

Addis Ababa University

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**Performance Management of Selected Government
Secondary Schools in Addis Ababa City Administration**

**Thesis submitted to the Department of Educational Planning and
Management in partial fulfillment for a Master of Art Degree in
Educational Leadership and Management**

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Abbreviations

PA.....	Performance Appraisal
PM.....	Performance Management
MOE.....	Ministry of Education
FCSC.....	Federal Civil Service Commission
A.A.....	Addis Ababa
H.R.....	Human Resource
MBO.....	Management-by-Objective

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Abstract

The purpose of this study was to identify and examine the implementation of performance management in public secondary schools of Addis Ababa city administration. Presenting eight basic questions regarding to what extent performance management is implemented in the secondary school collected information and data needed for the study. The Sample populations of the study were drawn from 10 government secondary schools in all sub-cities. Descriptive survey method was employed for the study. Simple random sampling technique was used to select respondents. Primary data were collected by administering questionnaire to 10 principals, 10 deputy principals, and 200 teachers that were selected from the government secondary schools of Addis Ababa. The data was analyzed by using ANOVA-test and chi-square test. The result revealed that performance management was implemented to some extent in the secondary schools of Addis Ababa. According to the findings the major problems that negatively impacted on the implementation of performance management were lack of need-based training programs, low commitment of the school management, little participation of teachers in the school performance management, lack of performance-result-based promotion scheme, and insufficient institutional capacity and subjectivity in performance reviewing. To redress the problem, the respondents recognized result-oriented performance management system as the best practice that contains both result and process. Therefore, it was recommended that trainings and developments should be need-based and using continuous coaching is important, the Education Bureau should improve institutional and managerial capacity of school managers and administrators, teachers' involvement in goal setting of the schools has to be enhanced. In addition school managers have to develop the culture of setting agreeable performance measurement standards with the teacher and providing a timely feedback for teachers during the performance reviewing period.

CHAPTER ONE

Introduction

1.1. Background of the study

Performance management as a management instrument for the whole organizational/school development requires employing some measurements or yardsticks to determine how well work units and employees produced products or provided services in their field of work. To know the result, accomplishments should be measured in an effective way.

Measuring employee performance has come a long way from the annual performance appraisal to an on-going performance management process. In classical management, managers and employees used to meet once or twice a year for the annual performance appraisal i.e. to look back at and evaluate the work done during the academic year. In this connection, *Performance-Based Management Handbook* (2000:19) criticizes that, traditionally in some organizations, performance plans have been developed by copying the activities described in an employee's job description onto appraisal form. They describe activities not accomplishments. This may result in less improvement in performance. So, it requires some transformation from the traditional to the modern and recent practices. Hence, in recent years, there has been a shift away from the traditional performance appraisal to a more comprehensive and sophisticated approach of managing performance that includes measuring performance as part of the process.

Human Resource Council (2002-2007) stated, "Performance management is an on-going process where the manager/supervisor and employee work together to plan, monitor, and review an employee's work unit's work objectives or goal's and overall contribution to the organization".

This means that performance management is not a one-time activity; rather it is an integrated ongoing and systematic process of planning, monitoring, evaluating, rating, rewarding and improving.

Armstrong and Baron (1998) cited in Adebabay (2002:7) explained, "Performance management is a strategic and integrated approach to deliver sustained success to organizations by improving the performance of the people who work with them and developing the capabilities of the teams and individual contributors". Besides, (American Compensation Association /1996/ in Armstrong and Baron) cited by Adebabay (2002:7) stated that an effective performance management system aligns individual performance with the organization's mission, vision and objectives. The above literature reveals that performance management strives to maximize results and alignment of all sub-systems to achieve the overall results of the organizations. In performance management, managers/supervisors should understand what is required of them for the performance management and organization. Not only the managers/supervisors but also the staff should accept the importance of performance management in achieving organizational goal.

In order to achieve educational objectives, schools need to have effective PM systems like the other business organizations do. Education is a necessary condition for the overall development of a society as far as the quality and efficiency of human resource determines development.

Berhanemeskel (1999:1) underscored that schools, as educational institutions, have predetermined goals. The major objective of schools is to prepare a qualified human power, which is considered productive within a given country's socioeconomic context. According to Bezuayehu (1999:1), the tremendous advantage of education is that it forces humans to come out of themselves and brings them into touch with things, education thereby makes them aware of their independence on the world about them.

The Performance-Based Management Handbook (2000:1) clarified that all high-performance organizations, whether public or private, are and must be, interested in developing and deploying effective performance measurement and performance management system, since it is the best way that they can remain high-performance organization.

Performance management commences with a work plan which identifies for the employee what is to be accomplished and how. The plan is followed up with both on going monitoring and feedback on his/her progress towards the objectives set in the plan. At the end of the performance period, usually twice a year, the supervisor and employee meet to summarize the accomplishments and challenges of the work.

Besides, monitoring the work also follows it. The Performance Management Practitioner Series, (2001:4) pinpoints that, an effective organization, assignments and projects are monitored continually. Monitoring well means consistently measuring performance and providing ongoing feedback to employee/teacher and work groups on their progress toward reaching their goals. It is formative in nature and is of high essence to both the employee and the organization. Then after, the performance review discussion to enable an employee/teacher to obtain lessons on past performance that helps as a base for making a plan to the future.

Its obvious that obtaining information about the past performance review of a teacher/employee is important for further action. In describing the purpose of feedback as one tool of performance management, Judith (2004:157) puts that feedback is to correct performance; to let people know that what they are doing or how they are doing it, is it inappropriate, insufficient, dangerous, or unacceptable and what the consequences will be if they continue.

In fact, performance management should be backed by some incentives for the good performance and by certain remedies for the not-good performance. In relation to this, Margaret and Caroline, (1996:270) advise that organizations should motivate their employees by linking rewards, using a system like performance-related pay, to excellent performance at work.

Ethiopia is in the process of transforming its civil service in order to be competitive in today's borderless competition. Adebaby (2002:3) supported the scheme that the federal government of Ethiopia has launched a program to reform the civil service institutions. This has been necessity to harmonize the new socio-political and economic structuring that penetrated into all spheres of macro and micro systems including the civil service. However, the researcher believes that there are some problems, which hinder the application of effective performance management. These are:

1. There is no favorable organizational or internal set up for implementing performance management;
2. Measurement in schools is mostly behavior-oriented that has less contribution to improving performance in education;

Although performance management is important in a school system, there was no effective performance management system in practice, regardless of the attempt of the Ethiopian civil service reform, etc

1.2. Statement of the problem

Performance management approach can provide information that is intended to be useful to managers and teachers in performing their jobs (i.e planning, monitoring, evaluating, rating, rewarding and improving) and to help organizations in developing and maintaining viable patterns of behavior.

However, there are traditional practices of performance measurement that focus on only behavior or activity as an indicator, which has less result on the organization's performance. The United States Office of Personnel Management (2001:15) clarified

that, traditionally, many agencies have measured their organizational performance by focusing on internal or process, looking at factors such as the number of full time equivalents allotted, the number of program controlled by the agency, or the size of budget for the fiscal year. According to the above literature, to maximize organizational accomplishment, it will need the cultural/organizational reform in performance management. In this regard, to have meritorious and efficient teachers and school staffs reward and development package, the overall system and organizational set-up should be structured for implementing and applying the performance management at school level. Adebabay (2001:4) noted that the Ethiopian Civil Service Human Resource Management study identifies some drawbacks. These are lack of standardized job evaluation, lack of competitive remuneration, lack of employee participation in objective settings, absence of training and development program and absence of continuous follow-up and feedback on the result. Such kind of problems hinder the effectiveness and competitiveness of the schools in the market.

Therefore, in order to solve these constraints introducing and implementing performance management at institution level is unquestionable choice. So, developing performance management manuals, procedures, and techniques to evaluate schools and other institutions as well is also mandatory. For instance, the basic tools of performance management are planning, monitoring, developing, measuring, giving feedback, and rewarding all of which the school principals should use effectively while managing schools

This study intends to respond to the following basic questions:

- a) To what extent is performance management (PM) implemented in the government secondary schools of Addis Ababa?
- b) To what extent is performance planning used in the implementation of performance management in secondary schools of Addis Ababa?
- c) To what extent is performance monitoring used in the implementation of performance management in the secondary schools of Addis Ababa?

- d) To what extent is performance management used for employee/teacher development in the government secondary schools of Addis Ababa?
- e) What are the major components of measurement in performance management at the government secondary schools?
- f) To what extent is performance-based reward system used in the secondary schools of Addis Ababa?
- g) What are the challenges and problems in the implementation of performance management at government secondary schools?
- h) What are the prospects of implementation performance management in Addis Ababa secondary schools?

1. 3 Objectives of the study

The objectives of the study are to:

- a. Assess the major problems that affect measuring performance management in the secondary schools of Addis Ababa;
- b. Describe the main processes or activities of performance management implemented in the secondary schools of Addis Ababa;
- c. Identify the problems that affect teachers improvement in Addis Ababa;
- d. Find out whether or not performance- based rewards are given to secondary schools of Addis Ababa and, if any, to describe the rewards;
- e. Assess the communication practice while measuring performance in the secondary schools of Addis Ababa; and
- f. Examine the pitfalls, if any, in performance management systems in place in the secondary schools in Addis Ababa and then recommend possible solutions.

1.4 Significance of the study

This study investigates problems and practices in the implementation and application of performance management at government secondary schools of Addis Ababa.

The researcher believes the study will have a great importance to improving performance management in schools in Addis Ababa.

The research findings will be benefited to policy makers to improve school performance management systems. The school principals/administrators also benefit from the research. In addition, Non Government Organizations can also use the research findings and recommendations as well in formulating performance management. Finally, this research could also serve as a stepping-stone for other interested researchers who will conduct a study on performance management.

1.5 Delimitation of the study

The study was limited to ten randomly selected government secondary schools in Addis Ababa City Administration. Due to shortage of time and resources, it did not study the situations in all the secondary schools.

1.6 Limitation of the study

One of the problems that influenced the carrying out this research was lack of enough comprehensive local studies that has so far been done on performance management implementation and practices in secondary schools of Addis Ababa. The other constraint was unwillingness of some respondents to give responses in the data collection process. Also financial shortage was limiting factor to conducting the study at greater scope and depth.

1.7 Operational definition of terms

In the study there are some operational terms, which are used by the researcher.

Some of them are:

Performance: is the actual accomplishment as distinguished from
Potential Ability (Good, 1973:414)

Secondary Schools: In Ethiopian Educational system the school division is as follows:

Primary school, comprising grade level 1-8
General secondary Education, i.e grade 9-10, and
Preparatory education, i.e grade 11 and 12 (MOE, 2002:74)

Performance Management: is on-going process where the managers/supervisors and employees work together to plan, monitor, and review an employee's work objectives or goal's and over all contribution to the organization. (HR Council 2002-2007) .

1.8 Organization of the study

The study is organized into five chapters. The first introductory chapter covers an over view of the study, statement of the problem, objective, and significance of the study, limitation and delimitation, operational definition of terms and organization of the study. The second chapter provides the review of related literature, i.e conceptual framework of the study. The third chapter deals with the research design and methodology. The fourth chapter presents analysis and interpretation of the data. The fifth chapter concentrates on the findings, summery and pertinent recommendations. In addition bibliography and appendices are also attached.

Chapter Two

Review of Related Literature

2.1. Concepts and Definition of Performance

Most organizations can develop sustainable competitiveness and have a vision of achieving excellence, for being the most preferable ones via hard and effective performance they carry out. The attainment of key results expected from an organization as derived from its mission and vision is called performance.

There are various definitions given by different scholars for what performance is all about. For instance, Armstrong,(2001:468) cited by Berhanu ,(2006:11) defined the term performance as simply the record of outcomes achieved on individual basis. He added, it (performance) is the outcome of work. On the other hand, the dictionary meaning of the term performance as quoted by Armstrong (2001:468) is accomplishment, execution, carrying out, and working out of anything ordered or undertaken.

Furthermore, performance is not only the accomplishments of work but also reveals the way of doing the work to being achieved and the person's behavior exhibiting in the time of execution. "Performance means behaviors and results. Behaviors emanate from the performance, transforms performance from abstraction to action; not just instruments for results. Behaviors are also outcomes in their right they are product of mental and physical effort applied to task and could be judged apart from the results" (Brumbach,1988 as cited in Armstrong, (2001:469).

In addition, Campbell (1983) cited in Daniel and Elaine (1999:23) stated that performance is a set of behaviors that are relevant for the goal of organization effectiveness, conversely, is defined as the outcomes that stem from these behaviors.

It is also the degree to which extent an individual helps the organization to reach its goals. In a work, there are individual differences in executing the task given; these differences are due to the following assumptions according to Campbell, (1983) in Daniel and Elain (1999:58-59) are as follows:

1. Performance is a behavioral construct: Performance is behavior that can be evaluated as positive or negative for individual or organizational effectiveness. We distinguish performance from results of performance, which are the states or conditions of people or things that are changed by individual behavior.
2. Performance behavior is episodic: This assumes that during the course of a work day, people perform many discrete actions each with its own identifiable beginning and ending. Some of these actions or behavioral episodes make only a trivial difference, if any at all, to organizational goal accomplishment. Such behaviors have little or no effect on people's performance. Other behavioral episodes help or hinder the organization in accomplishing its goals in a significant way.
3. Performance behavioral episodes are evaluative: Performance behavioral episodes can have varying degrees of positive or negative effects on organizational goal accomplishment.
4. The performance domain is behaviorally multidimensional: There are many different kinds of behavior that would advance or hinder organizational goals.

Performance can be defined from its perspectives like, institutional, departmental and individual. The performance that talks about it in the entire school level strategy and the outcome expected from it is institutional performance.

This will also be cascaded to the different departments in the school, which draw their Performance plan and tactic to implement as the school vision and mission required. There is also a performance at individual level that is required to meet objectives, which cascaded from the departments' objectives to a very detailed task/job level (i.e all the tasks of a teacher), which are inline with the school objectives.

In general, performance is the result accomplished by an employee in meeting specific objectives or the development of competencies that are necessary for effectively doing a job/task, and show both inputs (behavior) and outputs (result) thus, a mixed model of performance management.

2.2. Concepts and Definition of Performance Management

Performance management is a systematic approach to performance improvement through an on going process which focuses on how managers/principals work with employees/teachers under their leadership, and how teachers work with their principals, department heads and their colleagues at school and how do they (teachers) improve their skills, knowledge and expertise.

Organizations that are measuring well obviously have a better chance to successfully attain their goals /objectives. This indicated us to be successful in the overall organization /school activities it requires to be focused on the operation of overall control systems, and to do so by looking beyond the measurement of performance.

To define the term performance management different scholars define in various ways, Armstrong (1996), defined the term performance management as “ It is a process for establishing shared understanding about what to be achieved, and an approach to managing and developing people in a way which increases the probability that it will be achieved in the short and long term ”. The Ethiopian Civil

Service Training Manual working definition (2005) also defined that “ Performance management is a strategic and integrated approach to delivering success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors”.

The literature above depicts that performance management is a holistic approach and an interrelated process of the entire system of a school /organization in measuring achievements towards their objectives. Besides, it also specifies the needed requirement and efforts of individual and work units/teams in relation to the accomplishment of organizational objectives. Performance management is beyond performance appraisal that assesses the achievement of employees in annual or semiannual bases.

Derek and Laura, (1987:300) stated that there was a time when performance was seen primarily in terms of individual motivation and individual performance. In addition, from the traditional perspective performance management emphasized on dictating individuals, controlling individual behavior, stick the bureaucratic procedure, and rules and regulations. Whereas, currently starts to see performance management typically as the result of interaction between individual ability and motivation, and become also the issue of today's organization whether it is private or public it's focus has shifted to emphasize performance of the organization as a whole. This trend has given the path for agreement, discussion and contract based on performance between the leader (boss) and the subordinate in the time of performance planning.

Armstrong, (1997:232) stated “performance management is based on the principle of management by agreement or contract rather than management by command”. He also noted that it is a means of getting better result from the organization, team and individual by understanding and managing performance within an agreed framework of planned goals, standards and competence required (232).

In general performance management is, according to Derek and Laura, (1987:291):

1. A bottom line profit
2. Doing jobs better than competitors;
3. Maximizing organizational effectiveness

4. Achieving specified organizational objectives
5. sing /deploying the given resources effectively and the like.

They also point out that performance management can create individual and group commitment. They (Derek and Laura, 1987:291) specified commitment into two: attitudinal and behavioral commitment. Attitudinal commitment refers to the loyalty and support for the organization, believe in its values, and goals, and readiness to put in effort for the organization. Behavioral commitment is actually remains with the organization. Walton (1985) cited in Derek and Laura (1987: 293) explained that, it is thought to result in better quality, lower turnover, a greater capacity for innovation and more flexible employees. The literature reveals that commitment can enhancing the ability of the organization to meet competitive advantage and also exhibits the absence level, turnover level of employees and individual performance.

2.3. Importance of Performance Management

Those organizations whose are successful at managing performance are make the institution effective and efficient. Every one did share the common values of the organization. It is also always important for managers/school principals /supervisors to have the best performance from their followers/work forces in terms of production /services and quality of out put. Margaret and Caroline, (1996:263) supported this idea that managers/principles are concerned to motivate and encourage their followers to work effectively in Persuading the strategic objectives of the organization/institution. Besides, they also added, it is one way of trying to achieve this managers/principals involve in designing systems to give employees feed back about their performance.

Since performance management is a process for sharing an understanding about what needs to be achieved and, hence, managing and developing people in order to enable them to be achieved the shared objectives. PM is a process, which contributes to

the effective management of individuals and teams in order to achieve high levels of organizational performance. As such, it establishes shared understanding about what to be achieved and an approach to leading and developing people, which will ensure it is achieved. Armstrong and Baron (1998).

Organizations have their own strategies, which relates to every activities of the organization that set according to the context and nature of its human resource policy, culture, style and communication systems. The strategy can vary from institution /organization to organization depending on their establishment objective and context PM is concerned with improving not only the performance of the individual, but also the performance of the team and the organization via the shared and agreed process and which aims to integrate corporate, individual and team objectives.

According to Armstrong and Baron, (1998:217) Managers or principals should ensure that the people of the team they managed have to:

- a. Know and understand what is expected to them
- b. Have the skills necessary to deliver on these expectations
- c. Supported by the organization to develop the capacity to meet these expectations.
- d. Gain feed back on performance and

Have the opportunity to discuss and contribute to individual and team aims and objectives.

The Ethiopian Federal Civil Service Commission (1996 E.C:12) stated that PM has a paramount significances for organizations in accomplishing their goals some of these significant variables are:

- a. Employees develop their plan on the basis of two way communication with their bosses and colleagues
- b. The inclusion of performance indicators (PIs) in the plan, urges the employees to develop sense of belongingness and commitment to their plan;

- c. Since employees performance is derived from organization plan, it contributes a lot to the success of organizational plan;
- d. As employees and bosses develop performance plan together, there would be conducive work environment between them; and
- e. It creates transparent, participatory and measurable appraisal standards, which would greatly alleviate conflicts between appraisers and appraises.

2.4. Principles of Performance Management

Since Performance Management is a systematic approach to performance improvement through an ongoing process of establishing strategic performance objectives, measuring performance, collection, analyzing, reviewing and reporting performance data. Brumbach (1988) cited in Armstrong (2001:469) explained performance as behavior and result. Behavior emanates from the performance, transforms performance from abstraction to action; not just the instruments for results. Behaviors are also out comes in their right the product of mental and physical effort applied to tasks and could be judged a part from results.

So Performance Management has its own principles in order to manage the achievement effectively. In this regard the Ethiopian Civil Service Commission (1995 E.C.: 5-7) stated the following principles of measuring performance in relation to enhance the performance management is as follows:

- a. What to be measured is the out come not the person;
- b. Out come of the planned performance are attributed to the performer;
- c. Results are measured based on of achievements of out put, out come and impact to the organization;
- d. Measures of results are developed inline with organizational strategic plan;
- e. Strategic plan are derived from national and organizational vision and mission;

- f. Plans should be transparent, measurable, achievable, and relevant that would be performed within a specific period of time;
- g. Performance plan should not be below the performing capacity of the performer;
- h. Under tangible and compelling situation performance plans could be revised and improved;
- i. Organizational plan performance are evaluated on quarterly basis;
- j. Enabling performers achieve the targets through monitoring and supervision;
- k. Fully implementing principles of transparency, commitment and accountability; and
- l. Acceptance of plan performance measurement system ensures the effectiveness of the system itself and the like.

In order to implement the above listed performance management principles the Ethiopian Civil Service commission (1996 E.C:1) used the following steps to measure the accomplishment of desired goals of the organization. These are:

- 1st Determine organizational mission and strategic performance objectives;
- 2nd Establishing an integrated performance measurement system;
- 3rd Establishing accountability for performance;
- 4th Establishing system for collecting performance data;
- 5th Establishing system for analyzing and reporting performance data; and
- 6th Establishing system to use performance measurement that helps to deliver improvement.

2.5. Types of Performance Element

The performance appraisal system should design and develop elements which are standards or performance indicators that help to measure employee and work unit accomplishments. Measuring of performance is critical; many of the change

occurring at work were likely to create even a greater problem for measuring performance.

The performance of individuals in organizations is critical to the effectiveness of the organizations.

The United States Office of Personnel Management, (2001:6) pinpoint that performance elements tell employee what they have to do and standards tell them how well they have to do it.

Developing elements and standards that are understandable, measurable, attainable, fair and challenging is vital to the effectiveness of the performance appraisal process. So, there are three elements, critical, non-critical and additional elements that should consider during measuring the performance management of an organization.

2.5.1. Critical Element

Any performance measurement should include comparative standards to identify an organizations position in comparison to other competitors, peers or colleagues. Such comparison will help to meet the target and inspire performances or allow recognition of excellence.

It should require having at least one critical element on the performance plan of one teacher or employee at his/her duty. In addition, critical elements are the corner stone of individual accountability in employee /teacher performance management. As failure on one or more critical element, which can result in the employee's /teacher's reassignment, removal, or reduction grade at the same time, critical elements must describe work assignments and responsibilities of the teacher/employee.

2.5.2. Non-Critical Element

Non-critical element is part of individual, team, or organizational performance, which is not including the main and most important duties that identified to an

individual and drive organizational success. For example, preparing daily, weekly, monthly, semi-annually, and annual teaching plan, referring and preparing of supplementary notes for his/her students, preparing and bringing of appropriate teaching-learning supporting materials/teaching aid/,etc are definitely excluded from the non-critical elements. Because, the success or failure of a teacher will be obviously depend on the above-mentioned critical elements. Points/elements out of these like participation in extra-curriculum is a non-critical element that measures him/her with the group/team as a member.

The United States Office of Personnel Management, (2001:6-7) identifies the following non- critical elements:

- a. **No performance based action:-** Failure to achieve non-critical element can not be used as the basis for a performance based adverse action, such as demotion or promotion.
- b. **Group Performance:-** Non critical elements are the only way an agency can include the group's or the team's performance as an element in the performance plan.
- c. **When they cannot be used:-** Non critical elements cannot be used in appraisal programs that use only two levels to summarize performance in the rating of record.

Can greatly affect the summary level:- sometimes the word non critical is interpreted to mean not as important.

2.5.3. Additional Performance Elements

An additional performance element is apart of individual, team or organizational performance that do not directly affect the accomplishment of individual and organization as a whole, but it has its own impact on the external image of the teacher or the school as an institution by the society. So, such elements are that performed out of the school compound like; participating in the nearby community development as individual or institutional, involvement in non-governmental

associations (i.e. professional association, NGOs and the like), etc. These kinds of elements have a great impact on the good will of the school and its community that, does not directly stated in the performance indicators. The United States Office of Personnel Management,(2001:8)stated the following points.

- a. **New Work Assignments:-** In a two level appraisal program, additional performance elements are the only way to include a discussion of group performance in the appraisal process.
- b. **Awards:-** Additional performance elements can be used to establish criteria for determining awards eligibility especially in a two level program that no longer bases awards solely on a summary level.

Critical Element Matrix

	Required in teacher's performance plan	Credited in the summary level	Can describe a group's performance
Critical element	Yes	Yes	No
Non-critical element	No	Yes	Yes
Additional performance element	No	No	Yes

Source: The United States Office of Personnel Management,(2001:11)

The table above depicts that whether the element is critical, non-critical or additional by its importance and weight. So as if the element is a major component of the work and addresses individual performance only, it is required in critical element of teacher's performance plan and credited in the summery level. The critical element also requires a significant time of individuals. But when things are out of the above-illustrated elements are treated as non-critical or additional according to their importance for the accomplishment of the school/institutional goal and described as a group performance.

2.6. Steps of Performance Management

It has been Ethiopian school experience that behavioral performance indicators mostly constitute the lion's share for management difficulties, as can be the personal observation of the researcher on the existing situation of the secondary schools of Addis Ababa. Conflict for examples, is often attributed to personality differences, or breakdown in communications. Alan, (1989:99) suggested that conflict is perhaps one percent of all institutions. Conflict is most often the result of two things disagreement over goals, or over ways to achieve them.

To minimize or overcome the stated above problem an organization should have a clear performance management process.

In doing so, according to Armstrong, (2001:153) there are five steps of performance management. These are performance planning, performance monitoring, training and development, performance rating/measurement, and rearward.

2.6.1. Performance Planning

Planning is a sketch of activities to be performed in a scheduled time in the future. These step emphasize the importance of shared view of needed performance between a manager and employee. Derek and Laura, (1987:317) pinpoint about the issue of shared view is that the main tasks about shared view of performance suggested that handing out a job description or list of objectives to the employee is not adequate.

Performance expectations need to be understood and where possible involve a contribution from the employee. In addition, they also added that the shared view can be expressed in a variety of ways, such as traditional job description, key accountabilities, performance standards, specific objectives or targets and essential competencies by using combination approach is necessary.

Besides, performance planning is a record of the action agreed to improve performance and to develop knowledge, skill and competencies. Armstrong, (1977:243) on his part argued on the issue of performance planning as, it is likely to concentrate on development in the current job to improve the ability to perform it well and also importantly to enable individuals to take on wider responsibilities extending their capacity to under take a broader role and The first principle of performance management is to focus on results and not lose sight of the out comes that are required to meet the organizations goals. Thus, people/school staffs should deserve a precise direction, understand what the organization/school going to achieve and the role what they expected to play in meeting it. This leads to design performance plan.

Certo and Appelbaum, (1986:9) in Bezuayehu (1996:23) stated that, choosing tasks that must be performed to attain organizational goals, outlying how the tasks must be performed, and indicating when the tasks should be performed Therefore, in planning one should consider and answered the following questions. Who is to plan? What to plan? And how to plan?

Who is to plan?

As Farrant (1980), Adesina (1990), Gorton and et al, (1988) cited in Buzuayehu (1996:24) remarks that the staff need to be involved in the planning process. Adams, (1987:23) also stated that, if there is an "Open" climate of staff involvement, then policy planning decisions may well be taken ultimately by the head on the recommendation of a small staff group, these in turn being based on opinions and ideas from across the entire staff spectrum. Views may also have been considered from governors, parents, pupils, and outside agencies.

What to Plan?

Williams, (1964: 61-65) enumerates major tasks that need to be performed at various times to effectively meet the general objectives of the school under the title "Planning the school year". Conducting faculty and departmental meetings, adjusting class sizes, and rescheduling students, scheduling programs of class visit, tests and examinations, performance evaluations, in service trainings and keeping and compiling the required information

How to Plan?

The success of any plan is determined in the methods of planning setting goals and the way of achieving them are vital in planning. Besides prioritizing activities has a great effect on the implementation of the plan and it needs due attention on the critical activities than others is a widely believed task to boost productivity and effectiveness (William, 1964:72).

2.6.2. Performance Monitoring

The ultimate test of performance monitoring is to analyze organizational performance that to establish the extent to which improvements can be attributed to performance management.

Derek and Laura, (1987:327) point out that the performance monitoring is increasingly seen as the way to manage employees performance rather than relying on appraisal alone. They also added, the system also present a more holistic view of performance appraisal is almost always a key part of the system, but is integrated with ensuring the subordinates effort is directed towards organizational priorities, like appropriate training and development is carried out to enable workers effort to be successful and that successful performance is rewarded and reinforced.

2.6.3. Performance Measurement /Rating

Measurement is a key aspect of performance management. As the Chinese proverb says, "If you cannot measure it you cannot improve it". Some people view that performance measurement is simply as measuring activities under tight control. But the fact is indeed to the contrary, it is a strategic and systematic approach of performance management.

Armstrong, (1977:240) suggested that, it is pointless to define objectives or performance standards unless there is agreement and understanding on how performance in achieving these objectives or standards will be measured. And also expressed the idea performance measurement should provide evidence of whether or not the intended results have been achieved and the extent to which the jobholder has produced that results. Besides it will be a base for generating feed back information for use not only by managers/principals but also by individuals to monitor their own performance. According to Armstrong (1977:241) performance measurement should:

- a. Relate to results not to efforts.
- b. The result must be with in the jobholder's control.
- c. Be objective and observable.
- d. Data must be available for measurement
- e. Be used or adopted wherever possible

School principals seek to review an individuals past performance and assess strengths, level of effort and the weakness which need further development. Margaret and Caroline, (1996:268) suggested the performance measurement that focuses on what the employee has actually done in the past and an attempt is made to build on the subordinate's strength and make improvements in other areas so that the subordinate can perform more effectively in the future.

Performance measurement can also lead to result oriented pay system in any organization. This pay system focuses on performance programs, which are compensation plans that pay individuals on the basis of some performance measure. Wage incentives, career development, salary increment, lump-sum bonus, profit sharing plans are some of the pay-for profit sharing plans are some of the pay for performance programs. According to Stephen and David, (1995:221) the difference between traditional and current compensation plans was that instead of paying an individual for the time he/she stay on the job, payment is adjusted to reflect certain performance measures. The performance measure include like individual productivity, team or group work productivity, departmental productivity, or overall organizational effectiveness in a period.

James and James, (2002: 247) mentioned that performance measurement system must be given to a number of aspects that impact on how effectively the system actually measures individual contributions in work settings on a reliable and valid manner. Reliability means stability and consistency of performance rating, and validity is concerned with how well the ratings actually measure work contributions.

Robert and Russell, (1998:121) also supported the idea performance review are seen as fairer to the extent that individuals are being appraised on fair criteria. Subordinates were more satisfied with their performance ratings when they agreed with their supervisors as to their appropriate job duties. They must also be applied consistently to all rates. The inconsistent application of performance standards is one important source of performance standards in one important source of perceived injustice (Greenberg. 1986) cited in Robert and Russell, (1998:121).

2.6.4. Training and Development

Training and development aims to increase employee's ability to contribute to organizational effectiveness. Training refers to the process designed to maintain or

improve performance in the present job. Development is a program designed to develop skills necessary for future work activities. It is designed to prepare employees for promotion and further task assignment.

Training and development is planned continuous efforts by management to improve employee competency level and organizational performance through training, education and development programs. Tilahun, (1990: 87) cited in Haileselassie, (2004:16) it is “ Whole range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques”. Derek and Laura, (1987:317) stated that there may well be unforeseen barriers to agreed performance which it falls within the managers remit to address, and sometimes the situation will demand that the expected performance needs to be revised. Sharing inside information that will affect the employee’s performance is often a key need.

One can infer from the above literature that an employee is working to achieve the agreed performance, hence, the manager retains essential enabling role, organizing the resources and identifying off-job training is a must.

Chatterjee, (1995) listed out the benefits of training as follows.

1. It establishes a sound relationship between the worker and his/her job- the optimum man task relationship.
2. It upgrades skills and prevents obsolescence that to keep pace with changing technology, training becomes mandatory for employees in order to update them, teach them newer skills and increase their efficiency.
3. It develops healthy, constructive attitudes training programs are aimed at moulding employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty;

4. It prepares employees for future assignments one of the objective of training is to provide an employee an opportunity to climb up the promotional ladder or to move on to assignments which will help upward mobility.
5. It increases productivity the most efficient and cost effective ways of performing jobs are taught to the employees which naturally leads to enhanced productivity.
6. It minimizes operational errors-unnecessary repetition, wastage and spoilage of materials are brought down, and deficiencies in methods of doing work are ironed out in training there by also reducing the hazard of accidents. Consequently, a safer and better work environment is created.
7. It enhances employee confidence and moral with better knowledge and skills, the employee approaches his/her job with greater confidence and sureness it also improves the moral of the employees and
8. It brings down employee turn over and absenteeism training is a powerful tool that breeds in the employee a sense of pride as well as of belonging. Both these contribute in a major way to checking and reducing turnover as well as absenteeism.

2.6.5. Performance Reward

Rewarding is recognizing teachers /employees individually and as members of groups for their efforts and performance and acknowledging their contributions to the school's or organization's objective. This may exhibit the principals /managers ability whether or not he/she follows the principle that controlled every behavior backed by its consequences. Given the trend of organizations towards flatter structures and increases use of teamwork, reward should be considered at the group at organizational levels, rather than just at individual level.

Rewards can serve to stimulate employee's teacher's performance. The consequence of reward may be positive or negative that follows a particular behavior or performance. According to Margaret and Caroline, (1996: 270) on their part also addressed about the issue of performance is that, performance appraisal basically entails trying to reward employees for their past work, while hoping that the incentive of a reward will encourage other employees.

One can refer from the above idea that these all can do through the two-way feedback system about the teacher's /employee's performance other wise it may decrease his/her motivation.

2.7. Factors Affecting Performance Management

According some research studies stated that there are certain factors that affect performance management like teachers perception, errors in appraisal performance, institutional capacity, motivation factor and lack of proper and two-way feedback system.

2.7.1. Teacher's Perception

One of the factors that can affect the effectiveness of performance management is teacher's perception towards their leaders/principals and the outcome of performance management. School principals should demonstrate real trust upon their teachers and/or subordinate as a whole. Habtamu, (2005:14) suggested that, employees in an organization must be able to trust two sets of people their leadership and each other. Manager can readily exhibit trust by providing employees with the unfettered authority responsibility and use resources independently meet job goals. If such trust is present, then short-term inequalities can and usually will be accepted and tolerated in the belief that they will be corrected in the long-term.

- a. **Recency:** this error occurs when raters remember events that occurred most recently instead of remembering an employee's performance during the entire appraisal period. Employee contributes to the problem by becoming more concerned about job performance as appraisal time approaches.

An appraiser also focuses on the behavior of a teacher which is exhibited recently, by ignoring behaviors which are showed far away the time. For example, it is not uncommon to observe some teachers in schools who try to strengthen their rapport with the school principal when two or three weeks are left for appraisal. Such behaviors are mostly artificial and may not long last.

- b. **First impression:** error occurs when a supervisor makes an initial judgment (Favorable or unfavorable) about an employee and then ignores information that fails to support the judgment and simply gives the employee the benefit of the doubt.

- c. **Halo:** occur when supervisors allow their rating of an employee on one time to influence ratings on all others times. The halo error is not as commonly believed necessarily associated with good performance. Robbins,(1997:225) cited by Legesse,(1992:16) defined halo error as the tendency for an evaluator to let the assessment of an individual on one trait influence his/her appraisal of that person on the other trait,

- d. **Central Tendency:** central tendency describes the reluctance of some supervisors to rate an individual as either very good or very poor. Consequently, all members /employees receive a rating of average or meet standards. This error usually occurs when a supervisor does not critically observe job performance and at appraisal time is not in a position to make distinctions. What the writer emphasizes here is if a school principal/supervisor treated all teachers at equal scale, none of them is treated fairly.

- e. **Rather patterns:** This error occurs because of range of individual differences among managers it is the patterns display that ranging from leniency to strictness. These patterns create problems when comparing the performance of individuals working under different supervisors.
- f. **Similar-to-me effect:** This is the tendency to favor employees who resemble the rater. The error develops when raters feel that certain aspects of their background or experience are especially not worthy. According to Szilagyi and Marc (1983:374) cited in Habtamu,(2005:41) similar error is an error in which the evaluator places a person who is similar to him/her in attitude, interest, race, sex, or other demographic characteristics in a more favorable light than others.
- g. **Contrast effect:** Contrast effects are present when a rater compares person's performance with that of others although the instrument is designed to measure performance against standards.
- h. **Stereotyping:** is the tendency to judge individuals on the basis of perceptions about the group to which they belong. This is often associated with race, ethnicity, gender, and age. (253).

2.7.3. Institutional /Organizational Capacity/

Organization decides to pursue certain goals, such as manufacture a particular product or offer certain service. These general objectives require that the work be divided up among various individuals and work teams. Consequently every one is giving some smaller sub goal, the completion of this goals will help to contribute to the over all organizational objectives.

In order to maintain the highest status on the field of work the organization should develop various theories and principles. Alan, (1989:142) identifies ten general competencies in respect to knowledge, skills, and attitude that an organization should fulfill to its employees. These are:

Responsibility: Employees must professionally deliver the products and services expected of them. Every employee represents the company and every customer interaction is important, be it smile and or thank you.

1. **Follow through:** Do what you say will do fulfill obligations. Monitor the operations to see if goals are being met.
2. **Respect:** Respect the customer doesn't underestimate the customer's intelligence or expectations. Ask the customer for feedback.
3. **Accessibility:** Do not hide behind answering services. You are there to perform not to evade.
4. **Responsiveness:** Be responsive listen to the subordinates, customers, suppliers, agents, stakeholders and other who are on the front line.
5. **Result orientation:** Focus on results not activities as the Chinese proverb goes "It makes no sense to go to bed early to save candles, if the result is twins".
6. **Accountability:** Make business decisions. Managers are paid to make such decisions.
7. **Awareness:** Watches the environment what is happening, no matter the distance that might affect you? Create and maintain sensitive contacts with the sounding business climate.
8. **Innovative:** Problem solving is important, but it is only makes you as good as you used to be. Do not be satisfied merely fixing things sought to improve them.
9. **People orientation:** Every business is a people business. The first priority must be proper selection, development, motivation and rewarding of people.

Poor management, which is a factor in everything from small business failures to the dismissal of large organizations, is the largest single cause of poor performance (Alan,142).

There are also influences on organizational performance:

- a. Strategic factors technology, production, capabilities, service offered etc.
- b. Human Resource performance physical ability, skills and knowledge, behavior etc
- c. Outside environment competition, regulation economy, society etc

- d. Organizational performance attainment of quality volume, return, share, deadlines, yield, image, etc.
- e. Inside environment policies leadership culture, relationship etc.
- f. Financial resources credit, interest, diversity etc of this combination of factors, the human resource performance is the most critical to organizational performance because it affects all other contributing factors as well. (Alan, 1989:153).

2.7.4. Motivation Factor

Motivating and building teacher's moral is one aspect of school managements /principals to inspire their working feelings. As (Hicks and Gullet, 1981:301) cited by Bezuayehu, (1996:40) stated "Management activities such as planning, organization,

controlling are dormant cocoons until the leader triggers the power of motivation in people and guides them towards goals".

also confirms that.

For teachers there can be little doubt that achievement and recognition are substantive contributors to job satisfaction; and compared with many other occupations, the opportunity for the individual teacher to attain a pleasurable emotional state through appraising that the job is achieving or facilitating one's values remains high. (Dennison and Shenton, 1987:44) in Bezuayehu (1996:43).

On the basis of various researchers conducted on job satisfaction of teachers, cited by Bazuayehu, (1996:44) (Griffiths, (1979), Dennison and Shenton, (1987), Mbiti, (1984), Nwanko, (1982), Dean, (1985), Everard and Morris, (1990) Seem to agree that the principal should:

- a. Strive to show support, interest, recognition, praise, encouragement, respect, imagination, trust and flexibility to the staff consistency and impartially.

- b. Involve staff members in the operation of the school and provide opportunity for teamwork among them.
- c. Apply the principles that underline good delegation, consultation, and communication;
- d. Be fair and equitable in distributing the teaching load and special duties to the staff; and
- e. Attempt to promote the personal and professional advancement of teachers through sensitive appraisal, challenging work and in service program.

2.7.5. Lack of Feedback

Feedback is the aspect of receiving data and information about ones performance, which could be positive or negative. Feedback should be timely specific and useful in order to rectify the poor performance and maintain or enhance the effective performance of a teacher /employee.

Feedback is also information about the past, which people expect the information after they have done something to know whether or not they did adequately.

Hence, that tells the performer whether he/she proceeds in the same manner or need some correction on his/her previous task.

According to Judith, (2004:155) "Feed back is let know departments, team and individuals on how well they are meeting expectations". This can show as that people are needed and desired information on how they perform well.

Robert and Russell (1998:126-130) stated that ratings have been made after PA based on a fair format and by qualified rater. It is obvious that the result should be communicated to the teacher/employee. He also added, to be fair the rater should be:

- a. Supportive
- b. Participative
- c. If desired, discuss both developmental information and subordinates evaluation, and

- d. Use only constructive criticism.

On the other hand, he also put the dis argumentative or destructive criticisms such as:

- a. General in content.
- b. Blame the person or attributes of the person as the cause of poor performance.
- c. Make threats.
- d. Inconsiderate in tone and content.
- e. Delivered after too much time has passed since the negative behavior is committed.
- f. Delivered in an inappropriate setting.

2.7.6. Global Pressure

Since living in the today's competitive world becomes tougher and tougher. So, to overcome this challenge running with the pace of the globe is not optional. To do, so, change is an important element.

People will see change be it positive or negative as an opportunity for growth. Thus, success in promotion, achievement, recognition, acceptance brings with it change through performance management of the whole work.

The global pressure influences institutions to have and develop progressive policies in order to be the best over their competitors. According to Gideon, (1999), globalization is characterized as a free flow of capital, labor, idea, technology, culture, etc and ease of skill transferability (Human Resources Management paradigm and performance management concepts and practices).

2.7.7 Local Demand

To curve the low productivity of organizations there is a transformational policy in the educational bureau of Addis Ababa City Administration like re-engineering.

Performance management is the core point of transformation in every aspect of the institutions/schools to enhance productivity and effectiveness. There is no fit for all model of performance management. Adebabay, (2002:14) said that, ... low administrative capacity and causes of poor performance can be routed in social norms and patterns of behavior rather than administrative structure it does not solved by applied by universal model of performance management.

Since there is no universally accepted single process or one size fits for all organization, it can vary based on situations or context of that organization. So, one can infer from the above literature that every organization can develop its own performance management method, which is suitable for its objectives and operations.

2.8. Performance Management vs. Performance Appraisal

2.8.1. Performance Management

Performance management is a strategic and systematic approach to the overall improvement of performance management. Indeed, measuring/appraising performance is one component of the general performance management to achieve the desired goals/objectives of an institution. Performance management involves planning, monitoring, developing, measuring, and rewarding.

The Ethiopian Civil Service Commission (1996 e.c: 7.) defines performance management as a strategic and integrated approach to deliver success to organizations by improving the performance of the people and by developing the capabilities of the teams and individuals.

Whereas, Performance appraisal is a process including measurement to determine how well he/she the task or objective accomplished standards. Performance appraisal/evaluation is simply making a judgment on the work done whether it is

good or not by observation or using some measurement methods like trait, behavior and outcome based methods. Berhanemeskel, (1999:12) stated that, judgment may be based on observation of long continued characteristics of a person's known behavior or they may be the result on a single observation in which the person's particular action.

Furthermore, performance appraisal involves different parties like; the employee, the manager/supervisor, and the larger organizational unit. Each has known the objective that what the performance appraisal is going to be achieved. It also serves as a base for other personnel programs (counseling, salary increment, promotion, training and development, etc.) and also it is a formal program of communication between the boss and the subordinate.

Performance appraisal is one method of assessing the work performed under the large performance management process. Performance Management is of course more than assessing an employee's performance at regular intervals. It has a number of tasks; monitoring, coaching, giving feedback, gathering information, developing, rewarding, and the like. It accomplishes those tasks in the context of objectives of the overall goals of the organization. According to William and Phillip (1991:11) performance management approach makes better use of the performance appraisal, because it uses the information and the performance appraisal interaction to support definite goals;

It is also makes for fairer and more accurate performance appraisal, because defining the aims of the organization and to form a clearly job related criteria for the appraisal. To measure how the employees did their job during the appraisal period as measured against standards or competencies reflecting identified organization wide core value and needs of this role. Habtamu (2005:11) defined that performance appraisal is informing or aware an employee how well he/she is doing his/her job in

accordance with the standards set. Hence, to determine the whole accomplishment of an institution it should require measuring individual contributions for the success or failure of it through appraisal system. Performance appraisal is operational activity that focuses on measurement of an individual, which valued to overall institutional achievement. In doing so, performance appraisal is one aspect of measuring the achievement of individuals and team in the work.

2.8.2. Performance Appraisal

Performance appraisal (PA) is a formal written assessment of employee work contributions and communication that takes place with employees before, during and after the assessment. It also conveys to employs how well they have performed on the established goals.

Margaret and Caroline (1996:265) stated that appraisals regularly record an assessment of an employee's performance, potentials and development needs. It is the opportunity to take an overall view of content of the subject, loads and volumes of the teachers' period, to look back on what has been achieved during the report period and agree objectives for next.

Moreover, performance appraisal serves for making managerial decisions through identifying training needs, decision on promotion and rewarding are some of its purpose. Chandan, (1997:286) supported this issue that PA is as one of the major issues in human resource management is undertaken almost by every organization irrespective of its objectives; because, they are interested in assessing how well their employees had been performing.

Robert and Russell, (1998:109) on their part explained that performance appraisal as a fair to the extent that it accurately assesses performance of individuals. James and James (2002:242) also stated that performance appraisal systems should support an

organization's human resources strategies that are reward individual contributions; performance rating can be used to determine merit pay. Many aspects of education are subject to evaluation be it school test, performance appraisal of teachers, curriculum, educational projects. Rue and Lloyd (1990:14) defined the term performance appraisal refers how well an employee is fulfilling the requirements of the job and also, ideally involves establishing a plan for improvement.

Supervisors conduct most employees' performance appraisals. Even though, a supervisor is not always the sole source of pertinent information about employees' performance. Stephen et al, (1995:315) strengthen this idea that today, effective supervisors treat the performance appraisal as an evaluation and development tools, as well as formal legal document. It is review past performance emphasizing positive accomplishments as well as deficiencies.

Besides, appraisal as a means for helping employees improves future performance. These days, some organizations have added various evaluation mechanisms like; self-evaluation, peer evaluations to supplement the evaluation made by supervisors.

2.8.2.1. Importance of PA

Evaluation of teachers' performance has its own purpose to work, and it has also an important component, which deals with the issue of who should evaluate. The MOE, (1987 E.C. 9) stated that in Ethiopian until fairly recently, evaluation of teachers had been carried out by principals, supervisors, and students and parents.

According to Margaret and Caroline, (1996:268) cited in Alemu (2000:15) pointed out the main significance of performance appraisal when assessing the employee's performance has the following importance. These are to:

- a. Improve current performance
- b. Provide feed back
- c. Increase motivation
- d. Identify training needs
- e. Identify potentials
- f. Aid career development
- g. Award salary increase

- h. Solve job problems
- i. Let individual know what is expected of them;
- j. Clarify job objectives
- k. Provide information about the effectiveness of the selection process.
- l. Aid in career planning and development
- m. Provide information for human resources planning
- n. Provide reward; and
- o. Assess competencies.

2.8.2.2. Performance Appraisal Problems

Management should review performance information routinely. The competitive environment, the nature of the objectives being measured, the level of review, and many other factors should determine the frequency of the reviews. According

Margaret and Caroline, (1996:270) some of the traditional believes towards Performance Appraisal are:

- a. Links with pay preventing open discussion of problems or of areas whether improvement could be made
- b. Keeping information secret from the employee
- c. The appraiser attacking the appraisee's character.
- d. Being too subjective in judgment and
- e. Using appraisal as part of disciplinary process.

2.8.2.3. Types of Performance Appraisal

2.8.2.3.1. Self-Appraisal: However, it is difficult to appraise one self's own performance fairly, it is important to make self-appraisal in providing information to supervisor and to identify are of the weakness of the teacher /employee. James and James Lindner (2002:250) stated that, in some situation employees rate their own performance. This could be appropriate if a job is so unique and highly specialized that the employee is the only person who understands it. Self- appraisal is combined with supervisory appraisal. Self-appraisals are useful in development because they emphasize personal growth, intrinsic motivation, and goal setting.

Derek and Laura, (1987:321) discussed about self appraisal, the little doubt that people are capable of rating themselves, but the question here is will individuals rate themselves fairly?

When employees were asked to compare themselves with other they tend to over rate themselves. In addition, Robert and Russell, (1998:125) suggested on the self-appraisal, it is more lenient than peer and supervisory ratings. In the other hand including self-rating seems to produce better employee attitude than does an exclusive reliance on supervisory rating.

2.8.2.3.2. Peer Appraisal: Some other times organizations use the peer rating for evaluating the performance of individuals through their friends or peers which is more reliable and valid than supervisory evaluation.

Derek and Laura, (1987:323) supported this idea that peer ratings are both acceptable, reliable and valid and have advantage that peers have more comprehensive view of the appraises job performance. The problem here is may occur " Grassing " each other. James and James, (2002:250) on their part stated peer or team appraisal is very useful because work group members see various aspects of their coworker's performance that may not be observed by supervisors.

The literature above shows that a team or peer appraisal is more important in establishing of performance management process.

2.8.2.3.3. Subordinate Appraisal: Now a day's increase the participation of subordinates is using subordinate appraisal approach that enhances the awareness of employees in performance management process. James A and James R. Linder, (2002:250) explained that subordinate appraisal has been used in organizations for some time. One of the most familiar applications is where students rate the

performance of their teachers. The major advantage here is that the feedback from such appraisals can be very useful for development purpose. It also causes superiors to be more responsive to legitimate concerns of their employees.

2.8.2.3.4. Assessment Center: Assessment centers can be used in the appraisal of potential supervisors and managers. The advantage of this is that potential can be assessed on the basis of factors other than current performance.

Derek and Laura, (1987:323) supported the idea that it is well accepted that high performance in a current job does not mean that an individual will be a high performer if promoted to a higher level.

2.8.2.3.5. Immediate Supervisor /Manager Appraisal

As the trends the researcher observed from the practices of performance appraisal most appraisals are carried out by the employee's immediate manager /supervisor. It is appropriate for many reasons. The advantage of this is the immediate supervisor usually has the most intimate knowledge of the task that an individual has been carried out and how well they have been done. At the same time, the supervisor has both a right and a duty to make both administrative and developmental decisions regarding subordinates Armstrong,(1996:15).

James and James, (2002:249) suggested that, the supervisor normally assigns and observes the work and is responsible for giving rewards and /or sanctions in accordance with job behaviors and outcomes. Derek and Laura, (1987:321) on their part stated that, the annual appraisal is also the logical conclusion of ongoing management of performance that should have been taking place throughout the year between the supervisor and the employee.

The disadvantage of supervisory appraisal includes the familiar objection to "Playing God" as well as a possible lack of interpersonal skills needed to maintain positive relationships with subordinates.

2.8.2.3.6. 360-Degree Appraisal: This kind of appraisal is more or less a combination of other appraisal methods. The 360-degree method basically involves an employee being rated by subordinates, peers, supervisors and customers and even by self - assessment. Turnow (1993) cited by John, (2002:141) argues that 360-degree appraisal rests on two main assumptions first, our self-awareness is increased by the knowledge of discrepancies between how we see ourselves and how others view us. Second, enhance self-awareness is necessary for improved performance and becomes a necessary foundation block for leadership and management development program. Furthermore, questionnaires are used to gather the data; interviews are rarely used in this appraisal method.

2.8.2.3.7. Management -By- objective: MBO is a system in which people at each level of the organization set goals with collaboration to subordinates on the basis of mutually agreed objectives. Lane and Arthur, (1977:232) pinpointed this idea MBO is a managerial process where by organizational purposes are diagnosed and met by joining supervisor and subordinates in pursuit of specific, measurable, time bounded, and joined to an action plan; progress and goal attainment are discussed and monitored in appraisal sessions which centered on mutually determined objective standards of performance, John, (2002:138) defined the term MBO as “ The process of MBO involved managers and employees discussing the goals of the business unit as well as how the employee’s job contributed to achievement of these goals ”. Raymond et al, (2007:264) on their part expressed their idea on MBO is employees at all level are contributing to organizations over all goals.

These goals become the standards for evaluating each employee’s performance. It has three components.

- a. Goals are specific, difficult, and objective
- b. Managers and their employees work together to set the goals

The manager gives objective feedback through the rating period to monitor progress towards the goals.

CHAPTER THREE

Research Design and Methodology

3.1. Research methodology

The methodology that was used in this study is to serve for the aim and objective of the paper. Inline with the research approach is designed to answer the research questions revolving around the practices of performance management. So, a descriptive survey method was employed to achieve the aim of the study and to collect complete and appropriate information from the available source. The relevance of this method to such purpose is appropriate in order to describe the practice of performance management and to investigate the current factors that hindered for the application of performance management approach or system in Addis Ababa secondary schools. Marc, Phillip, and Adrian, (1997:79) discussed on the issue of descriptive research is to portray an accurate profile of events or situations. They also added their discussion on survey is that it allows the collection of a large amount of data from a sizeable population in a highly economical way. It also based mostly on a questionnaire; these data are standardized, allowing easy comparison. Therefore, the relevance of this method that has designed in this research context is to collect primary data on the implementation of performance management.

3.1.1. Source of data

The primary sources of data for the study were obtained from the target group of the study that are secondary school principals, deputy principals (school management) and secondary school teachers of Addis Ababa city administration.

Secondary data/information was gathered from various documents on performance management.

3.1.2 Sample and sampling techniques

The Addis Ababa City Administration has 31 government secondary schools with 2,431 teachers out of which 410 are female teachers and the remaining 2,021 are male teachers. In this regard, the secondary schools of Addis Ababa have been taken in this study given below is the breakdown of the schools in the study area.

Table.1. Number of secondary schools and teachers in each sub-city

Ser. no	Sub-City	No. of secondary school	Number of teachers		
			Male	Female	Total
1.	Addis Ketema	2	175	18	193
2.	Akaki-Kaliti	3	116	29	145
3.	Arada	6	292	40	332
4.	Bole	3	207	53	260
5.	Gulele	3	335	62	397
6.	Kirkos	3	244	40	284
7.	Kolfe-Keranio	2	202	55	257
8.	Lideta	2	82	32	114
9.	Nefas silk-Lafto	3	153	22	175
10.	Yeka	4	215	59	274
11.	Total	31	2021	410	2431

Source: Addis Ababa City Administration Education bureau statistics annual Abstract 2006/2007 unpublished.

Accordingly, in determining the sample size from the total population was considered the nature and characteristics of the population. Moreover, the researcher selected or prepared the sample size, which were reliable and appropriate for the study. Therefore, to fulfill the required amount of sample size was, each one secondary school was selected randomly by lottery method from each of the ten sub-cities in order to represent and cover wide area of population.

In this regard, the researcher have taken one secondary school each from the ten sub-cities that are 10 schools total, which represents by two-school management and 20 teachers were chosen randomly from each secondary schools. To ensure this, each school and individual was given an equal chance to include in the study from the total population.

Thus simple random sampling technique was used. Therefore, from the total 31 government secondary schools the 10 (32.25%), and from the total 2,431 secondary

school teachers have also taken 200 (8.23%) and finally out of the total 62 school principals and deputy principals the 20 (32.25%) were selected for the study. The schools selected are.

1. Dilachen (Addis Ketema sub-city)
2. Higher 4 (Lideta sub-city)
3. Medihanialem (Gulelle sub-city)
4. Menen (Arada sub-city)
5. Kokebe Tsebah (Yeka sub-city)
6. Bole (Bole sub-city)
7. Abiyot Kirs (Kirkos sub-city)
8. Ayer Tena (Kolfe Keranio)
9. Nefas silk (Nefas silk Lafto sub-city)
10. Derartu Tulu (Akaki Kaliti sub-city)

3.1.3. Instrument of data collection

In order to obtain the required and necessary data from the sample government secondary school principals, deputy principals (school management) and teachers of Addis Ababa City Administration structured questionnaire was used as a basic instrument.

The questions were Likert-rating scale type in order to assess the implementation of performance management in the secondary schools, in the form of the level of agreement or disagreement respectively on the factors that indicated. To confirm the validity and reliability of the structured questionnaire were pre-tested by distributing thirty copies of the draft questionnaire to two secondary schools in Kirkos sub-city. The result of pilot test for reliability was tested using the split half method with the help of SPSS program.

The result of reliability analysis for the questionnaires was 0.8956 and 0.9384 for both school management and teachers respectively. As Gay (1980:7) suggested that

instruments with a reliability coefficient >0.50 can be considered as reliable. So, the questionnaire was reliable as it was greater than the reliability coefficient of 0.50 that revealed by the test.

3.1.4. Techniques of data Analysis

To identify the problems and opportunities of the implementation and practices of performance management in Addis Ababa City Administration government secondary schools, the data were analyzed and interpreted via the appropriate statistical methods.

1. Analysis of variance (ANOVA) was used to investigate whether there was significant difference in the means of respondents of the implementation of performance management.
2. Chi-square (X^2) test was employed to determine whether or not the difference between the school management and teachers' responses in the implementation of performance management.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

This chapter presents the analysis and interpretation of the data obtained from the respondents via questionnaire. It consists into nine main parts.

The first part is dealing with the sample respondents of the study with regard to their age, sex, educational qualification, position in the school and level of service years.

The second part of the chapter is also present the analysis and interpretation of the data that relate to the level of implementation performance management in government secondary schools of Addis Ababa city Administration.

The third, fourth, fifth, sixth and seventh parts are dealing with the analysis and interpretation of planning, monitoring, measuring, developing and rewarding of performance management respectively in the government secondary schools of the city Administration.

Hence, the eighth part of the chapter is dealing with the analysis and interpretation concerning to the challenges of performance management in the secondary schools. Finally, the last part of the chapter presents the analysis and interpretation of performance management prospects during the implementation at government secondary schools of the Addis Ababa city Administration.

4.1. Characteristics of Sample Respondents

The data for the study was gathered from ten government secondary schools in Addis Ababa city Administration twenty school principals and deputy principals and 200 teachers. Thus, 220 copies of questionnaires were distributed to the study population, of which 200 copies were distributed to teachers and the remaining 20 copies were addressed to school principals and deputy principals. Even though 220 questionnaires were distributed, due to certain reasons some of them were not returned back to the researcher. So, 81% of the questionnaires were returned and the 19% were not returned. The returned questionnaires were 75% and 82% of school principals and deputy principals and teachers respectively.

Table 1: Summary of Respondents Characteristics/Personal data

Ser. No	Characteristics	Principals and Deputy Principals		Teachers		Totals	
		Number	% with in the group	Number	% with in the group	Number	% with in the group
1	Age						
	20-25	1	6.7	46	28	47	26.3
	26 - 30	-	-	37	22.6	37	20.7
	31-35	6	40	20	12.2	26	14.5
	36-40	8	-	17	10.4	17	9.5
	> 40	-	53.3	44	26.8	52	29.1
	Total	15	100	164	100	179	100
2	Sex						
	Male	10	66.7	119	73.9	129	73.3
	Female	5	33.3	45	26.1	47	26.7
	Total	15	100	164	100	179	100
3	Educational Qualification						
	MA/Msc	2	13.3	3	1.8	5	2.8
	BA/Bsc	10	66.7	100	61	110	61.5
	Diploma	3	20	43	26.2	46	25.7
	< Diploma	-	-	18	11	18	10.1
	Total	15	100	164	100	179	100
4	Position in School	15	100	164	100	179	100
5	Service Years						
	< 2 Years	1	6.7	41	25.2	42	23.6
	3 - 5 Years	-	-	32	19.6	32	18
	6 - 10 Years	1	6.7	28	17.2	29	16.3
	11 - 15 Years	5	33.3	11	6.1	16	8.4
	16 - 20 Years	2	13.3	12	7.4	14	7.9
	> 20 Years	6	40	40	24.5	46	25.8
	Total	15	100	164	100	179	100

As indicated in table 1 the distribution of the respondents showed that 1(6.7%) of principals and 46(28%) of teachers were 20 – 25 years old, none of principals and 37 (22.6%) of teachers were between 26 – 30 years. The other 6(40%) of school principals and 20(12.2%) of teachers were between the ages of 31 – 35 years. None of the principals and 17(10.4%) of the teachers was the age of 36 – 40 years. The remaining 8(53.3%) of principals and deputy principals and 44(26.8%) of teachers were above 40.

Regarding, the distribution of sex, also revealed that 5(33.3%) of the respondents are female and 10(66.7%) of the respondents are male. The 119(73.9%) and 45(26.1%) of teacher respondents were male and females respectively.

Also, the table above showed that the educational background of the respondents. In this regard, 2(13.3%) principal and deputy principals and 3(1.8%) teachers were masters degree holders, 10(66.7%) principal and deputy principals and 100(61%) teachers were also graduates with first degree, 3(20%) principal and deputy principals and 43(26.3%) teachers were diploma holders, while 18(11%) teachers held a diploma.

Finally, the figure indicated that the work experience of principals and deputy principals and teachers of the sample respondents were 1(6.7%) and 41(25%) of the respondents principals and deputy principals, and teachers who worked below 2 years in the school. One principal and/or deputy principal has 3 to 5 years of service and 32 (19.6%) of teachers had between 3 to 5 years of service. Also one respondent principal had between 6 – 10 years there was 1 (6.7%), principal or deputy principal and 28 (17.2%) teachers were categorized. There were also principals and deputy principals and teachers who served between 11 -15 years were 5 (33.3%) and 10 (6.1%) respectively. Then, 16 – 20 years service was also 2 (13.3%) principals and/or deputy principals and 12 (7.4%) teachers were categorized. Lastly, there were also principals and deputy principals and teachers who have worked 20 years and above were 6 (40%) and 40 (24.5%) respectively.

Table 2. Responses on whether performance management is implemented in secondary schools or not

Ser. No	Respondent group	Number	Mean	ID	95% confidence interval for mean	ANOVA Test					
							S.S	df	Mean Square	F	P value
1	Principals & deputy principals	15	4.33	0.488	4.06 - 4.60	Between group	13.707	1	13.707	10.588	0.001
	Teachers	164	3.33	1.178	3.15 - 3.52	Within the group	222.667	172	1.295		
	Total	179	3.42	1.169	3.24 - 3.59	Total	236.374	173			

N.B: Level of Agreement, ("< 2.50 = strongly disagree, 2.51 - 2.99 =Disagree, 3.00 - 3.49 = Agree, > 3.50 =strongly Agree ")

As can be seen in the result, the two groups of respondents had no have significant different in rating on how performance management is implemented in the government secondary schools of Addis Ababa City Administration. Though, their mean square of the respondents (4.33) of principals and deputy principals strongly agreed that the performance management is implemented in the secondary schools (3.33) of teachers also agreed for the implementation of performance management at their schools. This indicated that the degree of agreement of the school principals and deputy principals were higher than of the teachers. On the other hand, though the teachers agreed, they have certain reservations on the implementation of performance management in the government secondary schools. As Armstrong (1996: 246) strengthens the idea that performance management is a process for establishing shared understanding about what to be achieved, and an approach to managing and developing people in a way, which increases productivity. Thus, implementing performance management is significant enough.

Therefore, the difference between the mean scores of both groups of respondents in Performance management implementation was computed to be significant enough at 0.001 level of P-value (level of significance). This shows that schools have started the implementation of performance management that help them to enhance their effectiveness and efficiency.

Table 3. Responses on the extent of performance planning implementation in performance management

Ser. No	Statement	Respondent group	N	Mean	ID	95% confidence interval for mean	ANOVA Test				
								SS	Df	Mean Square	F
2	Teachers understand the standard expected from them in performance management	Principals deputy principals	15	3.47	1.125	2.84 - 4.09					
		Teachers	164	3.73	1.020	3.58 - 3.89					
		Total	179	3.71	1.029	3.56 - 3.86	0.985	1	0.985	0.930	0.336
3	Individual objectives are alleging with the school objectives	Principals deputy principals	15	3.60	1.242	2.91 - 4.29					
		Teachers	164	3.57	1.171	3.39 - 3.75					
		Total	179	3.57	1.174	3.40 - 3.75	0.011	1	0.011	0.008	0.928
4	The school has a clear and understandable objectives	Principals deputy principals	15	4.29	1.267	3.5 - 5.02					
		Teachers	164	4.17	1.196	3.99 - 4.36					
		Total	179	4.18	1.199	4.00 - 4.36	0.71	1	0.171	0.118	0.731
5	Teachers are involved in school objective setting	Principals deputy principals	15	4.00	1.134	3.34 - 4.63					
		Teachers	164	3.91	1.194	3.73 - 4.10					
		Total	179	3.92	1.186	3.75 - 4.10	0.101	1	0.101	0.072	0.789
6	The school principal and teacher set performance objective together	Principals deputy principals	15	3.80	1.207	3.13 - 4.47					
		Teachers	164	3.52	1.252	3.33 - 3.72					
		Total	179	3.55	1.247	3.36 - 3.72	272.801	175	1.559		
Note. Level of Agreement: (" < 2.50 = strongly Disagree, 2.51 - 2.99 = Disagree, 3.00 - 3.49 = Agree, and > 3.50 = strongly Agree").							273.842	176			

According table 3 above the principals and deputy principals' respondents (with mean value of 3.47) agreed that teachers understand the standards expected from them in performance management and teacher respondents were strongly agreed to the statement (with the mean value of 3.73). These depicted that, however, the principals and deputy principals have a little difference from the teachers both have agreed on the statement, this means there were no significant difference between the two groups of respondents. Thus, one can infer from this result that it exists a good practice of planning in performance management in the government schools of Addis.

Regarding to the statement of individual objectives is aligning with the school objectives the table above also depicted that the responses of principals and deputy principals (with the mean value of 3.60) and responses of teachers (with the value of 3.57) were strongly agree. These have shown that positive correlation of both respondents that emphasized the alignment of individual and school objectives are applicable in the secondary schools of Addis Ababa.

In addition, as can be seen from the above figure both groups of respondents (the principals and deputy principals and teachers) strongly agreed on the statement that the schools have a clear and understandable objectives with the mean value of (4.29 and 4.17) respectively. Thus, the value tells us that there was no significantly difference in having the schools a clear and understandable objective to implement performance management at school level. Certo and Appelbaum (1986:9) cited by Bezuayehu (1996:23) suggested that choosing tasks that must be performed to a train organizational goals/objectives that have stated earlier. Furthermore, Armstrong,(1977:235) confirmed that performance management is create a shared vision, mission and objectives of the organization that helping every individual employee to understand and recognize their part in contributing to them.

In relation to the statement that teachers are involved in school objective setting is also responded strongly agreed by the groups of respondents (the principal and deputy principal and teachers) with the mean value of (4.00 and 3.91) respectively. This depicted that the strong correlation of school management and teachers on the statement there is teachers participation in the objective setting of the schools which enhances the implementation of performance management the individual teachers understanding what results will be expected of them. Hence, Judith, (2004:10) supported this idea that when employees involve in objective setting of their organization, they can deserve clear direction, understanding of what the organization is trying to accomplish and what role they play in making it happens.

Finally, the groups of respondents (principal & deputy principal and teachers) were strongly agree to the statement about the school principal and teacher set performance objectives together with the mean value of (3.80 and 3.52) respectively which do not have any significant difference between them. As noted on the table above that revealed the teacher and his/her supervisor have set a performance objective of his/her individual task that help to boost the attitudes and competencies of teachers and school principals to carried out the duty of objective setting successfully. Thus, the mean score of both respondents for all the above items were no significantly different due to the greater P-value or level of significant than of alpha 0.05 ANOVA value. So, this tells us that:

- Teachers would be clear about the outcome expected of them;
- The individual objectives are cascaded from the entire institution or school objectives; and
- School principals and teachers are interested being they were stated their objectives together.

Table 4. Responses on the level of monitoring performance when performance management is implemented.

Ser. No	Statement	Respondent group	N	Mean	SD	95% confidence interval for mean	ANOVA Test				
							SS	Df	Mean Square	F	P value
7	Performance management measures and identify good and poor performance	Principals deputy principals	15	4.14	0.770	3.70 - 4.59	1.776	1	1.776	1.575	0.211
		Teachers	164	3.77	1.082	3.60 - 3.94	196.264	174	1.128		
		Total	179	3.80	1.064	3.64 - 3.96	198.040	175			
8	Performance management ensured the realization of work plans & goals	Principals deputy principals	15	4.07	0.704	3.68 - 4.46	0.437	1	0.437	0.344	0.558
		Teachers	164	3.89	1.156	3.71 - 4.07	220.921	174	1.270		
		Total	179	3.90	1.125	3.74 - 4.07	221.358	175			
9	Performance management help in detection and correction of problems	Principals deputy principals	15	4.27	0.458	4.01 - 4.52	0.977	1	0.977	0.831	0.363
		Teachers	164	4.00	1.122	3.83 - 4.17	206.933	176	1.176		
		Total	179	4.02	1.084	3.86 - 4.46	1.528	177			
10	Performance management measured by monitoring the process in order to making necessary adjustment to ensure whether the standards are adhered	Principals deputy principals	15	4.07	0.704	3.68 - 4.46	1.528	1	1.525	1.301	0.256
		Teachers	164	3.73	1.111	3.56 - 3.91	204.449	174	1.175		
		Total	179	3.76	1.085	3.60 - 3.92	205.977	175			
11	Performance management incorporates the opinion of stake holders	Principals deputy principals	15	3.87	1.246	3.18 - 4.56	0.528	1	0.528	0.392	0.582
		Teachers	164	3.67	1.152	3.49 - 3.85	237.953	177	1.304		
		Total	179	3.69	1.157	3.52 - 3.86	235.480	178			

Level of agreement; <2.50 = Strongly disagree, 2.51 up to 2.99 = disagree, 3.00 up to 3.49 = agree, > 3.50 = Strongly agree.

As noted on the above table 4 statement/item 7 was responded strongly agreed by both groups of respondents (principals and deputy principals and teachers) with the mean value of (4.14 and 3.77) respectively which indicated that there is no significant difference between the respondents which means both are strongly agreed on the statement that performance management measured and identifies good and poor performance better than the previous measurement standards. According to Derek and Laura, (1987:327) performance monitoring is increasingly seen as the way to manage employees performance rather than relying on appraisal alone. At the same time, these can also reduce the monopolistic power of supervisors in the period of performance appraisal.

To examine the responses of groups of respondents of secondary school principals and deputy principals and teachers on the statement of number 8 is also similar to the above one that the group respondents were strongly agree on that of performance management ensures the realization of work plans and goals with the mean value of (4.07 and 3.89) respectively. One can infer from the above figure that the level of agreement is highly close and positively correlated meaning there is no significant difference between the respondents because of the existence of stated organizational priorities.

Moreover, the groups of respondents (principals and deputy principals and teachers) expressed their views through rating the level of agreement on the statement is almost the same, they strongly agreed with mean value of (4.27 and 4.00) respectively which is almost equal and indicated that there is no significantly difference between the school management and teachers view on the issue.

Hence, principals and deputy principals strongly agreed on the performance management measured by monitoring the process in order to making necessary adjustment to ensure whether the standards are adhered (with the mean value of 4.07). However, teachers strongly agreed on the statement like the principals their mean value is a little bit lesser than of the principals whose is (3.73) that rest on the category of strongly agree.

These showed that performance management monitoring is better to ensure the adherence of standards and help to made adjustment on time when errors committed.

Last but not least, the groups of respondents were put their level of agreement on statement number 11 that was whether opinion of stake holders is important to the performance management monitoring or not. For this point principals and deputy principals were strongly agree (with the mean value of 3.87) and the teachers also strongly agreed to the statement (with the mean value of 3.67) that showed there is no significant difference between the respondents on the issue. One can learn from the above data that opinion of stakeholders (parents, students, community representatives, government officials) was very important to boost the effectiveness of the school and enhances implementation of performance management at school level.

Therefore, both respondents have scored greater than 0.05 ANOVA value on the items of 7,8,9,10 and 11 using monitoring in performance management is significant enough. Hence, the data depicted that by monitoring and measuring the process identifies the well and weak performance, know the level of accomplishment of the stated goals and plans and incorporates all the stake holders view on the whole process.

Table 5: Responses on the level of using development as component of performance management

Ser .No	Statement/item	Respondent group	N	Mean	ID	95% confidence interval for mean	ANOVA Test				
							SS	Df	Mean Square	F	P value
12	Teachers are given a training on performance management	Principals deputy principals	15	3.21	1.477	2.36 - 4.07	0.000	1	0.000	0.000	0.993
		Teachers	164	3.21	1.301	3.01 - 3.41	299.177	173	1.729		
		Total	179	3.21	1.311	3.02 - 3.41	299.177	174			
13	Principals have taken trainings on performance management	Principals deputy principals	15	3.93	1.100	3.32 - 4.54	2.073	1	2.073	1.429	0.234
		Teachers	164	3.54	1.213	3.35 - 3.73	248.123	171	1.451		
		Total	179	3.58	1.206	3.40 - 3.76	250.197	172			
14	Training programs are arranged according to identified needs	Principals deputy principals	15	3.40	1.404	2.62 - 4.18	0.232	1	0.232	0.141	0.708
		Teachers	164	3.27	1.272	3.07 - 4.47	289.723	176	1.646		
		Total	179	3.28	1.280	3.09 - 4.47	289.955	177			
15	Training programs are inline with the school development plan	Principals deputy principals	15	3.64	1.336	2.87 - 4.41	0.180	1	0.180	0.124	0.725
		Teachers	164	3.52	1.191	3.34 - 3.71	251.616	174	1.446		
		Total	179	3.53	1.200	3.36 - 3.71	251.795	175			
16	Training programs are considering performance result	Principals deputy principals	15	3.53	1.356	2.78 - 4.28	0.033	1	0.033	0.023	0.880
		Teachers	164	3.48	1.183	3.30 - 3.67	252.445	176	1.434		
		Total	179	3.49	1.194	3.31 - 3.67	252.478	177			
17	Good performers have the opportunity to up grade their qualification through various means of training	Principals deputy principals	15	3.80	1.373	3.04 - 4.56	0.730	1	0.730	0.510	0.476
		Teachers	164	4.03	1.180	3.85 - 4.21	253.248	177	1.431		
		Total	179	4.01	1.195	3.83 - 4.19	253.978				

Note. Level of Agreement: ("< 2.50 = strongly Disagree, 2.51 - 2.99 = Disagree, 3.00 - 3.49 = Agree, and > 3.50 = strongly Agree").

As can be seen on the figure above both groups of respondents (principals & deputy principals and teachers) were agree to statement/item 12 with the mean value of 3.12 equal. Thus, this indicated that teachers of secondary schools have taken training on performance management that can facilitate the implementation of performance management effectively. According to Chattrejee,(1995:25), providing training for employees increases the productivity in a most efficient and cost effective ways of performing jobs.

With regard to whether the principals have taken a training on performance management or not the response was also principals and deputy principals were strongly agree that they have had a training on performance management (with mean value of 3.93) and the teachers also strongly agreed on the statement (with mean value of 3.54) that they know that their principals were trained about how to implement performance management. Then, it can be inferred from the outcome of the data both the school principals and teachers have taken training on performance management that enhances the harmony between each other and boost efficiency at work place (school, teaching learning process).

Respondents on the statement /item 14 have agreed with mean value of 3.40 and 3.27 for principals and teachers respectively. This exhibited that though they (both respondents) agree, there was a difficulties of need assessment for training to some extent the training given at the schools were not based on need identification. To emphasize the importance of need-based training, chatterjee, (1995:25) expressed his view that the need-based training minimizes operational errors-unnecessary repetition, wastage and spoilage of materials are brought down, and deficiencies in methods of doing work are ironed out and reduced that hazard of accidents. Consequently a safer and better environment is created.

Besides, the responses for statement /item 15 was also both group of respondents (the principals and teachers) strongly agreed (with mean value of 3.64 and 3.52) respectively that the training arranged in the secondary schools was inline with the schools development plan. In this regard, there is no significant difference in the responses of both respondents. Therefore, these can help to enhance the effectiveness and efficiency of the school.

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Furthermore, the responses for the statement of training programs are considering performance result strongly agreed by the principals (with mean value of 3.53) and teachers were rating their level of agreement to agreed (with mean value of 3.48) so, this shows that the training held in the schools were not fully considered the merit approach for training and performance result and employee/teacher improvement were not link to certain extent as learnt from the above data. Thus, secondary schools should require having result and need- based training programs for their staffs.

As noted on the above table the principals and deputy principals were strongly agreed for the statement /item 17 (with mean value of 3.80) and the teachers were also strongly agreed on the issue (with mean value of 4.30). Then, good performers have the better opportunity to up-grade their qualifications than of the poor once in secondary schools of Addis Ababa. Here is no significantly difference between the two responses.

So as, the mean scores of these two groups of respondents on the level of using development as component of performance management on all items were scored the P-value greater than the alpha value of 0.05. Thus, it is significant difference between the groups of respondents.

This indicated that:

- Teachers have improve their skills, knowledge and competencies through training and development;
- School principals use the school development plan to improve teachers' competency.

Table.6 Responses on the components of measurement in performance management

Ser.No	Rating scale	Principals & deputy principals		Teachers		Total		Chi-square test	
		Number	%	Number	%	Number	%	Chi-value	p- value
20	Not at all	-	0%	6	3.5%	6	3.5%	3.662	0.300
Planning PM	Some times	1	6.7%	23	10.4%	18	10.4%		
	Often	4	26.7%	69	43.7%	73	42.2%		
	Very often	10	66.7%	66	41.8%	76	43.9%		
b	Not at all	-	0%	2	0.6%	1	0.6%	1.367	0.173
Monitoring of PM	Some times	2	13.3%	27	17.2%	29	16.9%		
	Often	5	33.3%	69	43.9%	74	43%		
	Very often	8	53.3%	66	38.2%	68	39.5%		
c	Not at all	-	0%	1	0.6%	1	0.6%	0.869	0.833
Reviewing of PM	Some times	4	21.4%	36	19.1%	33	19.3%		
	Often	4	28.6%	63	40.1%	67	39.2%		
	Very often	7	50%	64	40.1%	70	40.9%		
d	Not at all	1	7.1%	13	8.3%	14	8.2%	0.778	0.855
Reward for best Performance	Some times	1	7.1%	24	15.3%	25	14.6%		
	Often	6	35.7%	47	29.9%	52	30.4%		
	Very often	7	50%	80	46.5%	80	46.8%		
e	Not at all	-	0%	8	5.1%	8	4.7%	0.714	0.870
Timely feedback	Some times	2	15.4%	30	15.4%	26	15.4%		
	Often	7	38.5%	58	37.3%	63	37.3%		
	Very often	6	46.2%	68	42.3%	72	42.6%		
f	Not at all	-	0%	10	6.4%	10	5.8%	5.875	0.118
Performance related reward	Some times	2	13.3%	40	25.5%	42	24.4%		
	Often	8	53.3%	47	25.5%	48	27.9%		
	Very often	5	33.3%	67	42.7%	72	41.9%		

Note:- Level of significance (if P-value is < 0.05, there is a significant differences.).

This means continuous review of performance is very important to improve the weaknesses of individual & team. Margaret and Caroline, (1996:268) confirmed the idea that performance measurement focuses on what the employee has actually done in the past and an attempt is made to build on the subordinate's strength and make improvements in other areas so that the subordinate can perform more effectively in the future.

The responses for the statement number "d" are more tend to very often that 50% and 46.5% of principals and teachers respectively responded. 35.7% and 29.9% of principals and teachers also respond often. The other 7.1% and 15.3% principals and teachers rate sometimes the last 7.1% and 8.3% respondents' rate not at all. Thus, one can inferred from the data that reward for best performers is applicable often and very often. According to Margaret and Caroline, (1996:270) reward employees for their past work, while hopping that the incentive of a reward will encourage others in the future.

The next response was on statement number "e" that 46.2% and 42.3% of principals and teachers respectively uses timely feedback very often, 38.5% and 37.2% principal and teacher respondents also use it often, where as; the 15.4% of both groups of respondents agree that they use sometimes and only 5.1% of teachers were not seen timely feedback then rate not at all. The data tells us that there was a timely feedback while performance reviewing is going on in the secondary schools. This helps that a teacher to correct his/her poor sides and to maintain his/her strengths in order to enhance effective performance in the future.

Responses on the last statement on performance related reward is 33.% and 42.7% of principals and teachers very often use the reward is related to the performance 53.3% and 25.5% of principals and teachers respectively were also use often. Besides, 13.3% and 25.5% of the respondents' rate for the relation of performance and reward is some times and only 6.4% of teachers were not agreeing to the statement and rated not at all. From the above table the majority of respondents were laid on very often and often, so the rewards in schools are performance related. Margaret and Caroline, (1996:270) supported the idea that motivate employees by linking rewards, using a system like performance related pay to excellent performance at work.

Thus, the degree of difference for all items is 3. The Chi-square critical value of each item at 0.05 level of significance is 7.81. Therefore, since, both groups of respondents on all items have scored below the critical value of Chi-square (7.81) and above the level of significance P-value (0.05) there is no significant difference between them.

Table 7: Responses on the existence of performance-based reward system

Ser No	Statement (Item)	Rating scale	Principals & deputy principals		Teachers		Total		Chi-square test	
			Number	%	Number	%	Number	%	Chi-value	p-value
21	Teachers understand what rewards they will receive for achieving the end result	Not at all	1	6.7%	15	9.4%	16	9.1%	3.529	0.317
		Some times	7	46.7%	39	24.4%	46	26.3%		
		Often	4	26.7%	58	36.3%	62	35.4%		
		Very often	3	20%	52	30%	51	29.1%		
22	Rewards follow the accomplishment generated by the teacher	Not at all	1	6.7%	9	5.6%	10	5.7%	1.318	0.725
		Some times	6	40%	45	28.1%	51	29.1%		
		Often	4	26.7%	64	40%	68	38.9%		
		Very often	4	26.7%	46	26.3%	46	26.3%		
23	The rewards are worth while	Not at all	2	13.3%	20	10.8%	19	11%	1.671	0.643
		Some times	5	33.3%	36	22.8%	41	23.7%		
		Often	6	40%	66	39.9%	69	39.9%		
		Very often	2	13.3%	42	26.6%	44	25.4%		
24	The results generate reward are clear and a trainable enough	Not at all	1	6.7%	15	9.4%	16	9.1%	1.299	0.729
		Some times	6	40%	46	28.8%	52	29.7%		
		Often	4	26.7%	66	28.8%	66	37.7%		
		Very often	4	26.7%	37	23.1%	41	23.4%		
25	Performance reward enhances teachers productivity	Not at all	0	0%	10	0.2%	10	5.7%	1.603	0.659
		Some times	2	13. %3	22	13.7%	24	13.6%		
		Often	6	40%	46	28.6%	52	28.5%		
		Very often	7	46.7%	86	51.6%	90	51.1%		

As shown on the above table 7 that 20% and 30% of principals and teachers respectively were very often that teachers understand what rewards receive for achieving the end result, 26.7% and 36.3% of them were often understand the rewards they will receive when they are accomplished the work as standard.

The majority respondents of principals were disagree to the above idea that teachers were sometimes understand the reward they receive, but teacher, were respond to the contrary 24.4% sometimes and 9.4% not at all. Though, there is no significant difference between the two groups of respondents (0.317) the principals & teachers were not respond alike. The principals believed that teachers did not well know the reward they receive when they achieve the required result. On the other hand teachers believed they know the reward they receive often.

Regarding to the statement number 22 principals were believed that rewards follow the accomplishment generated by teacher is sometimes with 40% and followed by 26.7% often and very often. Teachers agreed often by 40%, 28.1% sometimes and 26.3% very often. Concerning this idea teachers were better agreed often than of the principals.

In relation to the rewards are worth while both group of respondents were agree that often used by 40% and 39.9% principals and teachers respectively 33.3% of principals rate sometimes and 22.8% of teachers also rate sometimes 13.3% of principals & teachers respectively rate not at all. The majority respondents in both groups believed often the rewards are worthwhile, that the incentives have intrinsic and extrinsic motivation value to the teachers.

The figure above also depicted that 40% and 28.8% of principals and teachers respectively sometimes, 26.7% of principals often and very often and 38.8% and 23.1% of teachers often and very often respectively that the results generate reward are clear and attainable enough in rewards are not clear enough and attainable so, these can be a threat for the principal to managed and controlled every teacher's behavior by considering its all consequences.

In addition, 46.7% and 51.6%; 40% 28.6% of principals and teachers very often and often respectively that performance reward enhances teachers' productivity. The remaining 13.3% principals and teachers' rate sometimes and 0.2% of teachers rate not at all. Therefore, rewards are allocated based on performance factors such as efficiency, accuracy, and punctuality to increase the productivity.

Therefore, the degree of freedom for all items is 3. The Chi-square critical value of each item at 0.05 level of significance is 7.81. So, the Chi-square observed value of each item exceeds the Chi-square critical value of 7.81 of each item and greater than the level of significance of 0.05. Then, the principals and teachers response on the existence of performance-based reward system was significant.

Table 8: Responses on the problems of performance management

Ser.No	Statement/item	Respondent group	N	Mean	ID	95% confidence interval for mean	ANOVA Test					
							SS	Df	Mean Square	F	P value	
18a	The subjectivity of performance evaluation	Principals deputy principals	15	3.73	1.961	3.20 – 4.27						
		Teachers	164	3.99	1.124	3.81 – 4.17						
		Total	179	3.96	1.111	3.80 – 4.13			0.882	1	0.882	0.713
b	Absence of clear performance management indicator	Principals deputy principals	15	3.50	1.225	2.79 – 4.21						
		Teachers	164	3.94	1.191	3.75 – 4.13						
		Total	179	3.96	1.111	3.80 – 4.13			2.508	1	2.508	1.760
c	Insufficient institutional capacity	Principals deputy principals	15	3.91	1.196	3.72 – 4.09						
		Teachers	164	3.85	1.144	3.16 – 5.54						
		Total	179	3.91	1.196	3.72 – 4.09			240.485	168		
d	Absence of merit based promotion	Principals deputy principals	15	3.85	1.144	3.16 – 5.54						
		Teachers	164	3.01	1.116	3.83 – 4.18						
		Total	179	3.99	1.115	3.82 – 4.16			0.308	1	0.308	0.247
e	Lack of school management commitment to implement performance management	Principals deputy principals	15	3.01	1.116	3.83 – 4.18						
		Teachers	164	3.99	1.115	3.82 – 4.16						
		Total	179	3.99	1.115	3.82 – 4.16			208.994	168		
f	Lack of teachers participation in decision making	Principals deputy principals	15	3.38	1.193	2.66 – 4.11						
		Teachers	164	3.77	1.281	3.57 – 3.98						
		Total	179	3.74	1.275	3.55 – 3.94			1.806	1	1.806	1.111
		Principals deputy principals	15	3.00	1.240	2.28 – 3.72						
		Teachers	164	3.92	1.175	3.73 – 4.10						
		Total	179	3.84	1.203	3.66 – 4.02			268.122	165		
		Principals deputy principals	15	3.74	1.275	3.55 – 3.94						
		Teachers	164	3.00	1.240	2.28 – 3.72						
		Total	179	3.84	1.203	3.66 – 4.02			269.928	166		
		Principals deputy principals	15	3.00	1.240	2.28 – 3.72						
		Teachers	164	3.92	1.175	3.73 – 4.10						
		Total	179	3.84	1.203	3.66 – 4.02			10.795	1	10.795	7.753
		Principals deputy principals	15	3.36	1.082	2.73 – 3.98						
		Teachers	164	4.77	1.399	3.56 – 3.98						
		Total	179	4.74	1.322	3.54 – 3.94			233.917	168	1.392	
		Principals deputy principals	15	3.36	1.082	2.73 – 3.98						
		Teachers	164	4.77	1.399	3.56 – 3.98						
		Total	179	4.74	1.322	3.54 – 3.94			244.712	169		
		Principals deputy principals	15	3.36	1.082	2.73 – 3.98						
		Teachers	164	4.77	1.399	3.56 – 3.98						
		Total	179	4.74	1.322	3.54 – 3.94			2.198	1	2.198	1.260
		Principals deputy principals	15	3.36	1.082	2.73 – 3.98						
		Teachers	164	4.77	1.399	3.56 – 3.98						
		Total	179	4.74	1.322	3.54 – 3.94			294.960	169		
		Principals deputy principals	15	3.36	1.082	2.73 – 3.98						
		Teachers	164	4.77	1.399	3.56 – 3.98						
		Total	179	4.74	1.322	3.54 – 3.94			297.158	170		

As the table 8 above dictated that the principals were strongly agree (with the mean value of 3.75) that the subjectivity of performance evaluation is a real problem of performance management teachers on their part strongly agreed (with the mean value of 3.99) the subjectivity of performance evaluation as a problem in the implementation of performance management. As can observe from the above data the current evaluation method is a challenge in the implementation of performance management that focuses on behavior and activity rather than result /outcome.

Regarding to the statement that absence of clear performance management indicator, even though, it has a little difference between the rating of both respondents (3.50 and 3.94) principals and teachers respectively they strongly agreed that the statement is a problem to performance management. Thus, have not such clear and understandable performance standards to manage the performance of a school, it creates and lack organizational fairness. (Greenberg, 1986) cited by Robert and Russell, (1998:121) confirmed this idea that the inconsistent application of performance standards is one important source of performance standards in one important source of perceived injustice.

The table 8 above also shown that the principals strongly agreed (with mean value of 3.85) and the teachers also rated agreed (with mean value of 3.01) to the statement of insufficient institutional capacity is a problem in the implementation of performance management. Then, the data revealed that schools have not enough institutional capacity.

Besides, the 3.38 mean value of principals was agreed that there was no merit-based promotion of their staff. The teachers also strongly agreed to the statement there was no merit-based promotion (with mean value of 3.77). The two group respondents were agree the absence of non-meritorious promotion systems of schools, though, they difference in the level of agreements. There is no significantly difference between the two respondents. Therefore, can infer lack of merit based promotion affects the teachers achievement oriented feelings and going for stretched goals that faces in their work places.

As (Demison and Shenton, 1987:44) in Buzuayehu, (1996:43) supported the idea.. the opportunity for the individual teacher to attain a pleasurable emotional state through appraising that the job is achieving or facilitating one's values remains high.

Further more, principals agreed with mean value of 3.00 and teachers on their part strongly agreed with the mean value of 3.92 to the lack of school management commitment to implement performance management is a problem. However, the level of agreement of principals was lesser than of the teachers, they agreed that there exists less commitment in implement performance management at government secondary schools of Addis Ababa. So, without managements' commitment and firm stand on the matter is difficult to implement performance management effectively.

Finally, lack of teachers participation in decision making activities also another problem in the implementation of performance management, which confirmed by the group of respondents principals and teachers with mean value of 3.36 and 3.77; agreed and strongly agreed respectively. These showed that in most secondary schools teachers' participation is still not strong. Without teachers participation the implementation of performance management makes difficult.

Therefore, the mean score of both groups of respondents (principals and teachers) on the statement of variables for the problems of performance management implementation is larger than the alpha value of 0.05 were item a ,b, c, d, and f. This shows that the result obtained from the data have no significance difference between the respondents and it is significant enough. Where as, item e is less than the alpha value of 0.05 that the P-value is 0.006, so there is significant difference between the respondents.

This shows that:

- Teachers are not happy in the subjective appraisal system of the school and being not involved in the school matters; and
- Principals are believed that they are committed enough to implement performance management to the contrary of the teachers view.

Table 9: Responses on prospects of performance management

Ser. No	Statement/item	Respondent group	N	Mean	ID	95% confidence interval for mean	ANOVA Test				
								SS	Df	Mean Square	P value
19 a	Establish a strong link b/n career management and individual effort	Principals deputy principals	15	4.33	0.488	4.06 – 4.60	b/n the group	0.84	1	0.084	0.074
		Teachers	164	4.25	1.109	4.08 – 4.43	With in the group	195.142	170		
		Total	179	4.26	1.068	4.10 – 4.42	Total	195.227	171		
b	Ensures teachers receive regular feedback about their performance	Principals deputy principals	15	4.20	0.775	3.77 – 4.63	b/n the group	0.254	1	0.254	0.195
		Teachers	164	4.06	1.169	3.88 – 4.25	With in the group	221.763	170		
		Total	179	4.08	1.137	3.90 – 4.25	Total	222.017	171		
c	Enhance communication in school	Principals deputy principals	15	4.53	0.516	4.25 – 4.82	b/n the group	1.447	1	1.417	0.242
		Teachers	164	4.21	1.047	4.5 – 4.38	With in the group	173.753	169		
		Total	179	4.24	1.015	4.9 – 4.39	Total	175.170	170		
d	Ensure that people are motivated to perform at options effectiveness	Principals deputy principals	15	4.13	0.990	3.58 – 4.68	b/n the group	0.009	1	0.009	0.931
		Teachers	164	4.11	1.115	3.93 – 4.28	With in the group	208.904	171		
		Total	179	4.11	1.102	3.94 – 4.28	Total	208.913	172		
e	Assist in the continuous improvement of individual /team/ school performance management	Principals deputy principals	15	4.40	0.828	3.94 – 4.86	b/n the group	0.752	1	0.752	0.662
		Teachers	164	4.17	1.085	3.99 – 4.34	With in the group	193.294	170		
		Total	179	4.19	1.065	4.03 – 4.35	Total	194.074	171		
f	Assist in the continuous improvement of individual /team/ school performance management	Principals deputy principals	15	4.13	0.990	3.58 – 4.68	b/n the group	0.197	1	0.197	0.198
		Teachers	164	4.25	0.986	4.10 – 4.41	With in the group	169.607	171		
		Total	179	4.24	0.994	4.09 – 4.39	Total	169.803	172		
g	Joint discussion and involvement of teachers in the school affairs	Principals deputy principals	15	4.40	0.507	4.12 – 4.68	b/n the group	0.794	1	0.794	0.679
		Teachers	164	44.16	1.118	3.98 – 4.34	With in the group	198.619	170		
		Total	179	4.18	1.080	4.02 – 4.34	Total	199.413	171		

The above data revealed that performance management is helpful to establish a strong link between career management and individual effort which confirmed by both group of respondents (principals and teachers) with mean value of 4.33 and 4.25 respectively these indicated that there will be a linkage between career management and individual teachers effort in the school when performance management is applicable successfully.

With regard to the statement 'b' principals and teachers, strongly agreed that performance management helps to ensure teachers receive a regular feedback about their performance with the mean value of 4.20 and 4.06 which is almost they are in a similar level of agreement. Thus, feedback is one component of performance management implementation to get information about individuals result.

The principals and teachers rate 4.53 and 4.21 mean value respectively showed that they strongly agreed that performance management enhance communication in the school during its implementation. The data tells that performance management is important to create conducive interaction among the staffs themselves and between the principals and teachers and boosts the communication regarding the work.

As can be seen on the table 9 above principals and teachers strongly agreed with mean value of 4.13 and 4.11 respectively for the statement that performance management can ensure that people are motivated to perform at the effectiveness since, school management are required to motivate and build teachers' moral in order to inspire their work feelings to exert their maximum effort to meet the needed standards of the school; thus, the figure above confirms this truth.

In addition, principals and teachers rate strongly agreed with mean value of 4.40 and 4.17 respectively that performance management is identify and support individual learning and career development needs of the school.

Therefore, the implementations of performance management can also identifying and supporting individuals improvement in the schools.

In relation to the statement number 'f' that is assist in the continuous improvement of individual /team/ school performance is responded by the principals and teachers strongly agreed with the mean value of 4.13 and 4.25 respectively. So, as can be understood from the above data that continuous improvement of teachers is one aspect of performance management cycle to boost productivity.

Finally, the principals and teachers rate strongly agreed with mean value of 4.40 and 4.16 respectively to the joint discussion and involvement of teachers in the school affairs is important to improve performance management. Hence, the data indicated that for being implemented performance management teachers' involvement and joint discussion is a key element in schools.

In this regard the ANOVA value of alpha is less than the scored value, then there is no significant difference and is significant enough.

Therefore, these can depict that:

- By implementing performance management teachers can enjoy the timely feedback receiving at reviewing period;
- Performance management can enhance continuous improvement of the institution/school.

CHAPTER FIVE

Summary, Findings, Conclusion and Recommendations

This chapter presents the major findings and recommendations of the study. The main objective of this study was to identify and examine the challenges and prospects of performance management implementation at government secondary schools of Addis Ababa city administration.

5.1. Summary

To sum up, the focus of this study was to identify and investigate the problems and opportunities of performance management application in the secondary schools of Addis Ababa through responses to the following basic questions of the study. These were:

- a) To what extent is performance management (PM) implemented in the government secondary schools of Addis Ababa?
- b) To what extent is performance planning used in the implementation of performance management in the secondary schools of Addis Ababa?
- c) To what extent is performance monitoring used in the implementation of performance management in the secondary schools of Addis Ababa?
- d) To what extent is performance management used for employee/teacher development in the government secondary schools of Addis?
- e) To what extent is performance-based reward system used in the secondary schools of Addis Ababa?
- f) What are the major components of measurement in performance management at the government secondary schools?
- g) What are the challenges and problems in the implementation of performance management at the government secondary schools of Addis Ababa?

h) What are the prospects of implementation performance management in Addis Ababa secondary schools?

To deal with the aforementioned basic questions substantiated by proper and related review of literature of various scholars and writers, on top of that to meet the needed objective of the study one type of data collection instrument were employed. In this regard, 200 teachers and 20 principals and deputy principals from the ten sub-cities ten public secondary schools were taken as sample study. In order to analyze and interpret the data mean & percentage were used by ANOVA-test and chi-square test.

Lastly, the outcomes obtained were discussed below. The data depicted that school principals and deputy principals strongly agreed and teachers also rated agreed that performance management is implemented at the secondary schools of Addis. In general both respondents were agree to the statement with the aggregate mean value of 3.42.

In relation to planning the aggregate result of both respondents showed that strongly agree with the mean value of 3.78 that performance management have implemented by planning the entire process. Both respondents were rated at the aggregate value to strongly agree that there was performance planning exists in the school.

The figure of the study revealed that the performance management helps to teachers development or improvement to a great extent, which both group of respondents were strongly agree by rated the aggregate mean value of greater than 3.50.

Regarding to the existence of continuous feedback during performance management reviewing is almost the majority of sample respondents were gave their consent that there were a continuous feedback in the schools.

Moreover, both groups of respondents were agree that performance management has contained planning, monitoring, reviewing, giving feedback and rewarding in its life cycle or process.

Hence, the principals, deputy principals and teachers also strongly agreed with the aggregate mean value of 3.87 subjectivity of performance evaluation, lack of clear performance management indicator, insufficient institutional capacity, lack of meritorious promotion system, lack of commitment by the school management and low participation of teachers were the major problems of performance management. Finally, the study also tried to explicit the opportunities of performance management. Both the sample respondents were strongly agree with the aggregate mean value of 4.18 that performance management establishes strong linkage of efforts & career, ensures receiving of regular feedback, enhances communication, motivates people to do at their maximum efforts, identify career developments and continuous improvement and mutual understanding about their school.

5.2 Findings

To conclude the study, some findings were identified. Therefore, the investigated findings are:

1. Though teachers were agree that performance management is implemented in the secondary schools of Addis Ababa, There is a gap that needs certain amount of effort to practice fully as required.
2. However, there is a training and development program in the secondary schools of Addis Ababa it was not based on need assessment.
3. Sometimes rewards have provided for teachers who perform well were not enough and motivated the good performers of teachers and their fellow.
4. There is also a gap in the timely feedback giving during the period of performance reviewing.
5. In most cases teachers were not understand what rewards will receive when they achieve/meet the needed result.
6. The subjective performance rating and lack of clear and agreeable performance indicators also another threat for the performance management implementation in the secondary schools of Addis Ababa.
7. There is also low institutional capacity of the schools.

5.3. Conclusion

To conclude the study, the performance management is started to implement in the government secondary schools. As can be observed from the analysis of the study, even through, it is not enough the performance management is implemented in the schools.

Thus, the following conclusions are drawn from the analysis:

1. Performance management is started to implement in the secondary schools of Addis Ababa City Administration, however, certain problems were observed from the study. This comes due to not fully implemented, so this can hinder the efficiency of the school performance.
2. The secondary schools of Addis Ababa have arranged various training and development programs for their staffs. Though there is training and development facility, both the principals and teachers lacks need assessment training and development that who will take what kind of training or development. This leads that the training or development may not address and solve the desired problem of the teacher and errors may also committed as usual.
3. The reward system of the secondary schools is related with performance result, but sometimes the reward that provided for those good performers were not enough when compared with their accomplishment. This can make teachers to some extent dissatisfied with what they receive and can influence the other teachers and fellow of them.
4. As can be seen from the analysis of the study there is a gap in giving timely feedback when performance review is going on. So, this can affect the teachers' productivity because they may lack to correct their weakness on the time.
5. In performance management reward for accomplishment is one component of its implementation.

In order to provide rewards the school should have a clear and understandable standard and criteria. Even though, there is a standard in most cases teachers have not understand what rewards receive when they achieve the needed result. Then, this affects the inspiration of teachers for the accomplishing better jobs.

6. In performance management implementation to measure the whole process of the work it should exist a vivid standard that can reduce un fairness measurement. But, the analysis depicted that subjective performance rating and lack of clear and understandable performance indicator are threats for the implementation of performance management. Thus, this tends to focus on behavioral or activity criteria rather than focusing on the result or outcome.
7. It is obvious that to run the works of an institution there should have well structure of the institution and availability of enough skilled and capable manpower to capacitate the institution. But, the study reveals that the Addis Ababa secondary schools have low institutional capacity to carry out their tasks. This shows that to prepare and develop well-organized schools and competitive school management.

5.4. Recommendations

The following recommendations are proposed inline with the stated findings above.

1. To enhance the effectiveness and efficiency of the performance management implementation in the secondary schools of Addis Ababa, it should practicing by train and aware the school community in all schools and followed continuously and improved its limitations that observed during the implementation of performance management on time and creation a wide awareness among all the staffs of the school.
2. In order to create leadership skills and prepare potential successors of the school principals and deputy principals adjusting various means of

improvement through need assessment and/or need-based training and development program. Besides, having continuous record on individual's performance is also important for training section to fill the gap and improve individual's proficiency via training.

3. Every reward of the school should provide based on the better accomplishments of individual/team in a transparently way by state pre-established selection criteria.
4. It is obvious that timely feedback is vital for improving weaknesses through giving comments on the job not on the individual's personality, should be focused on constructive ideas first rather than distractive opinions, deliver the comments on time and specific enough.
5. For all the incentives that provided should acknowledge to the teacher what is he/she will gain for the required accomplishments. They (the teachers) must well aware of it and have formulated vivid standards by participating the teachers.
6. Make the performance review objectively by establishing a clear standard with the teacher and make aware about it (the standard). Evaluate his/her weaknesses against the agreed goals/objectives first is one means of participation. To tackle the behavioral criteria of performance measurement schools should develop result-oriented performance standards via setting objectives together with the individual teacher.
7. In addition to the proper set-up of the school structure, principals and deputy principals (school management) should skilled in setting of Specific, Measurable, Achievable, Realistic, and Time bounded (SMART) institutional and individual job objectives for both motivational and developmental purpose.

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Appendix
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Questionnaire to be filled by sample Principals, Deputy principals, and Teachers
of selected secondary schools

Dear respondents,

The following is a research questionnaire on challenges and prospects of performance management in Addis Ababa secondary schools; I request your kind response to the given items. The responses will be used for the purpose only.

Therefore, the objective of the questionnaire is to collect reliable information about the issue. Due to this reason, you are kindly requested to offer your genuine and honest answers for the following questions, which will help me to obtain valuable and important data for the investigation and development of this research paper. Indeed, it is highly appreciated and sincerely thankful of your cooperation.

I would like to say thank you very much once again.

Note:

- a. You are not expected to write your name on the paper.
- b. I confirm you that all your responses will be kept confidential and used only for the research purpose.
- c. Please mark "x" on the point you agree or disagree or write your answer on the space provided for each items below.

THANK YOU!

Part I Respondents background

1. Age

☐ 20-25

☐ 31-35

☐ Above 40

☐ 26-30

☐ 36-40

2. Sex

☐ Male

☐ Female

3. What is your educational qualification?

☐ PhD

☐ MA/MSc

☐ BA/BSc

☐ Diploma

☐ Below Diploma

4. What is your position in the school?

☐ Principal

☐ Deputy

☐ Teacher

5. How long have you been teaching/employing in the school?

☐ Below 2 years

☐ 3-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ Above 20 years

Questions to be responded by School Principals, Deputy Principals and Teachers.

Please mark "x" on the points given ranging from 1-4 in the form of agree or disagree

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly agree

No	Items	4	3	2	1
1	Performance management is implemented in secondary schools in Addis Ababa				
2	Teachers understand the standards expected from them in Performance Management				
3	Individual Objectives are aligning with the school objectives				
4	The School has a clear and understandable vision, mission and objectives.				
5	Teachers are involved in school objective setting.				
6	The School principal and teacher set performance objective together.				
7	Performance management measures and identify good and poor performance				
8	Performance Management ensures the realization of work plans and goals.				
9	Performance Management help in detection and correction of problems.				
10	Performance Management measured by monitoring the process and making necessary adjustment to ensure whether the standards are adhered.				
11	Performance Management incorporates the opinion of stake holders				
12	Teachers are given a training on performance management.				
13	Principals have taken trainings on performance management.				
14	Training programs are arranged according to identified needs				
15	Training programs are inline with the school development plan				
16	Training programs are considering performance result.				
17	Good performers have the opportunity to up-grade their qualification through various means of training.				

18	The problems of performance management implementation is:				
No	Items	4	3	2	1
	a. The subjectivity of performance evaluation				
	b. Absence of clear performance management indicator				
	c. Insufficient institutional capacity				
	d. Absence of merit based promotion				
	e. Lack of school management commitment to implement performance management				
	f. Lack of teachers participation in decision making				
19	Performance management helps to:				
	a. Establish a strong link between career management and individual effort				
	b. Ensure teachers receive regular feedback about their performance				
	c. Enhance communication in the school				
	d. Ensure that people are motivated to perform at optimal effectiveness				
	e. Identify and support individual learning and career development needs.				
	f. Assist in the continuous improvement of individual/team/school performance				
	g. Joint discussion and involvement of teachers in the school affairs				

Part III

Questions to be responded by School Principals, Deputy Principals and Teachers.

Please mark "x" on the points given ranging from 1-4 in the form of very often or not at all

1. Not at all 2. Sometimes 3. Often 4. Very often

No	Items	4	3	2	1
20	The measurement of performance management should contain				
	a. Planning of Performance Management				
	b. Monitoring of Performance Management				
	c. Reviewing of Performance Management				
	d. Reward for best performance				
	e. Timely feedback				
	f. Performance related reward				
21	Teachers understand what rewards they will receive for achieving the end-results.				
22	Rewards follow the accomplishment generated by the teacher.				
23	The rewards are worth while				
24	The results generate reward are clear and attainable enough.				
25	Performance reward enhances teacher's productivity.				

Declaration

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

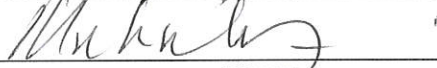
Name Aklilu G/Selassie

Signature 

Place: Addis Ababa University

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

Name Dr. Tiphantai Ado Tibat

Signature 

Date of Approval 5th June 2008

