



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE

**Effect of Performance appraisal on Teachers' Job Satisfaction in
the case of Dilachin Secondary School**

**A Thesis submitted to School of Graduate Studies, Addis Ababa University in
partial fulfillment of the requirements for MA in Human Resource
Management**

Prepared By: Adane Temesgen

Advisor:-Solomon Markos(PhD)

June, 2022

AddisAbaba,Ethiopia



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Declaration

This thesis, titled " "The effect of Performance appraisal on teacher's job Satisfaction in Dilachin Secondary School" is my unique work and has not been submitted to any other program or university. I also guarantee that all sources of information used in this thesis have been properly credited.

Declared by:

Name Adane Temesgen Signature _____ Date _____

STATEMENT OF CERTIFICATION

This is to certify that Adane Temesgen's research work on the topic titled "The effect of Performance appraisal on teacher's job Satisfaction in Dilachin Secondary School" is his original work and suitable for submission for the award of Master's Degree in Human Resource Management.

The thesis is submitted for examination with my approval as a university advisor.

Advisor: Solomon Markos (PhD)

Signature _____ Date _____

Addis Ababa University

College of Business and Economics

School of Commerce

Effect of Performance appraisal on Teachers' Job satisfaction in the case of
Dilachin Secondary School

BY Adane Temesgen

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LIST OF ACRONYMS

BSC---Balanced Score Card

HRM-----Human resource management

HR-----Human resource

JS-----Job Satisfaction

MBO-----Management by Objectives

OECD----Organization for Economic Cooperation and Development

PAS-----Performance Appraisal System

PA-----Performance Appraisal

PAP-----Performance Appraisal Process

SPSS---Statistical Package for Social Science

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Abstract

Much research has been done on secondary school teachers' job satisfaction in Addis Ababa, Ethiopia. The main purpose of this study was to examine the effect of performance appraisal on teacher's job satisfaction in Dilachin Secondary School. The research design used explanatory. And stratified random sampling was used and data was gathered by using questionnaire from a sample of 114 teachers'. The data gathered from the participants were analyzed by means of descriptive and inferential statistical measures utilizing Statistical Package for Social Science (SPSS) software. The result of the study showed as parts of performance appraisal, like evaluation form and content, rater assurance, feedback, and procedure of appeal have positive and significant relationship with employees' job satisfaction. The study also found that 61.7% of the variance on teacher's job satisfaction is explained by the main components of performance evaluation practice and the remaining 38.3% of variance is out of this. The results of this study indicated that as there is a formal appraisal system conducted twice a year for the teachers, inappropriate appraisal form, subjective approach of the raters, absence of timely feedback, and a clear and tangible format to appeal grievance regarding performance evaluation. The findings showed that majority of the employees are dissatisfied with present performance appraisal system. Therefore, the school administration is advised to improve the performance appraisal system by focusing on the major performance appraisal components such as the content, rater assurance, feedback system and procedures for appeal to maximize the level of teacher's' on their job satisfaction.

Keywords: *performance appraisal, Job satisfaction, human resource and Human resource management.*

Chapter one

Introduction and Background

1.1 Background of the Study

Employees who are happy with job are the essential part of any institution. It is unthinkable to meet the goal of a given institution, without contented employees. But any institution has a responsibility to inspire its employees in order to get a better profit from them and to be fruitful. With out any question, it is a sign of the scheme of human resource management in order to connect the goals of the institution to the workers performance. A given institution's intentions and objectives is an impacted part of the process in the management of performance and interacted by means of performance management process (Lisa, 2012).The history of performance judgment application goes back to the First World War. IBID (2012) In line with this Sir Walter Scott is the one who could be mentioned regarding performance management. IBID (2012).The actual performance management practice was setup mid 1950 (Armstrong, 2006). It was interpreted as the formal assessment and evaluating of each individual employee by the managers annually IBID (2006).

Performance evaluation practice is a systematic and time bounded procedure that evaluates each person's activity and accomplishment in accordance with definite reinstated standard and institutional target. And the other countenances of employees are cogitated as accomplishment, capacity for forthcoming changes, strong and weak side. Performance appraisal is conducted at limited intervals and includes sharing of ideas and interview between employee and their head master in most institutions. The objective of the sharing of ideas may be widely administrative decisions regarding promotion, pay, salary increment, job obligations and for better performance by means of deep discussion of development desire, identifying training chances, and the planning of duties (Brattain & Gold (1999). The above objectives need judgments to be conducted. Managers can be needed to conduct a resolution regarding the merits of individual employees now and in the feature which can be a cause for some tenderness.

There should be job related performance appraisal practice in order to avoid subjectivity or wrong evaluation by the raters. Unless and other wise, employees will have bad outlook on it for it affects their moral and minimize the required outcome and job satisfaction IBID (1999). If performance appraisal practice is on the right track, it makes employees to be satisfied and

devote to their responsibly (Luthans, 1998).Performance appraisal practice and employees job satisfaction had been selected from HR practices. The ultimate purpose of PA is to allow employees to continue to improve their performance (Selvarajan, T.2018) so; the objective of the study is to examine performance appraisal and job satisfaction in Addis Ketema Sub-City School, in the case of Dilachin Secondary School.

Job Satisfaction implies to the happiness of employees with their jobs in their job place (Smith, Kendal, and Hulin (1969).It is “something felt by an individual in preference to a specific state of affairs”. And this particular “some thing” drives each employee’s perceptions and evaluations based on his or her own but common value way and will provide many sense .for the response of what is gained. Job satisfaction has an impact on the effective and successful work for it gives encouragement which comes from the satisfaction in the work place (Lock, 1976).

1.2 Background of the Institution

Dilation Secondary School before 1994 was called “ARIOS” MEDA. The Amharic word Arios connotes negatively. Historically it has some homological definition. But the traditional definition or meaning of the word is something bedevil on unholy being. Why Arios Meda? As most elder people of the area explain there was a place where a lot of wastages dead body of animals that of dogs and donkey and sewerages from nearby garage made their destiny there. All these gave an interesting view for the place. Moreover there was mentally sick person who used to live there sometimes attaching the pass byers who named him Arios being surprised by the life style and different action of him. This man used to make fire at night dance and shout sometimes and here after the place took the name. The worst part of this place was the crimes and injuries used to be committed actually and it becomes good justification to address the area by the name Arios. Arios Meda is the place where the famous Dilation Secondary School located today. The place which was against human soul, dignity, health, and right became heaven where young Ethiopians trained to stand against diseases, violation of rights, poverty and injustice. It is also a place where students equipped with the secondary level education and become ready for the next level ahead of their life.

The name DILACHIN (OUR VICTORY),as some elder people explained, is used to memorize the victory of Ethiopia over the Eritrean aggression in the 1990’.Other people say that the name can be also used to express any kind of victory which will be scored against poetry, diseases, injustice, illiteracy and corruption by the school community at any time in collaboration with the

outside community. The school was established in 1994 as government school. At the beginning it had 24 classes, three laboratory, one meeting hall and different offices for different purposes. Currently, the school has 130 teachers, 30 administrative workers, and three Principals in Dilachin Secondary School in Addis Ketema Sub -City. The number of classes are 40 with 3000 students from grade 9----12. There are 13 department offices, one store, one library, one teacher staff and one pedagogy center in the mentioned institution.

1.3. Statement of the problem

Any educational institutions have their own aims, principles, procedures and guide lines that impact the traits of teachers, students, principals and the general staffs. So, performance appraisal is one of the guiding principles to evaluate the fruitiness of the teaching Dessler(2005). The mission of the teaching-learning process emanates from the desire to equip learners with knowledge and to bring the behavioral change. Actually, the effectiveness of the mission depends directly on the teacher's job accomplishment. So, effectiveness in school is assured if and only if performance appraisal of teachers is performed in a desired manner. Getting the required performance from the employees is one of the major obstacles that confront the administrators in different institutions. Many of the evaluations which the school principals meet rely on the person embracing characterization of personal traits that is knowledge, commitment and behavior. If there is a well-organized appraisal system, there may be a chance to make sure that the judgments done will be fair defensible, accurate and lawful. Most of the assessment that managers complete focuses on the person embracing characterizations of their personal "traits" or commitment, knowledge or technical knowledge, behaviors or attendance. Without a structured appraisal system, there is little opportunity to ensure that the judgments made will be lawful, fair, defensible and accurate. The quality and reliability of assessments result in the fruitfulness of any appraisal. The method of appraisal reveals many problems that may hamper the successfulness of the evaluation (Ivancevich 1989). According to (Chruden, 1959) lack of effective training resulted in a serious of problems to conduct performance appraisal. According to (Ivancevich 1995), performance appraisal creates tension on employees. Tending to subjective bias and favoritism are the actual problems that create opposition to many performance appraisal systems. In any case the vital doubt is that of the subjectivity of the raptors. Although performance appraisal system is well-organized, obstacles may occur if the evaluators or supervisors are not cooperative and well-trained or may not be matched with the

process of evaluation. Absence of enough training of evaluators leads to serious of problems in order to complete performance rating practice. Wrong judgment and bias of different type can damage the performance appraisal practice, and shows not exact and invalid evaluation Shelley (1999).The impartiality of the rating decision is the vital concern of the practice of performance appraisal. So, among the various factors that contribute to employees' job satisfaction is lack of knowledge and skill from the evaluator's side IBID (1999).

The active involvement of teacher's in the performance appraisal has a close relation with their job satisfaction. Based on (Cowleyet.al, 1998) satisfaction on evaluation of performance feedback has positive relation with job satisfaction. Employees of some educational institutions experience dissatisfaction on the existing performance appraisal procedures IBID (1998). Human resource practices are the mechanisms which institutions use to reshape the behavior, perception and attitudes of employees Wright, McMahan and (McWilliams, 1994) .It indicates unless and otherwise HR practices properly formulated and applied, it is unlikely for the intuitions to meet the seated target that are solely relies on the HR. The purpose of PA is to distinguish the skill those who perform better in order to maximize their salary, and related benefits, to uplift their productivity by means of training to fill deficiencies gap to enable employees to be satisfied with their job. What is required from the supervisors is to set standards of performance and assure it's accessibility to the employees in order to make PA effective.

There are various factors which affect job satisfaction and improper PA practice is the one IBID (1994). Ineffective PA can minimize employee's job satisfaction level which resulted in the lower performance and the failure of the institution in general IBID (1994). The right PA practice or performance rating helps for promotion, demotion pay raise or pay cut. Dilachin Secondary School applies performance appraisal which is measured and reported twice a year to evaluate teachers. The informal information obtained from teachers' and the researcher's personal observation, the teachers' raised vital issues concerning bias, lack of clarity, unfairness and absence of training. No training is provided in line with performance appraisal. Based on personal observation and school documents most of the time, the training which is given in the institution relies on the preparation of annual plan, final examination, and continuous professional development. Even if duties and obligations of the teachers are communicated by the management of the school at the start of academic year, the PA practice or the feedback is more of subjective, Furthermore, there is absence of clear and well-organized report concerning

performance of employees, and prior discussion among the appraise and appraisers before the evaluation. So, the above problems and other practical problems which forced the researcher to make depth study in the institution and its impact on teachers through assessing PA practice and its effect on job satisfaction of teachers. The study assessed the extent to which PA of the institution is fruitful to satisfy the employees and meet institution's goal. The researcher needs to fill the knowledge gap based on the above mentioned problems by assessing PA practice on teachers' job satisfaction. There has not been any study carried out in Dilation Secondary School which investigated the effects of performance appraisal on teachers' job satisfaction. Above all frustration by teachers and the management to wards performance appraisal triggers the researcher's mind to quest as to why such disconformities existed. and filling this gap is believed to be the main contribution of this research. Therefore the aim of this study is to identify the significance effect of performance appraisal on teachers' job satisfaction in Dilation Secondary School.

1.4. Research Question

The researcher has formulated the following research questions.

1. What is the type of performance appraisal applied in the school?
2. How is performance appraisal of teachers' and job satisfaction related?
3. How Performance appraisals contribute to teachers, job satisfaction?
4. What are the activities and obstacles of Performance appraisal observed in the school?

1.5. Objective of the Study

1.5.1. General objective

The aim of the study was to examine the effect of performance appraisal practice on teachers' job satisfaction.

1.5.2. Specific Objective

The study had the following specific goals

- i. To assess the type of performance appraisal practiced in the school.
- ii. To determines the relationship between performance appraisal practice and job satisfaction.

ii) To assess the contribution of performance appraisal to teachers' job satisfaction.

iv. To find out the activities & obstacles of PA observed in the institution.

1.6. Hypothesis

The research has tested the following the following hypothesis.

Ho1: Appraisal form and its content have a negative and insignificant effect on teachers' job satisfaction.

Ho2: Raters assurance has a positive and insignificant effect on teachers' job satisfaction.

Ho3: Providing feedback has a positive and significant effect on teachers' job performance.

Ho4: Procedure of appeal has a positive and significant effect on teachers' job satisfaction.

Summary of relations

Code	Hypothesis	Test result/relation
1	AP& its content has effect on teachers' JS	Rejected/ insignificant
2	Rater assurance has effect on teachers' JS	Accepted/positive
3	Providing feedback has effect on teachers' JS	Accepted/positive
4	Procedure of appeal has effect on teachers' JS	Accepted/positive

Source: SPSS output.V.20

1.7. Significance of the study

The findings of this research benefit different stakeholders. It assists the school directors, appraisers and supervisors to distinguish the crucial shortcomings of teachers' performance appraisal and gives substantial recommendations to bring a change for the practice of performance appraisal of teachers in the institution. In addition to this it gives clue to the teachers to have an understanding regarding performance appraisal practice. And finally, the finding provides recommendation for policy makers to review performance appraisal system.

1.8. Scope of the Study

In Addis Ababa city administration there are eleven sub cities, one hundred eighteen woredas and more than four hundred eighty eight government schools. However, the research will focus

on the school that was located in Addis Ketema Sub –city. In Addis Ketema Sub-City alone there are ten woredas and five government secondary schools, but the research will cover one school out of the five. The researcher will not cover kinder gartens, primary and the rest of secondary schools. It is delimited only to one secondary school. The study is conceptually delimited to assess the relationship between performance appraisal and teachers’ job satisfaction. The study is geographically delimited to employees who are working in Addis Ketema Sub-- city, Dilachin Secondary School which includes the school management and the teachers.

1.9. Limitation of the Study

All teachers of the school are not covered in the study. The research focused on addressing performance appraisal factors and practices which affect teachers’ job satisfaction in the institution; apart from other factors that impact teacher’s job satisfaction.

Definition of terms:

Performance appraisal-is a systematic, periodic and the impartial rating of an employees’ performance in matters pertaining to his or her potentialities for a better job (Flippo, 1984).

Job satisfaction-the feeling by employee to wards the job they do with regards to conditions of work and the rewards occurred (Armstrong, 2006).

Performance process- according to (Decenzo,2010), the appraisal process is the establishment of PA standards in accordance with the institution’s strategic goals, communicate expectations, measure of the actual performance, compare the actual performance with the standards, discuss the appraisal with employees and take corrective action.

1.9. Organization of the Study

The paper is divided in to of five chapters, the first chapter dealt with the introduction part of the research topic. The second chapter overviewed the vital theoretical concepts developed by various scholars’ in line with HRM, performance appraisal and job satisfaction. The third chapter dealt with research methodology. The fourth chapter dealt with the analysis, discussion and results outlined. The final chapter was concerned with summary, conclusion and recommendations. At the end of the final chapter, references and annexes was attached.

Chapter two

Literature Review

2.1.1 Definition of Job and job Satisfaction

Job is a piece of work, especially a specific task done as part of the routine of one's occupation or for an agreed price, Collins English dictionary. Job satisfaction can be defined as the feeling of employees about their jobs and other job related issues (Spector, 1997). For instance, employees may have a feeling of being part of or separated from their institution. Job satisfaction is an intrinsic emotion connected with the acceptable or unacceptable job experiences IBID (1997). It is a world wide agreement or as a star group of different dimensions in which the employee response in affective manner (Locke, 1969). (McNamara, 1999) interprets job satisfaction as state of mind concerning the nature of their task. It may be affected by different reasons. For instance, the ability of an individual's interaction with their nearby supervisor, the quality of geographical environment in which they are working with, the extent to which they accomplish their work, performance evaluation and process of feedback and like (McNamara,1999). Job satisfaction is a vital component part that resulted in, income, promotion, recognition and success for additional goals, results in the success of institutional objectives IBID(1999). Maximum result from the performance, amount and quality of the result per hour performed might be at most a vital outcome of the best work style (Kaliski, 2007).

Job satisfaction comes from intrinsic factors which are related to the work it self or extrinsic factors which are related to instrumental values (Watson, 2012). Based on this way of, even though job satisfaction is influenced by many extrinsic reasons, it is basically intrinsic which has to do with the way how the employee reacts. The real job satisfaction is the result of a feeling of confidentiality which comes from individual performance that is judged authentically according to the best work performance, instead of symbolic criteria such as close interaction with the headmaster or nearby family in work place (Kaliski,2007).The stage of job satisfaction is impacted by both internal and external initiated factors, the skillfulness of the management, sociable interaction with work team and the level to each person's succeed or fail in his or her job accomplishment Armstrong (2006).Low job satisfaction can result in low morale and low loyalty of employees' to the institution it self(Shmailan,A,2016).

2.1.2. Herzberg's Two Factor Theory

Herzberg (1966), suggested that factors involved increasing job satisfaction were separate and distinct from factors that lead to job dissatisfaction. According to Herzberg, intrinsic factors like the work itself, achievement in the work, the possibilities of personal growth and recognition, and being charged with important responsibilities, seemed to result from the human ability to personal advance and grow. Herzberg called these factors motivators or satisfiers. On the other hand, extrinsic factors were those elements that prevented the job satisfaction and employees growth. They included working conditions, salary, job security, and relationship with others. Herzberg called these factors hygiene or maintenance factors.

i. Intrinsic factors and higher motivation

They are related to the actual performance of the work or content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction (Balkin, Candy, & Gomez-Merjia, 2003). They are the factors which influence feelings of employees about themselves and their work. In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti & Shama, 2009).

ii. Hygiene or Maintenance factors

Maintenance factors are extrinsic satisfiers that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relation with peers, working conditions, status, job security and salary (Amos, et al., 2008), Bugler, 2001, & Elis worth et al., 2008). Variables which influence job satisfaction are as follows:

- a. working condition- refers to salary, administrative support, school management and leadership and work load (Chang et al., 2010)
- b. Inter-personal relations-the relationship of teachers with the rest of the school community is vital factor to be considered IBID (2010)
- c. Nature of the work-is one of the determinant of job satisfaction (Jyoti & Sharma, 2006)
- d. Recognition-AVSO (2008) report in Ethiopia confirmed that teachers are often de-motivated by lack of professional status and recognition by students' colleagues, principals and others cause disappointment and lack of job satisfaction.

2.1.3. HR practices that help job satisfaction be effective

Institutions are vital to maximize job satisfaction by creating system assure that employees are recognized for being effective in their job performance. The following guidelines play vital role to job satisfaction (Kaliski, 2007)

1. No rigid work arrangements telecommuting, training and other professional development chances, attracting work with challenge and permits the workers to put their sign on the task that is completed.
2. Chances to use one's ability and to be innovator.
3. Chances to receive accountability and direct the individuals work.
4. A permanent, conducive environment for work which embraces security of job and sustainability.
5. A working place by which employees are helped by the nearby supervisor who gives quick feedback and congenital team members.

2.1.4 Defining of Performance and performance appraisal

Performance is defined as “behavior that accomplishes results” (Armstrong & Taylor, 2014). Performance appraisal is the systematic rating of employee's performance and to know the capacity of an individual person for additional growth and development. It contributes for each individual promotion, transfer, and salary raise in accordance with result of performance. Various scholars that defined performance appraisal are as follows.

According to the definition of Gupa, Sharma, and Bhala (1988), it is the systematic rating of employee's accomplishments by his or her nearby supervisors. It is an instrument to identify, analyze, and categorize the variations among workers inline with job standards. It implies the usual system of performance appraisal that each individual employee is compared with other employee evaluated accordingly. Performance appraisal is a regular process carried out through the completion of an instrument which identifies and documents employee's performance and work place traits. The first reason for the evaluation of performance is to encourage employees to maximize their best effort to enable the institution to meet its mission and goals. By using the performance appraisal process, institutions distinguish and realize the effort and contributions of employees Henderson (2006).Performance appraisal of employees indicates how employees are

successfully accomplishing their job and also to identify their attitudes and other unique talent crucial for performing the job expected from them. The employees' qualities which are seen through performance appraisal practice are capacity to perform their job, ability to create collaboration, managerial ability, trustfulness and natural talent. The vital target of performance appraisal practice is to modify the effectiveness of each individual for the better future performance (Gupta, Sharma, and Bahala, 1988). Performance appraisal implies rating employees' present or past performance inline with the performance standards. It embraces identifying work standards, evaluating each individual's real performance comparing with the seated standards and helping the person to improve the weak side to prepare for better performance (Dessler 2003).

2.1.5. Significance of performance appraisal practice

Generally speaking, performance appraisal information is crucial for the HR managers and subordinates for it gives feedback concerning their performance. According to Megginston (1981), Particular purpose of performance appraisal includes:-

For administrative usage

I. To give reward according to the individual contribution: performance appraisal gives direction for the managers to decide who get salary increment. It helps fair payment and similar merits for employers'. II. For decision Placement: promotion, transfer, and demotions are decided according to performance appraisal result. Promotion is most of the time provided as a reward for effective performance, to identify strong and weak side of procedures mentioned in each department. III. To test whether the evidence is on the right track: ineffective performance can show mistakes in job analysis evidence, in which HR plans depends on it.

For employee development use

Performance appraisal is vital for career development informing employee what is expected of them. Feedback regarding future performance permits to maximize performance, advice, counseling to support employee in order to meet the required performance that was not done previously Megginston,(1981)

For Motivational Purpose

Performance appraisal is vital for the encouragement of employees in a given institution. It creates accountability and maximizes the commitment of employee's in achieving individual and

institutional objectives (Henderson, 2006). PA also helps employees to have better knowledge about job related obligations, interaction between employees IBID (2006).PA data and information are useful to make decisions for the following vital issue like, institutional and HR planning, training and development of employees, and reparation IBID(2006).

2.1.6. Performance Appraisal System

Based on Grote (1996) performance appraisal is a continuous process. And it occurs in a manner of forecasting and orderly way. The main parts of performance appraisal system are standard setting, , appraisal form and its content, feedback, and procedure of appeal .

Stages in performance Appraisal

Based on Gupta, Sharma, and Bhala (1988), performance appraisal will have the following vital phases for the effectiveness of performance appraisal. These phases' embraces:-

- i. **Setting Standards:** is first phase in performance appraisal to establish clear standards to compare with the actual performance. Different factors must be openly discussed with the management prior to the establishment of performance standards. Generic or subject specific or a mixture of both standards and a shared understanding of effective teaching are fundamentals of successful performance appraisal OECD (2013).
- ii. **Communication of standards:** employees of a given institution must be told regarding the standards expected from them. Feedback from employees must be taken in order to know whether it is followed by the employees.
- iii. **Measurement of performance:** the real performance information of the employees must be gained through observation or reports which are oral or statistical based.
- iv. **Comparison of actual performance:** the actual performance of employees is compared with the seated standards that setup to identify the difference in employees performance appraisal o.
- v. **Feedback stage:** the outcomes of appraisal must be told to the employees in order to identify their strength and weak sides.
- vi. **Corrective action:** it has two phases. A quick response is taken to correct the differences and then the necessary training programs can be prepared in line with personal experience sharing.

2.1.7. Problems of performance Appraisal

PA which is one of the most difficult tasks must be performed according one objective and standardized. Performance appraisal in a certain institutions often fails to meet its mission. When performance appraisal is accomplished ineffectively, it resulted in the increase of employee s dissatisfaction and hostility, improper use of human and non human resources, maximizes coast and minimize success. The final result consequences will be collapse of the institution (Henderson, 2006). Based on (Ivancevich, 1989), problem of performance appraisal may be divided in to Rater, system design and operating problems.

Rater problems

Raters' inadequate skill to carryout performance appraisal largely results in the fail of appraisal practice. The problems include:-

- 1) Central tendency-it happens when evaluators rate their employees with in a narrow range based on how people actually perform.
- 2) Halo effect- it implies similar rating for the whole criteria's for each person from a single point. For instance an individual evaluated "above average" on performance quantity may also be evaluated above average on performance quality, competition between individuals, attendance, and preparation for promotion.
- 3) Leniency strictness-the problem happens when evaluators lenient in rating in order to observe all performance being successful and to evaluate it properly.
- 4) Recency error- it occurs when raters relies on each individual recent traits whether it is acceptable or unacceptable. This activity results in to unequal performance appraisal.
- 5) Personal Biases-here evaluators permit their own personal biases to influence the appraisals. This type of bias embraces like or dislike of some body, ethnic and gender biases and it is not acceptable in many institutions (Steers, 1991).

Performance appraisal system design and operating problems

The problems may happen, when the institution selects wrong method or use the wrong way and rating procedures. Highly some institutions prepare method of evaluation with no consideration of some vital criteria to rate and they ignore the right evaluation system and procedure that are connecting with their internal and external work situation. So, operating and designing system

problems are hard, unless and otherwise institutions give due attention for their acceptance (Ivancevich, 1989).

2.1.8. Effective Performance Appraisal principles

Performance appraisal must be what each employee performed his job and acceptable. However it is unthinkable to obtain identical performance appraisal practice in any institution. In order to utilize of the appraisal methods, knowing how the appraisals we are going to perform is vital. So what is important is supervisors and employees have to realize its goal and obtaining the needed result from it (Ramasamy, 1998). In order to get the required result, the following actions must be taken by the management. He must arrange two evaluators to rate each individual employee to get the needed outcome IBID (1998). And an employee must be appreciated when ever he or she perform better job and the one who did not perform based on the requirement must be told in order to improve it. The evaluation should produce confidence on the employees mind and continuous in such away IBID (1998).There is no exact performance appraisal practices for every performance appraisal methods have their own shortcoming. According to (Flippo, 1984), the feature of performance appraisal principles includes;

- i. Performance expectations:-If is the duty of the managers to inform what is expected from each individual employee before the time of evaluation for it enables them to identify the focus area and to make their maximum effort.
- ii. Employ access to the results:- Performance appraisal practice which is effective should provide feedback to each individual person regarding his or her progress.
- iii. Qualified appraisers:- In any institution, there must be an evaluator equipped with the necessary knowledge and skills concerning on how to evaluate and communicate and share ideas with employees.
- iv. Standardization:-There should be an identical performance criteria system, procedure and job goals for those employees who perform the same job with the same evaluators.
- v. Due process:-Performance appraisal practice needs a uniform procedure prepared for the process in order to minimize the various grievances raised by each employee. Variation in performance appraisal practice can results in strong response among each individual employee

(Mayer and Davis, 1999). Any institution must apply the following principles to maximize performance appraisal quality and to satisfy its employees.

1. Clarity of performance expectations:-It is the obligation of managers in a given institution to inform to their employees a clear performance expectation. It embraces meticulousness and openness of PA guidelines in order to decide the employees' future kismet in the institution (Hyatt, and Benson, 2010).

2. Communication level:-It is very important to create closer communication between the supervisors and employees to make performance appraisal practice clear and manage the system properly. An excellent communication allows employees to express their idea freely and to develop a friendly relationship in the institution (Brown, Hyatt, and Benson, 2010).

3. Trust in the supervisor:-It implies the belief that employees have regarding his ability and skill in line with performance appraisal practice. If there is mistrust between employees and their headmaster, they will not have a friendly relationship and it leads to the failure of the goal of the institution (Greenburg 1896).

4. Fairness of performance appraisal process:- Fairness implies treating employees without bias. So in order to make the PA effective and meet the goal of the institution effectively, supervisors must evaluate their employees based on their accomplishment instead of their personal traits (Fortin 2008).

2.1.9. Performance Appraisers

Regarding evaluation, the nearby evaluator has a responsibility to rate employees of a given institution PA may be conducted by some one who knows the employees performance.. Based on (Dessler , 2003), Performance appraisal of employees is carried out by:-

i. Immediate supervisor: The immediate Supervisor is a vital person to evaluate each and every individual employee because of his proximity to follow up their day to day activity. And he must be the most knowledgeable person to evaluate employee performance..

ii. Peer Appraisals: This type of appraisal is applicable in an institution where its employees have similar level to evaluate each other. And it is also preferable in an institution that applies self managing group appraisals.

iii. Self rating: Self rating allows employees an opportunity to rate themselves or to identify success and failure. The shortcoming of this kind of rating is that many employees tend to give more value for them than supervisor rate them.

iv. Appraisal by subordinates: It is concerned with the rating of the supervisors by the subordinates' that leads to upward feed back. It provides merit for top managers to investigate the different management style to pick out their problem and to take remedial action towards performance appraisal practice. IBID (2003)

2.1.10. Appraisal methods and forms

The existence of a standardized performance appraisal form and content which is established by human resource department is vital to evaluate employee's job performance. Evaluation is important in order to manage employees. But raters must be careful, when they evaluate success or refrain themselves from subjectivity. Employees have to know performance appraisal standards and realize the feature of good performance. If employees identify performance appraisal form and content which has subjective part, they must work with the supervisors in order to develop a clear and compatible performance appraisal standard with their work. Two types of performance appraisal measures are used, that is objective, expressed in number and subjective, not expressed in number. There are different mechanisms of appraising employees' performance, in fact there is no universally accepted method an institution can use. Performance appraisal practice in any institution can be impacted by factors such as size, nature, availability of enough budget and goal of the institution (Flippo, 1984). The various performance appraisal methods can be divided in to Traditional appraisal and Modern appraisal method IBID (1984).

Traditional Appraisals Methods

It is widely used by many organizations. The most commonly used traditional performance appraisals are the following:

a, Checklist Appraisal: In this type of performance appraisal methods ,employee performance and traits are stated orally and statements and the evaluation is expected as needed to select one among words which state performance of each person. However, often the HR department put weights to various questions in the list based on their importance with out the knowledge of the evaluator. The rater shows the response of employees contrary to each question by making a tick

mark by using two rows that gives to each questions as yes or no, that is, yes for positive response and no for negative response. The method has its own merits and demerits. The main merit is it is easy to administer and it needs limited training and standardization. The main demerit is it is not cheap and takes time to prepare the check list and questioner for each job division (Flippo, 1984).

b. Forced choice method: according to this method, the evaluation has two choices, that is conducive or unsuitable choices and the evaluation select one of the statements, in which each individual employee is identified from the given alternatives in a best manner. It obliges the rates to choose from the alternatives. So, it's called forced choice method and it has merit to administer and it is conducive for the jobs which are not similar. (Ramasamy, 1998)

Critical Incident Method: It is a method where an evaluator documents divulgence expressing those employees categorized as having acceptable or unacceptable trait inline with performance. The divulgences are helped by giving detail information of the real outcomes which were recorded at the time they took place. And they are known as critical incidents. Both acceptable and unacceptable incidents are registered and each employee is evaluated based on all activities happened in a fixed time. (Ramasamy, 1998).

D.Field Review Method: in this method knowledgeable person who represents personnel management supports supervisors at the time of evaluation. The performance of an employees is evaluated by means of interview between the evaluator and the near by supervisor of regarding a particular employee. The rater is obliged to ask the supervisor questions about the performance of an employee. What matter for the effectiveness of the method is the accuracy of the interview (Ramasamy ,1998).

E. Ranking Method: it is the old age and the easiest method of performance appraisal. According to this method an employee is given a rank in comparison with his or her peer in the team. For instance, if there are 15 employees in the team, the most successful employee is put as number one. g IBID(1998).

Modern Appraisal Methods

A modern appraisal method helps the evaluator to rate performance of employee's in the better way than the previous method. Here are the modern appraisal methods.

1. Assessment center: This method is useful to distinguish the present and the unutilized performance of an employee and it used to choose managers and supervisors by identifying their better performance in their job. The employees who are going to be evaluated are grouped in to similar job. The evaluation embraces interview, psychological tests and background history of the person, leaderless group discussions and evaluated by knowledgeable persons. The result can indicate and measure their future potential performance based on the current employees performance Graham (1998).

2. Behaviorally anchored Rating Scales (BARS)

It is the combination of benefits of critical incidents and graphic rating scale appraisal methods. It is job focused than others and it's validity is the best. In this method a certain traits are used as a base to evaluate employee performance. One of its merit is minimizing subjectivity biases and giving a certain feedback to employee Dessler (2003). Based on Flippo (1984) here are two behaviors anchored rating scales.

i. Behavior observation scale (BOS): It is useful where the evaluator reports the frequency that an employee manifest concerning the needed specific traits .

ii. Behavior expectation scale: is useful to help the rates to define as supervisors, average or below average the behavior of the employee.

3. Management by Objective (MBO)

It manifests the philosophy of management that gives credit and utilizes each individual employee roles. Through understandable and well-stated goals, the employees are invited to attend and practice their tasks and obligations in the right way.. Generally speaking MBO implies a comprehensive, institutional mission and vision and appraisal program embarrassing the following stages (Dessler, 2003,).

I. establishing the goal of the institution

I. establishing the goal of the department

- iii. Discussing the goal of the departmental in line with the needs of department and subordinates
- iv defining the expected results the manager and their subordinates set employees performance target.
- v. Performance review: the managers and supervisors compare each employee actual and expected performance.
- vi. Provide feedback, the managers and employees discuss and evaluate the results IBID (2003).

Uplifting clear and transparent relation with employees regarding their result is a crucial feature of MBO and it supports them in getting the necessary feedback regarding performance appraisal and it also creates good interaction between the headmaster and employees. MBO foster active participation of subordinates and employees to control their own issues. The following are the shortcoming of MBO.

- I. It takes more time
- ii. Timorousness of supervisors to deputate authority
- iii. It permits more attention to the short term goals rather than long term goals
- Iv. Its goal often is too ambitious which leads to employee frustration.

Frankly speaking, MOB is preferable in a certain situation that is when employees and supervisors not rigid and control themselves in line with their job and to make it more effective it is important to minimize its shortcomings (Dessler, 2003).

2.1.11. Appraisal Interview

It is an interview in which the headmaster and subordinates review the appraisal and make plans to remedy deficiencies and consolidate strong side. Performance appraisal process is in complete. Once appraisal has been made, the evaluators must discuss and review the performance with the raters in order to receive feedback about where they stand inline with performance standards. Performance interview has the following objectives: to correct an employee performance who doesn't meet institutional performance standards, to maintain the performance of employees who perform in an acceptable manner and, to recognize superior performance so that they will be continued (Dessler, 2003).

2.1.12. Appraisal in Education Context

According to (Bell, 1988) performance appraisal of teachers has its unique characteristics which distinguish it from other sectors PA like manufacturing industry and commerce. It included well-organized performance appraisal criteria, revision of the previous accomplishments and common consensus for future goals. And seldom it includes systematic observation of employees day to day activities IBID(1988). Any performance practice with clear objectives relies on types of job performance distinguished as a vital to meet the goal of an institution (Mahoney, 1990) PA of teachers implies the process of rating job performance of teachers in providing different services. And its purpose is to make discernment past progress and agreeing to future targets and to give comment that helps them to improve their performance Dictionary of HRM (2001).

2.1.13. The importance and Impact of Teachers Appraisal

As mentioned by (Santiago & Benavids, 2009), effective controlling and evaluation of teaching is a core for sustainable school development. It improve the behavior of the organization in a ways that are sensitive to individual skill, performance, and satisfaction by permitting teachers to progress in their career and responsibilities according to effective appraisal of their performance (Mead et.al 2012). Teachers equipped with the necessary knowledge, skill, resource and job satisfaction are key to give quality education for the learners or to improve education outcomes OECD (2005). The effective controlling and evaluation of teaching is a core for sustainable development of school Santiago and (Benavides, 2009). Performance appraisal policies have great influence on the satisfaction of teachers on their job, as a recent study suggested. Researchers recently identified the influence of Tennessee's fresh teachers' performance appraisal system on their job satisfaction. And their findings showed as a higher effective evaluation results in teachers to have more positive perceptions of their jobs (Amy Auletto, 2017)

2.2. Empirical Studies

Job performance and job satisfaction was studied largely starting from the beginning of the emergence of industrial psychology Judge (Thorsten, Bono, and Patton, 2001). And it was called the "Holy Grail" of industrial psychology (Lundy, 1989). The relation between employees attitude work environment and traits results still exists as a vital topic of different research (Roth, 2006); Schleicher, and stems from classic industrial and Social Psychological theory. g.

(Lawler and Porter,1967); Wicker,(1964) Job satisfaction can be expressed in terms of cognitive and affective trait of employees as it was assured by the recent researcher explanation. According to Brief and (Weiss, 2002) employee reports of affect in work place is used to evaluate job satisfaction and that affective experience of the jobs are also a cause of job satisfaction. The most optimistic of the reviews is that of (Herzberg Et.al, 1957) in which he express confidence in a relationship between job performance and job satisfaction However according to his opinion the past correlations was not high for researchers were unable to evaluate performance and satisfaction in a desired manner correctly.

Studies by (Chang.Et.al2010) prevailed that for the past ten to twenty years working conditions emerged as the major source of teachers' job satisfaction.

(Jyoti &Shama, 2006) study on job satisfaction among Secondary School teachers and they found that the principals' behavior towards the teachers contributed the most of all the factors they investigated towards job satisfaction.

According to a study carried out by (Naji, Et.al2015), on performance appraisal practice and job satisfaction; the role of trust towards supervisors; the link between the trust toward supervisors and job satisfaction is positive and significant and the greater the trust toward supervisors, the greater their work satisfaction.

(Mount, 1984) and (Cook and Crossman, 2004) made similar study on the above issue .And Mount's outcome of indicated regarding the areas that decide the satisfaction of appraisal discussion and the areas of all performance appraisal practice the result has significant difference. Regarding this, only one aspect of appraisal system that is ,satisfaction with the way the appraisal forms helped discuss performance was significantly related to both dependent variables for manager and employees. The study indicated as appraisal form and content is a crucial issue for managers and employees job satisfaction and managers are happier than employees in performance appraisal practice. The work of Cook and Crossman contradicted rejected Mount's work that is they mentioned that to be an evaluator or evaluation does not create variation as far as satisfaction with the appraisal practice is concerned. In addition they argue that managers are more dissatisfied by performance appraisal practice than employees. Managers have better information about performance appraisal practice of their institution than employees .Mount realized the contribution managers and employees in the performance

appraisal practice as an independent variable and satisfaction as a dependent variable and argue that managers are more happier than employees for they do not have a greater system knowledge and play an important role in the practice than employees.

Based on the study of (Levy and William,1998) Those employees with full information and understanding about the performance system applied in their institution are more satisfied with their job, more committed to their institution, and more likely to evaluate the appraisal process fairly. The outlook and the repeated response of employees to aspect of performance appraisal system like feedback and to the over all performance appraisal system can be the same or different workers will have positive attitude towards the system's components but will not have similar outlook to the system in general. A literature review by (Bray field and Crockett, 1955) summarized as there was little evidence regarding the relationship between employees' attitude and their accomplishment. Based on an improved analysis review done by (Vroom, 1964) that covered 20 studies one or more measures of job satisfaction or employees attitude were correlated with one or more criteria of performance.

Bayfield and Crockett concluded that productivity most of the time is not only a goal in itself, but also a means to goal attainment. When an institutions goal achieved, with no doubt it results in maximum employee satisfaction and higher productivity. They argued that it is high performance that produces job satisfaction not the vise versa. That is satisfied employee is not necessarily an effective employee and a high producer is not necessarily a satisfied worker. It is necessary to motivate employees to achieve certain goals.

According to Levy and William fairness of performance appraisal system has strong connection with employees' job satisfaction in a given institution. Based on their findings, many employees ascertained their performance appraisal practice as unfair which leads to a source of disgruntlement when they consider the appraisal is subjective and trifling. And it is one of the problems in line with performance appraisal practice in any institution.

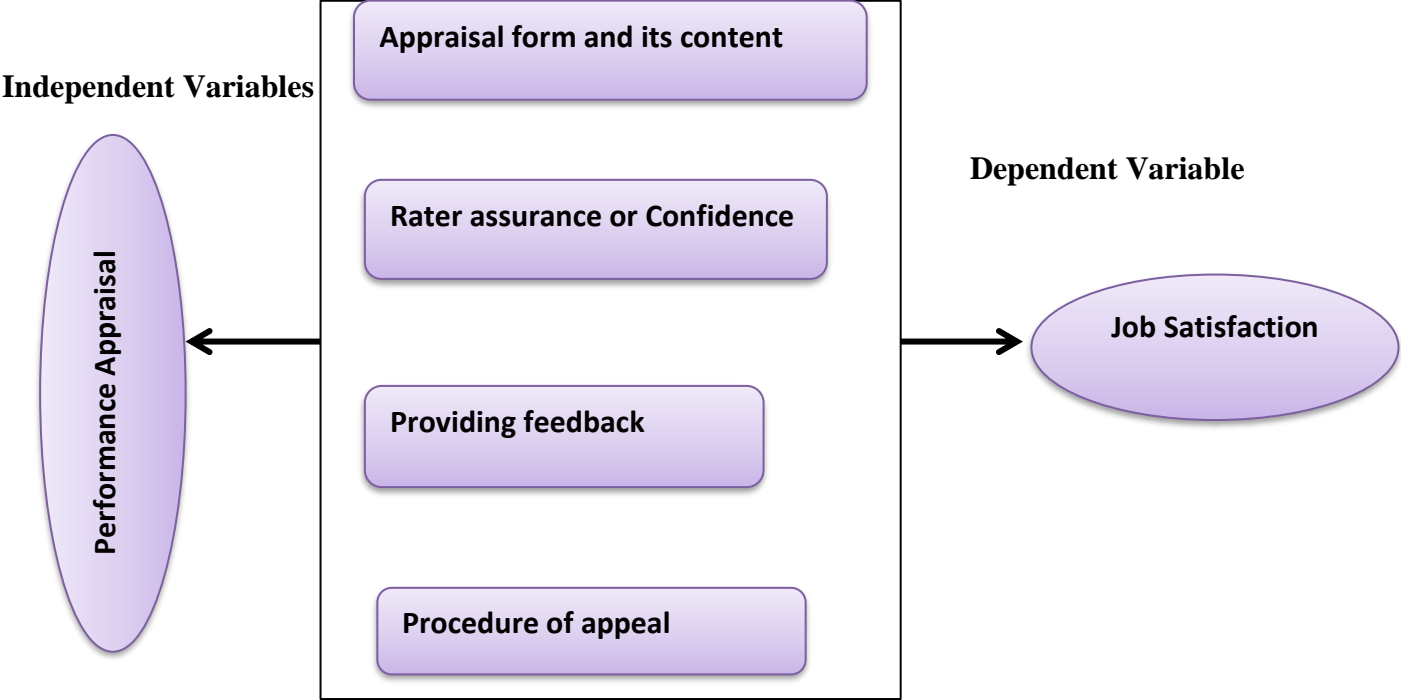
Based on the study carried out by (Khaleque and Rah man, 1987), a certain aspects of jobs like positive interaction with friends, propitious job time table, attractive work environment and job safety will have strong impact on employees' job satisfaction and devotion. The well-preparation of both the evaluators and employees in advance is vital for employees' appraisal to be

successful (Nduku, 2005). To assure their readiness, employees may need to get the necessary training regarding performance practice and its content. Both of them must meet before the beginning of the evaluation time in order to set objective and bargain up on it (Kathurima, 2003).(Brown Et.al, 2010) analyzed the correlation between performance appraisal practice quality judged by clarity, communication, believe, fairness of performance appraisal practice and job satisfaction taken from a sample of more than 2,300 Australian non managerial employees of a large public sector institution. And the findings manifested that employees who scored a minimum performance appraisal or lowest level of believe in their head master, poor communication, lack of clarity concerning expectations and ascertainment of a less fair performance appraisal also showed lower level of employees' job satisfaction.

2.2.1. Conceptual Framework

As indicated by various studies by different scholars there is positive correlation between performance appraisal practice (independent variables and job satisfaction (dependent variable) of employees. Improper performance evaluation will make employees to manifest a negative outlook and descend towards it, impact employee's moral, minimize success and employees' level of job satisfaction and the institution goal (Bratton and Gold, 1990).A very nice performance appraisal practice makes employees to be happy and devote to their jobs (Luthans,1998).The main parts of performance appraisal practice embraces and standard setting rater assurance, appraisal form, and its content, and appeal process. Job satisfaction of employees' is influenced by various reasons. Among those factors improper performance appraisal is the one IBID (1998). The review literature gives support for the presence of positive relationship between performance appraisal and employees' job satisfaction. The independent variable is the main components of performance appraisal practice and the dependent variable that is job satisfaction.

Figure 2.2.1. Conceptual frame work performance appraisal and job satisfaction



Chapter three:

Research Methodology

Introduction

The research methodology included the following contents; research design, study location, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis.

3.1. Research Design and Approach

The research design is a plan which specifies the methods and procedures for collecting and analyzing the needed information (Zikmund Et.al, 2009).The research design used by the researcher was mainly explanatory for the goal of the study was to analyze the effect of performance appraisal on employees' job satisfaction.

According to Robson (2002), the three types of research design included explanatory, descriptive and exploratory. The foundation of Robson for the division relies on the study's goal area for different research design gives a particular purpose. For instance the target of a descriptive research is to provide an image for a particular phenomena, individual person or event to show the relationship among things and its natural occurrence (Blumberg, Cooper and Swindler, 2005). However, descriptive study is unable to explain the reason for the occurrence of an event and is much conducive for new or an explored research (Punch, 2005).So, if there is sufficient descriptive information, alternative research design such as explanatory approach is advisable. An explanatory research helps to explain and account for the descriptive information. It builds on exploratory and descriptive research and goes on to distinguish the real factors a phenomenon happens. Explanatory research searches for cause and effect provides evidence to support or refute an explanation or prediction. It is carried out to find and report some relationships among different aspects of the phenomenon under study. The three types of research approach are quantitative, qualitative, and mixed approach. To analyze this correlation the researcher mainly used quantitative type of research approach. This method was selected to answer the quantitative research questions which required a considerable number of participants to enable generalization of the results. It helped the researcher to utilize objective measurement, to quantify the relation

between dependent and independent variables, collect data in the form of numbers and use statistical tools to analyze the raw data (Grove, 2015).

3.2. Population, Target Population, Sampling Technique, Sample size and Sample Frame

3.2.1. Target population

The target population of this study was permanent employees in the institution or 160 academic staff, i.e. principals, teachers, and department heads working in Addis Ketema Sub –CITY in Dilation Secondary School

3.2.2. Sample Frame and Sample Size

According to Moa and Sarstedt (2011).sampling frame implies every individual person’s list in the population. In the study the sampling frame was 160

Putting in to consideration the characteristics of the study and the entire population in the institution to limit the amount of sample size Yamane,(1967),sample size determination formula was used where n is the sample size, N is population size, and e is the error of 5 % points and a confidence coefficient of 95% was considered for the equation.

$$n=N/1+Ne^2 \quad 160/1+160(0.05)^2=114$$

According to the above formula the calculated sample size is 114 and, questionnaires were distributed according to the following table

\Table 3.1.Sample Size Determination

Population	Population size	Sample size
Teachers	128	90
Principals	2	2
Dept. head	22	22
	160	114

Source:- Document Review of Dilation Secondary School

3.2.3. Sampling Technique

Stratified Random sampling technique was used by the researcher to dismantle the questionnaires. And it was done by dividing the population into various similar groups or strata. In order to assure the equal presentation of each stratum, an equal sized randomized sample was

taken from each stratum separately. It was selected from other techniques due to its ability to produce a gain in precision of the expected traits of the entire population. The study was categorized in three groups i.e., the principals, teachers and other administrative workers (department heads who perform the task of the administration). Department heads were participants of the research for they have dual roles, that is supervise teachers and teach and have direct connection with the teaching-learning activities. Stratification research allows the researcher to obtain a sample population which best represents the entire population being studied and provide greater precision than simple random sample of the same size. The population with similar feature such as Members earning or education status was the foundation the choosing of the above sampling.

3.3. Research Instrument

Structured questionnaire which allowed the researcher for the evaluation of successful of performance appraisal on job satisfaction of employee was the research instrument used for the study. Questionnaires are especially favorable for quantitative data and convenience. The personal influence of the researcher was also avoided and respondents had time to see the truthfulness and think regarding the response, that results in exact information and also it is not as such expensive and quick to manage (William, 2006). The questionnaire embraced five point Likert Scale and had two sects. The first one relied on information regarding respondents profile like age, gender, experience, education etc. The second one relied on presenting closed-ended questions. The data was collected through self-managed questionnaire. Distributing the questionnaire was the first task of the researcher in person for the participants and the after completing; respondents gave it to the researcher.

3.4. Data collection procedures

Data collection was conducted by using a self administered questionnaire. The questionnaires were evenly distributed throughout randomly selected permanent employees during the study period. Information from both primary and secondary data sources were utilized in order to carryout the study. Primary data was collected by means of structured questionnaire. The study also used secondary data from academic books, journals, research papers, internet resources and literature reviews.

3.5. Techniques of data Analysis

The data was analyzed based on the goal of the study and then analysis of each goal was mentioned. Frequences and percentages were used to make summary for demographic features. For dependent and independent variables frequencies, percentages, tables and words was used to present data concerning the impact of performance appraisal practice on employee's job satisfaction. The study used Pearson's correlation analysis. The researcher used SPSS software, version 20 to analyze the date. Descriptive statistics: embraced collection, organization, summarization, and presentation of data. And here percentage and frequency were calculated and descriptive statistics like standard Deviation and mean was used for the independent and dependent variables. Inferential Statistics: it implies generalization process and mainly deals with the following issues. i. The estimation of population parameters, and ii. The testing of statistical hypothesis; and conducting predictions under this relationship between the independent variables/performance appraisal and dependent variables job satisfaction will be explained using correlation and regression. Correlation analysis implies the correlation among variables but it doesn't show which relation is stronger. Regression analysis was used to evaluate the comparative strength of independent variables on dependent variables.

3.5.1. Reliability

Reliability implies the extent to which what researchers evaluate is free from random error (Moa and Sarstedt, 2011) and it deals with the consistency or stability of the score obtained from a measure. If the measurement is reliable, then there is less chance that the obtained score is due to random factors and measurement error (Marczyk Et.al., 2005). Chornbach's alpha was used to test the reliability of the measure by the researcher. In order to make reliability and validity better, copies of questionnaire was given after the questionnaire is designed and before pilot testing. As far as its contents and clearness of the questions are concerned, employees around ten was randomly selected from various sections the target population and some improvement was made according to the feedback. The questionnaire was designed based on multi-dimensional measurement and all answers will be measured on a five point LikerScale. The maximum score indicated a greater degree of agreement, and true of the opposite. , Inline with external validity, using a Likert Scale was taken a benefit as it increases confidence and maximizes the internal validity of the questionnaire. And it made information to be more reliable for summarization to performance appraisal and its effect on teachers' job satisfaction.

Table 3.2. Reliability Statics of the instrument

Variables	Cronbach Alpha	No of Items
Appraisal form and its content	0.796	2
Rater Assurance	0.920	7
Providing feedback	0.934	7
Procedure of Appeal	0.864	3
Job Satisfaction	0.896	6
Total	0.967	25

Source: Survey data.2021

Based on the reliability statistics, Cronbach's alpha of the questionnaire showed 0.962 scored. Most of the time, reliability coefficient should be at least 0.70 and the highest is the better. So, the reliability of the response was accepted and assured.

3.5.2. Validity

Validity implies if we are at the right track of measuring what we need to measure or not (Moa and Sarstedt, 2011). In this study before distributing the questionnaire in to selected sample, pre-testing was conducted by asking ten colleagues whether the questions are clearly worded and easily understood in order to test the relevance and accuracy of the designed questionnaire. The questionnaire was revised based on the pretest information.

3.6. Ethical Issues-Among ethical issues, informed consent or the system for communicating the study to potential participants and providing them with the opportunity to make autonomous and informed decisions regarding whether to be participant in the study or not is vital. It is not acceptable or unethical to ask employees to fill the questionnaire when they are performing their job. So, it is vital to allow sufficient time for the participants for it enables them to fill the questionnaire at home or free time.

Chapter four

Data analysis and discussion of results

4.1. INTRODUCTION

The chapter is divided in to four parts: The first part is concerned with respondents 'characterstics in in with gender, age, education, and work experience. The second part describes the descriptive statistics in line with the performance appraisal practice and employee job satisfaction outcomes and its practice in Dilachin Secondary School. The third part was concerned with the correlation between the independent variable that is performance appraisal practice and the dependent variable, teachers lob satisfaction. And the final section embraces the regression results regarding the factors which decide employees' job satisfaction and test of the hypothesis.

4.2. Respondents rate of answer

The whole questionnaires (114) distributed to Dilachin Secondary School's Teachers and Administrative workers (Departement heads) were returned with the required information.

4.3. Respondents demographic features

Table 4.1 Respondents democratic features

No	Variable	Category	Frequency	Percent
1	Sex of respondent	Male	85	74.6
		Female	29	25.4
		Total	114	100
2	Age of respondents	<25	1	9
		25-35	89	78.1
		36-45	19	18.7
		>45	5	4.4
		Total	114	100
3	Work experience	<2	6	5.3
		5-14	62	54.4
		15-25	43	37.7
		26-35	1	.9
		>46	2	1.8
		Total	114	100
4	Educational background			
		Bachelor Degree	62	54.4
		MA	52	45.6
		Total	114	100
5	Position	Principal	2	1.8
		Teacher	90	78.9
		Dept. Head	22	19.3
		Total	114	100

As it was shown in table 4.1, the majority of respondents that is 85 or 74.6% were Male and the remaining 29 or 25.4% were female respondents. Concerning age, the majority of respondents were found in the age category between 25-35 years which were 78.1 % of the respondents. The second major group of respondents found in the age category of 36-45 years which were 18.7% respondents and the third age category found in the age group >46 which were 4.4 % of respondents. Finally, the remaining small proportion shows that they were in age category of <25 years old which were 0.9%. This implies that the majority of respondents were between 25-35 years old or young. So the institution should retain these young productive forces by implementing effective performance appraisal system.

As far as work experience concerned, the majority of the respondents have 5-14 years experience which were 54.4%. The second major group respondents have work experience from 25-35 which constituted 37.7% of respondents. The third category has work experience less than 2 and constituted 5.3% of respondents. The fourth category have work experience >46 or 1.8% of the respondents. Finally the remaining small years of work experience were from 26-35 or 0.9 of respondents. It is believed that employees were well experienced and have a meaningful knowledge about their organization performance appraisal practices which were needed for the study.

Concerning the educational qualification of respondents, the majority of respondents which constituted 45.6% have MA and followed by 54.4%) which were Bachelor Degree holders. It indicated as most of respondents were literate enough to realize and answer the research questions based on the requirement and those participants who had various educational backgrounds were represented in the research.

With regard to Position, most of participants, which constituted 78.9%, were teachers and 19.3 % were Dept. head. The remaining 1.8 % of respondents was school principals.

Descriptive analysis regarding Performance appraisal and employees job satisfaction

To look at the general understanding of the respondents, as far as the chosen performance appraisal practices and employee job satisfaction is concerned, the research used the following table .

4...4. Descriptive analysis of performance appraisal and employees' job satisfaction

Table 4.2.Descriptive analyses of performance appraisal and employees' job satisfaction

No	Items	Rating					
1	Appraisal form & its Contents	Rating					
		SD	D	N	A	SA	
	The PAS makes sure that My performance expectations measure what I really do for the school	Frequencies	13	55	4	34	8
		%	11.4	48.2	3.5	29.8	7.0
	The expectations set reflect the most vital factors in My job providing feedback	Frequencies	16	50	9	33	6
		%	14.0	43.9	7.9	28.9	5.3

Source: Own survey Questionnaire, 2021

As far as Appraisal form and its Content were concerned, employees were asked two questions. The majority of respondents said disagree (84.5%). So indicated as the existed performance form and content has a problem. There are different factors which affect the effectiveness of performance appraisal system. And the appraisal form and its content is the one. Dilachin Secondary School uses two performance forms for the teachers and administrative workers. Among a set of performance factors listed on the instrument in the school are knowledge of the subject matter, quality of work, team work and behavior of employees. Employees are evaluated by the school principal (10%), Departement head (5%), self evaluation (5%), students (10%), and parents (10%), which constitute 40% and BSC which contains list of teachers job and constitute 60%.So the evaluators rate each subordinate by giving the score for each criteria. The listed values for the character are added and the average point is taken as the final performance appraisal outcome of the employees. All other forms and contents of performance appraisal were not access to the teachers with the exception of balanced score card. Its implication is that the appraisal form and its content lack uniformity, clearness and irreconcilable with the actual work teachers perform.

2	Rater Assurance or confidence						
My school makes sure that I am assigned to a rater who is qualified to evaluate My performance	Frequencies	14	53	4	35	8	
	%	12.2	46.1	3.5	30.4	7.0	
My school ensures that I am assigned to a rater who knows what I am supposed to be doing	Frequencies	14	51	10	31	8	
	%	12.2	44.3	8.7	27.0	7.0	
My school makes sure that My rater understands the requirements and difficulties of My work	Frequencies	8	40	12	50	4	
	%	7.0	35.1	10.5	43.9	3.5	
My school makes sure that My rater understands the PAP rating procedures and rating format	Frequencies	13	30	7	55	9	
	%	11.4	26.3	6.1	48.2	7.9	
My school makes sure that I am assigned to a rater that knows how to evaluate my performance	Frequencies	17	33	10	41	13	
	%	14.9	28.9	8.8	36.0	11.4	
My performance rating is based on how well do my work	Frequencies	16	44	8	32	14	
	%	14.0	38.6	7.0	28.1	12.3	
My performance rating reflects how much work I do	Frequencies	11	49	13	30	11	
	%	9.6	43.0	11.4	26.3	9.6	

Source: Survey data.2021.

As far as rater assurance or confidence is concerned, seven questions were asked. The majority of respondents answered by saying disagree(54%).This result indicated as problems on the raters side observed .So, no mater how accurate the performance appraisal instrument is, there should be qualified raters with the required knowledge, skill, ability, experience and should be free from bias or subjectivity to rate their subordinate. It is one of the factors which can determine satisfaction to wards the performance appraisal system and can affect the job satisfaction of employees.

3	Providing feedback						
	My rater or the school let me know how I am doing	Frequencies	19	45	8	36	6
		%	16.7	39.5	7.0	31.6	5.3
	My rater regularly gives me feedback that is vital to the things I do at work	Frequencies	13	47	15	32	7
		%	11.4	41.2	13.2	28.1	6.1
	My rater reviews with me my progress to wards my goals	Frequencies	12	50	9	35	8
		%	10.5	43.9	7.9	30.7	7.0
	My rater helps me to understand the process used to evaluate and rate my performance	Frequencies	11	51	12	31	9
		%	9.6	44.7	10.5	27.2	7.9
	My rater takes the time to explain my rating result	Frequencies	12	47	11	39	5
		%	10.5	41.2	9.6	34.2	4.4
	My rater lets me ask him or her questions about my performance rating	Frequencies	13	40	13	45	3
		%	11.4	35.1	11.4	39.5	2.6
	My rater helps me understand what I need to do to improve my performance	Frequencies	10	50	9	34	11
		%	8.8	43.9	7.9	29.8	9.6

Source: Survey data, 2021.

Concerning feedback, seven questions were asked and most of them answered by saying disagree (52.6%). Since, feedback is one of performance appraisal components, the evaluators should permit the employees to know their progress, at the end of performance appraisal rating.

4	Procedure of appeal						
	I have ways to appeal or ask a performance rating that I think is biased or inaccurate	Frequencies	11	55	15	28	5
		%	9.6	48.2	13.2	24.6	4.4
	I can change a performance rating if I think it is unfair	Frequencies	16	54	12	23	9
		%	14.0	47.4	10.5	20.2	7.9
	My performance rating can be changed if I can show that it is incorrect	Frequencies	13	56	11	26	8
		%	11.4	49.1	9.6	22.8	7.0

Source: Survey data, 2021

As far as Procedure of appeal is concerned, the participants were asked three questions and the answer given by the respondents was disagreeing. The result indicated that even if employees know as they have the right to appeal, there is no clear procedure of appeal, no chance to change unfair performance appraisal rating. And employees have no confidence on the raters to change unfair and biased performance. In such circumstances, employees might not be happy with the result they obtained.

5	Job Satisfaction						
	I feel as though my job responsibilities are clearly defined	Frequencies	14	38	8	41	13
		%	12.3	33.3	7.0	36.0	11.4
	I am satisfied with the benefits I received	Frequencies	16	56	7	25	10
		%	14.0	49.1	6.1	21.9	8.8
	I am happy being a member of my team	Frequencies	15	35	11	36	17
		%	13.2	30.7	9.6	31.6	14.9
	I feel that my opinions are heard and valued by the superior	Frequencies	15	50	8	36	5
		%	13.2	43.9	7.0	31.6	4.4
	I feel as the school principal treats all the team members equally	Frequencies	23	46	8	28	9
		%	20.2	40.4	7.0	24.6	7.9
	I am satisfied with my job overall	Frequencies	12	49	10	23	19
		%	10.5	43.0	8.8	20.2	16.7

Source: Survey data, 2021.

Regarding job satisfaction, six questions were given for the respondents and with the exception of interpersonal relationship; the respondents answered by saying disagree (53.9%). This result indicated as the majority of teachers were not satisfied with the over all activities done by the management in line with performance appraisal practice and other related issues.

4.5. Mean and Standard Deviation of performance appraisal and Job satisfaction

Table 4.3 Mean and Standard Deviation of performance appraisal and job satisfaction

	N	Mean	Std. Deviation
Appraisal form and content	114	2.70	1.2035
Rater assurance or Confidence	114	2.90	1.22228
Providing Feedback	114	2.80	1.181
Procedure of Appeal	114	2.40	1.145
Job Satisfaction	114	2.81	1.054
Valid N (list wise)	114		

Source: Own Survey questionnaire 2021

The descriptive statistics indicated in the above table shows the arithmetic mean and standard deviation of total of every individual division. Accordingly, Appraisal form and its content division total has a mean of 2.70 and a standard deviation of 1.2035, Rater assurance or confidence division total has a mean of 2.90 and a standard deviation of 1.22228, Providing Feedback division total has a mean of 2.80 and a standard deviation 1.181, and finally, Procedure of Appeal division total has a mean of 2.40 and a standard of 1.145 which indicated that the majority of the respondents have good perception on Rater assurance than other items.

This analysis of mean of categorical parts indicated that only procedure of appeal has a mean value less than the average standard. It implied that procedure of appeal is weak and employees are moderately satisfied with. On the other hand, employees' Job Satisfaction categorical total has a mean of 2.81 and a standard deviation of 1.054. This implied that the performance appraisal affected employee job satisfaction in the school and it is revealed that the main performance appraisal components had a greater influence on job satisfaction of employees..

4.6. Correlation analysis

Correlation is a measure of relationship between two variables. According to Kothari (2004), a positive value of r implies positive correlation between two variables, in other words changes in both variables occur in the above way. On the other hand negative values of r shows negative correlation, meaning changes in the two variables occur to the opposite. If the r value is zero, we realize as there is no connection between the two variables.

When $r=(+)$ 1, it means perfect positive correlation and when it is $(-)$ 1, it implies perfect negative correlation. Cohen (1998) cited by Warokka et al.(2012), also defined the coefficient of correlation between 0 and 1 in the following manner. The correlation coefficient r ranging from 0.10 to 0.29 could be taken as a low degree of correlation, r ranging from 0.30 to 0.49 could be taken as a medium degree of correlation, and r ranging from 0.50 to 1.00 may be considered as the correlation is very high.

Table 4.4. Correlation analysis

	Appraisal for m and its content	Rater assurance	Providing feedback	Procedure of appeal	Job satisfaction
Appraisal form & its content	1				
Rater assurance	.310**	1			
Providing feedback	.282**	.310**	1		
Procedure of appeal	.246**	.592**	.641**	1	
Job Satisfaction	0.661**	0.535**	0.593**	0.568**	1

Source: own Survey data, 2021

The result in the above table indicated as there was statistically positive and significant relation between:

- ❖ Appraisal form and its content and job satisfaction (Sig=.000, r= .661).
- ❖ Rater accuracy and job satisfaction (Sig=. 000, r =.535).
- ❖ Providing feedback and job satisfaction (Sig =. 000, r =.593).
- ❖ Procedure of appeal and job satisfaction (Sig =.000,r =.568).

4.7 Regression Analysis

Table 4.5.Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change statistics				
					R Square Change	F Change	Df1	Df2	Sig. F Change
1	.826 ^a	.682	.617	.796	.687	10.589	19	94	.000

Source: Survey data, 2021

A. Predictors: (Constant), Procedure of Appeal, Appraisal form and its Content, rater assurance, procedure of appeal, and providing feedback.

B. Dependent Variable: Job Satisfaction

The above mentioned model summary showed the Adjusted R Square R which is the degree of relationship between the main parts of performance appraisal system and job satisfaction is 0.617. Which means 61.7% of variation in job satisfaction is stated by the main components of performance appraisal system, While 38.3% of variance is explained by other factors out of performance appraisal components

Table:4. 6. ANOVA

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	127.447	19	6.708	10.589	.000 ^b
	Residual	59.544	94	.633		
	Total	186.991	113			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Procedure of Appeal, Appraisal Form and its Content, Rater Assurance, and Providing Feedback

Table.4.7. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std Error	Beta		
1 (Constant)	.725	.274		2.650	.009
Appraisal form and its content	-.088	.076	-.083	1.158	.249
Rater assurance	.186	.115	.176	1.616	.109
Providing feedback	.456	.089	.435	4.598	.000
Procedure of appeal	.297	.103	.251	2.892	.005

Source: Survey data, 2021

a. Dependent Variable: Job Satisfaction

The above table indicated the impact of each and every independent variable on the dependent variable. The comparative usage of independent variables in adding some thing to the variance of the dependent variable is stated by the standardized beta coefficient. The positive beta value showed as there is a high positive impact of performance appraisal related with higher job satisfaction.

Out of the independent variables, providing feed back is more meaningful and statistically gives sense. And it can be interpreted as a certain improvement on the providing feed back will increase employees' job satisfaction.so, providing feedback has a greater rate of change than the rest of the variables. Appraisal form and its content have negative and a low degree of correlation with employees' job satisfaction and rater assurance also has low degree of correlation with employee's job satisfaction.

Chapter five

Summery, conclusion and recommendation

Introduction

In this chapter summary of major findings, and conclusion were drawn from the major findings of the study and recommendations were forwarded to maximize teachers' job satisfaction through effective teachers' performance appraisal practice.

5.1. Summary of Major findings

Based on the analysis and interpretation of the data taken from the participants, the researcher provided the following summarization.

- 100% of teachers have responded the questionnaire and 78.9% were teachers, 19.3% Dept. heads who perform both teaching and administrative task and 1.8% were school principals. Regarding sex male 74.6% and female 25.4% .Age the maximum was 25-35 (78.1), and the minimum below 9%.Work experience the maximum was 5-14 (54.4%), and the minimum was less than 2 (5.3%). Concerning educational background 54.4% were degree holders and the remaining 45.6% were MA holders.
- Mean value of rater assurance and providing feedback have a prominent score than others. And it insured that the majority of respondents have showed their consensus towards issues related to evaluators assurance and the ways to provide feedback as a major factor which describes their job satisfaction.
- According to the document of the school and the information from HR department, a formal performance appraisal practice is carried out twice a year for the teachers and administrative employees.
- Most of the teacher's stood against the current appraisal form and its content, rater's ability of evaluating, the way they get feedback and procedure of appeal.
- Incompatibility appraisal forms and content with the jobs teachers perform, subjective approach of the rater, absence of timely feedback, and a clear and accessible format to appeal grievance regarding performance evaluation.

- The correlation coefficient was computed to determine the relation between PA practice and teachers' job satisfaction. That is Appraisal form and its content (Sig =.000, r =.661), rater assurance (Sig=.000 r=.535), feedback (Sig=.000 r=.593,), and procedure of appeal (Sig=.000 r=.568).
- There is a meaning full positive relationship between the performance appraisal practice and job satisfaction of employees based on the analysis of the correlation in Dilachin secondary school. According to the findings many of the employees were unhappy as far as the whole performance appraisal practice is concerned.
- Based on the regression analysis, the proportion of relationship between main components of performance appraisal practice and job satisfaction is 0.617. Which means 61.7% of variation in job satisfaction is expressed by main components of performance appraisal practice .And the remaining 38.3% of variance is expressed by other reasons.

5.2 CONCLUSION

The general goal of the research was to indicate the impact of performance appraisal on employee's job satisfaction based on the information obtained from the respondents in Dilachin Secondary School. The research was led by the following are specific objectives on which the research relied on; that is , investigating the practice of performance appraisal of Dilachin Secondary School, determining the association between performance appraisal and job satisfaction, and finding the effect of performance appraisal practice on level of employee job satisfaction in Dilachin Secondary School.

Based on the study finding, the formal performance appraisal practice is conducted twice a year both for the teachers and administrative workers. Majority of the participants were against the appraisal form and its content, evaluators' capacity or knowledge he feedback practice and appeal procedure.

Regarding the questions on forms and contents of appraisal, rater assurance, feedback system, and procedure of appeal the answer of employee's was disagree. And most of the employees are not happy with the current appraisal practice and they also need to change for the future.

The outcome of the correlation analysis indicates as there is a positive and significant relationship between performance appraisal and job satisfaction.

- All four dimensions were assessed using liner Simple regression analysis to ascertain the extent to which they explained the dependent variable, i.e teachers' job satisfaction The out come of the regression analysis indicated as the variance on job satisfaction iswas61.7% expressed by the performance appraisal components or independent variables.

5.3. Recommendation

The researcher has recommended that, in order to maximize employees satisfaction, the School has to improve the existing performance appraisal system. And performance appraisal practice that needs general improvement was discussed as follows.

- ❖ The performance appraisal form which was used by the school needs vital change and revision. The content of performance appraisal must be compatible with the actual performance of teachers or work related and it should not allow the evaluator to be subjective free from bias and access to teachers based on clarity. So the institution should take the responsibility to adjust the appraisal for and it's content in accordance with job related behavior of employees to meet its mission and satisfy its employees.
- ❖ It is crucial to customize the rating formats by putting in to consideration the variation among jobs in the institution. The necessary training must be provided for the evaluators and teachers to get the required skill and knowledge and to improve the quality of performance appraisal practice for common benefits. Moreover, the school must evaluate employees' performance monthly instead of semi-annually to provide immediate or quick feedback.
- ❖ The performance appraisal feedback should be a two way communication process which embraces allowing employees to participate, ask question with out fear, respond feedback, and forward useful suggestion for better improvement. Generally speaking, there should be open communication between the evaluators and employees in all performance appraisal aspects and in forwarding constructive criticisms and performance appraisal rating results.
- ❖ Procedure of appeal is one the components of performance appraisal practice. The current procedure of appeal applicable in the school is not formal and access to grievance presenters. So, the school should solve the problems existed in line with procedure of appeal and similarly employees of the institution must have a confidence regarding the performance result and have the right to change if they think procedure of appeal has a gap. And it is the responsibility of the institution, to enhance the confidence level of employees in the appeal process to ensure the effectiveness of the procedure of appeal.
- ❖ So, the existence of a well-prepared Performance appraisal system is not enough unless and otherwise the institution made its maximum effort to assure that it is used in a desired

way and continuously applied. Dilachin Secondary school particularly its human resource department should take an active role in the process in encouraging the school directors to carryout timely, unbiased and accurate appraisal, reviewing, and individual performance rating in advance and working in collaboration with the management to revise the performance appraisal

- ❖ So the school should focus on the selected major performance appraisal components to uplift the level of employees' job satisfaction ,by taking the above recommendation provided by the researcher.
- ❖ And finally, further research should be carried out in similar institution institutions concerning how performance appraisal and other factors affect employees' job satisfaction.

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Questionnaire

Addis Ababa University School of Commerce

Masters of Arts/MA/ program in

Human Resource Management

Dear Respondents

I am a post graduate student at Addis Ababa University School of Commerce. This questionnaire is prepared to collect data for my dissertation project on the topic of “**The effect of performance appraisal on teachers job satisfaction: The case study of Dilation Secondary School**”, in partial fulfillment of the Degree of Master in human resource management.

Confidentially: I want to assure you that, this research is only intended for academic purpose only authorized by AAU. Thus your ideas and comments are highly honored and kept confidential.

There fore, I request your cooperation to properly complete all the items covered in the questionnaire since your genuine feedback is important in determining the study’s outcome.

I. Thank you in advance for sharing your valuable experience and time in completing the questionnaire.

Finally, you are kindly requested to return the questionnaire by answering every possible item at your earliest time.

General Instructions

i. To make the satisfaction survey objective and make your response confidential, there no need of writing your name

ii. Thank you, for your cooperation and timely response in advance.

Adane Temesgen- Student at the Addis Ababa University School of commerce

Cell Phone---0921423077

I. Demographic Information

Please put (√) to indicate your answer

1. Sex Male Female

2. Your age category below 25 25---35 36-- above

3. Years of service or work experience in the school

Less than 2 years 5-14 year 15--25 years 26-35years above36
years

4. Education status

Bachelor degree MA

5. Under which position are you working?

School principal Teacher Dept. head

Please indicate the level of your agreement with the statement below

Please put (√) to indicate your answer

Definition of some term

PA---performance Appraisal

PAP---performance Appraisal Process

PAS---Performance Appraisal System JS—Job Satisfactio

NO	Questionnaires	Level of agreement				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Appraisal form and its content					
1	The PAS makes sure that my performance standards measure what I really do for the school					
2	The standards setup shows the necessary factors in my job providing feedback					
	Rater assurance or confidence	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
3	Whether my performance is evaluated by a qualified person or not is assured by the school					
4	The evaluator knows well what is expected from me and is assured by the School					
5	My school makes sure that my rater realizes difficulties of my job					
6	My school makes sure that my rater understands the PA rating procedures and it's content					
7	My school makes sure that I am assigned a rater that knows how to evaluate my performance					
8	I am evaluated according to My job performance					
9	My job performance result indicates how much job I do					
	Providing feedback	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10	My rater allows me to know how I accomplish my job					
11	My evaluator always gives me crucial feedback for the job I do at work place					

12	My evaluator reviews with me my progress towards my goals					
13	I am supported by my evaluator to understand the process used to rate my performance					
14	The rater arranges time to explain my rating result					

15	The rater is willing to ask him questions regarding my performance rating					
16	To bring a change in my performance job, the evaluator tells me what I shall do					
	Procedure of Appeal	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
17	There is a road to appeal about my performance rating which I think is biased or not accurate					
18	There is an opportunity to oppose a performance rating if it is not fair					
19	If I inform as the evaluation is wrong ,there is a chance for the change of my result					
	Job Satisfaction	Strongly disagree	Dis agree	Neutral	Agree	Strongly Agree
20	I feel as jobs I perform are					

	clearly defined					
21	The rewards I get from the school makes me to be happy					
22	I like the staff members worked with me					
23	I feel as my ideas got acceptance and is given recognition by the principals					
24	I feel as the principal has same outlook to every individual teacher's					
25	All in all I am happy with my job					