice within an academic year.

Regarding items and formats used during performance appraisal, based on data gathered from teachers, the research findings enabled to establish that teachers are comfortable with items and formats used during performance appraisal with mean value of 3.44 (Item 4 of Table 4.1). On the other hand, based on data gathered through interview sessions with school directors and vice directors, the researcher established that private schools use likert-scale method for measuring teachers' performance which makes appraisal exercises to be conducted easily. Though teachers' are comfortable with performance appraisal items and formats used in private secondary schools, using only one type of format (likert-scale) has its own limitations.

On other responses given by teachers regarding participations of different stakeholders, the research findings have established the existence of moderate participation of students (mean value=3.41), teachers as self-evaluators (mean value=3.34) and other teachers' participation as evaluators (mean value= 2.87) on performance appraisal (Item 8, 10 and 9 of table 4.1). On interview sessions held with school administrators, it has been reaffirmed that participation of students, other teachers and teachers as self-evaluators takes place during performance appraisal practices.

Based on the findings gathered from teachers, it was possible to find out the existence of predetermined set of objectives for their performance that emanate from their job descriptions with mean values of 3.15 and 3.12 respectively (Item 3 and 2 of Table 4.1). Along with this, from school administrators who participated on interview sessions, it has been managed to confirm the presence of explicitly stated job descriptions, job standards and set of objectives based on which teachers' performance is measured.

Based on responses given by teachers in relation to availability of substantial facilities and equipment for accomplishing their tasks (Item 12 of Table 4.1), the researcher established that the availability of resources in private secondary schools is at moderate level when it is seen based on teachers' perspective (mean value= 3.10; Item 12 of Table 4.1).On the other hand, based on data gathered through interview, the researcher has established the substantial availability of facilities and equipment in private secondary schools for supporting teachers on accomplishing their tasks.

On the item that discusses on the allotment of substantial time during performance appraisal, it has been found out that private secondary schools manage to arrange performance appraisal practices by giving moderate time (mean value= 2.56 ; Item 11 of Table 4.1).

Based on researched findings gathered from teachers regarding proper documentation of their performances, it has been found out that, in many instances, private secondary schools fail to keep proper documents on teachers' daily performance which is quantitatively within the range of low rate (mean value=2.04 ; Item 6 of Table 4.1). which can negatively influence the appraisal practices that could result in unreliable

performance evaluation. On interview sessions held with school administrators, it has been found out there are very limited number of documents on teachers' performances which are mostly related to their club activities.

In addition to this, according to research findings from questionnaires filled by teachers, it has been found out that parents' participation on teachers' appraisal to be at minimum level (mean value= 1.98, Item 7 of Table 4.1); and this causes a gap on assuring the participation of prominent stakeholders on evaluating teachers' performance. On interview sessions held with school administrators, the researcher has managed to strengthen the findings gathered from teachers. Based on this, the research findings have established the poor participation of parents during performance appraisal.

On the last rated finding of the research for the basic research question that has been aimed at determining the influences of performance appraisal practices on teachers' motivation and competency, the data gathered from teachers through questionnaires have established that private secondary schools conduct performance appraisal without organized pre and post appraisal conferences (mean value= 1.53, Item 1 of Table 4.1). Absence of pre and post conferences with teachers leads to lack of common understanding on the purposes of the appraisal process. The whole appraisal process will also become open ended if it ends without post appraisal conferences. On interview sessions made with school administrators, it was possible to find out that there is a big gap on exercising pre and post appraisal conferences.

Based on the findings gathered from teachers on the influence of performance appraisers' technical capacity on teachers' motivation and competency, the research established that teachers highly rated knowledge about their job responsibilities (mean value= 4.21). Apart from this, raters' ability to closely observe the daily works of teachers makes results of performance appraisal objective and reliable (mean value= 3.84). Raters' technical capacity of keeping the ultimate purposes of the appraisal practice in their minds directs the whole system to be geared towards its intended ultimate objectives (mean value=3.78). The research findings have also established that evaluators' technical capacity on conducting appraisal practices can moderately determine positive and reliable results (mean value= 3.43). According to the research finding on recognitions made by

raters when teachers make achievements on their day to day job activities, the research has established that recognitions are moderately made by evaluators(mean value=3.27). On another finding that focuses whether or not teachers take feedbacks given by their appraisers as constructive, it has been found out that they take improvement areas recommended by their appraisers moderately (mean value= 3.14). For the item that discusses on appraisers' knowledge about teachers' job assignments, the research has established that moderate number of appraisers (mean value=3.08) know specific job assignments of teachers. On discussions made between raters and rates, the research has found out that raters make discussions moderately with teachers (mean value= 2.56). (Items in Table 4.2)

Following interview sessions made with school administrators, the findings gathered from teachers through open and closed ended questionnaires have been further strengthened. Based on this it has been reaffirmed that teachers as self-appraisers, students, other teachers and immediate supervisors have knowledge about teachers' job responsibilities and the ultimate objective of performance appraisal.

For research questions that focused on the major challenges of performance appraisal on teachers' performance, the research findings gathered from teachers through close and open ended questionnaires, have established that appraisers are highly influenced by different appraisal practices related challenges. As the research findings have shown that raters highly take the recent performances of teachers' by ignoring all their effort for the whole appraisal period (mean value= 4.15). According to the research findings, it has been found out that raters highly give higher ratings for teachers who exhibit similar behaviors as of their own (mean value= 3.82). Because of this error, appraisers take performances and traits of teachers which are similar to them to be benchmarking baselines to measure performance. Along with this, significant numbers of appraisers are also influenced by non-performance related behaviors at work place (mean value= 3.58). The research findings gathered through close and open ended questionnaires have also established that raters give similar evaluations for items which are closely related (mean value= 3.21).

On interview sessions held with school administrators to find out major challenges during performance appraisal, it has been found out that appraisers are highly influenced by recency, similarity, attribution and proximity errors in similar ways as they have been identified by research findings gathered from teachers.

5.2 Conclusions

5.2.1 Influence of Performance Appraisal Practice

Though the findings of the research gathered through primary and secondary data have come up with some positively contributing factors like regularly conducting performance appraisal practices, implementation performance appraisal items and formats which are easy to understand by teachers, existence of clearly stated job objectives that emanate from teachers' job descriptions and active participations of some prominent stakeholders, other factors that make negative contributions on performance appraisal practices have been identified by the current research. Based on findings of the research, teachers are assessed without referring documents that portray their achievements for the evaluation period. This malpractice erodes teachers' confidence on accepting the results of the evaluation practices as true reflections of their performance. This later affects their readiness and motivation to score better job related achievements in the future. On another aspect of the research finding, it has been found out that parents' participation on teachers' performance appraisal to be at very minimum level. If parents are given the chance of supporting schools through their participation in appraisal practices, they can benefit individual teachers and the schools at large on identifying areas of improvements. The other prevailing drawback identified in the research was the absence of pre and post conferences during performance appraisal. Because of this, both raters and rates have been obliged to be engaged in appraisal practices that lack common understanding on the general purpose of the whole system; and it also becomes concluded without exchanging feedbacks on improvement areas and areas of achievements. According to Herzberg's theory of motivation, all the above mentioned deviations and malpractices contribute to negative impacts on teachers' drive on gaining motivations and enhanced job performance through constructive feedbacks and other benefits accrued by appraisal practices through lack of proper supervision.

5.2.2 Influence of Performance Appraisers' Technical Capacity

Based on the findings of the research gathered through primary and secondary data, technical capacity of performance evaluators is one of the determining factors on reaching at objective and reliable data on teachers' achievements. The findings have indicated that availability of different appraisers who have substantial knowledge on teachers' duties and responsibilities on one hand and the total appraisal on the other hand has created conducive situation in which teachers' actual performance can be measured in a justifiable manner. As long as teachers are provided with justifiable and objective assessments of their job performance, they can be supported to get motivated both intrinsically and extrinsically so that they work by maintaining their occupational excellence.

5.2.3 Major Challenges on Appraising Performance

According to the research findings, on many occasions, appraisers have been trapped in recurrent challenges which are related to taking the closest time performances of teachers which is commonly known as recency error. As it has been confirmed by the research, many appraisers fail to keep daily achievements of teachers in their portfolio and they are not in a position to make use of critical incident method. The poor recording practice exposed appraisers to make their judgments based on mere recalling of performances of recent times. Because of this, appraisers are confined to make assessments for performances which have been seen just before the evaluation. This challenge mostly happens when appraisers use only the last few weeks or month of a rating period as evidence of their ratings of others. On another finding, it has been found out that appraisers assumed similar performances and behaviors of their own to be the benchmarking baselines to evaluate teachers. This approach creates similarity error on the evaluation results. This kind of challenge has been found to emerge when evaluators consider employees with similar way of thinking as of their own as better employees. On another scenario justified by the research findings, some teachers become victimized for their non-job related behavior. The research finding also has shown that, on many occasions, appraisers were found to give similar marks for those items in teachers' evaluations which are closely related. This creates deviation on the actual results of teachers by mistakenly merging different appraising items into one pocket. The above mentioned errors occurred in performance appraisal result in unreliable evaluation results

on teachers' performance; and these errors significantly influence teachers' motivation and competency.

5.3 Recommendations

1. Bole sub-city education office and all its private secondary schools are recommended to work collaboratively on the introduction, proper implementation and regular follow up of pre and post conferences which need to be held before and after evaluation of teachers. In the absence of the above two procedures, the evaluation becomes open ended without feedbacks on strengths and improvements areas. This practice deprives teachers to become motivated by their achievements; and they lack commitments to improve their competency in the future.

2. Both Bole sub-city education office and all appraisers in the sub-city's private secondary schools are recommended to work on introduction and implementation of parents' involvement during all the stages of performance appraisal. This approach enables to include additional perspectives on the existing evaluation process on teachers' performance. As good performers are recognized for their achievements collected from all major stakeholders of the school system, they become committed and motivated for further achievements.

3. Bole sub-city education office and all private secondary schools under its discretion are recommended to establish performance appraisal practice which is carried out based on well documented teachers' personal portfolio that properly keeps tangible records of their achievements. Educational leaders at both the sub city and private secondary schools can work collaboratively on bridging knowledge, skill and attitude gaps of evaluators through different intervention mechanisms including supervision and trainings so that proper documentation of teachers' achievements can be effectively used for appraisal purposes. Introduction and implementation of appraisal systems that adhere on documented records on teachers' performance makes the appraisal system reliable and objective. As end users, teachers build trust on the evaluation results; and they become motivated and determined to work on their improvements areas for the future.

4. Bole sub-city education office and its private secondary schools are recommended to arrange different discussion forums, experience sharing sessions and trainings which are aimed at addressing the capacity of appraisers so that it is possible to make teachers' evaluations work for their intended purposes objectively.

5. To alleviate mostly occurring challenges during performance appraisal, Bole sub-city education office and its private secondary schools are recommended to work in harmony on guiding and monitoring appraisers on areas that demand improvements. This can be done by catering regular support and supervision for appraisers. Along with this, different discussion forums and trainings can help on curving the prevalent problems that occur during performance appraisal.

6. To bring all private secondary schools under similar pattern of appraisal system, Bole sub-city education office and its private secondary schools can develop different guidelines, manuals and procedures for indicating directions that need to be followed during appraisal..

This research has dwelled on finding out the influence of performance appraisal on teachers' motivation and competency in private secondary schools of Bole sub-city in Addis Ababa. The researcher recommends that future researchers can apply the same research objectives to determine the influence of performance appraisal on teachers' motivation and competency in governmental schools or other areas that demand full-fledged researches.

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ANNEX-1

No.	Category	Male	Female	Total Population	Percentage
1	Bole Kalehiwot	34	5	39	7.4 %
2	Character Hallmark	8	0	8	1.5 %
3	Gibson Youth Academy	12	1	13	2.5 %
4	Prestigious	12	1	13	2.5 %
5	School of Tomorrow	5	3	8	1.5 %
6	British International	11	5	16	3.0 %
7	Gateway	8	0	8	1.5 %
8	Glory	6	0	6	1.1 %
9	One Planet	6	0	6	1.1 %
10	Yenegew Sew	19	1	20	3.8%
11	Makmillan	20	0	20	3.8 %
12	St. Mariam	24	4	28	5.3 %
13	Vision Academy	20	1	21	3.9 %
14	Gedamesitaweyan	21	5	26	4.9 %
15	Young Root	9	3	12	2.3 %
16	Debora	31	0	31	5.9 %
17	Eden of Kids	8	1	9	1.7 %
18	Fountain of Knowledge	17	0	17	3.2 %
19	Safari Academy	25	1	26	4.9 %
20	Deliverance	15	2	17	3.2 %
21	Ethio-Harvard	8	2	10	1.9 %
22	Addis International	30	1	31	5.9 %
23	Dibora	31	0	31	5.9 %
24	Embut	10	0	10	1.9 %
25	Bright Future	29	4	33	6.2 %
26	Ethio-Parents	28	12	40	7.5 %
27	Super Holly Savior	31	0	31	5.9 %
	Grand Total	478	52	530	100 %

Total Population Distribution

No.	Category	Total Population	Sample Size
1	BoleKalehiwot	39	17
2	Character Hallmark	8	3
3	Gibson Youth Academy	13	6
4	Prestigious	13	6
5	School of Tomorrow	8	3
6	British International	16	7
7	Gateway	8	3
8	Glory	6	3
9	One Planet	6	3
10	Yenegew Sew	20	9
11	Makmillan	20	9
12	St. Mariam	28	12
13	Vision Academy	21	9
14	Gedamesitaweyan	26	11
15	Young Root	12	5
16	Debora	31	13
17	Eden of Kids	9	4
18	Fountain of Knowledge	17	7
19	Safari Academy	26	11
20	Deliverance	17	7
21	Ethio-Harvard	10	4
22	Addis International	31	13
23	Dibora	31	13
24	Embut	10	4
25	Bright Future	33	14
26	Ethio-Parents	40	17
27	Super Holly Savior	31	13
	Total	**530**	**226**

Sample Population Distribution

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

<u>A Questionnaire to be filled in by Teachers</u>

Dear participant,

I have chosen to conduct a research on **the influence of performance appraisal on teachers' motivation and competency** for my thesis. Your genuine response will have paramount importance as a basic source of data.

Dear respondent, your responses remain confidential and secured. You are kindly requested to give valid and reliable information by answering the questions in a considerable and responsible manner. Your participation will have its own contribution for the successful accomplishment of the research.

Thank you in advance!

The researcher

General Instructions

- You are not required to write your name or your phone number
- Put a tick mark (√) on your choice from the alternatives under each question.
- Where your opinion is asked for, write down in the spaces provided.

Section I: General Information

1. Your School :_____
2. Your Department: _____
3. Gender: Male   [ ]   Female   [ ]
4. Age :   20- 30 [ ]   31-45 [ ]   46- 60 [ ]   Above 60   [ ]
5. Work Experience: Less than 1 year [ ]   2-5 years   [ ]   6-10 years   [ ]
                       11-15 years [ ]   16-20 years [ ]   Above 21 years [ ]
6. Educational Level: Certificate [ ]   Diploma   [ ]
                         Degree   [ ]   Masters   [ ]

Other: _____

Section II: The Influence of Performance Appraisal Practice on Teachers' Motivation and Competency

Scale key: 5 – Strongly Agree, 4 -   Agree, 3 – Undecided, 2- Disagree, 1- Strongly Disagree

No.	Statements	5	4	3	2	1
1	Pre and post conferences are held with my rater during performance appraisal					
2	Expectations on my job performance emanate from my job description					
3	I am happy with the evaluation format used during performance appraisal					
4	The school conducts performance appraisal regularly					
5	My achievement at school are kept in my portfolio for future use					
6	The appraisal process is fair and objective					
7	Parents participate on performance appraisal practices					
8	Students participate on performance appraisal practices					
9	Other teachers participate on performance appraisal practices					
10	I participate on evaluating my own performance					

Additional comment

_____

_____

_____

Section III- Influence of Performance Appraisers' Technical Capacity on Teachers' Motivation and Competency

No.	Statements	5	4	3	2	1
11	Raters have knowledge about expectations from my job assignments					
12	Raters are can regularly observe my performance at work place					
13	I know my job responsibilities					
14	My raters discuss regularly about my job performance					
15	My raters recognize me when I do a good job					
16	My raters play significant role on my career development					
17	My raters are capable enough to evaluate me					
18	Appraisers are aware of the ultimate purposes of performance appraisal					
19	I find the feedbacks given by my appraisers constructive					

Additional comment

_____

_____

_____

Section IV- Major Challenges of Performance Appraisal on Teachers' Motivation and Competency

No.	Statements	5	4	3	2	1
20	Appraisers evaluate my recent performance on my job					
21	Evaluators are biased by my behavior at work place					
22	Appraisers make evaluations by comparing me with other teachers					
23	The appraisal system causes conflict of interests among teachers					
24	Appraisers make objective assessments without bias					
25	My social grouping in the school affects my result on appraisals					
26	My rater prefers giving high, low or average ratings for all items					
27	Raters give similar evaluations for items which are closely related					
28	Raters give higher ratings at times when I demonstrate similar behaviors as of their own					

Additional comment

_____

_____

_____

THANK YOU FOR YOUR GENUINE COOPERATION!

Interview Questions for School Directors and Vice Directors

Section I: General Information

1. Your School :_____

2. Gender: Male   [ ]   Female   [ ]

3. Age :   20- 30 [ ]   31-45 [ ]   46- 60 [ ]   Above 60   [ ]

4. Work Experience: Less than 1 year [ ]   2-5 years [ ]   6-10 years   [ ]

   11-15 years []   16-20 years [ ] Above 21 years [ ]

5. Educational Level: Certificate [ ]   Diploma   [ ]

   Degree   [ ]   Masters   [ ]

   Other: _____

Section II: The Influence of Performance Appraisal Practice on Teachers' Motivation and Competency

1. Does your school conduct pre and post conferences with teachers during performance appraisal?

   Yes   [ ]   No   [ ]

   If no/yes, why _____

2. Are evaluations at your school based on determined performance standards that emanate from teachers' job descriptions?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

3. Does your school conduct performance appraisal regularly?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

4. Does your school evaluate teachers based on documented evidences for their achievements?

   Yes   [ ]   No   [ ]

   If no/yes, why _____

5. Does your school allow participation of other teachers, students and parents in teachers' appraisal process?

   Yes   [ ]   No   [ ]

If no/yes, why _____

Section III- Influence of Performance Appraisers' Technical Capacity on Teachers' Motivation and Competency

1. Do appraisers in your school have enough knowledge about teachers' job expectations?

   Yes   [ ]   No   [ ]

   If no/yes, why _____

2. Do appraisers have the chance to observe teachers' performance closely?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

3. Do you think appraisers know the ultimate purposes of performance appraisal?

   If yes, what are your justifications?

   Yes   [ ]   No   [ ]

   If no/yes, why _____

Section IV- Major Challenges of Performance Appraisal on Teachers' Motivation and Competency

1. Do you evaluate teachers' performance based on their achievements observed throughout the appraisal period?

   Yes   [ ]   No   [ ]

   If no/yes, why _____

2. Do you make comparisons among teachers when you conduct performance appraisal?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

3. Do you thing the appraisal system causes conflict of interests among teachers?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

4. Do you think that teacher' social grouping affect results of performance appraisal?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

5. Do you give higher rating for those teachers with similar behavior of your own?

   Yes   [ ]   No   [ ]
   If no/yes, why _____

STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than Addis Ababa University for academic credit.

Signature: _____ **Date:** _____

Yosef Gebremeskel (GSE / 0343 / 06)

This thesis has been presented for examination with my approval as the appointed supervisor.

Signature: _____ **Date:** _____

Zenebe Baraki (Phd)