IMPLEMENTATION OF TEACHERS' CAREER STRUCTURE IN SECONDARY SCHOOLS IN GEDEO ZONE: PROBLEMS AND PROSPECTS



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Abbreviations and Symbols

1. Abbreviations

Crit.	- Critical (table values)
CSC	- Civil Service Commission
df	- Degree of freedom
ESS	- Education Sector Strategy
fe	- Expected frequency
fo	- Observed frequency
MBO	- Management-by-Objective
NETP	- New Education and Training Policy
Obt.	- Obtained (calculated)
ROPA	- Result Oriented Performance Appraisal
SNNPR	- Southern Nations, Nationalities and Peoples Region
TROPA	- Teachers' Result Oriented Performance Appraisal
TrPA	- Traditional (or the former) Performance Appraisal

2. Symbols

H_1	- Alternative hypothesis
H_0	- Null hypothesis
S^2	-Variance
X^2	-Chi-square
P	-Rho (Spearman Rank order correlation coefficient)
$\propto$	-Alpha

Abstract

This study was conducted to investigate the implementation practices and problems of the Teachers' Career Structure Scheme in the Secondary Schools of Gedeo Zone. The sample consists of five secondary schools and principals, vice principals supervisors, department heads, unit leaders and teachers with a total number of 206 drawn from respective schools were subjects of the study. In addition two woreda education officers and a zonal Teachers Association chairperson were subjects of the study. In order to address the study's objectives, a descriptive survey method was used. Regarding data gathering and processing, questionnaire and interview were instruments employed for data collection, while t-test, chi-square, Spearman Rank Order correlation, f-ratio and percentage were used for analyzing data. Mainly the study dealt with Teachers' Career Structure implementation problems such as: introduction of quota system of competition to screen teachers, interference of political bodies, interruption of the career scheme. Attempts also made to investigate the appropriateness of the career promotion criteria, the career contribution to teachers and teaching, and the measures to be taken to alleviate implementation problems. The findings of the study revealed that the Teachers' Career Structure implementation was against the guideline due to inappropriateness of the promotion criteria, budget constraints, introduction of quota and the interference of political bodies. Concerning teachers' performance evaluation, currently performance is evaluated based on TROPA Principles. It was also among the findings of the study that evaluators (principals, vice principals, unit leaders, supervisor, department heads) have knowledge of the career scheme better than the evaluatees (teachers) and have positive attitude toward TROPA as well as the career scheme. Regarding the effectiveness of the career scheme; it contributed low or has not brought any remarkable change in improving the socio-economic status of teachers. Similarly, its contribution for retaining teachers in their profession and improving the teaching learning process is found to be low. Therefore, the Teachers' Career Structure has no relevancy in improving the various aspects of teachers' and teaching profession. Finally, it would be recommended that providing training for the implementers, making subsequent modifications on the career promotion criteria, and implementation of certification, licensing and provision of CPD programs.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Teachers play a decisive role in brining social, economic and political developments of a country through the educational system. Their service practically exhibited in school environment, where formal teaching-learning process are conducted. Schools are generally social institutions whose objectives are providing knowledge and skills to learners. The realization of effective teaching-learning process becomes evident through the proper management of resources in school system, particularly human resource. Thus, the out comes of the school system is influenced by teachers' personal qualities, educational qualifications and professional competence among other factors.

Teachers as a key human resource in the school system, their performance in the school system needs a great attention in its specification and measurement. For this, a formal system of periodic review and evaluation of an individual job performance is indispensable. In the school system, teachers' performance evaluation has to be comprehensive and a continuous process. Henok (2003:6) indicated that, if teachers' evaluation is properly designed, its value and usefulness would enhance teachers' professional development and competence.

Hulume (1989:189) suggested that, performance evaluation should be an assessment of how well an organization or an individual is doing usually in relation to what they themselves are trying to do on their own initiative and in response to what others expect of them. On this ground, the purpose of performance evaluation is to improve effectiveness of some services in a continuous way, particularly in schools. In the modern approach, performance is evaluated by how specific set off critical objectives successfully completed in the job through established standards. However, problems may be experienced in the establishing performance standards, assessment and evaluation process.

Decenzo and Robbins (1988:375) argued that, a completely error-free performance appraisal can only be an idealized model, with all actual appraisals being smoothing less than this optimum, we can isolate a number of factors that significantly impede objective evaluation. Hence, through

formulation of objective performance standards and well established management information system; the degree of subjectivity could be minimized. Moreover, the system needs to incorporate

employee motivation and reward schemes. The career opportunities as one form of non-financial reward system, it will improve teachers attitude toward their profession and to up grade their social acceptance in the society. Lawson (2000:34) explains the characteristic of performance as a link established between the level of individual performance as assessed and the level of reward received by individual. In school districts where one or more of the obstacles or problems are contingent, some type of compensatory incentive or reward will probably be needed to foster teaching profession. Incentives is an integral and indispensable part of educational planning; Harbison (1967:32) remarked that,

> *The human resource development planner must consider deliberate measure to influence the allocation of manpower in to high-priority activities and occupations. Such measures may include major changes in the wage and salary structure, scholarship support for particular kind of education and training, removal of barriers against upward mobility, and in some cases outright compulsion.*

Teaches' motivation as one of the constraints of quality education, thinking about quality of education is worthless without improving the status of teachers. Accordingly, the education and training policy was formulated and designed different types of strategies as the means to alleviate various educational problems. As one of the strategies, teachers' career structure was implemented to motivate and retain qualified and experienced teachers. According to the Education and Training Policy (1994:21) the criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance introduced in the career ladder. In light of this, the Education Sector Strategy (ESS) stated that; an acceptable, attractive and realistic career structure will be instituted to improve the working condition of teachers (MOE, 1994:17).

Based on directives of the state, schools apply teachers' career structure to countercheck the achievement of education policy and program objectives. Generally, the established new career structure scheme is expected to improve the social and economic problems of teachers. Also it is expected to bring about quality education and to expand education in the country. Stated in the directives of career structure scheme (MOE, 1996:6) six stages are available for teachers:

- Beginner teacher;
- Junior teacher;
- Teacher;
- Senior teacher;
- Associate lead teacher and
- Lead teacher.

Teachers to be promoted from one stage to the next, necessary years of service and outstanding performance are required. However, as Negatu (2003:3) indicated the rating scales of career structure are more likely to include subjective elements that would be vulnerable to subjective interpretation, personal bias and perception of the raters. The process of performance evaluation was conducted by school administrator, students and parents. However, parent evaluators have no adequate skill or knowledge of evaluation. Hailemairam (2001:18) confirmed that interference of political bodies, impracticality of some evaluation criteria, and unfairness of evaluators as a serious problem of the performance evaluation and career structure implementation of the time.

The TrPA approach has been blamed for its being process oriented rather than measuring the outcome. In other words, it has been thought of as measuring ones personal character than his/her contribution to the organization. It was this notion that had called for the introduction of ROPA and there by TROPA as a major component in the recent civil service reform program that has been in effect in Ethiopia as of the year 2002 (MOE, 2003:1). Accordingly, the Zone under consideration has been implementing TROPA for evaluating teachers' performance since then. Currently the new method known as Result Oriented Performance Appraisal (ROPA), as a part of civil service reform program implemented in school systems. As Akalewold (2004:36) noted the civil service reform as on area of capacity building program brought a number of important implications in education, teacher management and administration.

Regarding this, a training manual (1996 E.C) elaborate that, the Result Oriented Performance Appraisal (ROPA) emanates from the strategic plan of the organization which is divided in to departments, teams and individual teaches was implemented in Ethiopian school system. In addition to this process, Management By Objective (MBO); which consists of steps such as goal

setting, action planning, self-control and periodic reviews was established in school system. ROPA and MBO systems were implemented in 1997 E.C in Southern Nations, Nationalities and Peoples Region (SNNPR). The teachers' career structure also instituted in relation to performance appraisal result; which is based on agreed objectives according to MBO principles. Basically performance standards were set in relation to the size, quality, time, output, value and impact of the outcome. The result oriented system of teachers' evaluation based on their outcome be an established norm in primary and secondary schools of Southern Nations, Nationalities and Peoples Region (SNNPR). Similarly, in those schools found in Gedeo Zone, the new system is employing to evaluate teachers and get advancement through career structure. However, being new its implementation can not be free from problems which are critical for both evaluators and evaluatees.

Lawson Peter (2000:303) indicated that where individual performance criteria are established so that actual individual performance can be judged or assessed against the performance criteria established. However, implementation principles of teachers' career development and its relation to other management programs, MBO and ROPA in the zone were subjected to the opportunity of distortion. Generally, untreated implementation problems that de-motivate teachers will result to the failure of the prime objective of the education policy. Thus, detail study about the linkage of newly introduced programs in the education system, their implementation problems and future consequence in education system needs in-depth study.

1.2. Statement of the Problem

The scheme of teachers' career structure that rewards teachers according to their service and performance appraisal result, was conducted at school level by group of individuals. This group includes school administrators, parents and students as appraisers. Due to the lack of knowledge, parents as evaluator, the performance appraisal criteria were subjected to bias and deviation from the set guideline in their implementation. The adverse of poor implementation of the career structure resulted in the de-motivation and dissatisfaction of effective teachers and needs periodic modification or redesign. Currently, the implementation of civil service reform in education sector forced the educational institutions to introduce a principle of MBO in their management system. Further more, the need for a well designed mechanism of evaluating teachers is indispensable for effective teaching-learning process. Educational institutions are

capable of addressing the strength and weakness of teachers by having a performance evaluation system, with well defined and predetermined standards. In this ground the newly introduced, Result Oriented Performance Appraisal or Outcome Based Teachers' Evaluation system, play significant role. Result Oriented Performance Appraisal system (ROPA) was related with teachers' career structure according to their performance result. Hence, teachers will get advancement in their pay and career. However, the performance rating criteria and its correlation with teachers' career structure was not properly designed and implemented. Graham-Brown (1991:307) suggest that teachers are key resource their rights and freedoms should be protected. Their salaries, conditions and career prospects should be at a level to minimize the loss of trained teachers.

Moreover, the introduction of various new concepts as criteria for promotion, such as: engagement of teachers in Action Research, in addition to lack of knowledge and skills of MBO and ROPA implementation techniques, the career scheme faced obstacles. Such problems and others may hinder the successful implementation of the career structure scheme as intended to improve the performance of teachers and quality of education.

Thus, the purpose of this study is to:

- Identify the major problems encountered in the effective implementation of teachers' career structure and bring them to the attention of the concerned bodies;
- See whether there is a deviation from the nationally set guideline of teachers' career structure implementation and what is actually practiced in the zone;
- Assess the teachers' career structure implemented in relation with ROPA scheme;
- Suggest measures that should be taken to alleviate the problems encountered in the simultaneous implementation of ROPA and Teachers' Career Structure program;
- Explore the future prospects of teachers' career development.

Accordingly, the study attempts to answer the following basic questions.

1. Is there any deviation between the set guideline and the actual practice of teachers' career structure?

2. How is teachers' performance evaluated and the results related with teachers' career promotion?
3. How do evaluators and evaluatees perceive the appropriateness of the career promotion criteria?
4. Is the career structure scheme effective in attaining its intended purposes?
5. What are the problems hindering the effective implementation of teachers' career structure scheme?

1.3. Significance of the Study

This study was conducted with the objectives of assessing the practice of teachers' career structure scheme and investigating the prevailing problems pertaining to its implementation in Gedeo Zone.

Thus, the findings of the study would be applied in the zone to alleviate the existing problems. The study would specifically be hoped to:

1. Bring the career structure implementation problems to the concerned bodies to realize the magnitude and attempt to solve it.
2. Help educational officials at all level to review the teachers' career structure scheme.
3. Contribute for the improvement of teaching-learning process as well as social and economic status of teachers through effective reward system formulation.
4. Enrich the existing literature in the field.
5. Serve as springboard for those who intend to carry out in-depth study on the issue.

1.4. Delimitation of the Study

In order to assess the problems of evaluation and career structure scheme, the researcher decided to conduct the study in Gedeo Zone, because of his working experience as a teacher, principal, and supervisor in the area. Apart from this, the study tried to treat the topic of the career structure scheme by taking variables such as: appropriateness of the career promotion criteria, knowledge of the implementers about TROPA technique, implementation problems, and effect of the

scheme on teaching learning and socio economic status (independent variables), which are expected to influence the effectiveness of the Teachers' Career Structure Scheme (the dependent variable).

To gather valid information for the study and thereby investigate the problem thoroughly, the study is delimited to secondary schools of the zone which are five in number. Among a number of teachers' career development issues, this study focused on the problems and future prospects of career structure implementation and promotion criteria, due to more complaints related to these issues. Furthermore, the study is delimited to years 2005-2006 where the new systems of management, such as MBO and ROPA were implemented in school system.

1.5. Limitation of the Study

The student researcher faced shortage of relevant written materials concerning teachers' career structure, especially, in relation to the international teachers' career development guideline so as to enrich the literature review. In addition, some of the woreda education office heads were reluctant and delayed the interview schedule claiming that they were very much over burdened with work and meetings and did not have time for interview program. Furthermore, getting data that show the effect of career structure termination within the last three years was not so easy for the writer of this research. Therefore, because of the above mentioned limitations the study may not be deep and exhaustive as it ought to be.

1.6 Methods and Procedures

This section deals with research methodology, source of data, sampling procedures, data gathering tools, and data processing.

1.6.1 Research Methodology

In undertaking the study, descriptive survey method was employed in order to explore, identify, and describe the teachers' career structure implementation problems and its future prospects in secondary schools of Gedeo Zone. Moreover, this method was adopted to describe the extent to which career structure scheme has contributed in improving teachers' socio-economic status and asses the views of evaluators and evaluatees towards the career promotion criteria.

1.6.2 Data Source

The primary data source for this study include principals, assistant principals, supervisors, department heads, unit leaders and teachers of Dilla, Wenago, Bule, Chelelektu and Yirga Cheffee secondary schools of the Gedeo Zone; with the total number of 206. In addition, the five woreda Education Office heads and Zone Teachers Association chairperson were included as a subject of the study. To supplement the primary sources secondary sources of data like nationally and regionally produced directives or documents were reviewed to enrich the study.

1.6.3 Sample and Sampling Procedure

For this study, all secondary schools in the zone were included due to their manageable size. Thus, from the total population of teachers in five secondary schools (206 in number), 119 teachers were selected as target respondents using random sampling technique, and they were considered to be the representative evaluatees in the zonal secondary schools. Having specific roles in the education system, especially, in their decision role on teachers' career development; principals, supervisors, department heads and unit leaders, with a total number of 30, were selected by availability sampling and considered to be evaluators in the study. As far as interviewees are concerned, two Woreda Education office heads and one Zonal Teachers Association chairperson who were available at the spot were included in the sample.

1.6.4 Method of Data Collection

Based on the information obtained from documents, the researcher prepared questionnaire with close and open end items and employed for gathering relevant data from principals, supervisors, department heads, unit leaders and teachers. To ensure whether the questionnaire is free from ambiguity, the draft was pilot-tested on 10 teachers in Dilla Secondary School. Then, a word that brought ambiguity in part 5 of question 10 choice 4, was substituted by more expressive one. In addition, to verify the interview questions idea further elaborative words were added on question 3 and 5. Then, the questionnaires were administered to the target respondents and collected in collaboration with assistant data collectors. Of the 149 copies of the questionnaire administered, 136 were properly filled and returned. This assures the return rate to be about 91%.

Another instrument that the researcher used to cross check and enrich the data gathered was an interview. Thus, semi-structured interview questions prepared and interviews were conducted

with two Wereda Education office heads as well as to the zone teachers' association chairperson. Moreover, a focus group discussion was made with five teachers of Dilla Secondary School who received career promotion in the year 1999 EC., to collect available information that supports this study.

1.6.5. Method of Data Analysis

Once the gathered data were properly organized and scrutinized the responses on open-ended questions were categories and interpreted. However, responses on closed-ended questions were tallied and tabulated in terms of percentages. Generally, depending on the nature of the data collected and the type of questions percentage, mean, variance, standard deviation, f-ratio, chi-square, Spearman Rank order correlation, and t-test were employed to analyze the data. The statistical analysis also made using hypothesis tests with the 0.5 level of significance to reject the null hypothesis.

1.7. Operational Definition of Basic Terms

Career structure:- change in the structure of work that provides opportunities for teachers to advance and progress in their career and salary (Gorton and others, 1998:15)

Evaluation:- is about prizing and valuing a teacher's performance (Montgomery and Norman, 1989:15).

Evaluatees:- teachers whose performance would be evaluated.

Evaluators:- those schools management body undertaking evaluation of teachers' performance, (i.e. principals, vice-principals, unit leaders and department heads in this case).

Management By Objective (MBO):- is a process that converts organizational objectives in to individual objectives. It can be thought of as consisting of four steps: goal setting, action planning, self-control, and periodic reviews (Decenzo and Robins 1988:372).

Performance Evaluation:- systematic assessment of an individual's performance in order to assess training needs, potential for promotion, eligibility for a merit increments part of pay or salary review or for management succession planning (Page and Thomas, 1997:262)

Result Oriented Performance Appraisal (ROPA):- process of evaluating the implementation of organizational activities based on agreed objectives and standards in relation to size, quality, time, and out put. (Galloway D. and Edwards A.,1992: 232)

Secondary School:-According to the Education and Training Policy of Ethiopia; it is an educational level that provides education in four years duration, students of grade 9-12 in two cycles.

1.8. Organization of the Study

This thesis has four chapters. The first chapter deals with the introduction which overviews the implementation problems of teachers' career structure and its future prospects. This part comprises background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, methodology and procedure of the study, operational definitions and organization of the study. Chapter two focuses on the review of related literature that comprises both theoretical and empirical studies. The presentation and analysis were treated with data, appropriate statistical tools and logical analysis under chapter three. The last chapter deals with the summary, conclusion and recommendations forwarded. The reference and appendices are also included so as to acknowledge the sources cited and make the thesis work, comprehensible.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter mainly presents details on teachers' career structure scheme with the special reference to Ethiopian education system. Specifically, on issues about the TROPA implementation, its importance and the problems encountered in the implementation of teachers' career structure scheme.

2.1 Teachers' Career Structure Scheme

2.1.1 The Concept of Career Structure

As more and more people seek jobs that offer challenge, responsibility and opportunities for advancement, realistic career planning becomes increasingly necessary. Different scholars in the field of human resource management explained the concept of career structure in various ways. Haris (1986 cited in Hailemariam,2001:34) explained the career structure concept, as currently taking many forms in different countries, and had its origin in collages. According to him, career structure was started in promoting instructors to assistant-professors, associate-professors and full professorships. On the other hand, Gorton and Fisher (1988:47) defined career structure as a change in the structure of teaching, which provides opportunities for teachers to advance and progress in their careers. It also includes established career stages in teaching with defined performance standards, responsibilities and monetary rewards.

In addition, authorities like Decenzo and Robbins (1988:279-80), Sadker and David (1997:515), and Mosley (1985:480) described career structure emphasizing on various aspects such as goals, characteristics, importance etc. For example, Sadker (1997) described it as a ladder program one can climb to receive increased pay through increased work responsibility and status. Decenzo and Robbins (1988) explained the external versus internal dimensions of the career structure. According to them, every individual's career has two dimensions or components. One called the external dimension is realistic and objective progression of steps through a given occupation, but it need not be on up ward progression. But the other, the internal dimension, represents the individual's subjective perceptions and might also be a very specific ambition. It is clear that all the above explanations and definitions indicate that, the career ladder plans are intended to provide both the extrinsic monetary rewards and the intrinsic rewards associated with the

promotion, as teachers full fill certain requirements in order to advance upward in the established ladder. Accordingly, Mosly (1985:48) indicated that a career planning is essentially a personal process of planning your life work. Therefore, need to :(1)do a careful self analysis; (2) set realistic and attainable goals; (3) study career paths; and (4) develop a detailed plan of action to reach those career objectives in the optimum time frame. Hence career structure is constructed in the form of ladder in which an individual may clamp up with his /her progress. The structure of the ladder is wide from the base and goes on narrowing to the upper levels. This would make its picture more like space needle shooting up from a very wide base than like a well-balanced pyramid (ILO, 1991:18).

2.1.1.1 Purposes of the Career Structure

Implementing career structure can be considered as an alternative in order to improve teacher's attitude towards their profession and to up grade their social acceptance in the society. In this connection, UNESCO (1991:32) stated the purposes of career structure to improve both the socio-economic and professional advancement of teacher and effectiveness and the education delivery system.

2.1.1.2. Features of the Career Structure

As to Gorton and Fisher (1988:48) there are different features of career structure, out of which merit recognition and job enlargement are the two. The merit features of career ladder plan often include the establishment of multiple steps on a pay system in addition to a single salary schedule. Moreover ranks or titles are used to describe the steps on the ladder. The latter feature includes promotion to higher ranks with the assumption of additional duties at each higher step. In describing job enlargement, Armstrong (2001:282) indicates that it is the combining of previously fragmented tasks in to one job to increase the variety and meaning of repetitive work. Hence, it is obvious that merit plan give additional financial compensation to teachers who demonstrate excellence while the career ladders allow them to take on additional responsibilities along with their teaching as a way of advancing in the field. On the other hand, Sadker and David (1997:512-514) argue that merit pay is designed to link teacher performance directly to teacher salary and thus make teaching more accountable, as well as more financially rewarding. Accordingly, they classified merit pay in to four types. These are:

1) **Student performance based**: - this rewards teachers whose students make gains on standardized tests.

2) **Teacher performance based**: through developing criteria to measure teaching effectiveness and evaluation.

3) **Individualized productivity plan based**: receiving financial bonuses based on how much the teacher accomplishes in the year.

4) **Teaching assignment based**: Compensation according to how difficult or how much in demands his/her teaching position.

Further explanation was also made on the merit pay and job enlargement features that related to teaching profession. In this regard, Hoy and Miskel (1987 cited in Negatu,2003:33) make the distinction that, in merit feature teachers will advance to a new rank, without assuming extra responsibilities. While in the job-enlargement feature, teachers not only advance to a higher rank them also carryout extra responsibility as a result of that advancement. Despite their difference the two features have been applied in different work setting for many years. However, a good model of a career ladder plan includes a mix of these two.

2.1.1.3. Stages of the Career Structure

There is a growing consensus among scholars and researchers that human develop cognitively through stages. Hence, teachers as human, their career stage structured based on the assumption that learning to teach is a developmental process and teacher go through predictable stages. However, authorities have no agreement on how career progression proceeds in to stages or levels and on the number of career stages. Therefore, scholars like Sprinthal and Theies Sprinthal (1983 cited in NEK,1999:18), and Armstrong (2001:598) proposed a three stages career development that operates on all human. While Decenzo and Robbins (1988: 281-284) proposed a five-stage model that is generalized to most people during their adult years, regardless of the type of work they do. These are:

1) **Exploration:** - is a time when a number of expectations about one's career are developed, many of which are unrealistic.

2) **Establishment**: - begins with the search for work and includes getting your first job, being accepted by your peers, learning the job and gaining the first tangible evidence of success or failure.

3) **Mid-career**: - marked by a continuous improvement in performance, or beginning to deteriorate in performance.

4) **Late career**: - a stage where by one is no longer learning about his or her job, nor is it expected that he/she should be trying to out do his/her levels of performance form previous years.

5) **Decline**: -is the final stage in one's career, usually marked by retirement. Responsibilities will be fewer and life will be less structured. As a result it is a difficult stage for any one to confront.

On the other hand, considering teachers as a professional, Stinnett (1968:183), and Hoy and Miskel (1996 and 1987 cited in Nigatu, 2003:33) described the overall features of career structure plan with its different stages. For example, Stinnett suggests that the most likely future development in the institution of pay differentials should not be on the rating for merit pay, but pay differential based on position and responsibilities. Then he proposed five positions/stages differentiated with assignments, length of work year and pay. These stages are: Academic Assistant; Staff Teacher; Senior Teacher; Teaching Curriculum Associate, and Teaching Research Associate. Besides, scholars like Sharan and Freiman-Nemser(1983 cited in NEK,1999:18) proposed a three-stage career that teachers through: Beginning survive stage; Consolidation stage; and Mastery stage. While, Weisz (1999:44) suggested five possible stages in career development of teachers as: (1) Aide (2) Assistant (3) Associate (4) Teacher intern; and (5) Teacher. In general, one can conclude that the number and features of teachers' career structure stages varies according to the objective, goals etc. of the manpower development plans.

2.1.2 Experience of Other Countries

Experiences in some countries show that different policies were made to reform teachers pay to use salary structures so as to encourage and boost the status of teachers. In most countries, teachers are not well paid and respected as other professionals. In most cases with similar qualification and experience; those who joined other work sectors are well paid and have better

recognition than teachers. As a result of such and other related factors teaching is not a favorite profession to most of them engaged teachers (Cutier and Waine, 1999:39). Fore example, a World Bank study of primary teachers' salaries in eighteen countries of sub-Saharan Africa found that, real salaries had declined in all but two between 1980 and 1985. In eleven countries, including Kenya, Zambia, Zimbabwe and Senegal, the falls were 10 percent or more. Teachers' pay has declined, not necessarily because of pay cuts but because of purchasing power of their salaries has fallen dramatically along with those of other public sector works (Cutier and Waine, 1999:39).

Nicaragua, as Brown (1991:132) indicated, by 1989 teachers' salaries were the equivalent of about US$12 per month for primary school teacher and US$16 for secondary school teacher; at the same period a surgeon would receive about US$40 a month and a miner about US$80. As a result of low pay many teachers left the profession, and then their places had to be taken by untrained teachers. Thus, the untrained teachers account for 60 percent of total teachers in some regions. In this connection, a locally monitored incentive scheme has been implemented by Nicaraguan Ministry of Education and the incentive scheme guidelines includes teacher performance incentives, personnel management, and criteria for paying salary supplement to teachers (Gaynor ,1998 cited in Nigatu, 2003:39).

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

In **Australia:** - there are four or five stages of teachers' career mapping phases. These are:

Phase1. The pre service or initial teacher education phase and it is the first of a teacher's career.

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

Phase 3. The induction stage: - an effective full entry to teaching through evaluation procedure meeting public accountability or quality assurance standards.

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

Phase 5 The highly accomplished teacher phase- this phase is not applicable in all states.

However, some states after 10 or 12 years career progression stage some teachers are promoting to administrative positions up to and including principal position (State of Victoria, 2006: Online).

In **USA,** career ladder policies were institute in the 1980 to resolve concerns about teacher quality. The scheme emphasized the use of "objective" performance assessment to reward outstanding teaching; motivate individual effort, and provide public accountability (Henson and Hall, 1993: 2). The career ladder programs was designed to create different levels for teachers by creating a "ladder" that one can climb to receive increased pay through increased work responsibility and status. According to Sadker and David (1997:515) by the beginning of the 1990s more than half of the states had some form of career ladder or incentive program. Apart from these, bonus can be earned each year when National board recognizes superior performance of a teacher. Performance evaluation also linked to in-service training a development.

2.1.3 The Status of Teachers

In the most countries examined, the situation of teachers range from unsatisfactory to catastrophic in terms of conditions, salaries and training. This leads to low morale, dropout from the profession, or preoccupation with earning income outside teaching, leading to absenteeism and poor performance. Even in countries where may teachers have been committed to the school and political goals of the government, commitment can wear thin when it is impossible to line on meager salary. Raising teachers' pay to a living wage seems, therefore to be a necessary prerequisite of progress though it is far from being sufficient (Brown, 1991:272).

As indicated by Brown, in most cases teachers are not well paid and respected as other professionals. Teachers with similar qualification and experience compared with those joined other work sectors; teachers are less paid and also have little recognition. Lieberman (1956:379) emphasized on the real income of teachers rather than dollar income in order to improve the economic status of teachers. Then, he recommended that, in salary adjustment every one should know that salaries must be considered interims of the goods and services they will bring. A

salary, which at a low price level will purchase a luxurious standard of living, may be insufficient to purchase bare necessities at a high price level. However, the most common causes of poor teacher morale should be related with inadequate salaries, large classes, poor administration, lack of free period during the school days, unsatisfactory plant and buildings, and lack of equipment and materials. In addition, there are other related factors such as:

- Lack of democratic administrative procedures;
- Lack of sharing in policy making;
- Lack of cooperation of school boards and the public;
- Lack of social and recreational facilities; and
- Inadequate provisions for teacher tenure (Stinnett, 1968:180-183).

According to Aggrawal (1996:460), the status of teacher regarded accorded to teachers to show the level of appreciation of the importance of their functions and of their competence in performing it and the working conditions, remuneration and other material benefits accorded to them relative to other professions. Since the status of teachers and the quality of education are so intertwined in the same direction; improving teachers' status is the responsibilities of all bodies including Government, Ministry of Education, Teachers Association, the community as a whole and even teacher themselves. Teachers' Organization should participate in proposing and formulating different polices concerning the status of teachers (ILO, 1991:19).

In support of the above idea Soder (1991: 64-66) suggest that, in order to boost the status of teachers, major changes or a similar transformation of medical profession would have to take place with in both the teaching profession and the larger social context. Furthermore the author proposed six necessary changes that would be considered as factors. The changes are:

1. New Technology

A new technology of schooling and learning would have to emerge similar to the development of science and technology in medicine. Then, the new technology would have the following characteristics:

- To be demonstrably superior to current methods of schooling in the production of manifestly different outcomes; results would have to be consistent and related to the technology;
- To produce results highly valued by society, particularly by powerful groups controlling access to resources;
- Necessarily require professional judgment in its application would have to be some elements of selection of facts and procedures from among several alternatives and some elements of risk; and
- There would have to be general external appearances of agreement among the new educational professionals as to the nature, scope, and efficiency of the new technology.

2. Training linked to the new technology

Training has to be manifestly efficacious. The only way one could learn how to make professional judgments in the new technology would be by completing a prescribed course of study in a teacher-training program. Training is necessarily being standardized and accredited.

3. Public support for restructured practice

In addition to a delimited and standardized course of study, the public would have to come to believe that only those people so trained in the new technology should be allowed to practice as a teacher. Strict licensing laws should replace current practices of teachers' certification.

4. Public valuing of schooling

Schooling has to be an actual priority of the society. Considerable resources have to be allocated from both the government and the private sector for educational research and development. In addition, the output of the new technology would have to be accepted and the general idea of schooling has to be incorporated as a part of general culture and operating ideology.

5. Fragmented demand for services

Demand for schooling would have to be fragmented. Necessarily, only those licensed teachers to practice as a teacher and given power to make critical decisions.

6. Bifurcation of authority

The line of authority in the schooling has to be bifurcated, with teachers to make decision as to the application of the new technology and school administrators effectively denied that authority. Along the same lines teachers would have to be given authority to determine the proper activities of support staff in much the same way doctors determines activities of nurses, interns etc.

2.1.4 The Determinants of Teachers' Salary

Performance related pay scheme helps the organization become more result focused or it supports exiting cultures or values which are already characterized by high performance, innovation, quality and team work, Hence, in the formal management system in which individuals agree work targets or objectives and their performance is assessed in the light of their achievement in relation to those targets (Lawson, 2000:304). However, Decenzo and Robbins (1988:411) argue that the principles of pay for performance are so logical and so deeply instilled in our value system that few attack it. The allocation of rewards on the basis of performance is revered concept in organization but there are major difficulties in measuring performance. Thus performance-based reward is a fallacy due to problems in differing in the definition of merit and Excellency. Lieberman (1956:391-394) described that performance related salary schedule provide for equal pay regardless of position, for teachers of equal years of preparation and experience. Thus teachers' salary schedules should consider features of the occupational characters of teaching. Furthermore, Lieberman identified three determinants of teachers' salary. These are:

1. Single salary schedule /preparation schedule/:- which base on the principle of gearing compensation to increased teaching competency. It takes salary increases out of the subjective realm of administrative judgment and placing them squarely on the basis of preparation and experience often improved morale throughout the entire school system. Teachers know what they can expect in the way of salary increases for several years ahead while the school officials can plan for the future in the light of known commitments.
2. Position type schedule:- In this type schedule, school officials decide what each type of school position should be worth and pay teachers accordingly. The basic assumptions are

that the different positions in the school system do not require teachers of equal preparation and ability and the school officials can ascertain which positions, should be filled by certain type of personnel.

3. Merit Rating: - involves some of the most basic as well as the most controversial, professional and social issues of our times. It has been proposed to correct certain inequalities of single salary schedules. The essential characteristic of merit rating is the attempt to pay teachers according to their individual competence, rather than according to their preparation and experiences. One leading argument for merit rating is that teachers with equivalent preparation and experience may differ widely in their teaching efficiency. However, merit rating is superimposed on salary schedule to provide additional incentives and rewards for outstanding teachers. It is obvious that the quality of education depends on quality of teachers, intern quality of education requires the need to promote the status of teachers. Hence, teachers at all levels of the education should be adequately remunerated, supplied with direct and indirect compensation payments to boost there economic, social and political status. In this connection, Stinnett (1968, 180-183) suggested a summary of teacher salary scheduling assuming that if workable plans could be devised, more teachers would favor the idea. The possibilities of salary scheduling that he proposed for teachers includes:

- The demand for some plan of pay differentials for teachers will probably continue. But school boards and districts, aware of post experiences and failures, will seek sounder approaches to experimenting with merit rating schedules.

- Strong efforts will be made to strengthen the administration of existing single salary schedules by better selection of teachers, elimination of inferior teachers, and the development of more effective in–service growth devices,

- Evaluation of teacher performance aimed at improved services and professional growth rather than bases for pay differentials will receive increasing attention of school districts; and

- Teacher organization will assume an increasing role in research and experimentation on the problems of merit pay schedules, teacher evaluation, and in –service growth programs,

2.1.5 Career Structure Contributions to the Educational System

2.1.5.1. Teachers motivation

Teachers' motivation is optimized when teachers perceive the career scheme or rewards satisfying their individual needs. Decenzo and Robbins (1988:35) argued that a good reward system should e designed to offer heterogeneous rewards to heterogeneous force. Rewards work best when they are individualized to reflect differences in what teachers consider important are perceived as equitable, are visible and flexible, and can be allocated at a relatively low cost. In this connection, Homan and Thrope (2000:10) identified rewards as encompassing career opportunities, job security and learning opportunities. Therefore, motivation of teachers needs to include both intrinsic and extrinsic systems.

2.1.5.2. Merit pay and compensation

Merit system emphasizes individuals rather than group goals and this may lead to dysfunctional conflict in the organization. Pay can not only attract, reward and retain the right kinds of people, and also signal to them what the organizational priorities are but act as a catalyst for wider organizational change compensation. Unlike merit pay it is extrinsic motivation which is provided to the individual and included: overtime payments, bonuses or productivity etc. Thus, compensation systems tend to be retrospective or immediate in focus in line with reinforcement theory (Homan and Thrope, 2000:106). Accordingly, Sadker and David (1997:514) described merit pay and career ladder certification as an important step toward improving teacher professionalism and giving recognition to good teachers.

2.1.5.3. Quality of teaching

Hammond-Darling, et al. (1986:201) suggest that the public has come to believed that the key to educational improvement lies in up- grading the quality of teacher rather than in changing school structure or curriculum. To this end, the guideline of MOE (2004:25) indicates that the provision of quality education for children improved through building the competence and confidence of teachers by providing them with Continuous Professional Development (CPD) opportunities. Further the guideline pointed out that the scheme has been devised to combine CPD, licensing and career development. Thus, these activates will improve class room performance.

2.2. Teacher's Career Structure Scheme in Ethiopian Context

In any education system, all types of educational resources are required in sufficient amount and standard for quality outcomes. The manpower available in the system must be effective before any results can be realized. Especially, teachers at all levels of the education system should be respected and adequately remunerated, have access to training and on going professional development, and support.

In Ethiopia, ones the teachers are in service there is little continuing education and up grading conducted. The working condition and career structure has been deteriorating for the past many years that it has become an unattractive profession and the motivation and morale of those in service is at low ebb (MOE, 1994:4). In line with this, ICDR (1999:12) indicated that during the sixties and early seventies the decline of the status of teachers started, as the steady expansion of he education system necessitated increasingly greater supplies of teachers who frequently were under qualified and inadequately prepared while the cost of living increased at an enormous rate; the salary of teachers did not. Furthermore, the above document mentioned that starting salary of government employees is relatively equivalent for teachers and other civil service employees. However, the differential between the teachers' salaries and those of the other professional widens as the number of years of service increases.

Hence, teachers' career ladder needed to be designed in order to alleviate these problems there by to attract and retain talented and experienced teachers in order to improve the education quality offered. Thus, in 1994 the New Educational and Training Policy (NETP) was formulated. In designing the career structure development scheme as one part of NETP, the following issues have been taken in to consideration:

- Previous salary level of teachers at different level of schooling:
- Earnings in other occupation;
- The difficulty of teaching profession with regard to the training to acquire the necessary knowledge and skill and the difficulty of the teaching learning process;
- Previous studies conducted about teachers` salary and promotion ladder;
- The current standards of living and the purchasing power of the money;

- The current economic situation of the country:
- The perception of teachers who are already in the job about the benefit that the New Education and Training policy could provide, and
- The already developed salary scale of other government offices (MOE, 1996).

The strategy, in addition to other issues, emphasized on the establishment of an acceptable, attractive and realistic career structure to improve the working condition of teachers, to elevate their status in the community and enhance their motivation and professional attitude (MOE, 1991:17). Accordingly, the government introduced a salary adjustment and career structure scheme with the intention to boast the status of teachers their by making the teaching profession more attractive to competent students to join the teaching profession, to motivate the teaching force, and stay the experienced teachers in the profession, consequently to achieve quality education (MOE, 1994:121).

2.2.1 Implementation Guideline

A career is what you want to become; a role is the part you play at each stage along your career path; a career strategy provides the objectives necessary to achieve those roles and develops the guideline for achieving them (Mosley,1985:480). This indicates that, the guideline is an important tool used for the implementation of a policy. In the teachers' career structure scheme, the implementation guideline may comprise, the established career stages or promotion ladders, the attainable goals in each stage, selection criteria, the appeal procedure, implementing bodies and their responsibilities, and other related issues. According to Thody (1993:8) the guideline should emphasized the formulating career policy, certainly the most overlooked aspect of career should be:

1. Identification of the career stage which has been reached.
2. Clarification of expectations, motivators and constraints.
3. Analyzing competencies and qualities for career awareness.
4. Consideration of necessary and possible education.

Similarly, Gorton and Fisher (1988:47) indicated that the career structure includes an established career stages in teaching with defined performance standards, responsibilities and monetary rewards. Thus, to enhance professional and career development their by resolve the prevailing problems of quality education and the teaching profession, the career policy need to be well planed and carefully implemented. Generally, the characteristic of a career ladder plan is a hierarchical set of job categories with different role expectations. In this regard, Fenstermatcher (1991:145) suggested that the career ladder or teacher-ranking programs may be built in to policy trust agreements as part of the specification of the implementation process used to allocate resources to the identified goals.

In our case, the teachers' career structure was designed based the policy prescription outlined in the Education and Training Policy. The article 3.8.5 of the 1994 ETP clearly outlined that the management of teachers and other educational personnel will be organized on the bases of professional principles including professional code of ethics, salary, working conditions, incentives, professional growth, and overall right and duties (MOE, 1994 E C). To implement the career policy, MOE introduced implementation guidelines at different time, based on the study findings. The Ref No 13/1 – 3621/ 8297/35 on the date 3-4-99 EC., there are three Teachers' Career Structure Guidelines revised and given different titles. These are:

1. Teachers' Career Structure Implementation Guideline. (MOE. 1991 E.C)
2. Teachers Result Oriented Performance Appraisal Guideline (MOE, 1996 E.C)
3. Teachers' Career Structure Guideline- Revised (MOE, 1998 E.C)

All the above three forms of guidelines consider, teachers' qualification, experience and performance results as a basic criteria for career promotion. However, the first guideline principles uses an appraisal instrument which participate parents students and school administrative bodies as evaluators. The second one requires evaluation results of the teachers' competence appraised based on TROPA principles. But the third guideline, in addition to TROPA results, qualification and experience, teachers are expected to fulfill CPD (Continuous Professional Development) course completion, teaching license and re-licensing at each career ladders.

2.2.2. Stages of the Ethiopian Teachers Career Structure

The feature of the Ethiopian teachers' career scheme is a combination of performance recognition and job enlargement models. When a teacher advances in a career structure, both salary increment and job enlargement will result. According to MOE (1996:1) the career structure scheme includes, an established stages of a promotion ladder with corresponding salary increments. This salary increment level differs from stage to stage depending up on teacher's ability, professional experience and competence.

In the career structure scheme six stages are available for teachers of primary secondary and teacher training institute. These are:

- Beginner teacher/ " jemari memhir"/
- Junior teacher / "melestegna memhir"/
- Teacher / "memhir"/
- Senior teacher / "kefitegna memhir"/
- Associate lead teacher , and /"Tebabari Meri Memhir"/
- Lead teacher / "Meri Memhir"/ (MOE, 1996:6).

To sum, the promotion of teachers from one level of career ladder to the next level is determined on the basis of qualification, experience and performance appraisal results. Since distinct job descriptions was prepared for different levels on the basis of predetermined criteria, substantial changes are expected from ones, while climbing up in the stages from lower to higher level of the career ladder

2.2.3. Implementation Strategy

The study of incentive in an integral and indispensable part of educational planning, the planner should consider incentive structures as a part of manpower planning. Planner, must therefore, consider high-priority activities and occupations to influence the allocation of manpower. These may include major changes in the wage and salary structure, scholarships support for particular kind of education and training, removal of barriers against up ward mobility, and in some cases outright compulsion (Harbison,1967:32). Thus, any plan that considers teachers` promotion in a

career structure is different form a plan that was structured for the promotion of other employees. In the promotion scheme of non-teaching staff, the employee will compete with other candidates for the vacancy or position required on a quota basis. In this connection, the directive of MOE (1999:18-20) indicates that teachers would get a promotion based on effective performance and competence irrespective of the number of teachers to be qualified; hence, teachers are generally selected as candidate for promotion, on the bases of:

a) Performance evaluation carried out twice a year, but only the last two years would be considered for promotion.

b) Minimum of 3:45 cumulative evaluation results

c) Performance evaluation accounts for 80% of the total value required for promotion

d) Fulfilling the stay time (service year) requirement gets a value of 20% for the service rendered in teaching.

e) A total point determined by summing up the scores in performance evaluation taken out of 80% and service years taken out of 20% (MOE, 1999:34-35).

The implementation strategy comprises salary increment dimensions, which encompasses a horizontal (providing salary increment every two years as a result of minimum acceptable performance) and vertical (a career structure with six hierarchical levels earned according the criteria set for each level). In addition, the directive stipulates the implementation bodies' duties and responsibilities, along with the teachers appeal procedures against un-fair denial of promotion in the career structure. However, currently the mechanism of teachers' performance evaluation has been changed from the traditional (parent, school administration, and students) to ROPA system; due to the introduction of civil service reform programs in the school system.

2.2.4 The Promotion Criteria

To be beneficiaries of the career structure scheme, teachers are required to have the necessary qualification in their respective cycle. Based on their qualification and salary schedules they are classified in to four major groups.

- Kindergarten and first cycle primary school teachers with TTI certificate;

- Second cycle primary school teachers with a collage diploma in teaching;
- Lower secondary school teachers with first degree (BA/BSC) in teaching.
- Upper secondary, technical vocational school and TTI'S teacher with at least first degree (BA/BSC).Each of this group has its own promotion schedule (MOE,1996:4-6)

The prerequisite of qualification is included in the career structure in order to give an attention to recruitment and training of teachers for different levels of teaching, so as to improve the quality of education. Moreover, effective teaching requires individuals who are academically able, have commands of the subjects they are required to teach, and care about the well being of children and youth (ICDR, 1999:17). In addition to qualification, there are requirements that the teachers are expected to fulfill. Therefore, MOE (1999:13-14) listed guiding principles to be considered as bases for promotion of teachers from a lower to a higher level in the career ladder. Some are:

- Acquisition of professional ethics and high professional standard;
- Competence in teaching and active participation in pedagogical center as well as contributions made in improving it;
- Efforts made in relating education to development;
- Participation in identifying and solving the problems of the community and the school.
- Contributions made in enhancing the participation of female Students;
- Acquisition of general knowledge, knowledge of the subject matter and efforts made to improve oneself and to learn from his/her environment.

2.2.5 Secondary School Teacher's Responsibilities

According to MOE (1996:8) there are specific responsibilities that expected to be carried out in each stage before promotion is made to the next career ladder. These promotion criteria serve for both first cycle (9-10) and second cycle (11-12) of the secondary schools. These specific responsibilities for each level summarizes as follows:

Beginner Teacher level

The teachers have no specific responsibilities except the basic roles and functions of classroom instruction. Thus, the teacher who graduated with first degree allocated to this stage. To advance to junior level two years service and 75 and above percent performance result required.

Junior Teacher level

To promote to teacher level 3 years of service as a junior teacher and generally 5 years service is required. Moreover, it requires 75 and above percent performance result for the last two consecutive years of stay.

Teacher level

At this level, in addition to the basic roles and function of the classroom instruction, a teacher of this level is expected to shoulder the following responsibilities:

- Supervisory or consultancy service for at least two junior teachers for a minimum of one year;
- Serving as a unit leader, school pedagogical center head; department head etc. for at least a year; or
- Producing one research paper which has got acceptance by Wereda or Zone Education office, or
- Provision of special support and assistance for students with a special need, for disabled, for female students or students from minority nationalities and the like;
- Providing advice in promoting health relationship between teachers and students; or
- Coordinating co-curricular programs for more than two years.

For effective accomplishment of the above responsibilities a teacher is required to have a letter of recommendation or approval from the school or Woreda Education office. Moreover, to promote to the next stage, three years of service as a teacher level and 80 and above percent performance result for the last two consecutive years of stay is mandatory.

Senior Teacher Level

At this level, the teacher needs 4 yeas service as a senior teacher and generally 12 years of service with 84 and above percent performance result from the last two years of stay. Teachers at this level also expected to perform at least one of the following functions and get approval by school or Woreda Education or zone education department.

- Serving as principal /department head/unit leader/head of a pedagogical center/a principal summing up to three years; or
- Producing one teaching material or a research work that has approval from Woreda or Zone Education office,
- Providing supervision for primary, secondary and technical schools;
- Evaluating research works and training materials;
- Giving advice service to create health relationship among teachers and students.
- Producing teaching aids from local materials;
- Coordinating co-curricular activates for more than 3 years.

Associate Lead Teacher Level

In order to promote to a leading teacher associate lead teachers are required to perform the following functions with in the four years stay in that stage to attain 86 and above percent performance result in the last two consecutive years.

- Providing a fruitful service as a principal/department head/unit leader etc for a total of four years; or
- If the service given in the above responsibility is adding to one year, the teacher has to produce three research work; or
- Preparing at least three teaching materials suitable to localities of producing training manuals minimally accepted by Woreda education office; or.

- Providing technical assistance to a career structure committee at all levels for at least two years and producing one research work approved at a Woreda level.

2.3. Result Oriented/Based/ Performance Appraisal Scheme

The heart of the Management–By-Objectives (MBO) approach is that each employee and superior jointly establishes performance goals for the future. These goals are mutually agreed upon and objectively measurable. Moreover, they can periodically adjust their behavior to ensure attainment of the objectives. Thus, ROPA system assumes that results could be measured.

Decenzo and Robbins (1988:372) described MBO as a process that coverts organizational objectives in to individual objectives and consisting of four steps: goal setting; action planning; self-control; and periodic reviews. Subsequently they suggest that the MBO philosophy is built on the assumption that individuals can be responsible, can exercise self-direction and not require external controls and threats of punishment point of view.

In this connection, Mondy (1999:402) and Gomez-Mejia et al.(1995:265) indicated that with MBO the focus of he appraisal process shifts from the worker's personal attributes to job performance. The supervisor's role changes from that of an umpire to that of a counselor and facilitator. Also, the employee's function changes from that of passive by stander to that of participant. As the result the outcome approach provides clear and unambiguous criteria by which worker performance can be judged. It also eliminates subjectivity and the potential for bias that goes along with.

While relating the MBO principles with the school situation especially its evaluation system, Hammond-Darling et.al.(1986:23) described that the evaluation models of MBO in a school system can be characterized by: goal Setting, teacher involvement in the evaluation process and centralized teaching standards and criteria. Apart from this, the authors widely discussed about the adoption of MBO from business and its application to teacher's evaluation. In this case the responsible school authority sets a teacher's responsibilities and learning goals. However, before any evaluation takes place, the evaluator and teacher jointly established individual objectives; an action plan, and measurable progress indicators. Thus, ROPA method is used to evaluate teachers based on a cooperative goal setting and that the appraiser and the teacher identify

specific goals on which to work together. Hence, MBO evaluation process is designed primarily to improve teacher performance rather than to hunt out incompetent teachers.

Generally, the application of MBO techniques to performance appraisal is not a new concept. This method of personal evaluation followed closely after Peter Drucker credited with making it a central management concept in 1954. Acharya (1980 cited in kibrie,2005:29) showed that in recent years attention is being paid to evaluate the out comes of education account for the returns of investments made in education. In educational planning the desired outcome is selected first and the curriculum instrumental material and assessments are created to support the intended outcomes. Hence, the out come based evaluation scheme become a process of goal-setting, standard-setting, assessment, and decision making that occurs within the school context.

2.3.1 The Purposes of Teachers Evaluation

Teacher evaluation process is associated with views of teaching work and of the school as an organization. As to Hammond-Darling et al. (1986:223) the approaches used to evaluate teachers seeks to measure very different aspects of teaching and the teacher. Some seek to assess the quality of the teacher (competence), other seek to assess the quality of the teaching (performance), other claim to assess the teacher or his /her teaching by reference to student outcomes (effectiveness). Accordingly, the above authors described the aspects as follows:

Teacher Competence: - is a work –related concept that refers areas of work at which the person is competent. It refers to any single knowledge, skill, or professional value position. It is the specific things that teachers know, do or believe but not to the effects of these attributes on others.

Teacher performance: - refers to what the teacher does on the job. It is specific to the job situation; it depends on the competence of the teacher, the context in which the teacher works, and the teacher's ability to apply his /her competencies at any given point in time.

Teacher effectiveness: - refers to the effect that the teacher's performance has on pupils. It depends not only on competence and performance, but also on the responses pupils make.

A similar argument was made by Nevo(1986:26) in the approaches of teacher evaluation. Nevo argue that evaluation should strike for an optimal balance in meeting standards of (a) utility (to

be useful and practical); (b) accuracy (to be technically adequate); (c) feasibility (to be realistic and prudent); (d) propriety (to be conducted logically and ethically).

Although, teacher evaluation will take place in different forms and processes, many scholars highly emphasized and recommend a two step teacher evaluation process. The first step is to obtain information about each teacher who is to be evaluated. The second step is to use the information to form an evaluation judgment about the teacher(Doyte cited in Kibrie, 2005:24).

Judgment of success depends on the purposes for which a technique is used as well as its ability to measure competence while others seek to measure performance still others rely on teacher effectiveness. With recognition that any types of technique that we use in evaluation have a particular purpose, the evaluation systems found in schools tend to serve a variety of purposes. In this connection, Bates(1984 cited in Galloway and Edwards,1992:115) categorized the purposes of evaluation in the schools as pedagogical, individual development, organizational development, and accountability. Therefore, the growing interest in teacher appraisal should not be simply attributing to call for greater accountability and control of schools. It may also be link to the growth of the school improvement movement (British Journal of Educational studies, 2000: Online).

Hammond-Darling, et al. (1986:224.225) identified four basic purposes of teacher evaluation. These authorities categorized teacher evaluation purposes as:

1. **Accountability purposes (summative information)**:- must capable of yielding fairly objective, standardized, and externally defensible information about teacher performance;
2. **Improvement (formative information)**:- must yield rich, descriptive information that illuminates sources of difficulty as well as viable courses for change
3. **Inform Organizational decisions**:- must be hierarchically administered and controlled to ensure credibility and uniformity;
4. **Assist decision making about individuals**:-must consider the context in which individual performance occurs to ensure appropriateness and sufficiency of data. Furthermore, they argue that before a teacher evaluation system is adopted and put in place, it is important to consider the goals, purposes and processes are best served.

In this regard, performance appraisal that is systematic, periodic and an impartial rating of an employee's prepare the employee for better job. Similarly, in the school system, evaluation of teachers may be linked to merit pay plans to differentially reward teachers for performance and to dismissal procedures for in competent teachers. Apart from these purposes teachers' evaluation could be done for different purposes. For example, according to MOE, (1989E.C:32) teachers evaluation:

- Provide better educational opportunity, salary income, promotion and reward to effective teachers;
- Identify inefficient teachers and arrange in-service course to help them minimize their weaknesses;
- Develop positive professional attitude;
- Take measures on teachers who do not improve after taking in-service course, and assure the attainment of the objectives of the educational process.

Similarly, Melaku (1992:306) described the main teachers' performance appraisal objectives as:

a. Knowing and improving the quality of teachers:- Staff performance appraisal serves to guide human resource development;
b. Making administrative decisions:- a systematic PA of teachers provide information in making promotion, salary increase, discharge, lay off and transfers;
c. Helping teachers know their current status and providing them motivation:- PA puts a psychological pressure on people to improve performance on the job;
d. Bringing satisfaction to teachers and improving their morale: the existence of regular and appropriate PA grogram is an important incentive to teachers.

2.3.2 The Merits and Demerits of MBO

Different scholars at different time identified the merits and demerits of MBO. Decenzo and Robbins (1988:289), Mosley (1985:62), and Bittle (1980:257). However, Mosley (1985:62) by defining MBO as joint target setting or appraisal by result management system; identified five advantages and is advantages of the system. These are:

Advantages

1. It improves communication between supervisors and employees.
2. It increases employee morale. Since employee play an active part in goal setting and can measure their own progress, they feel greater ownership of their jobs and higher commitment to result.
3. It encourages individuality. Under MBO the goals and objectives set for one person may cover aspects of that person's job unlike another's. Moreover, performance targets may be set to reflect each individual's talents
4. It allows supervisors to assume a helper's role. MBO frees the supervisor to be a helper or coach instead of a critic.
5. It targets key performance areas instead of every aspect of an employee's job being weighed equally key objectives channel effort toward narrower goals.

Disadvantages

1. Is time consuming. The greater the number of employees, the greater the time commitment required for the supervisors.
2. Dilutes supervisory authority: - the supervisor sharing authority with employees
3. Creates difficulty in tying results to rewards. Since MBO reflects performance, it is normally tied to rewards. However, MBO doesn't replace the need for judgment.
4. Requires greater supervisory skill: supervisors need to have both conceptual and human relation skills.
5. Does not suit all jobs: Because of the need for measurable, verifiable performance objectives. Some jobs are much easier to quantify and verify than others.

2.4 The Practice of ROPA in Ethiopian School System

Management-By-Objectives has appeared under several names: which include Result-Oriented-Management, Management-By-Objective and Results, and Management–By-Agreement (kinard, 1988:107). Likewise the concept of MBO is adapted to Ethiopia by the name of Result-Oriented-

Performance Appraisal (ROPA). The nation wide reform in the civil service program necessitated the change in the approach of PA from traditional performance appraisal to ROPA Scheme, which in turn had called for Teachers Result Oriented Performance Appraisal TROPA (Berhanu, 2006:11).

With the implementation of MBO system in Ethiopian educational institutions, the aim of teacher's evaluation changed form assessing what teachers do to Outcome-Based Performance Appraisal System (OBPAS). At the time of teachers the New Ethiopian Education and Training Policy come up the teacher's performance appraisal was determines by school administrators, parents and students as appraisers. However, recently the approach has been changed with the implementation of MBO system in Ethiopian schools. TROPA is generally based on the principle that tasks are classified in to key task, major tasks, and subsidiary tasks. Then, teachers performance are rated as poor, satisfactory, high and very high, as the same time their performance standards are measured in clearly defined indicates such as: quantity, quality, productivity (efficiency),and effectiveness with in a specific time lines (SNNPR-CBB,1996 E.C:125).

2.4.1. Planning and Evaluating Performance in ROPA System

Performance planning begins with preparing work breakdown, categorizing duties or tasks in to key, major and minor ones. Then, followed by setting the performance standard so that to make compressive against quantity, quality, time and cost of the actual performance. The performance standards are planned to be accomplished in the scales of ratting as poor (1), satisfactory (2) thigh (3) and very high (4). The categorized tasks carry different weights; thus, the key task carry the highest weight but the minor tasks carry the least of all For example, if the key task was given a weight of 14, and the rating of this accomplished task become very high (4), then the result of the key task become 14x4=56. In this way, all categorized tasks will be multiply by their respective rating scale and sum up to 100 percent (MOE, 1996 E.C:163).

2.4.2 Linking Performance Evaluation and Career Ladder

Individual differences in personality and cognitive ability in combination with learning experience, leads to variability in knowledge, skill and work habits, which are the most immediate determinates of job (Lawson,2000:302). In this connection, Melaku (1992:308)

presented that teacher evaluation is a complex process. It is a series of activities and actions, which are interconnected and related to specific purposes. Thus teachers competence, performance or effectiveness are based on the assumptions about how these qualities are linked to one another; how they may be measured and used to make decisions for career promotion. Teacher evaluation is a complex process. It is a series of activities and actions which are interconnected and related to specific purposes. According to Decenzo and Robbins (1988:358) performance evaluation is a basis for reward allocation and decisions as who gets salary increase, promotions and other rewards. Focus on the establishing staff development scheme, such as in-service training, CPD etc. are also believed to help in bringing about personal and professional growth of individuals there by motivating them to achieve organizational goals. Hence, these all requirements considered during the appraisal of teachers' performance to get promotion in the career ladder (MOE, 2004:15).

2.4.3 Rating and Disclosing Results

The actual performance of individuals would be compared with that of pre-set standards in terms of quality, quantity, cost and time of performance. According to the training manual of MOE (1996 E.C: 185) for every item of key, major and minor tasks; the final achievement of employees determined by adding scores under the items. Finely, the result would be interpreted as follows: 95-100% (very high), 75-94% (high), 50-74% (satisfactory), and 25-49% (poor). Accordingly, those who could perform, high and very high would be posted on the notice board and stays for three months. On the other hand, results of those poor perfumers would be posted on the notice board for one month.

2.5. Problems in the Implementation of Teachers' Career Structure

2.5.1. Problems Related With Planning and Implementation

The obstacles or problems for effective implementation of career development programs sometimes lie on the planning process of the scheme. As any policy, teachers career structure scheme to be effective it must be concerned with its own implementation and its progress during planning. Since, any career structure scheme requires changes in the expectation and rewards, several problems may be encountered in its implementation.

In this connection, Gorton and Fisher (1988:47) argue that teacher's career structure scheme mostly creates additional work requirement that will cause trees and tension in teachers. This change of requirements in the job may worry teachers and consequently may accelerate teachers' turnover. Besides, describing the serious side effects of career development programs, Gomez-Mejia et al. (1995:228) argue that the employee dissatisfaction, poor performance and turnover are the man ones. Therefore, to alleviate these obstacles, employees have to take an active role in planning and implementing their own personal development plans. Similarly, Armstrong (2001:608) emphasized the involvement of individual employee in the planning process of career structure. Among the difficulties inherent in the career scheme are it is frequently the case that as teachers moves up the career ladder, they move out the classroom. Fenstermacher (1990:142) states,

> *Teacher's status and prestige increase as one gains responsibility and authority. But the expansion in responsibility in the career development creates a distance between the promoted teacher and the students and thus reduces the learner's opportunities to gain in moral development from contact with the best teachers.*

Further, the author suggest that the career path should be constructed in a way does not derail the finest teachers in to the systems of the school, but permits them to focus their talent and skill on the student learning. In addition, the financial constraints under which the teachers' career structure schemes operate can also cause difficulties; such situation may lead to discontinuity between performance appraisal and financial reward. Any expectation raised by positive feedback about performance, which are not supported by an appropriate level of financial reward, will lead to de-motivation (Homan, 2000:314).

2.5.2. Problems Related to the Evaluators and Appraisal Methods

The difficulty of maintaining credible evaluation system by evaluator may create problem in effective implementation of the career promotion scheme. It is obvious that rating quality is influenced by raters' intelligence, familiarity with the job, the ability to identify important information. Generally, the ability and objectivity of the evaluators to distinguish among the established standard could be carefully developed (Gomez- Mejia, 1995: 268-270). Therefore, the rater ability and motivation levels are critical factors in rating employees effectively. In addition, lack of good qualities in the rater knowledge, experience, and transparency in the

process of evaluation also contributes to the problem of teachers' career structure implementation. Anderson (1973 cited in Schoff,1989:24) specified that the validity of teacher evaluation practices vary according to: (1) the type and amount and training given to evaluators; (2) frequency of evaluation; (3) type of evaluative instrument used.

Moreover, teachers' career structure implementation suffered due to undue political interference so as to give priorities to individuals affiliated with the local political authorities (Harris, 1986:225). In support of this idea, Homan (2000:313) indicates that the Problems related to the appraisal methods may greatly affect the teachers' career development program in that, the stage of performance assessment process provide the greatest opportunity for distortion. These opportunities arise both from the pressure which may put on the process and also the degree of subjectivity, which enters the process at this stage. Generally, to be competent and trustworthy evaluator one needs to have a combination of a wide variety of characters tics. These include technical competence in the area of measurement, and research methods, understanding the social context and the substance of the evaluation object, human relation skills, personal integrity, and objectivity, and objectivity, as well as characteristics related to organizational authority and responsibility. It is difficult to find one person possessing all these qualifications; or to choose the person with the most appropriate characteristics for a specific evaluation (Nevo, 1970:23).

2.5.3. Problems Related to Evaluatees

A career ladder scheme evaluates few teachers to salary increment. This elevation of few teachers' salary may negatively affect staff relationship, because the outcomes of school are the joint product of many teachers working together. Hence, it discourages school staff to work together to wards common goals (Hallack 1996 cited in Nigatu, 2003:63).

The above statement clearly describes that; school improvement is most effectively carried through in the context of the school shared vision and mission. What is apparently necessary is the capacity of the teacher as a coordinator and collaboration to attain the organizational goal. However, there was generally little opportunity for the group to advance through career promotion. Fenstermacher (1991:143) argue that as one moves up the hierarchy may fail to mange their career plan due to the increased complexity and challenge of the work. Thus, they

require increased training and skill to perform it successfully, usually justify the increased salary and augmented status.

In connection with this, Hammond-Darling, et al. (1986: 240) suggest that teacher satisfaction with teacher evaluation is strongly related to(a) perception that all evaluator share the same criteria for evaluation; (b) more frequent sampling of teacher performance; (c) more frequent communication and feedback; and (d) teachers ability to affect the criteria for evaluation as a solution. Hence, teachers to be ready for career opportunities, they must be aware of the basic concepts of career planning.

2.6 Issues Related to the Prospects of Teachers` Career Structure Scheme

Educational systems, more than any other social institutions are systems whose entire meaning is concentrated on the intake, processing and out put of people. Thus educational system must be continuously open and must organize themselves internally for the smooth transition of those who are being educated from one year to the next, from one skill and knowledge level to the next, and so forth (Havlelock and Huberman, 1977:26).

2.6.1 The Strengthening of Support, Supervision and Communication

Attempts to improve the quality of education programs must focus on the development of our work force capabilities in its broadest context participation by both professionals and non-professionals will be required and where appropriate students, parents and citizens well (Ryan, 1999:296). Accordingly, in Ethiopian context the career structure scheme implementation should be supported by various implementing bodies. In these connection MOE (1999:34) formulated the necessary preconditions that support teachers' career structure implementation. These include:

1. The implementing bodies need to get awareness about guideline and way of its implementation through participation in seminars, workshop, training etc.
2. Teachers' record must be organized properly and make the data reliable at all levels starting from school up to region education bureau
3. To give the career structure guideline in written form to teachers, advertising through meeting and mass media

4. To strengthen the established committees and to establish where they were not established.

Regarding the support of teachers' career structure implementation Negatu (2003:63) indicated that, for successful implementation of career structure, teachers with their association should participate actively in planning, designing and implementation stages. Thus, the support of teachers' organization is essential if teachers' career structure reform is to be implemented effectively at the school level. On the other hand, Schoff (1989:74) suggested alternative strategies for improving teachers' performance. These include (a) granting teachers more autonomy within professional standards. (b) Developing better collaboration among facility members (c) improving the quality of instructional leadership and (d) establishing "career ladders" based on interest and wiling ness to take on added responsibilities.

2.6.2 Making Teacher's Performance Appraisal More Effective

Schools and school systems are staffed as if all the persons within each job assignment were equal in ability and potential, but in actually all persons differ in their preparedness for the assignment no one bring to the situation the same set of experience and abilities(Weisz, 1999:141). Therefore, making teachers' performance appraisal more effective is an important component of providing quality education for citizens. Armstrong (2001:19) identified four types of performance measures that can be used to evaluate the person's. These are:

1. Many measures which include maximizing income, minimizing expenditure and improving rates of return;
2. Time measures express performance against work time tables, the amount of back long and speed of activity or response;
3. Measure of effect include attainment of standard, change in behavior, physical completion of work and the level of take - up of eservice ;
4. Reaction indicates how others judge the function or its members.

In addition performance management processes have came to the fore in recent years as a means of providing a more integrated and continuous approach to the management of performance than was provided by previous isolated and often in adequate merit rating or performance appraisal

schemes (Armstrong, 2001: 465). Thus, to make teachers performance appraisal more effective a new method or approach should be employed. The approach should be based on the principle of management by agreement rather than management by command.

Galloway and Edwards (1992:126) argue that an effective models of teachers appraisal require the teacher to engage in self evolution prior to and during appraisal are premised on the belief that teachers need to enter in to appraisal or external evaluation as active participants who see themselves and are seen as able to use the experience to extend their own understanding, and hence to increase the effectiveness of their teaching.

In connection to this, a transformation rather than conversion to new methods, techniques, or principles was suggested since the transformation approach starts from the assumption that participants in any change process hold subjectively reasonable beliefs that direct their actions. Hence, four minimal conditions for the successful operation of teacher evaluation system was identified. These include:

- All actors in the system have a shared understanding of the criteria and processes for teacher evaluation
- All actors understand how these criteria and processes relate to the dominant symbols of the organization, that is there is a shared sense that they capture the most important aspects of teaching, that the evaluation systems is consistent with educational goals and conceptions of teaching work;
- Teachers perceive that the evaluation procedure enables and motivate them to improve their performance; and principals perceive that the procedure enables them to provide instructional leadership;
- All actors in the system perceive that the evaluation procedure allows them to strike a balance between control and autonomy for the various actors in the system

2.6.3 Strengthening Teachers Development Program

In support of teachers professional development, the Ethiopian Education and Training Policy (1994:21-38) described the criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance. Provision of in

-service training is the major vehicle reaching teachers to up grade educational level. In this light, teachers' professional development is one of the features of the teachers' career promotion.

Among a number of teachers' development programs in - service trainings are believed to help in bringing about personal and professional growth of individuals there by motivating them to achieve organizational goals (MOE 2004: 13). According to Weisz (1999:143) the recruitment of capable personal is only the initial step of the process following closely on the heels of recruitment must carefully planned indoctrination experiences for all persons at each entry point.

Moreover, in-service program for a differentiated staff should be an extension of a pre- service education program. It should help to sharpen the professional skills of teachers. It should help identify and utilize the special talents and abilities of teachers. Finally, an in - service program should provide the advance training for those gifted teachers who whish to assume higher levels of professional responsibility without giving up their place in the Classroom (Ryan, 1999:187).

Hence, strengthening staff development program such as in-service training program should be provided to enable upward movement for those who wish further training, greater responsibility and more compensation. In addition, professional development and planning will motivate those individuals to progress as they realize their own growth progress in the professional standards movement is important for the teaching profession in that it is a means by which teaching profession attempts to enforce a quality floor for the preparation of its members. In addition it is the basic means by which a profession seeks to assure the public of competent practitioners. Generally, the professional standards include certification of license and accreditations process (Stinnett, 1968: 285).

2.6.4 Alternative Teachers' Career and Remuneration

The challenge before us is to design career opportunities for the best and the brightest that retain them in the classroom and that keep them close to their students, in career path that do not require moving out in order to move up. The career path should be constricted in a way that does not derail the finest teachers into the systemic of the school but permits them to focus their talent and skill on the student learning. In order to construct such career path, the autonomy of teachers is essential (Fenstermacher,1990:144). Considering teachers as professionals, Stinnett (1968:183) suggested that the most likely future development of teachers should not be on the

rating of teachers for merit pay differentials based on position and responsibilities. It is clear that people do change in the process of working, self-concept motivation and attitudes. All this implies that the future of new careers will involve greater concern for the way in which individuals use this opportunity and turn experience to personal advantage in whatever way is open to them (Bennett and Frank, 1970:76).

In this regard, Decenzo and Robbins (1988: 289) argue that the education and training is an effective career development program could include on the job training, educational or skill courses offered by personnel within the organization; or outside courses provided by colleges, universities, or specialized consultants. When these development activities are carefully aligned with an individual aspiration and anticipated future organizational needs, they become an essential element in an employee's career growth. An alternative teachers' career may have to proceed laterally by moving to new roles at broadly the same level rather than relaying on up ward career progression through an extended hierarchy. Armstrong (2001: 610) described lateral movement as growth through offering an opportunity to take on extra responsibilities such as working on interdepartmental project teams, skills and competencies.

Regarding remuneration, since remuneration is a value of cash payments and benefits received by workers teachers as a professional need to be provided with such benefits. Armstrong (2001: 616, 688) noted that competence relates pay is generally more likely to be appropriate for "knowledge workers" in organizations where the values and processes focus on flexibility adaptability and continuous development. Similarly, Schoff (1989:22) emphasized that the concept of merit pay, career ladder, and master teacher are the consequence of attempts to identify and reward outstanding performance and presuppose the existence of an effective and valid teacher evaluation system. Generally, remuneration may stimulate increased compensation for quality teachers, thus a merit pay is designing to link teacher performance directly to teacher salary and thus make teaching more accountable, as well as more financially rewarding (Sadker and David 1997: 514).

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with data presentation, analysis and interpretation. The data presentation part presents the general characteristics of the respondents (evaluators and evaluatees) involved in the study. The second part treats analysis and interpretation of the data.

3.1 General Characteristics of the Respondents

The five secondary schools of the zone comprise a total population of 206 (183 male and 23 female). Of the total population(206), those teachers serving in the school administration as unit leaders and department heads, along with the principals and supervisors considered to be an evaluators .Therefore, the evaluators accounted to become 30. Particularly the members of this group were selected with the assumption that they involved in teachers' performance evaluation system and serve as a committee members in the career structure promotion process. The remaining 176 teachers were considered as evaluatees.

Table 1: Target Respondents and the Percentage of Actual Respondents

No	Respondent Groups	Total Population	Target respondents		Actual respondents	
			No	%	No	%
1	Evaluators (Principals, Supervisors Dept. head unit leader)	30	30	100	30	100
2	Evaluatees (Teachers)	176	119	100	106	89.7
	Total	**206**	**149**	**72.33**	**136**	**91.28**

As indicated in Table 1, questionnaires were distributed to 30 evaluaters (principals, supervisors, and department heads/unit leaders) and 119 evalualees (teachers). A response rate of 100 and 89.7 percent was achieved respectively. Based on the responses obtained from the two groups, the general characteristics of the study sample is presented in Table 2 as follows:

Table 2: General Characteristics of the Respondents

Item		Respondents					
		Evaluators(N=30)		Evacuatees(N=106)		Total(N=136)	
		f	%	f	%	f	%
Sex	Male	30	100	97	91.5	127	93.4
	Female	-	-	9	8.5	9	6.6
Age	21 – 25	3	10	8	7.55	11	8.09
	26 – 30	3	10	13	12.26	16	11.76
	31 – 35	3	10	19	17.92	22	16.18
	36 – 40	5	16.7	34	32.08	39	28.68
	41 – 45	8	26.7	19	17.92	37	19.85
	46 -50	7	23.3	8	7.55	15	11.03
	51 & above	1	3.3	5	4.72	6	4.41
Educational Background	Diploma	5	16.67	30	28.30	35	25.74
	BA/Bsc/Bed	25	83.33	86	71.70	101	74.26
	MA/MSC	-	-	-	-	-	-
	Other	-	-	-	-	-	-
Service years	0 - 5 years	3	10	12	11.32	15	11.03
	6 - 10 "	4	13033	15	14.15	19	13.97
	11 - 15 "	4	13.33	21	19.81	25	18.38
	16 – 20	7	23.33	18	16.98	25	18.38
	21 & above	12	40.00	40	37.74	52	38.24
Rank in the Career ladder	Beginner teacher	-	-	6	5.66	6	4.41
	Junior teacher	4	13.33	14	13.21	18	13.24
	Teacher	3	10	15	14.15	18	13.24
	Senior teacher	16	53.33	63	59.43	79	58.09
	Associate lead teacher	7	23.33	8	7.55	15	11.03
	Lead teacher	-	-	-	-	-	-
Current Salary in Birr	Less than 805	-	-	7	6.60	7	5.15
	Between 805 - 939	4	13.33	7	6.60	11	8.09
	Between 940 - 1089	-	-	11	10.38	11	8.09
	Between 1090 - 1254	2	6.67	11	10.38	13	9.56
	Between 1255 - 1434	3	10	33	31.13	36	26.47
	1435 & above	21	70	37	34.91	58	42.65
Current post	Teacher	-	-	106	100	106	77.94
	Dept. head	11	36.67	-	-	11	8.09
	Vic. Principal.	5	16.67	-	-	5	3.68
	Principal	5	16.67	-	-	5	3.68
	Supervisor	5	16.67	-	-	5	3.68
	Unit leader	4	13.33	-	-	4	2.94

As can be noted from Table 2, there were no female respondents among evaluators, but a few numbers of them were serving as a teacher (8.5%). Accordingly, the sample proportion too, has a total of 93.4% males and only 6.6% females. In this case female participation in the teaching position of secondary schools and in administrative position in the Zone was very low. This could be due to lack of encouragement and support from parents to send girls to schools or due to lack of affirmative action from the officials to prepare female officials.

As far as age of respondents, 70% of the evaluators and 62.27% of the evaluatees were above 35 years of age. Of the evaluators, most of them (26.7%) belong to the age group of 41-45, but the evalualees (32.08%) fall in the age group between 36 and 40 years. Hence, this data depicts the fact that the majority of the evaluators were belong to the age greater than 41, while the evaluatees extended to the extent of age 35. This shows that administrative posts in the secondary schools under consideration seem to have occupied by experienced and matured individuals. Therefore, those who have experience on it could manage the career structure scheme and performance evaluation process.

With respect to educational background, 16.67% of the evaluators and 28.30% of the evaluatees were diploma holders. But 83.33% of the evaluators and 71.70% of the evaluatees had BA/BSC/BEd level of qualification. This indicates that neither the evaluators nor the evaluatees had MA/MSC holders. Hence, there is no wide gap in qualification between those serving in administrative position (evaluators) and evaluatees.

The same table, (i.e. Table 2) further reveals that nearly 40% of the evaluators and 37.74% of the evaluatees were above 21 years service. On the other hand, those evaluators falling in the interval of 0-5 years of experience comprises 10% while evaluatees with the similar work experience constituting 11.32%. Generally speaking, both the evaluators and the evaluatees groups show a pattern of an increase in the proportion patterns of 0-5, 6-10, 11-15, 16-20 and 21 and above; with sample proportion of 11.03%, 13.97%, 18.38%, 18.38% and 38.24% respectively.

Regarding rank in the career structure, none of the evaluators belongs to the beginner, but 5.66% of the evaluatees were beginner teacher. Similarly, 23.33% (13.33% junior and 10% teacher) evaluators and 33.02% (5.66% beginner, 13.2% junior and 14.15% teacher) evaluatees were below the teacher rank level. On the other hand, the majority of evaluators (76.66%) and evalualees (66.98%) were in the position of senior and associate lead teacher level. Hence, the respondents rank in the career structure help them to know the problems, benefits and prospects of the teachers' career structure scheme implementation.

In addition, the current post of respondents in the sample schools revealed that, all evaluatees (100%) were having a teacher post while those grouped as evaluators were also serve in different administrative positions in the schools. The administrative posts of the evaluators comprises,

36.67%, 16.67%, 16.67%, 16.67% and 13.33% of department head, vice principals, principals, supervisors and unit leaders respectively. Thus, their responses concerning the issue would provide valuable information about the current practice and problems of the teachers' career structure implementation in the zone.

3.2 Teachers' Career Structure Implementation

Table 3: Whether or Not the Career Structure has been Implemented as per the Guideline

No	Item		Evaluators (N=30)		Evaluatees (N=106)		Total (N=136)	
			f	%	f	%	f	%
1	Is the teachers' career practiced as per the guideline?	Yes	6	20	9	8.49	15	11.03
		No	20	66.67	80	75.47	100	73.53
		I am not sure	4	13.33	17	16.04	21	15.44
2	The career promotion is being given	To all competent	14	46.67	28	26.42	42	30.88
		To all candidate	4	13.33	25	23.58	29	21.32
		In quota system	12	40	53	50	65	47.79
3	Has the school ever been asked to reduce the number of promoted teachers?	Yes	17	56.67	44	41.51	61	44.85
		No	9	30	25	23.58	34	25
		Not sure	4	13.33	37	34.91	41	31.15
4	Do appeals are possible for those teachers that are unfairly denied promotion.	Yes possible	14	46.67	42	39.62	56	41.18
		Not possible	6	20	35	33.02	41	30.15
		Teacher's do not know whether appeal is possible	10	33.33	29	27.36	39	28.68

According to Table 3 item 1 the majority of the respondents (66.67% of the evaluators and 75.47% of the evaluatees) responded that teachers' career structure has not been implemented as per the guideline. However, 20% of evaluators and insignificant number of evaluatees (8.49%) responded that the career structure is going to be implemented as per the guideline in the Zone. This indicates that almost the majority of the respondents asserted that the accomplishment of teachers' career structure was against the guideline and were not satisfied on its implementation.

Further, a chi-square (x^2) test was employed to test the existence of relationship between the variables (i.e. the status of the respondents and their opinion towards the career structure implementation). Thus, testing the hypothesis that:

H_0: There is no significant relationship between the respondents status and their opinion.

H_1: There is a significant relationship between the respondents status and their opinion .

The chi-square test with 2 df, $\propto$ of 0.05 (two tailed) levels of significance, the calculated x^2 becomes 3.16. Since x^2_{obt} (3.16) is less than the table value x^2_{crit} (5.99), the null hypothesis is accepted. This indicates that the respondents status as evaluator or evaluatees is not significantly influencing their opinion regarding the given item. Thus, it can be deduced that the career structure is not accomplished as per the guideline.

Regarding how career promotion has been given, item 2 of Table 3 indicates that, nearly half (46.67%) of the evaluators and 26.42% of evaluatees replied that career promotion has been given to all competent, while 40% of evaluators and 50% of evaluatees responded that career promotion has been given according to quota system. Hence, it seems that there is a difference of idea between the two groups of respondents in that the majority of evaluators agreed on the provision of career promotion to all competent. However, nearly half (50%) of evaluatees agreed on the provision of the career promotion in quota basis.

In item 3 of Table 3, responses on the question that; whether the school ever been asked to reduce the number of promoted teachers was summarized. Based on this, evaluators (56.67%) and evaluatees (41.51%) confirmed that the schools were asked to reduce the number of promoted teachers. On the other hand, about 30% of the evaluators and nearly one fourth (23.58%) of the evaluatees responded that there were no requests for the school to reduce the number of promoted teachers. In general, 44.85% of the respondents agreed on the request of reduction while one fourth (25%) of them indicated the absence of such request. The remaining 13.33% of evaluators and 34.91% of evaluatees were unable to decide on the issue. On the other hand those who said the schools have been asked to reduce the number of promoted teachers were requested to list who gives the order of directives. Then the responses are:

- Woreda Education Office;
- Zone Education desk; and
- Higher Officials of the Zone.

In item 4 of Table 3 responses of the respondents about the possibility of appeals for unfairly denied promotion summarized. Accordingly, 46.67% of evaluators and 39.62% of evaluatees responded that there was a possibility to the appeals. While few number (20%) of evaluators and 33.02% of the evaluatees confirmed that there was no possibility to appeals. Moreover, significant number of evaluators (33.33%) and evaluatees (27.36%) indicated that though there is possibility of appeals teachers didn't know it. Thus, the majority of respondents (41.18%) confirmed the possibility of appeals, while 31.15% of them were in line with the impossibility of appeals and the remaining 28.08% agreed on the possibility but teachers did not know the possibility. The interview made with both Woreda Education office heads and Teachers' Association Chairperson reveled that appeals were treated within a certain time boundary. Hence, any appeal regarding career promotion could be handled by organized committee at each level. Another question raised to the respondents was to list some of the reasons that were given to appeals by the government bodies. For this question raised in the open-ended item the reasons mentioned as:

- They are told to reduce the number of promoted teachers by higher officials;
- Political and ethical background of the teacher; personal conflict between the teacher and the administrative bodies;
- Personal qualities /traits/ of the teacher;
- To create sense of competitions between teachers and then the promotion to be based on high performance and quality;
- The shortage of budget and use of quota system;
- Lack of performance in the area of instruction and community participation, and
- Lack of commitment to do co-curricular activities.

Table 4: Reasons for the Career Structure Not to be Practiced as per the Guideline

No	*Item*	*Evaluators*		*Evaluatees*	
		f	*%*	*f*	*%*
1	Reasons for the career structure not to be practiced as per the guide line				
	• Due to the interference of Ed. Offices	5	15.63	18	18.37
	• The introduction of quota system	9	28.13	28	28.57
	• Interference of political bodies	7	21.88	32	32.65
	• Budget constraints	10	31.25	14	14.29
	• Due to leniently given inflated appraisal results to all teachers	1	3.13	6	6.12
	Total	32	100	98	100
	N= number of cases		N_1=5		N_2=5
	$\bar{X}$= Mean score		X= 6.40		X= 19.60
	S^2= variance		S^2= 12.80		S^2= 110.80

NB- Due to multiple responses the frequencies become greater than the number of respondents.

Table 4 revealed the reasons that made the career structure not accomplished as per guideline. Accordingly, evaluators responded that budget constraints (31.25%), introduction of quota in the competition system (28.13%) and interference of political bodies (21.88%) are the first three major reasons vividly exhibit the existences of deviation; while evluatees responded that interference of political bodies (32.65%), introduction of quota system (28.57%), and interference of education officials (18.37%) as 1st 2nd, and 3rd reasons respectively.

To know whether or not evaluators and evaluatees have difference in opinion about the reasons that the career structure scheme was not practiced as per the guideline in the Zone, the following hypothesis test was made using two sample mean t-test as follows:

Hypothesis test:

H_0: There is no significant difference in opinion among the evaluators and evaluatees on the existence of deviation.

H_1: There is a significant difference in between the groups of respondents on the existence of deviation.

As indicated in Table 4, $N_1= N_2= 5$ df= $N_1+N_2 -2 = 8$, $x_1= 6.4$, $x_2= 19.6$, $S^2_1= 12.8$ and $S^2_2= 110.8$, then the t-test at df of 8 and $\propto$ of 0.05 (two tailed) level of significance yield 2.306, but the calculated or $t_{obt} = 2.66$. Since, t_{crit} (2.306) is less than t_{obt} (2.66) the null hypothesis is to be rejected. This implies that although there were some responses on both sides of the respondents groups that seem as if there was similar attitude or opinions. However, the hypothesis test result revealed that the observed frequencies were not statistically significant enough to conclude that evaluators and evaluatees have no difference in their opinions. Hence, there is a significant difference in opinion between the two groups of respondents. This leads to the findings that budget constraints may force the implementers to employ quota and also such activities could not be done without the approval of the political bodies. Therefore, the practicality of the career scheme is going to be affected by the interrelated factors.

3.3 Knowledge About the Result Oriented Performance Appraisal (ROPA) System

Table 5: Knowledge About the ROPA Principles

No	*Item*		*Evaluator*		*Evaluatees*		*Total*	
			f	*%*	*f*	*%*	*f*	*%*
1	I know the aims and principle of ROPA	Yes	20	66.67	57	53.77	77	56.62
		No	8	26.67	32	30.19	40	29.41
		I can't decide	2	6.67	17	16.04	19	13.97
		Total	30	100	106	100	136	100
			$\underline{N}_1$= 3 x_1= 10 S^2_1= 84		$\underline{N}_1$= 3 x_1= 35.33 S^2_2= 408.33		F-ratio = 4.861 x^2 = 2.25	
2	ROPA system evaluates both quality and quantity out comes	Yes	14	46.67	47	44.34	61	44.85
		No	8	26.67	31	29.25	39	28.68
		I can't decide	8	26.67	28	26.42	36	26.47
		Total	30	100	106	100	136	100
			$\underline{N}_1$= 3 x_1= 10 S^2_1= 12		$\underline{N}_1$= 3 x_1= 35.33 S^2_2= 104.33			
3	Before ROPA is practiced in the school work shop orientation was given	Yes	17	56.67	47	44.34	64	47.06
		No	12	40	55	51.89	67	49.26
		I can't decide	1	3.33	4	3.77	5	3.68
		Total	30	100	106	100	136	100
			$\underline{N}_1$= 3 x_1= 10 S^2_1= 67		$\underline{N}_1$= 3 x_1= 35.33 S^2_2= 752.33		F-ratio = 11.229	
4	The work shop or orientation given was satisfactory to practice the ROPA	Yes	2	11.77	8	17.02	10	15.63
		No	12	70.59	25	53.19	37	57.81
		I can't decide	3	17.64	14	29.79	17	26.56
		Total	17	100	47	100	64	100
			$\underline{N}_1$= 3 x_1= 10 S^2_1= 169		$\underline{N}_1$= 3 x_1= 35.33 S^2_2= 1785.33		F-ratio = 10.56	
5	ROPA is more objective than the former appraisal system	Yes	19	63.33	42	39.62	61	44.85
		No	6	20	32	30.19	38	27.94
		I can't decide	5	16.67	32	30.19	37	27.21
		Total	30	100	106	100	136	100
			$\underline{N}_1$= 3 x_1= 10 S^2_1= 61		$\underline{N}_1$= 3 x_1= 35.33 S^2_2= 33.33		t- value = 4.516	

Item 1 of Table 5 showed that the majority of the evaluators (66.67%) and evaluatees (53.77%) confirmed that they had knowledge about Result-Oriented (Result-Based) performance appraisal system. In contrast to this slightly more than a quarter (26.67%) of the evaluators and 30.19% of

the evaluatees responded as they have no knowledge concerning the issue raised. On the other hand 6.67% and 16.04% of the evaluators and evaluatees respectively pointed out that they could not decide whether they had knowledge or not about ROPA. Further analysis was made by employing a chi-square test to see the extent of opinion association between the respondents status with 2 df, at $\propto$ of 0.05 (two tailed) level of significance. The calculated X^2 becomes 2.25 and the table value or X^2_{crit} = 5.99. Since X^2_{obt}, (2.25) < X^2 crit. (5.99) it indicates that the respondents status as evaluator or evaluatees has no significant influence on their opinion about the ROPA. Further, the f-test that was employed to test the equality of the respondent groups variance at df 2 ,S^2_1= 84, S^2_2= 408.33, and $\propto$ of 0.05 indicate that f-ratio = 4.86, which is less than the table value 19.00. This also indicates the absence of significant difference of response among the groups of respondents. Thus, the test also confirmed that the majority of both respondent groups do have similar view or level of knowledge about ROPA principles and aims.

Regarding the appropriateness of ROPA system in assessing quality and quantity outcomes, item 2 of table 5 depicts that both respondent groups 46.67% of evaluators and 44.34% of evaluatees agreed on the quality and quantity outcome measuring ability of the ROPA system. However, 26.67% of evaluators and 29.25% of the evaluates indicated that the ROPA system is unable to evaluate both quality and quantity outcomes. There were also more than one fourth (26.67%) of evaluators and (26.42%) evalualees respectively, shown their neutral opinion.

As can be noted in item 3 of Table 5, most of the evaluators (56.67%) agreed on the workshop given about the ROPA before its implementation. But, the majority of the evaluatees (51.89%) disagreed on the provision of the workshop and responded that no workshop or orientation was given. As to the respondent groups opinion it seems there was a disparity between the evaluators and evaluatees to agree on the workshop given at school, woreda or zonal level. Hence, the evaluators (principals, supervisors and those teachers performing administrative activities) might take the workshop or the workshop given to both groups may not be satisfactory to implement the scheme. The f-ratio employed for testing the equality of the two groups variance showed that, the calculated f-ratio (11.229) is less than the table value (19.0), at df of 2 and $\propto$ = 0.05 level of significance. This confirms that the absence of significant opinion difference between the respondent groups in that the majority of the respondents (49.26%) were not participated in the workshop.

The data collected through interview from woreda education officers shows that, before the new evaluation systems set to action teachers were taken an orientation. However, currently the new comers as well as the old staff members need additional training or workshop.

Responses to the question asked about the training or orientation adequacy /sufficiency indicates that the majority of the evaluators (70.59%) and evaluatees (53.19%) indicated that the orientation that was given was unsatisfactory to practice the ROPA system. On the other hand, insignificant number of both evaluators and evaluatees 11.77% and 17.02% respectively confirmed that the orientation given was satisfactory. There were also respondents (17.64% of evaluators and 29.79% of evaluatees) unable to decide. However, both respondent groups have confirmed that even though workshop or orientation given it was unsatisfactory. From this discussion one can infer that even training was given to the implementers as a whole it was unsatisfactory. Hence, lack of adequate training may hinder the effective implementation of the program.

Item 5 of Table 5 summarizes the responses given to the question raised about the comparison of ROPA and the former appraisal system (TrPA) objectivity. Accordingly, most of the evaluators (63.33%) responded that ROPA is more objective than the TrPA (student, parents and school administration) system. Relative to the evaluators, there were few evaluatees (39.62%) agreed on the objectivity of ROPA system than TrPA system. In contrast to this, one fifth of the evaluators and 30.19% of the evaluatees replied that ROPA is not more objective than TrPA system. This indicates that undeniable numbers of respondents were appreciated the traditional evaluation system (TrPA) in its objectivity. There were also respondents (16.67% of evaluators and 30.19% evaluatees) unable to decide on the objectivity or subjectivity of the appraisal systems.

Based on the above frequency distribution, one can easily infer that even though there is a difference in percentage composition of responses, the majority of the respondents (44.85%) agreed on the ROPA objectivity. Moreover, employing t-test at df = 4 and $\propto$ of 0.05 (two tailed) level of significant proffering the hypothesis:

H_0:There is no significant difference in opinion between evaluators and evaluatees towards the ROPA objectivity

H_1: There is a significant difference in opinion about the ROPA objectivity.

Since t_{obt} (4.516) > t_{crit} (2.776), the null hypothesis had been rejected. This indicates that there is statistically significant opinion difference between the two groups of respondents towards the objectivity of the ROPA. This seems that evaluators have positive outlook and perception than evaluatees towards the ROPA objectivity or its less liability to personal bias.

Table 6: How Teachers' Performance is Evaluated

Item	Frequency of responses					
	Evaluators		Evaluatees		Total	
	f	%	*f*	%	*f*	%
Based on the TROPA principles	17	56.67	60	56.60	77	56.68
Using the traditional method	3	10.00	11	10.38	14	10.29
By both methods	10	33.33	30	28.30	40	19.14
Other (s)	-	-	5	4.72	5	3.68
Total	30	100	106	100	136	100

As can be seen from Table 6, the majority of both respondent groups 56.67% of evaluators and 56.60% of evaluatees responded that, currently teachers' performances were evaluated based on the TROPA principles. But, very few numbers of evaluators (10%) and evaluatees (10.38%) responded that teachers' performance is currently evaluated using the traditional method (TrPA). However, 33.33% of evaluators and 28.30% of evaluatees ensured the application of both methods of evaluation system in the schools. Unlike evaluators, evaluatees (4.72%) indicated the absence of performance evaluation since the last two years in the schools. Generally the data in Table 6 indicates, both evaluators and evaluatees under the study believe that, currently teachers' performance is going to be evaluated based on TROPA principles. As interview made with the Woreda Education Desk officials reveal that, currently teachers in the zone were evaluating using TROPA principles. But, due to incompetence of the implementers and problems related to the TROPA implementation process for career competition mostly results obtained from the traditional system of evaluation were taken to promote teachers.

3.4 Appropriateness of the Selection Criteria of Teachers' Career Structure

Table 7: Appropriateness of Teachers' Career Selection Criteria

No	*Item*		*Evaluator*		*Evaluatees*		*Total*	
			f	*%*	*f*	*%*	*f*	*%*
1	Do you have knowledge about teachers' career structure plan and its guideline	Yes	21	70	54	50.94	75	55.15
		No	9	30	52	49.06	61	44.85
		Total	**30**	**100**	**106**	**100**	**136**	**100**
2	Are the criteria refined enough to select hardworking teachers?	Yes	7	23.33	18	16.98	25	18.38
		No	19	63.33	61	57.55	80	58.82
		Don't know	4	13.33	27	25.47	31	22.79
		Total	**30**	**100**	**106**	**100**	**136**	**100**

Item 1 on Table 7 showed the respondents' knowledge about teachers' career structure plan and its guideline. Accordingly, 70% of the evaluators and 50.94% of the evaluatees indicated their knowledge about the career structure plan and its implementation guideline. This indicates that, especially those teachers involved in the schools administrative activities may gain knowledge through their exposure in different committees of the schools or may have got an opportunity to participate in orientation programs. However, 44.85% of the respondents in both groups (30%) of the evaluators and nearly half (49.06%) of the evaluatees confirmed that, as they lack knowledge about teachers' career structure plan and its implementation guideline.

Item 2 of table 7 shows respondents' opinion on the refinement (appropriateness) of the promotion criteria in selecting the hard working teachers. Accordingly, 63.33% of evaluators and 57.55% of evaluatees replied that, the promotion criteria are not refined enough to select hard working teachers and has no relation with teachers day to day activities. In contrast, 23.33% of evaluators and 16.98% of evaluatees confirmed the appropriateness of the criteria and its refinement. However, 13.33% of evaluators and one fourth (25.47%) of evaluatees were unable to decide on the issue negatively or positively and stood at the middle. Hence, this shows that the existence of gap in between the criteria and hard working teachers. Due to this one can conclude that the selection criteria for teachers' career promotion were inappropriate.

Another question raised to those respondents who responded or agreed on the inappropriateness of the career promotion criteria was to rank order some of the reasons that made the criteria not being refined. Then the responses were summarized in Table 8.

Table 8: Reasons for the Criteria Not Being Refined

No	Item	*Evaluators N=19*			*Evaluatees N= 61*			$D=r_1-r_2$	D^2
		Descriptive statistic		Rank	Descriptive statistics		Rank		
		f	weighted Mean		*f*	weighted Mean			
1	They are not directly related to the work of teachers	61	3.2	3	212	3.5	2	1	1
2	They lack clarity	78	4.1	1	238	3.9	1	0	0
3	The are not comprehensive	37	1.9	5	144	2.4	5	0	0
4	They are not credible to show result (out put)	69	3.6	2	180	3.0	3	-1	1
5	Don't consider the availability of facilities in school	49	2.6	4	177	2.9	4	0	0
	No. of options= 5							$\Sigma D^2 = 2$ P = 0.9	

In ranking the reasons for promotion criteria inappropriateness, the majority of both respondent groups ranked lack of clarity of the criteria as the first reason. In addition, evaluators put the incorporation of promotion criteria which is not directly relating to teachers' work as a third, while evaluatees ranked this option as a second. On the other hand, evaluators ranked the criteria are not credible to show the result or output, as the second reason but evaluatees ranked this option as the third. Thus, the respondent groups differ in ranking the appeared options degree of seriousness in contributing to the inappropriateness of promotion criteria. However, both groups of respondents agreed on giving ranks for options such as, lack of clarity, not considering the availability of school facilities and lack of comprehensiveness of the criteria as 1^{st}, 4^{th} and 5^{th} reasons respectively.

Whether there exists a relationship between the ranks as pointed out by evaluators and evaluatees or both the respondent groups perceive similar factors to the criteria not being refined, a hypothesis test was made.

H_0 : There is no significant difference between the two ranks.

H_1 : There is a significant difference between the two ranks.

The calculated Spearman rank order correlation coefficient yields to be 0.9, $P_{crit.}$=1.000, at N= 5 and α=0.05(two tailed). Since $P_{obt}(0.9) < P_{crit}$ (1.000), leading to the accept the null hypothesis. Therefore, it would be concluded that there is no statistically significant difference is the ranks.

3.5 Career Structure Contributions

3.5.1 Improving Teachers' Socio-economic Status

Table 9: Career Structure Contribution in Improving Teachers' Socio-economic Status

No	*Item*		*Evaluator*		*Evaluatees*		*Total*	
			f	%	*f*	%	*f*	%
1	The extent the career structure has improved the economic status	High	3	10	3	2.83	6	4.41
		Moderate	9	30	23	21.70	32	23.53
		Low	10	33.33	46	43.40	56	41.18
		Not improved at all	8	26.67	34	32.08	42	30.88
		Total	**30**	**100**	**106**	**100**	**136**	**100**

It is clearly revealed in Table 9 that only 10% of evaluators and 2.83 % of evaluatees responded to the high contribution of the career scheme in improving the socio-economic status of teachers. Similarly, both evaluators (30%) and evaluatees (21.70%) agreed on the moderate contribution. However, the majority of evaluators (33.33%) and evaluatees (43.40%) responded that the career scheme contribution to the improvement of socio-economic status of teachers is low. S lightly more than one fourth (26.67%) of evaluators and (32.08%) of evaluatees believed that the career scheme has no contribution to the improvement of socio-economic status of teachers. From the above description, we can observe that, the majority of the respondents have the view that the career structure scheme has low contribution in improving the socio - economic status of teachers..

Table 10: Reasons for "Low" or "Not Improved at All" Contribution of the Career Structure

No	*Reasons*	*Evaluator*			*Evaluatees*			$D=r_2-r_1$	D^2
		f_1	%	r_1	f_2	%	r_2		
1	The increment does not reflect the cost of living	9	28.13	2	40	26.49	2	0	0
2	Not comparable with salaries paid in other occupation	12	37.50	1	50	33.11	1	0	0
3	The increment is not comparable to teachers work	4	12.50	4	25	16.56	3	1	1
4	Does not reflect the importance of teaching to the society	6	18.75	3	23	15.23	4	1	1
5	Unable to improve professional qualification through further education	1	3.13	5	13	8.61	5	0	0
	Total	**32**	**100**		**151**	**100**		**0**	**2**

As Table 10 indicates, evaluators(37.50 % and 28.18%) and evaluatees (33.11% and 26.49%) agreed on ranking the teachers' salary increment is not comparable with the salaries paid in other occupation and the increment does not reflect the cost of living options as the 1st and 2nd main reasons respectively. However, evaluators and evaluatees differ in their 3rd choice. In this regard, the opinion that the salary increment is not comparable to teachers work was selected by 16.65% of the evaluatees as a 3rd choice or reason in the ranking. But, this reason supported by 12.50% of evaluators and ranked fourth. In contrast to this, the option that the salary increment does not reflect the importance of teaching to the society was chosen by 18.75% of evaluators and ranked third, while this option ranked fourth by evaluates (15.23%). Based on the above data, the research finding show us, the basic reasons for the low level of teachers socio-economic status are: incomparability of teachers salary with other occupation, salary increment that does not reflect the cost of living and salary increment does not reflect the importance of teaching to the society.

Table 11: The Career Structure Effect on the Morale of Teachers

No	*Item*	*Evaluator*		*Evaluatees*		*Total*	
		f	*%*	*f*	*%*	*f*	*%*
1	Raised the moral of teachers	10	33.33	30	28.30	40	29.41
	Reduced the moral of teachers	4	13.33	32	30.19	36	26.47
	No change	16	53.33	44	41.51	60	44.12
	Total	**30**	**100**	**106**	**106**	**136**	**100**
	No of options = 3 X = mean S^2 = Variance	$N_1 = 3$ $X_1 = 10$ $S_1^2 = 36$		$N_1 = 3$ $X\ 2 = 35.33$ $S_2^2 = 57.33$		t = 4.540	

Table11, presents the extent of the career structure contribution in raising teachers' morale. Accordingly, 33.33% of the evaluators and 28.30% of the evaluatees agreed on the importance of the career structure in raising the teachers' morale. However quite a number of respondents in both groups, 13.33% of evaluators and 30.19% of evaluatees responded on its negative effect. On the other hand the majority of evaluators (53.33%) and evaluatees (41.51%) responded to its neutral effect on the morale of teachers. Thus, it can be concluded that the majority of respondents (44.12%) believed that the career structure scheme has no contribution in raising or reducing teachers' morale.

Even though, the majority of the respondents agreed on the neutral effect of the scheme on teachers' morale, the t-test employed with df of 4 and $\propto$of 0.05 (two tailed) level of significance the following hypothesis was made and tested.

H_o: There is no significance difference in opinion between the respondent groups in their reasoning.

H_1: There is significance difference in opinion between the respondent groups in their reasoning.

As the result of t_{obt} (4.540) > t_{crit} (2.77) , the null hypothesis is rejected. This confirms that there is statistically significant opinion difference among the respondent groups in depicting the specific effect of the career structure scheme on teachers' morale. Therefore, these leads to the

finding that the career structure scheme has no roll either on raising or reducing teachers' morale. Further, those respondents who agreed up on moral reduction of teachers due to career structure was asked to identify the reasons or factors, then the respondents' responses were summarized and the percentage responses were ranked on the following table.

Table 12: Reasons for Reducing the Morale of Teachers

No	*Reasons*	*Evaluator*			*Evaluatees*			*Total*		
		f_1	%	r_1	f_2	%	r_2	f	%	r
1	The salary increment has not brought a significant change in the living standards of teacher	4	44.44	1	28	35.90	1	32	36.78	1
2	Unfair treatment of the salary increment	3	33.33	2	18	23.08	2.5	21	24.14	2
3	The deviation of the guideline in the implementation	1	11.11	3.5	18	23.08	2.5	19	21.84	3
4	Excessive partiality on the appraisers part	1	11.11	3.5	14	17.95	4	15	17.24	4
	Total	**9**	**100**		**78**	**100**		**87**	**100**	

According to data in Table 12, salary increment due to the career promotion did not brought a significant change on the living standards of teachers, 44.44% of the evaluators and 35.90%of the evaluatees supported this option. Thus, it is the reason chosen by both groups of respondents with the highest frequency. Moreover, there were also few evaluators (11.11%) and evaluatees (17.95%) responded that excessive partiality on the appraisers' part as the cause for the morale reduction of teachers. From the above discussion, there has been evidence to extract the finding that, the career scheme plays insignificant role in raising the teachers' morale through satisfactory salary increment comparable with other occupations.

Table 13: What Should be Done With the Teachers' Career Structure?

No	*Item*	*Evaluators*		*Evaluatees*		*Total*	
		f	*%*	*f*	*%*	*f*	*%*
1	In efficient (abandon)	2	6.67	22	20.75	24	17.65
	Should be revised	28	93.33	82	77.36	110	80.88
	Other (s)	-	-	2	1.89	2	1.47
	Total	30	100	106	100	136	100
	Number of option Mean Variance	N =3 X=10 S_1^2 =244		N=3 X=35.33 S_2^2 =1733.33			

Regarding what should be done with the career structure scheme, Table 13 clearly presents the opinion of the respondents. Accordingly, the majority of the evaluators (93.33%) and evaluatees (77.36%) suggested that teachers' career structure scheme is very useful in motivating teachers; however, it should be revised. On the other hand, about 6.67% of the evaluators and 20.75% of evaluatees replied that it should be abandon due to its inefficiency. Where as very few evaluatees (1.89%) proposed certain suggestions regarding what should be done about the career structure and their opinion was summarized as follows:

- It should give an account for service years, since there is no salary difference between the newly hired one and the one having longer experiences.
- The career promotion criteria should be drafted with the participation of all concerned bodies mainly teachers.

The computed f-ratio shows that, the absence of significant response difference between the evaluators and evaluatees. Similarly, the t-test employed at df of 4 and $\propto$ of 0.05(two tailed) level of significance indicates that tobt = 0.806 which is less than the tcrit= 2.776. From this it can be inferred that there is no significant difference of opinion between the respondent groups. Therefore, the career structure needs modification or revision to bring the necessary outcomes both in teaching and teaching profession.

Table 14: Rank Order of Factors Motivate Teachers

No	Item	Evaluators(N=28)					Evaluatees(N=82)					Total(N=110)					Mean rank
		Descriptive statistics				Rank	Descriptive statistics				Rank	Descriptive statistics				Rank	
		Sum	mean	%	variance		Sum	mean	%	variance		Sum	mean	%	variance		F- ratio
1	Reducing working hours (loads)	61	2.18	2.79	6.52	12	265	3.23	4.05	9.51	12	326	2.96	3.7	8.9	12	1.459
2	High salary and accelerated advancement	263	9.39	12.03	11.32	1	771	9.4	11.78	10.19	1	1034	9.4	12	10.39	1	1.115
3	Certification and licensing of teachers	182	6.5	8.32	7.67	7	527	6.43	8.05	9.8	7	709	6.45	8.1	9.19	7	1.278
4	In service training related with better salary and promotion	231	8.25	10.56	10.27	3	693	8.45	10.59	10.62	3	924	8.4	10.6	10.44	3	1.034
5	Allowances such as housing family hardship etc.	238	8.5	10.88	7.96	2	723	8.82	11.04	6.72	2	961	8.74	11	6.99	2	1.185
6	Medal awards	122	4.36	5.58	8.46	11	346	4.22	5.29	8.96	11	468	4.25	5.4	8.76	11	1.059
7	Change within teaching profession and the society at large	201	7.18	9.19	12.08	4	629	7.67	9.61	9.43	4	830	7.55	9.5	10.05	4	1.281
8	Improving school facilities	198	7.07	9.05	7.7	6	579	7.06	8.84	8.11	6	777	7.06	8.9	7.93	6	1.053
9	Bonus payment	163	5.82	7.45	9.26	9	498	6.07	7.61	8.37	8	661	6	7.6	8.53	9	1.106
10	Democratic administrative procedure	199	7.1	9.1	7.95	5	611	7.45	9.33	8.03	5	810	7.36	9.3	7.96	5	1.01
11	Involvement in policy formulation	177	6.32	8.1	9.86	8	497	6.06	7.54	8.08	9	674	6.13	7.7	8.46	8	1.22
12	Participation of teachers' association in the career promotion committees	152	5.43	6.95	11.37	10	408	4.98	6.23	9.7	10	560	5.09	6.4	10.07	10	1.172

It is clearly revealed in Table 14, both the evaluators and the evaluatees respectively rated the options in rank order of high salary and accelerated advancement (12.03% and 11.78%), allowances (10.88% and 11.04%), in service training related with better salary and promotion (10.56% and 10.59%), change within the teaching profession and the society at large (9.19% and 9.61%)and democratic administrative procedures (9.10 % and 9.33%) as the first five most factors that should be revised. In addition the frequency distribution of the responses indicate that reducing the working hours / load / ranked as the last factor that needs revision in order to motivate teachers and raise their morale. Moreover, Spearman rank order correlation test was employed to see how far the ranking of both respondents groups statistically differ or not. The computed result show that $P_{crit.}$=0.99, at $\propto$ 0.05 level of significance $P_{crit.}$= 0.591 which is less than the calculated value. This indicate high relationship between the respondents ranking. Therefore, according to the computed mean and their rank order, the five motivating factors that need revision in order to improve teachers' socio- economic status are:

1. High salary and accelerated advancement;
2. Allowances such as housing, family, hardship etc.;
3. In-service training related with better salary and promotion;
4. Change within teaching profession and society at large;
5. Democratic administrative procedures.

Table 15: Career Structure Contribution in Retaining Teachers

No	*Item*	*Evaluators*		*Evaluatees*		*Total*	
		f	*%*	*f*	*%*	*f*	*%*
1	Contribution of teachers' career structure in retaining teachers						
	High	6	20.00	15	14.15	21	15.44
	Moderate	7	23.33	24	22.64	31	22.79
	Low	14	46.67	54	50.94	68	50.00
	Negative	2	6.67	9	8.49	11	8.09
	Don't know	1	3.33	4	3.77	5	3.68
	Total	**30**	**100**	**106**	**100**	**136**	**100**

Respondents were requested to indicate the extent of career structure contribution in retaining teachers in their job and the responses were summarized in Table 15. Accordingly, 20% of the evaluators and 14.15% of the evaluatees indicated the career scheme high contribution in retaining teachers. Similarly, 23.33% of the evaluators and 22.64% of the evaluatees confirmed that the career structure helps to retain teachers in their profession moderately. In contrast to this, nearly half (46.67%) of the evaluators and 50.94% of the evaluatees responded to its low contribution. This indicates that the majority of the respondents were agreed on the career structure low contributions in reducing the number of teachers who leave the profession for other job opportunities. Therefore, the career scheme has not brought any remarkable change in retaining teachers in their profession. This practice might be eliminated through well designed and effective career stricture scheme that motivate and raised teachers' morale. In this connection, Weisiz (1970:143) indicated that dropouts in staff personnel often can be identified early and individualized in service experiences may avoid the loss of those who should be retained.

Table 16: Responses for "High" and "Low or Negative" Contribution of Career Structure in Retaining Teachers in the Profession

No 1	*Reasons for high contribution*	*Evaluator*			*Evaluatees*			*Total*		
		f_1	%	r_1	f_2	%	r_2	f	%	r
	High salary provision	3	37.50	2	5	27.78	2	8	30.77	2
	Improving social status	4	50.00	1	7	38.89	1	11	42.31	1
	Promotes professional learning	1	12.50	3	4	22.23	3	5	19.23	3
	Prospect for promotion	-	-	4	2	11.11	4	2	7.69	4
	Total	**8**	**100**		**18**	**100**		**26**	**100**	
2	***Reasons for low or negative contributions***									
	Imbalance between salary increment and the cost of caving	15	55.56	1	55	49.11	1	70	50.36	1
	No improvement in social status	7	25.93	2	31	27.68	2	38	27.34	2
	Its discontinuity after 16 years (above lead teacher)	3	11.11	3	12	10.71	3	51	10.79	4
	Its interruption due to directives	2	7.41	4	14	12.50	4	16	11.51	3
	Total	**27**	**100**		**112**	**100**		**139**	**100**	

As indicated in item 1 of Table 16, half of the evaluators and 38.89% of the evaluatees indicated that the scheme has high contribution in retaining teachers due to improvement in social status selected as the first reason. But, high salary provision stood second, supported by 37.5% and 27.78% of the evaluators and evaluatees respectively. However its contribution in retaining teachers due to promotion prospect was not chosen at all by evaluators, instead 11.11% of evaluates agreed on it. Hence, the majority of the respondents supported the career scheme positive effect in improving the social status of teachers but its prospect for promotion is very less.

An interview healed with the Woreda Education officials indicates that many of the best teachers leave their profession after a few years of service due to lack of strong professional career development that provides adequate rewards and compensations. To support this,

Aggrawal (1988: 30) suggest that, giving prestige and respect to teachers play an important role in attracting and encouraging them to remain in the profession. But in our case the career structure contribution in providing high salary for experienced teachers seems un attractive and then inefficient to retain teachers in their profession.

Further, item 2 of Table 16 depict that the respondents response who replied to the "less" or "negative" contribution of the career structure in retaining teachers? Accordingly, 55.56% of evaluators and 49.11% of evaluatees identified imbalance between salary increment and the cost of living as the first basic reason. Similarly, 25.93% of the evaluators and 27.68% of evaluatees confirmed that the career structure has no contribution to the improvement of teachers social status stood second. However, the career discontinuity after 16 years and its interruption due to state directives were the reasons supported by 11.11% and 10.71%, 7.41% and 12.50% of the evaluators and evaluatees respectively. From this one can deduce that imbalance of salary increment with the cost of living is the main problem that negatively affect the retaining power of the career scheme.

Table 17: Preference of Respondents to Stay in the Teaching Profession

No	*Item*	*Evaluators*		*Evaluatees*		*Total*	
		f	*%*	*f*	*%*	*f*	*%*
1	Interest to leave the profession						
	High	25	83.33	82	77.36	107	78.68
	Moderately	3	10.00	14	13.21	17	12.50
	Low	-	-	3	2.83	3	2.21
	No intention to leave	2	6.67	7	6.60	9	6.62
	Total	**30**	**100**	**106**	**100**	**136**	**100**
2	Leave the profession for another equally paying job	10	40.00	28	34.15	38	35.51
	High paying job only	7	28.00	19	23.17	26	24.30
	Even for less paying job	8	32.00	35	42.68	43	40.19
	Total	**25**	**100**	**82**	**100**	**136**	**100**
	No. of options= N Mean=X	N1=3 X_1=8.33 $S_1$2=2.33		N2=3 X_2 =27.33 S_2^2=64.33			

As indicated in item 1 of Table 17, the majority of evaluators (83.33%) and evaluatees (77.36%) indicated their high interest to leave their profession, while very few numbers of respondents (10% of evaluators and 13.21% of evaluatees) indicated their medium interest. In contrast to this, none of the evaluators but 2.83% of the evaluatees have indicated their low interest to leave the profession. This predicts that, relatively the evaluators (principals, supervisors and those teachers' involved in administrative work) may be satisfied with the profession. In addition 6.67% of evaluators and 6.60% of evaluatees show their preference to stay in the profession.

On top of this, to assess the reasons behind leaving the profession the respondents were asked to forward their reasons and the responses were summarized in item 2 of Table 17. Accordingly, 40% of evaluators and 34.15% of evaluatees indicated that they leave the profession for another equally paying job. Few number of evaluators (28%) and 23.17% of evaluatees also indicated that, they leave the profession only for high paying job. However, 32% of evaluators and 42.68% of evaluatees pointed out that they leave the profession even for less paying job. Thus it can be inferred that the career structure scheme contribution in retaining teachers in their profession has

little or no impact. Further, to see whether there is a variation of opinion between the evaluators and evaluatees preference, two sample mean t-test was employed in testing the hypothesis:

H_o: There is no significance difference in preference between the respondent groups.

H_1: There is a significance difference in preference between the respondent groups. Since t_{obt} (0.972) < t_{crit} (2.447) at df of 6 and ∝of 0.05 (two tailed) level of significance the null hypothesis retained. This inferred that both groups of respondents have similarity in their preference in that, the majority of the respondents would not prefer to stay in the teaching profession if they had job opportunity even less paying job.

Table 18: Opinion as to What Measures to be Taken to Make the Career Scheme Effective in Retaining Teachers

No	*Possible measures could be taken*	*Evaluator(N=30)*			*Evaluatees(N=106)*			*Total(136)*		
		f_1	%	r_1	f_2	%	r_2	f	%	r
1	Periodic review of salaries to the cost of living	15	30.00	2	46	27.54	2	61	28.11	2
2	Narrowing the gap between salaries of teachers and non teachers	17	34.00	1	61	36.53	1	78	35.95	1
3	The extra pay must be sufficient to rise the morale	8	16.00	4	21	12.57	4	29	13.36	4
4	Provide other benefits or goods and services for them selves and their families	10	20.00	3	39	23.35	3	49	22.58	3
	Total	**50**	**100**		**167**	**100**		**217**	**100**	

Table 18 clearly revealed that, among options appeared under the item, narrowing the gap between salaries of teachers and non teachers was supported by 34% and 36.53% of both evaluators and evaluatees respectively. Periodic review of salaries to the cost of living also responded by 30% of evaluators and 27.54% of evaluatees as the second possible measure that could be taken. Similarly, one fifth of evaluators and slightly more than one fifth (23.35%) of evaluatees support the provision of goods and services for teachers and their families were selected as a third choice of measures that should be taken to prevent the flow of teachers to other sectors.. Therefore, based on the above analysis we can infer that, the majority of the respondents

identified the following three possible measures that could be taken to prevent brain drain from the teaching profession or retain teachers. These are:

- Narrowing salary gap between teachers and non teachers;
- Periodic review of salaries to the cost of living; and
- Providing other benefits or goods and services for teachers and their families.

According to Sadker and David (1997: 515) in improving teacher professionalism and giving recognition there by retain the experienced teachers in the education system, all teacher recognition plans share the common goal of making the teaching profession more attractive and more rewarding. Based on this assumption; participants in the group discussion indicated that the starting salary of teachers seems one step ahead of the other government employees. However, employees in other sectors due to various paying system and allowance of administrative position etc. show an advancement. As the result, differential between teachers' salaries and those of other professional widens as the number of service increase since the teachers' career promotion provides insignificant pay advancement. This is also evident even after the career scheme implemented. Hence, the scheme is not rewarding and attractive to retain experienced teacher in the profession.

Table 19: The Extent to Which the Career Structure Improved the Various Aspects of Teachers

No	Improvement		Frequencies and percentage of responses					
			Evaluators (N =30)		Evacuatees (N =106)		Total (136)	
			f	%	f	%	f	%
1	Teachers living conditions	Very highly	4	13.33	11	10.38	15	11.03
		Highly	1	3.33	9	8.49	10	7.35
		Moderately	14	46.67	30	28.30	44	32.35
		Low	11	36.67	48	45.28	59	43.38
		Very low	-	-	8	7.55	8	5.88
		N= No of options x= mean s^2= variance	N_1=5 x_1 = 6.0 S_1^2 = 38.50		N_2=5 X_2=21.20 s^2_2=305.70			
2	Teachers involvement in socio-economic activity	Very highly	4	13.33	11	10.38	15	11.03
		Highly	5	16.67	16	15.09	21	15.44
		Moderately	10	33.33	35	33.02	45	33.09
		Low	11	36.67	40	37.24	51	37.50
		Very low	-	-	4	3.77	4	2.94
		N= No of options x= mean s^2= variance	N_1=5 X1= 6.0 S_1^2=20.50		N_2=5 X_2=21.20 s^2_2=242.70			
3	Social status ascribed to the teaching profession by the society	Very highly	3	10.00	9	8.50	12	8.82
		Highly	3	10.00	10	9.43	13	9.56
		Moderately	5	16.67	18	16.98	23	16.91
		Low	13	43.33	51	48.11	64	47.06
		Very low	6	20.00	18	16.98	24	17.65
		N= No of options x= mean s^2= variance	N_1=5 x= 6.0 s^2=17.00		N_2=5 x_1=21.20 s^2_2=295.70			
4	Teachers confidence and pride in their profession	Very highly	5	16.67	14	13.21	19	13.97
		Highly	2	6.67	12	11.32	14	10.29
		Moderately	6	20.00	20	18.87	26	19.12
		Low	14	46.67	37	34.90	51	37.50
		Very low	3	10.00	23	21.70	26	19.12
		N= No of options x= mean s^2= variance	N_1=5 x=6.0 s_1^2= 22.50		N_2=5 x_1=21.20 s^2_2=97.70			

Item 1 of Table 19, shows that most of the evaluators (46.67%) have the opinion that career structure improved the teachers' living condition "moderately". But, most of the evaluatees (45.28%) agreed on the scheme "low" contribution in improving teachers living condition. In contrast to this, none of the evaluators were agreed on "very low" contribution of the career

scheme, while 7.55% of the evaluatees were agreed on this option. Generally this study indicates that the majority of the respondents believed on the career scheme low contribution in improving the living conditions of teachers.

Testing the difference of opinion between the two groups of respondent by employing two sample mean t-test with $N_1 = N_2 = 5$ options, $x_1 = 6$, $x_2 = 21.20$, $S_1^2 = 38.50$, $S_2^2 = 305.70$ $\propto$ of 0.05 level of significance (two tailed) with df of 8 shows that; $t_{obt} = 1.832$ and $t_{crit} = 2.306$. This indicates that, there is no statistically significant opinion difference between evaluators and evaluatees in having the view that career structure has contributed low in improving the teachers living condition.

Item 2 of the same Table 19, indicate that most of the evaluators (36.67%) and evaluatees (37.24%) assured that, the implementation of career structure has low contribution for the improvement of teachers involvement in socio-economic activities. However, 13.33% of evaluators and 10.38% of evaluatees agreed on the "very high" contribution of the scheme in improving the teachers' involvement in socio-economic activities. Therefore, it can be concluded that the majority of both respondent groups responded to the "low" contribution of the career structure in improving the involvement of teachers in socio-economic activities.

With regard to social status ascribed to the teaching profession by the society, the effect of the scheme was rated by the respondents in item 3 of Table 19. The table clearly shows that most of the respondents, 43.33% and 48.11% of evaluators and evaluatees respectively supported the opinion that the relevance of the career scheme in improving the social status ascribed to teaching profession by the society to be "low". In general, 36.67% of evaluators (10%, 10% and 16.67%) and 34.91% of evaluatees (8.50%, 9.43% and 16.98%) agreed on "very high", "high" and "moderate" effect of the career scheme in improving the social status of teachers' respectively. On the other hand the majority of the respondents, 63.53% of evaluators (43.33%, and 20%) as well as 65.09% of evaluatees or teachers (48.11% and 16.98%) supported "low" and "very low" contribution of the scheme respectively. Thus, one can conclude that the majority of the respondents had a negative perception towards the career scheme on its contribution in improving the status of teachers. Moreover, to see whether there is a variation between the evaluators and evaluatees opinion a t-test was employed. Employing a t-test at $\propto$ of 0.05 (two tailed) the calculated value of $t_{obt} = 1.922$ is less than $t_{crit} = 2.306$. This implies that there is no statistically significant difference of opinion between the evaluators and evaluatees regarding the effect of

career structure scheme in improving the social status ascribed to teaching profession by the society. Lieberman (1956: 411) indicated that if teacher do not share in the increased productivity of industry, teaching will decline as an occupation. Accordingly, in our case if the career scheme improves the socio-economic status of teachers to a much lesser degree. Thus, the career scheme might be considered to have low contribution in improving the social status of the teaching profession.

Item 4 of Table 19 also depict that the majority of evaluators 56.67% (46.67% and 10%) and 56.60% of evaluatees (34.90% and 21.70%) revealed their negative attitude towards the effect of teachers' career structure, in improving confidence and pride of teachers in their profession. There are also respondents, 43.34% of evaluators (16.67%, 6.67% and 20%) as well as 43.40% of evaluatees (13.21%, 11.32% and 18.87%) showing positive attitude towards the effectiveness of the career structure by responding to the "very high", "high" and "Moderate" options respectively. Finally, from the four items of Table 19 it can be concluded that the majority of both evaluators and evaluatees confirmed the contribution of career structure scheme in improving the teachers' living conditions, involvement of teachers in socio-economic activities, social status ascribed to the teaching profession by the society and confidence as well as pride in the profession was low. Hence one can conclude that the career scheme is not effective to attempt its intended purposes.

3.5.2 Improving the Teaching Learning Process

Table 20: Career Structure Contribution in Improving the Teaching Learning Process

No	*Item*		*Evaluators*		*Evaluatees*		*Total*	
			f	%	*f*	%	*f*	%
1	The extent the career structure improved the teaching learning situation	High	8	26.67	13	12.26	21	15.44
		Moderate	6	20.00	31	29.25	37	27.21
		Low	15	50.00	54	50.94	69	50.74
		Negative	-	-	5	4.72	5	3.68
		Don't know	1	3.33	3	2.83	4	2.94
		Total	**30**	**100**	**106**	**100**	**136**	**100**
	Mean =X Variance =Sx^2		X_1=6 S_1^2=36.50		X_2=21.20 S_2^2=458.20			

As it is evident from Table 20, slightly more than one fourth (26.67%) of the evaluators and 12.26% of evaluatees confirmed the high contribution of the scheme in improving the teaching learning situation. And one fifth (20%) of evaluators and 29.25% of evaluatees replied that the career scheme has moderate contribution. In the contrary, half of the evaluators and slightly more than half (50.94%) of the evaluatees agreed on the "low" contribution of the career scheme in improving the teaching learning process. Also Table 20 shows that none of the evaluators but very few evaluatees (4.72%) replied that the career structure has negative contribution. Thus, the majority of the respondents (54.42%) have felt the contribution of the career structure in improving the teaching learning process is low or negative. To seek the extent of career structure contribution in improving the teaching learning process, interview was made with Zone Teachers Association chair person and woreda Education officials assured that, the career scheme contribution shows progressive change in improving the teaching learning process due to the application of TROPA techniques in the study schools. Moreover, to know the extent of relationship between the opinion of evaluators and evaluatees, a t-test was employed.

H_0: There is no significant difference in opinion between the two groups of respondents

H_1: There is a significant difference in opinion between the two groups of respondents

Then, with df of 8 and $\propto$ of 0.05 (two tailed) level of significance, $t_{obt} = 1.529$ and $t_{crit} = 2.306$, the calculated value is less than the table value. Hence, the null hypothesis is retained and confirmed that there is no significant difference between the evaluators and evaluatees in perceiving the low or negative contribution of the scheme in improving the teaching learning process. MOE (2000:1) indicated that the career structure is expected to improve the teaching learning process by improving teachers' effectiveness. However, this study revealed that the career structure could not bring significant change in teaching learning process due to problems related to its implementation and the promotion criteria associated with each career ladders.

Table 21: Rank Order of Performance Differences Observed due to Career Implementation

No	Item	Evaluators (N=14)					Evaluatees (N=44)					Total (N=58)					
		Descriptive statistics				Rank	Descriptive statistics				Rank	Descriptive statistics				Rank	
		Sum	weigh mean	S.D	variance	Mean rank	Sum	weigh mean	S.D	variance	Mean rank	Sum	Weight mean	S.D	variance	Mean rank	f-ratio
1	Better utilization of pedagogical center	79	5.6	2.24	5.01	6	224	5.09	2.06	4.22	6	303	5.22	2.09	4.39	6	1.287
2	Better utilization of laboratories	61	4.36	2.34	5.48	8	192	4.36	1.92	3.36	8	253	4.36	2	4.02	8	1.489
3	Better participation in co-curricular activities	90	6.43	2.44	5.96	3	298	6.77	2.4	5.76	2	388	6.69	2.39	5.73	2	1.035
4	Preparing and evaluation teaching materials	72	5.14	2.74	7.52	7	216	4.91	2.67	7.11	7	288	4.97	2.66	7.09	7	1.058
5	Reduced teachers absenteeism	82	5.86	3.16	9.98	5	280	6.36	2.42	5.86	4	362	6.24	2.6	6.75	4	1.703
6	Giving more tutorial and makeup classes	96	6.86	2.82	7.98	2	299	6.8	2.82	7.93	1	395	6.81	2.79	7.81	1	1.306
7	Better improvement in professional competence	98	7	2.96	8.77	1	289	6.57	2.78	7.74	3	387	6.67	2.81	7.87	3	1.133
8	Support for female students	85	6.07	2.46	6.07	4	251	5.7	2.32	5.38	5	336	5.79	2.34	5.47	5	1.128
9	Conducting action research	54	3.86	2.74	7.52	9	176	4	2.44	5.95	9	230	3.97	2.49	6.21	9	1.264
10	Better supportive service for junior teachers	45	3.21	3.04	9.26	10	158	3.59	3.2	10.25	10	203	3.5	3.14	9.87	10	1.107

Regarding the performance difference of teachers' observed due to the career structure implementation, Table 21 indicates that, improvement in professional competence, provision of tutorial and make up classes, participation in co-curricular activities, support for female students and reduced teachers absenteeism were ranked from the first to fifth respectively by evaluator group. On the other hand evaluatees ranked these options as third, first, second, fifth and fourth respectively. These differences in the ranking might be due to information gap between evaluators and evaluatees, poor documentation of teachers' activity, and poor follow up mechanisms practiced in the secondary schools of the zone. However, according to the calculated total mean, the first five performance differences observed and ranked by the majority of the two groups of respondents are:

- Giving more tutorial and makeup classes;
- Participation in co-curricular activities;
- Improvement in professional competence;
- Reducing teachers absenteeism; and
- Support for female students.

The calculated f-ratio for each item also indicated that there is no significant opinion difference of among evaluators and evaluatees in ranking their responses. However, the employed Spearman rank order correlation gives P-value or $P_{obt.} = 0.9515$ which is grater than P_{crit} (0.648) at $\propto$ of 0.05 (two tailed) level of significance and N=10 indicate the existence of significant ranking difference between the evaluators and evaluatees. This shows that, even though the respondents were having similar out look to the observed performances, they differ in rating the listed options.

In addition the data collected through the interview conducted with the Woreda Education office heads and Zonal Teachers' Association chairperson regarding the career scheme contribution for teaching learning process pointed out that, TROPA system of evaluation contributes much to the teaching learning process improvement. Further the discussion revealed that in our case TROPA is a means of evaluation for career promotion and having various tasks to be performed by teachers. The tasks such as provision of tutorial, make up class, extra curricular activates etc.

may contributes to the quality of education. However, these activates were not performed genuinely, rather simply to get promotion.

Even some teachers who participated in the target group discussion program share the idea and blaming the school administrative bodies for not having a controlling monitoring and controlling mechanism about the teachers' day to day activities.

Table 22: Reasons for "Low or Negative" Contribution of the Career Scheme in Improving the Teaching Learning Situation

No	Reasons	Evaluators (N=15)			Evaluatees (N=59)			Total (N=74)		
		f_1	%	r_1	f_2	%	r_2	f	%	r
1	Makes teachers submissive towards the school principal	2	10.00	3	11	14.29	3	13	13.40	3
2	Creates more extra work for teachers	8	40.00	2	15	19.48	2	23	23.71	2
3	Performance observed was not done genuinely rather for show and get recognition for their career promotion	10	50.00	1	51	66.23	1	61	62.89	1
	Total	**20**	**100**		**77**	**100**		**97**	**100**	

Respondents (50%of evaluators and 55.66% of evaluatees)who supported the "low" or "negative" effect of the career scheme to the teaching learning process was asked to indicate the possible reasons, then their responses were ranked according to their frequencies. As shown in Table 22, half of the evaluators (50%) and more than half of the evaluatees (66.23%) responded that the observed performance of most teachers was done for show and get recognition for their career promotion. Similarly, 40% of evaluators and 19.48% of the evaluatees replied to the more extra work creation of the career scheme while, few respondents (10% of evaluators and 14% of evaluatees) replied that the career structure scheme makes teachers submissive towards the school principals. This shows that, even though the career scheme has got positive contribution that helps the teaching profession as well as the teaching learning process, it may also have negative impact due to lack of knowledge and commitment of the implementers, problems en countered during the implementation and problems related to the career scheme or criteria.

Furthermore, performance was not done genuinely rather to get recognition for their promotion ,extra work creation of the scheme and its effect on teachers towards the principals were ranked as 1st, 2nd and 3rd reasons respectively by both respondent groups. To this end Rofferty (1996 cited in Bartlett, 2000: 30) suggested that the appraisal system should be "with teeth" where professional development could be clearly monitored. However, the open ended request of respondents reveled that Performance appraisal process was not conducted for the last two years in some schools in the zone. Even the researcher observed documents signed by teachers and principals then used as TROPA plan document, though the plan document was not properly formulated and developed the tasks to be performed by each teacher. For example, a mathematics teacher was signed and verified his annual plan document to make a football filed. This is also true for the other subject teachers and shows that problems in the appraisal process will affect the career ladder policy instituted in the schools to resolve various teaching learning issues.(see Appendix C)

In this case, the problem might be resulted due to lack of appropriate implementation of the evaluation mechanism. As the principle of TROPA, evaluatees ought to have been developing performance plan which had been drawn from the school strategic plan and agreed with the school administrative bodices (evaluators). But what actually done was contrary to this principles.

Table 24: Rank Order of the Critical Implementation Problems

No	Item	Evaluators					Evaluatees					Total				
		Descriptive statistics					Descriptive statistics					Descriptive statistics				
		N	Sum	weigh mean	%	Rank	N	Sum	weigh mean	%	Rank	N	Sum	Weigh mean	%	Rank
1	Impracticality of some selection criteria	5	74	14.8	16.4	1	5	243	48.6	15.32	2	5	317	63.4	15.57	1
2	Involvement of new criteria which was not in the guideline by local authorities	5	42	8.4	9.33		5	144	28.8	9.08	5	5	186	37.2	9.14	
3	Lack of adequate training to manage its implementation	5	54	10.8	12	4	5	259	51.8	16.33	1	5	313	62.6	15.37	2
4	Employment of quota system computation	5	32	6.4	7.11		5	103	20.6	6.49		5	135	27	6.63	
5	In competence of principals to differentiate the effective teacher	5	20	4	4.44		5	90	18	5.68		5	110	22	5.4	
6	Reliance of teachers' association to bargain	5	15	3	3.33		5	52	10.4	3.28		5	67	13.4	3.29	
7	Delay of payment obtained as a result of career advancement	5	49	9.8	10.9	5	5	156	31.2	9.84	4	5	205	41	10.07	5
8	Undue interference of political bodies and educational officials	5	68	13.6	15.1	2	5	143	28.6	9.02		5	211	42.2	10.36	4
9	Problems related to the application of TROPA techniques	5	60	12	13.8	3	5	212	42.4	13.37	3	5	272	54.4	13.36	3
10	Discontinuity in its implementation	5	22	4.4	4.89		5	108	21.6	6.81		5	130	26	6.39	
11	Absence of response to teachers appeal on unfair denial of career promotion	5	14	2.8	3.11		5	76	15.2	4.79		5	90	18	4.42	
	Total		**450**					**1586**					**2036**			

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

This is the last chapter of the study where summary of the major findings, conclusions and feasible recommendations are suggested.

4.1 Summary

This study has concerned with the teachers' career structure scheme implementation problems and its future prospects in the secondary schools of Gedeo Zone. The following basic questions were raised to guide the study.

1. Is there any deviation between the set guideline and the actual practice of the teachers' career structure?
2. How is teachers' performance evaluated and the results related with teachers' career promotion?
3. How do evaluators and evaluatees perceive the appropriateness of the career promotion criteria?
4. Is the career structure scheme effective in attaining its intended purposes?
5. What are the problems that affect the effective implementation of teachers' career structure scheme?

The study was carried out in five secondary schools found in Gedeo zone. To gather relevant data, 149 questionnaires were administered to 30 evaluators (10 principals, 5 supervisors, and 15 department heads / unit leaders), and 119 evaluatees (teachers). Besides interviews were held out with two Woreda Education official and zonal Teachers' Association chairperson. In support to this, group discussion was made along with some teachers in Dilla Secondary School. Furthermore, available documents in the zone education department and zonal Teachers' Association Bureau were used as additional information sources. By employing percentage, t-test, f-ratio, Spearman Rank order correlation, Chi-square and testing hypotheses at 05 level of significance as statistical tools, data were analyzed and the following findings where made in the study.

1. Female participation in the secondary school teaching and administrative positions was extremely low (6.6%).

2. As far as age is concerned, administrative posts in high schools under consideration have been occupied by experienced and matured people. However, with regard to qualification there are some under qualified teachers (nearly 40% of diploma holders) who are not supposed to teach in the secondary schools.

3. With regard to the career structure implementation, the majority of the respondents (73.53%) asserted that the implementation was opposite to the guideline. Further, the reasons have been found to be budget constraints, introduction of quota system of competition to screen teachers, and the interference of political bodies are the critical once. In addition, the majority of the respondents agreed on the provision of career promotion for teachers competed against each other for the allocated budget in quota base. However, data gathered through interview and group discussion revealed that, now days, after the beginning of the interrupted career promotion program, the promotion was given to all competent in the zone.

4. Nearly 41.51% of evaluatees and more than half(56.67%) of the evaluators indicated that there was request for the schools in the zone to reduce the number of promoted teachers. Consequently, woreda education offices and zone education desk were identified as interfering bodies who ordered the schools to reduce the number of promoted teachers. In addition majority of the respondents of both groups revealed the possibility of appeals for unfairly denied promotion.

5. With respect to the knowledge about TROPA, majority of the respondents (66.67% of evaluators and 53.77% of evaluatees) were found to have knowledge about its principles and aims. Further, the calculated X^2 =2.25 indicate that the respondents status as evaluator or evaluatees have no significant influence in their opinion. The employed f-ratio also indicate that evaluators and evaluatees do have the same level of knowledge about TROPA.

the teachers' living conditions, involvement of teachers in socio-economic activities, social status ascribed to the teaching profession by the society, and teachers confidence as well as pride in the profession was low. As the newly organized (Formulated) directive indicates the revised teachers' career structure is organized in relation with continuous professional development, licensing and TROPA guidelines (MOE, 1998 E.C).

14. The career scheme contribution in improving the teaching learning process is low or negative according to 54.42% of the respondents. The information obtained through interview indicate that both groups of respondents were perceived its low or negative contribution. Even though the career structure has no relevancy in improving the various aspects of teachers and teaching profession, the scheme exhibited moderate improvement on teachers' performance. Some of them are:-

    - Giving more tutorial and make up classes;
    - Participation in co-curricular activities;
    - Reducing teachers absenteeism, and
    - Support for female students.

    In contrast to this, half of the evaluators and more than half of the evaluatees (66.23%) indicated the negative effect of the career scheme on teachers' professional commitment by making them not to perform genuinely but only to get recognition for their career promotion.

15. According to the majority of the respondents, the first five main problems encountered in the implementation of the career structure are:

    - Lack of adequate training to manage the career scheme(86.76%);
    - Problems related to the application of TROPA techniques (86.03%);
    - Impracticality of some selection criteria(84.56%);
    - Delay of payment obtained as a result of career promotion (81.62%),and
    - Discontinuity of the career scheme in its implementation(73.53%).

4.2. Conclusions

Based on the findings of the study the following conclusions are drawn..

- The participation of females in the secondary schools teaching and administrative positions found to be very low. There are also teachers in the secondary schools that are under qualified and being evaluated for the level beyond they are supposed to teach. Thus, it is difficult to expect quality improvement in the education system by promoting these teachers to higher ranks through the career scheme without improving their educational level.

- The employment of quota system of competition, budget constraints, interference of political bodies, and lack of training were found to be the main causes of discrepancy between the set guideline and what actually practiced. Hence, teachers' career structure implementation was against the set guideline.

- Due to lack of clarity, not considering the availability of school facilities, unrelated criteria to the work of teachers, and emphasis on the assignment of non-teaching duties influenced the career promotion criteria inappropriateness to select the hard working teachers' by making the evaluators more subjective in rating teachers.

- Most of the evaluators and evaluatees do have knowledge about TROPA principles and aims. However, its implementation seems greatly affected by subjectivity and personal biases. And hence, evaluators and evaluatees tend to emphasize to non-teaching duties that can be easily appraised objectively and used to their rating. This indicates that the distortion was made due to lack of adequate training. Thus, TROPA implementers have no adequate knowledge in order to use it as effective tool for evaluation of teachers and promoting them according to the career promotion ladder.

- Generally, lack of adequate training to manage the implementation of the career structure and TROPA, impracticality of some selection criteria, employment of quota system competition to screen teachers, delay of payment obtained as a result of career promotion discontinuity and interruption of the teachers career

structure implementation are the core problems encountered during the implementation. Thus, the teachers' career structure has not made a remarkable contribution to the over all process of the education system in the secondary schools of Gedeo Zone.

- Regardless of opinion difference between evaluators and evaluatees, the career development has not improved the socio-economic status of teachers. Most of the respondents perceived that the contribution of the career scheme in improving the teachers' salary, involvement in socio-economic activities, and living condition were low. Hence, the career scheme has not made significant contribution in improving the socio-economic status of teachers.

- The career promotion criteria give low emphasis to teachers' experience, also, its discontinuity after 16 years, and absence of additional benefit systems have made to increase the number of experienced teachers leaving the profession for other job opportunity. Therefore, the scheme has not made significant contribution in retaining experienced teachers. In addition, teachers' morale, confidence as well as pride in the profession were found to be low. These all shows that the career scheme was not effective in attaining its purpose.

- In one way or the other, the implementation problems of the career structure encouraged teachers not to perform genuinely and only to get recognition for their career promotion. Then after, most of them were found to be discouraged and lose their professional commitment until the next career competition.

- Even though the career structure brought moderate change in the area of tutorial or make up class provision, participation in co-curricular activities, supporting female students etc. such positive outcomes of the scheme were greatly affected due to its termination since the last three or four years. Therefore, its interruption or termination could have negative effect on the education system in general. In support of this, the directive prepared for re-freezing the terminated teachers' career structure indicated that some problems were observed as the time of termination.

4.3. Recommendations.

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

1. The government and non-governmental organizations need to improve the participation of female in the secondary school teaching and administrative positions through affirmative actions and supporting female students in various ways. Moreover, those under qualified teachers should be trained and upgraded through in- service and on the job training programs.

2. Evaluators and evaluatees should get adequate workshop or orientation about the career structure in regular basis (yearly). In addition, manuals, guidelines and directives need to be clear as well as transparent to all concerned personalities at school, woreda, and zone levels, so that, the set guideline will not be distorted during its implementation.

3. Regional Education Bureau officials need to take the initiative to make subsequent modifications or revision on the career structure promotion criteria based on the research findings conducted at the national and regional levels. Thus, the selection criteria become relevant to the purpose of the career scheme.

4. Reliable, fair and consistent method of evaluation should be designed in order to improve the teaching-learning process, professional competence, commitment and genuine performance of teachers. Generally, teachers' performance result should be properly linked to the career ladder program, thereby all the career ladder criteria a teacher selected should come from instructional areas. In addition, schools should avoid political and bias decisions making about teachers promotion.

5. Comparable salary increment should be made between teaching and non-teaching jobs, considering the prevailing wages of the government organizations and

teaching profession as a source of trained and educated man power. To carry out this the federal and regional bureaus should adjust additional pay systems parallel to the career structure. These may include.

- Allowances such as hardship, additional responsibilities like serving as department head. unit leaders etc.
- Teachers and their family have to be free from tuition fee at all level of education and training.
- Zonal and Woreda education officials along with government bodies should give priority to teachers get loans for house construction.

6. To retain those experiences teachers their by improve the quality of education; the career structure scheme should be attractive and motivating in providing monetary rewards. Hence. there should be a means by which the discontinuity of the career promotion after 16 years service. extended towards the administrative position or separating the career promotion benefits from the two years salary increment.
7. The Government should not interrupt the career promotion process without in depth research studies. simply by sending directive to the implementers, because, the positive outcomes of the career scheme may cease and affect the education system to certain extent. In addition, for effective implementation of the career scheme, zone and woreda education officials in collaboration with Teachers' Associations at any level should discourage the intrusive involvement of political bodies especially, in the technical process of the career structure implementation.
8. To improve the professional status. MOE, teachers, and the society at large need to implement and strengthen integrated programs or new approach into the education sector in order to foster teaching profession along with career structure and indirect paying systems. Since professional status does not depend only on monetary rewards and education, the effective implementation of certification, licensing and provision of CPD (continues professional development) programs are indispensable to raise teachers' status and then gain public recognition.

9. Efforts are needed from the Region, Zone and Woreda Education officials to organize training programs about TROPA, Action Research, MBO principles in the school system etc. Thus, the integral approach of these processes could be an appropriate way to bring about a better relationship between pay, responsibilities and performance in the school situation.

10. The Government should allocate sufficient amount of budget for the education sector particularly, for teachers' salary. At the same time should take the initiative to pay salary increments timely. Parallel to this MOE and other responsible bodies' at all level need to organize and strengthen responsible unit or department that provides technical assistance, coordination and controlling activities of the cares structure implementation at the grassroots.

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Appendix-A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY TEACHERS AND PRINCIPALS

Dear Respondent,

This questionnaire is set to gather data for a research work entitled **"IMPLEMENTATION OF TEACHERS' CAREER STRUCTURE IN THE SECONDARY SCHOOLS OF GEDEO ZONE: PROBLEMS AND PROSPECTS."**

The main purpose of this study is to assess whether or not the teachers' career structure is implemented as per guidelines issued in order to attain the expected objectives as well as to identify problems encountered in the implementation process and finally to recommend possible solutions that may help to improve the current teachers' career structure implementation. Thus, the success of this study entirely depends on your sincere, genuine and timely response to each question. Moreover, you have to be sure that all your responses will be kept confidential and would only be used in the analysis of data to reach on some finding. Therefore, you are kindly requested to fill the questionnaire honestly.

GENERAL DIRECTION

1. No need to write your name.
2. For multiple choice/objective/ type of questions indicate your response by "x" mark and for the open ended /subjective / type of questions by writing your opinion in the space provided.
3. Follow instructions provided for each part.

Thank you in advance for your cooperation!

Part I: Personal Information/Demographic data

1.1. a) Name of your school _____ b) Woreda _____

1.2. Sex :1) ☐ Male 2) ☐ Female

1.3. Age:
1) ☐ 20 and Below
2) ☐ 21-25
3) ☐ 26-30
4) ☐ 31-35
5) ☐ 36-40
6) ☐ 41-45
7) ☐ 46-50
8) ☐ 51 and above

1.4 Educational Background

1) ☐ Diploma
2) ☐ BA/BSC/BEd
3) ☐ MA/MSC
4) Other (please specify)_____

1.5. Total service years

1) ☐ 0-5
2) ☐ 6-10
3) ☐ 11-15
4) ☐ 16-20
5) ☐ 21 and above

1.6. Your current post in the school

1) ☐ Teacher
2) ☐ Dept-head
3) ☐ Unit leader
4) ☐ Vice-director
5) ☐ Director
6) other (please specify) _____

1.7. Your current "rank" in the teachers' career structure.

1) ☐ Beginner Teacher
2) ☐ Junior Teacher
3) ☐ Teacher
4) ☐ Senior Teacher
5) ☐ Associate Lead Teacher
6) ☐ Lead Teacher

1.8. Your current salary

1) ☐ Less than 805
2) ☐ Between 805 and 939
3) ☐ Between 940 and 1089
4) ☐ Between 1090 and 1254
5) ☐ Between 1255 and 1434
6.) ☐ 1435 and above

1.9. Total number of sections you teach _____ (for teachers only)

10. Total number of periods you teach in a weak _____ (for teachers only)

Part II: Teachers' career structure implementation

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

1) ☐ Yes 2) ☐ No 3) ☐ I am not sure

2.2. If your answer is "No" what are the reasons?

1) ☐ Due to the interference of education offices
2) ☐ The introduction of quota system to limit the number that promotes
3) ☐ Interference of political bodies
4) ☐ Budget constraints
5) ☐ Due to leniently given inflated appraisal results to all teachers
6) Others (if any, please specify)_____

2.3. The career promotion is being given:-

1) ☐ To all competent 3) ☐ In quota system
2) ☐ To all candidate 4) Other(s),if any, please specify_____

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

1) ☐ Yes 2) ☐ No 3) ☐ Not sure

2.5. If your answer is "yes" for question (2.4), who gives the order or directives?_____

_____

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

1) ☐ Yes possible 3) ☐ Teachers do not know whether appeal is possible
2) ☐ Not possible 4) Other (If any, please specify)_____

2.7.In your opinion, what reason (s) was given by the Government bodies for those teachers who attempts the required performance result but denied promotion?

_____

_____

Reasons for the criteria not being refined	Rank order
a) They are not directly related to the work of teachers	
b) They lack clarity	
c) They are not comprehensive	
d) The are not credible to show result (output)	
e) Don't consider the availability of facilities in school	
f) Other(s), if any, please specify _____	

Part V: Contribution of teachers' career structure scheme

5.1. Improving teachers` Socio-economic status

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

1) ☐ Highly 3) ☐ Low 5) Other (please specify) _____

2) ☐ Moderately 4) ☐ Has not improved at all

5.1.2. If your answer is "highly", which of the following could be your reason (s)?

1) ☐ The salary increment reflects the cost of living

2) ☐ Comparable with salaries. paid in other occupation requiring equivalent qualification and service years

3) ☐ The increment is comparable with teachers work

4) ☐ Enable to improve professional qualification through further education

5) ☐ Reflect the importance of teaching to the Society

6) Other (s), please specify _____

5.1.3. If your answer for question (5.1.1) is "low" or "Has not improved at all", which of the following could be your reason(s)?

1) ☐ The increment does not reflect the cost of living

2) ☐ Not comparable with salaries paid in other occupation requiring equivalent qualification and service years

3) ☐ The increment is not comparable to teachers work

4) ☐ Does not reflect the importance of teaching to the society

5) ☐ Unable to improve professional qualification through further education

6) Other(s), if any, please specify _____

5.1.4. Teachers' career structure scheme

1) ☐ Raised the morale of teachers

2) ☐ Reduced the morale of teachers

3) ☐ No change

5.1.5. If your answer for question (5.1.4) is "Reduced", your possible reason(s) could be?

1) ☐ The salary increment has not brought a significant change on the living standards of teachers

2) ☐ Unfair treatment of the salary increment

3) ☐ The deviation of the guideline in the implementation

4) ☐ Excessive partiality on the appraisers part

5) Other(s), if any, please specify _____

5.1.6. If you are dissatisfied with teachers' career structure, what do you think should be done?

1) ☐ It is inefficient, so it should be abandoned

2) ☐ It is very useful in motivating teachers; however it should be revised

3) Other(s), if any, please specify _____

_____

_____

5.1.6. If your answer for question (5.1.6) is "it should be revised" which specific factors do you think, motivate teachers and raised their morale. Please rank order the following factors by giving "1" for the most "2" for the next... and to "12" for the least.

№	Factors to improve teachers Socio-economic status (motivate & raised morale)	Rank Order
a	Reducing working hours (loads)	
b	High salary and accelerated advancement	
c	Certification and licensing of teachers	
d	In-service training related with better salary and promotion	
e	Allowances such as housing, family, hardship etc.	
f	Medal awards	
g	Changes within teaching profession and the society at large	
h	Improving school facilities (working conditions)	
i	Bonus payment	
j	Democratic administrative procedures	
k	Involvement in policy formulation	
l	The participation of Teachers' Association in the career promotion committees	
m	Other(s), if any, please specify _____	

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

1) ☐ Highly 3) ☐ Low 5) ☐ Don't Know

2) ☐ Moderately 4) ☐ Negatively

5.1.9. If your response is "highly" your reason(s) could be?

1) ☐ High salary provision 3) ☐ Promotes professional learning

2) ☐ Improved social status 4) ☐ Prospect for promotion

5) Other (if any please specify) _____

5.1.10. If your response for question (5.1.8) is "low" or "Negatively" your reason(s) could be?

1) ☐ Imbalance between salary increment and the cost of living
2) ☐ No improvement in social status
3) ☐ Its discontinuity after 16 years (above lead teacher level)
4) ☐ Its interaction due to the state directives
5) Other(s) , if any, please specify _____

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

1). ☐ High 3) ☐ Low
2) ☐ Medium 4) ☐ I have no intention to leave my job
5) Other (s), if any, please specify _____

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

1) ☐ Another equally paying job 3) ☐ Even for less paying job
2) ☐ High paying job only 4) other reason(s), please specify _____

5.1.13. In your opinion what possible measures could be taken to prevent or avoid such type of brain drain from the teaching profession?

1) ☐ Periodic review of salaries to the cost of living
2) ☐ Narrowing the gap between salaries of teachers and non-teachers of the same qualification and experience
3) ☐ The extra pay must be sufficient to rise the morale
4) ☐ Provide other benefits or goods and services for themselves and their families
5) Other(s), if any, please specify _____

_____

Indicate your response by marking "x" to the following

5.1.14. To what extent has the teachers' career structure scheme improved

Improvement	Rating Scale				
	Very highly (1)	Highly (2)	Moderately (3)	Low (4)	Very low (5)
Teachers living conditions					
Teachers involvement in Socio-economic activities					
Social status ascribed to the teaching profession by the society					
Teachers confidence and pride in their profession					

5.2. Improving the teaching learning process

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

1) ☐ Highly
2) ☐ Moderately
3) ☐ Low
4) ☐ Negatively
5) ☐ Don't know

5.2.2. If your response for question (5.2.1) is "highly" or "moderately", what performance differences are observed because of the career structure implementation?

Please rank order by giving "1" for the most performance observed "2" for the next ... and to "10" for the lowest performance observed.

№	Performance observed	Rank Order
a	Better utilization of pedagogical center	
b	Better utilization of laboratories	
c	Better participation in Co-curricular activities	
d	Preparing and evaluating teaching materials	
e	Reduced teachers absenteeism	
f	Giving more tutorial and makeup classes	
g	Better improvement in professional competence	
h	Support for female students	
i	Conducting Action Research	
j	Better supportive service for Junior teachers	

5.2.3 If your response for question (5.2.1) is "Low" or "Negative" the possible reason (s) could be:

1) ☐ Makes teachers submissive towards the school principal

2) ☐ Creates more extra work for teachers

3) ☐ Majority of teachers' performance observed was not done genuinely rather for show and get recognition for their career promotion

4) Other reason(s). please specify _____

Part VI: Problems encountered in the implementation of career structure scheme

Direction: Indicate your response by "x" mark according to your agreement.

6.1	Problems	Yes (1)	No (2)	can't decide (3)
a	Impracticality of some selection criteria			
b	Involvement of new criteria which was not in the guide line by local authorities			
c	Lack of adequate training to manage its implementation			
d	Employment of quota system computation			
e	Incompetence of principals to different rate the effective teacher			
f	Reliance of teachers' associations to bargain			
g	Delay of payment obtained as a result of a career advancement			
h	Undue interference of political bodies and educational officials			
i	Problems related to the application of ROPA techniques			
j	Discontinuity in its implementation			
k	Absence of response to teachers appeal on unfair denial of career promotion			
l	Other(s), if any, please specify _____ _____			

6.2. Among the above problems that you already agreed, please identify the most five critical problems in order of their recurrence from 1(highest) to the 5 (lowest).

_____

_____

_____

_____

Part VII: Concrete measures to be taken to alleviate the implementation problems of Teacher's Career Structure scheme

7.1. In your opinion, what interventions should be taken to alleviate problems encountered in the implementation of teachers' career structure? (Forward your recommendations)

7.1.1. At School level

a) _____

b) _____

c) _____

d) _____

e) _____

7.1.2. At District /City Administration/Zonal level

a) _____

b) _____

c) _____

d) _____

e) _____

7.1.3. At National level /Regional level

a) _____

b) _____

c) _____

d) _____

e) _____

Thank you again!

Appendix-B

Addis Ababa University

School of Graduate Studies

Collage of Education

Department of Educational Planning and Management.

An interview Questions to Zonal /woreda Education office heads

1. In your opinion are the career structure selection criteria appropriate for teachers to move along the ladder

- Has the scheme implemented as per the guideline set?

2. Since in time of career structure implementation what were their contributions in:
   a) Improving the teaching learning process?
   b) Improving the teachers' socio-economic status?
   c) Enhancing teachers' attrition?
3. Have you (your org.) been given (adequate) training or orientation on the implementation of ROPA in the school system?
4. How do you (your org.) relate the ROPA results of teachers with their Career promotion criteria ?
5. What are the major problems encountered in implementing the career structure scheme?
6. In your opinion what concrete measures (steps) should be taken to alleviate problems encountered in the implementation of teachers' career structure scheme?

Thank you very much!

የዲላ አጠ/2ኛ ደረጃ ት/ቤት የ1998 ዓ.ም ውጤት ተኮር እቅድ

የዲፓርትመንቱ ስም ----------ሒሳብ----------

ተ.ቁ	ቁልፍ ተግባራት እንቅስቃሴዎች	የተግባር ዓይነት	ነጥብ	አጠቃላይ መለኪያ	ዝርዝር መለኪያ	አጥጋቢ	ከፍተኛ	በጣም ከፍተኛ	የክትትልና ግብረ መልስ ምንጭ
1	የመማር ማስተማር ሂደቱን በጥራት፣በቅልጥፍናና ፍትሐዊ በሆነ መንገድ በመተግበር የትምህርት ጥራት ማረጋገጥ	ቁልፍ ተግባር	14.5						
1.1	በትምህርት አይነት የተዘጋጀ የትምህርት ዕቅድ		2	መጠን	የተዘጋጀ አንድ ዓመታዊና የየሣምንቱ ዕቅዶች	በሴሚስተር ከ2 በላይሣምንታዊ ቀሪ የሌለበት	በሴምስተር ከ1 በላይሣምንታዊ ቀሪ የሌለበት	በሴሚስተሩ ላሉት ላምንታት ከሙሉ የሥራ	የም/ር/መ ሪፖርት
				ጊዜ	ለቢሮ ገቢ የሚሆንበት ጊዜ	ዘወትር ቅዳሜ	ዘወትር አርብ	ዘወትር ከአርብ በፊት	
				ጥራት	የዕቅዱ ይዘት	ከ2 ጊዜ በላይ ባለበት ስህተት ያልተመለሰ	ከ1 ጊዜ በላይ ባለበት ስህተት ያልተመለሰ	ምንም ስህተት የሌለውና ያልተመለሰ	ከዲፓርትመንቱ ተጠሪና ከም/ር/መ ሪፖርት
1.2	የተዘጋጀ የትምህርት መረጃ መሣሪያ		1	መጠን	ብዛት	2	3	4	
				ጥራት	የተማሪና የተጠቃሚ ዕርካታ	ከ50-70%	ከ71-85%	ከ86%በላይ	የተማሪዎች አስተያየት
				ወጪ	ለመሰራት የወጣ ወጪ	በተሠጠ የት/ቤት በጀት	50%በራስ 50%በት/ቤት በጀት	100%በራስ ወጪ የተሠራ	ከማዕከል ተጠሪ ሪፖርት
1.3	የተሰሩ የስፖርት ማዘውተሪያ ሜዳዎችና ቁሣቁሶች፣ የተሰሩ የጣይንስ ቤተ ሙከራዎች፣ በተማሪዎች የተሠሩ ፕሮጀክቶችና ጥናታዊ ጽሑፎች ድራማዎች		1	መጠን	የተሰሩ መደዎችና የስፖርት ቁሣቁሶች	አንድ ሜዳና አንድ አይነት የስፖርት መስሪያ ቁሣቁስ	[illegible] አንድ የስፖርት መስሪያ ቁሣቁስ	ሦስት ሜዳዎችና ሁለት የስፖርት መስሪያ ቁሣቁስ	ከም/ር/መ አስተያየት
				ጊዜ	ተሰርተው የሚጠናቀቁበት ጊዜ	ግንቦት 20	ግንቦት 10	ግንቦት 5	ተሰርቶ ካለቀበት ሪፖርት
				ጥራት	የተጠቃሚዎች አስተያየት	70-80%በትክክል የተሰራና ሲጠቅም የሚችል	81-90%በትክክል የተሰራና ሲጠቅም የሚችል	ከ91-100%በትክክል የተሠራና ጠቃሚ የሆነ	ከቀረበ መጠይቅ
1.4	የተሰጡ ተከታታይ የክፍል ፣የቤት ሥራዎችና ቴስቶች		1	መጠን	ብዛት	በሴሚስተር 6+6+4	8+8+4	10+10+4	የተመዘገቡ መረጃዎች
				ጊዜ	የክንውን ወቅት	እስከ ግንቦት 15	እስከ ግንቦት 10	እስከ ግንቦት 5	የዲፓርትመንት ተጠሪ ና ም/ር/መ ሪፖርት

3.	ንዑሣን ተግባራት		2.5						
3.1	በሰብሰባዎችና በትምህርት ቤት ጥሪዎች ላይ በመሣተፉ አጠቃላይ የት/ቤቱን ራዕይና ተልዕኮ ከግቡ ለማድረስ የተደረገ ጥረት		1	መጠን	ባሴሚስተር የተደረገ ጥሪ	ከ2 በላይ ቀሪ ያልተባለ	ከ1 ጊዜ በላይ ቀሪ የሌለበት	ምንም ቀሪ የሌለበት	በመቆጣጠሪያ
				ጥራት	ያሰገኘው ፋይዳ	ገንቢ ሃሣቦች ያመነጨ	ገንቢ ሃሣቦች በማመንጨት ለተግባራዊነቱ የመፍትሔ ሃሣብ የሰጠ	በጣም ጠቃሚ ሃሣቦች ከነመፍትሔው የሚያቀርብ	ከሚቀርቡ አስተያየቶችና ከሚደረግ ጥረት
3.2	ከነባርመምህራን ከእጅ ት/ቤትና ከከፍተኛ የትምህርት ተቋማት ልምድ ለመቅሰምና ምክር ለመቀበል የተደረጉ ጥረቶች		1	መጠን	የግንኙነት ብዛት	2	3	4 እና በላይ	ከሚመለከታቸው አካላት አስተያየት
				ጥራት	የተገኘ ልምድን መጠምና ማካፈል	ልምድ በመቅሰም ራስን ማሻሻል	ራስን ማሻሻልና የተገኘውን ልምድ ለሌላ ማካፈል	ተገኘ ልምድ ጠቃሚ ስለመሆኑ በጹሑፍ ሪፖርት ያደረገ	ከተደረገ ጥረትና አስተያየት
3.3	ኤድስን በመከላከል ዙሪያ የተደረገ ጥረት		0.5	መጠን	ምክር የተሰጠበት ክ/ጊዜ ብዛት	በ2 ሣምንት አንዴ	በሣምንት አንዴ	በሣምንት ከአንዴ በላይ	ከተዘጋጀ ከመጠይቅ
				ጥራት	በተሰጠው ትምህርት የተማሪዎች አስተያየትና እርካታ	50% ተማሪዎች ከረኩ	70%ተማሪዎች ከረኩ	ከ71% በላይ	ከተዘጋጀ ከመጠይቅ

የመምህሩ ስም-----
ፊርማ -----
ቀን-----

የዲፓርትመንቱ -----
ተጠሪ ስም ፊርማ-----
ቀን----------30/6198

የት/ቤቱር/መር.ስም-----
ፊርማ-----
ቀን-----

Declaration

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

Name Kassahun Temteme

Signature _____

Date 20/07/2007

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

Name Wossenu Yimam (Ph.D.)

Signature _____

Date 20/07/07