



**FACTORS AFFECTING TEACHERS' JOB PERFORMANCE IN
GOVERNMENT SECONDARY SCHOOLS OF YEKA SUB CITY IN
ADDIS ABABA**

BY

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This is to certify that the thesis prepared by, Andargachew Girma, entitled: *Factors Affecting Teachers Job Performance In Government Secondary Schools at Yeka Sub-City Addis Ababa* and submitted in partial fulfillment of the requirements for a Degree of Masters of Arts school leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ACRONYMS AND ABBREVIATIONS

BSC	Balanced Score Card
CPD	Continuous Professional Development
EFA	Education for All
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MDGs	Millennium Development Goals
MoE	Ministry of Education
SBCPD	School Based Continuous Professional Development
TDP	Teacher Development Program
TESO	Teachers Education System Overall
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to determine factors affecting teachers' job performance in government secondary schools of Yeka sub city in Addis Ababa. The method employed in the study was descriptive. Questionnaire, interview and review of documents were used to collect data from 10 principals, 3 supervisors and 24 department-heads were selected using available sampling techniques and 142 teachers were using stratified random sampling techniques from government secondary schools in Yeka sub city in Addis Ababa. The data were analyzed by using percentage, frequency and mean scores. From the findings, it was recommended that national Government, education Bureau, Sub city education office and school principal should establish some mechanism in order to help those teachers on the subject matter mastery, usage of language instruction, lack of motivation of teachers', teachers' attitude towards their profession, less participation of teachers' in TDP to give training, to encourage high performance of teachers' and to facilitate school environment and the school teachers should continue their attention and improve their command on the content through self study. The conclusion is that a significant improvement can be made in teachers' job performance and government, woreda education office and schools have to improve their attitudes, subject mastery, teaching methodology, commitments and responsibilities towards achieving quality education in their respective secondary school of teachers' job performance.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

Education is one of the most important factors that has a direct relation to the development of society from starting and continues to assume the same role as long as society exists. Education is also a process by which man transmits his experience, new findings and values accumulated for several centuries in his struggle for survival. It is a base for socio-economic, cultural and political development of a country. It enables individuals and society to make full participation in the development process by acquiring knowledge, skills ability and attitudes.

According to Panda and Mohanty (2003) good teachers were essential for the effective functioning of education system and for improving the quality of learning process. Job satisfaction enables teachers to put their maximum effort up on their work. The maintenance of high satisfaction and morale has long been an important objective for educators. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A teacher is, therefore, likely to act in a way that maximizes the use of his/her aptitudes. Similarly, teachers' positive attitude towards teaching and higher objectives level determines their positive perception of the environments. An effective teacher's development design should have an exhaustive measure of these factors so as to encourage necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in support of more activity oriented programs which have direct behavior on actual classroom situation (UNESCO, 2002).

Supporting this argument, (Adepoju ,1996) asserted that variables of teachers' performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching,

lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, supervision of students' work; motivation, class control and discipline of the students are the virtues that teachers should uphold effectively in general secondary schools. The teachers should realize that it was not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand, the discussion induced most of the teachers to love honesty which was a hidden value for developing positive attitude towards the teaching profession (Kumar, 2005).

As to Riaz (2000), factors that influence teachers' job performance were aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, self-confidence, intellect, teaching techniques, teaching competence demonstrated, motivation of teachers and teachers' attitude toward the students.

The government of Ethiopia expressed its commitments for the improvement of quality education in many educational conferences and events. Then the aim of continuous professional development (CPD) was to improve the performance of teachers in the classroom and improve student achievement. It was a career-long process of improving knowledge, skills and attitudes-centered on the local context and, particularly, classroom practice. All teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own needs and (d) the wide range of activities, formal and informal that brings about improvement of their own practice and the practice of others (MoE, 2009b).

Furthermore, MoE had introduced a program called general education quality improvement package (GEQIP) which was designed to improve the quality of education. As the major input of education quality, teachers are widely recognized as a critical factors influencing education quality. Thus, teachers' professional development was the most determining factors to guarantee education quality. The ministry of education has given priority for continuous professional development (CPD) believing that it is the right of teachers as well as of a great value for

national development, especially in the areas of teachers' beliefs, attitudes and practices, needed to enhance students' learning (UNESCO,2006).

Therefore, within the framework of the education and training policy (TGE, 1994) the education sector development program (ESDP) was launched as a twenty-year education sector plan with one of the main priorities, quality improvement at all levels of educational system after extensive study by ministry of education. Factors that affect teachers' job performance such as, difficult conditions of work environment; weak pre-service preparation and lack of continuous professional development, and weak management and leadership. Based on the recommendations and indicative action plan presented in the study report, a task force was established to produce the national framework for the teacher education system overall (TESO) and the program has been implemented (MoE, 2004).To achieve quality of education, teachers have faced problems in practicing it. Therefore, conducting a study that is important to solve factors affecting teachers' job performance in government secondary schools of yeka sub city in Addis Ababa.

1.2. Statement of the Problem

Teachers' job performance could be described as the duties performed by teachers at a particular period in the school system in achieving school goals. In this regard, (Adeyemi, 2010) defines teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. Teachers are the most valuable assets of educational systems. School could be successful through engagement of teachers in school improvement program. Regarding the concept of quality of education as indicated in various educational documents of UNESCO. Education quality is a multi-dimensional concept, defined differently depending on a country's policy objectives and underlying development philosophies and programs. Quality is the core agenda of education, and what takes place in classrooms and other learning environments is fundamentally important to the future. As the major input of education quality, performance of teachers was widely recognized as a critical factor influencing education quality. Thus the development of performance teachers has been the most determining factor to guarantee education quality (UNESCO, 2006).

Accordingly, under the determined factors facing the education system MoE, (2005) states that to quality improvement focuses on the complex interaction that takes place in the teaching learning process as the primary level to improve quality of education, which is mainly carried out by school principals, teachers and technical supportive, administrative personnel and etc. Therefore, recognition of major factors of teachers' job performance in teaching learning process are important step in finding timely solutions for developing and improving knowledge, skills and attitudes of teachers regarding teachers job performance.

Currently, the Federal Democratic Republic of Ethiopia Government Ministry of Education had given priority to improve the performance of teachers in the classroom and students achievement. It was a career-long process of improving knowledge, skills and attitudes centered on the local context and, particularly, classroom practices, methods of teaching, participation of teachers in CPD and factors. But factors that affect the performance of teachers, such as, lack of sufficient information, adequate knowledge, skill and abilities of teaching learning processes.

Factors Influencing the Implementation of the Teachers Performance Appraisal Systems; A Case Of Public Secondary Schools In Westlands Constituency In KENYA (FAITH ALUBBE, 2015).

Assessment of Teachers' Performance Appraisal Implementation in Secondary Schools of Akaki-Kality Sub-City (TAKELE DEJENE, 2016). This study was intended to assess the factors that affect teachers 'job performance in secondary schools of Yeka sub city.

1.3. Research Questions

The research answers the following basic questions.

1. What were the major factors that affect teachers' job performance in secondary schools of Yeka Sub city?
2. What is the current status of teachers' job performance in secondary schools of Yeka Sub city?

1.4. Objective of the Study

1.4.1. General objective

The general objective of this study was to investigate the factors that affect the teachers 'performance in secondary school in Yeka Sub city secondary schools.

1.4.2. Specific objectives

The specific objectives of the study were to: -

1. Find out the main factors that affect teachers' job performance in secondary school of Yeka Sub city.
2. Analyze the current status of teachers' job performance in secondary schools of Yeka Sub city.

1.5. Significance of the Study

It is through reasonable and change implementation of factors that affect teachers' job performance that the objectives of educational institution can be understood and also schools can assure their students' benefit clearly. The focuses of teachers' job performance was improving student' achievement in this regard, the role of research was to study factors that affect teachers' job performance in the study area for the sake of understands view point of secondary school supervisors, principals, department-heads, and teachers on factors that affect teachers' job performance. Therefore the study has the following Significances:

1. It generates information on the factors that affecting teachers' job performance in secondary school of Yeka Sub city.
2. It provides information for concerned bodies about the factors that affecting teachers' job performance. And
3. The study might serve as a spring board for other researchers who are interested to conduct further studies in related cases.

1.6. Delimitation of the Study

There are multiple factors that affect the performance of teachers. These may include attitude, subject mastery, teaching methodology, personal characteristics, managerial approach, motivation, relation with community, student behavior and etc. The content of the study was also confined to the current practice and problems of teacher's job performance in government secondary schools in A.A.

1.7. Limitation of the Study

The researcher comes across unwillingness of few respondents to fill in the questionnaire and return on time. However, the researcher selected enumerators and repeatedly persuaded the respondents to genuinely participate in responding to items at the time of data collection. The study was limited to identify financial and material resources.

1.8. Definition of Key Terms

Behavioral Attitude: is indicating how we behave towards an object or event.

Cognitive Attitude: is what we actually know about an object or event.

Elements: *is* what teachers should know, think and do to be effective. Elements are the basic building blocks of the standards.

Job performance: is the product of a combination of an individual's motivation and ability.

Performance: Are actions of a person or group during the task.

Performance indicators: are observable and measurable statements to serve as tools in discussions of teachers' skills and knowledge (MoE, 2012).

Performance of Teachers: is one of the handfuls of factors determining school effectiveness and learning outcomes.

Secondary school: - in this context an educational level which includes grade 9-10, that includes the first and second cycle together.

Teacher Development: The Ministry of Education defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels so that they would be able to provide quality education for rearing competent citizens (Basic Education Program).

1.9. Organization of the Study

This research was designed to contain five chapters. The first chapter deals with the background of the study, objective of the study, statement of the problem, significance of the study, research questions, delimitation of the study, limitation of the study, operational definition of key terms and organization of the Study. Chapter two presents the review of related literature. Chapter three deals with research design and methodology, chapter four is about data analysis and

presentation. Finally, the last chapter consists of the summary, recommendations and conclusions.

CHAPTER TWO

2. REVIEW OF LITERATURE

This chapter discusses the literature review of the study, the literature review provides the reader with an explanation of the theoretical rationale of the problem being studied as well as what research that has already been done and how the findings relate to the problem at hand. The chapter also explains the concept of job performance, factors that affect teacher's job performance, research gaps and conceptualization, teachers performance evaluation, qualities of an effective teachers and motivation of teachers,

2.1. The Concept of Job Performance

Performance is something, a single person does. Performance of the teachers in schools is highly affected by motivation. Teachers are when motivated their performance automatically reached towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increases. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. It was difficult to obtain support for the view that motivation has a significant effect on job performance. Teachers' Performance Dessler, Griffin (2005) explored that the performance of a teachers' is determined by three factors i.e. motivation, work environment and ability to do work.

Chandrasekar (2011) examined that the workplace environment impacts on teachers' morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers' so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance. Performance of teachers in all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education.

2.2. Factors That Can Affect Teachers' Job Performance

There are different factors that affect teacher's job performance to achieve the schools objective. Some of them are as follows.

2.2.1 Working environment

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned, the condition of infrastructure, availability of textbooks and learning materials, heavy workload of teaching, lack of office space to work in, and class sizes all influence the teachers' performance. The Ethiopia government has placed great importance on quality education and recognizes it as an essential component for development needs of the society.

Establishing learning environments that facilitate positive learning outcomes for all students is to be sure a challenge. They are advocating a particular way of being with students, which will require them, the teacher, to provide opportunities that maximize students' participations their own learning and to utilize teaching and learning strategies that engaged learners and are learner-centered. Caring teachers work hard to know students by using multiple sources of knowledge and by structuring their classes to encourage oral and written dialogue that recalls, students thinking. They consciously work to create classroom atmosphere conducive to questioning, self-assessment and helpful evaluation. They also take great care to establish three kinds of relationships: Thus as well as planning for learning, there are aspects of the environment there will need young attention. Two of these were the physical environment and the social emotional environment (Harrywong, 2007).

2.2.1.1 Physical Environment

Teachers and students work best in a comfortable, inviting environment. At the beginning of year the teacher may organize the room to create such an environment, using brief colors, displays, posters, plants, mobiles, etc. In either scenario it is acknowledge that the classrooms a shared learning space and that child need to be as involved as their teacher in creating the environment. The more children contribute the more they will take pride in the room and have an increased sense of ownership of their learning environment. Children can be encouraged to bring things

from home to have in the classroom. The physical environment needs to be practical as well as interesting and stimulating. Arranging the desks and chairs in such a way as to facilitate small-group work, individual work and whole-class discussions is a challenge. The ideal structure is one that is flexible so that it supply for a range of learning and teaching styles. Consideration must also be given to situation of the teacher's desk. It can make the teacher easily accessible and approachable or create an additional barrier between the teacher and the students.

2.2.1.2. Social Emotional Environment

The social-emotional dimension of classroom experience has, for a long time, been referred to as classroom climate. Educational researchers have long since determined that positive classroom climates are more desirable than those that are negative. Positive climates are those in which students feel they belong, where they are happy, extended and safe and where verbal and physical harassment on gender, racial and other grounds are prevented and addressed. More recently, the term classroom culture has been increasingly used to include the social emotional dimension of learning and to acknowledge the shared beliefs, customs, attitudes and expectations of teachers and students in a classroom. The aspects of classroom and student behavior management continue to be of major concern to teachers and so research should be relevant to individual needs. While a great deal of attention has been paid over the past decade to effective teaching practices and classroom management (Arthur and Nancy, 2003).

To develop positive relationships with the students in your class, the first thing you need to do is to learn and use their names. Learning every student's name as quickly as possible and using them as much as possible initially demonstrates that you are committed to getting to know everyone personally. Reflect for a moment on the number of ways you could quickly get to know children's names (Smith *et al.*, 2003).

Local educational agencies must give parents prior notice of any proposed change in a child's special educational program was further delineated to specify that written prior notice was required whenever a change in the identification, evaluation, or educational placement of a child was contemplated. The teacher's professional environment influences the delivery of the instruction. Environment refers to such things as time usage, which includes time spent in actual teaching or in planning the lesson to be taught. Since teachers play a central role in the education

system, describe them in detail is critical, many studies have shown how teacher characteristics influence quality of instruction, and hence the quality of educational opportunity. Two broad categories of teachers, characteristics are especially important; background and beliefs. The new teacher should have a knowledge of the principles to keep good discipline and should be able to deploy a range of approaches to create and maintain a purposeful, orderly and safe environment for learning, manage pupil behavior by the use of appropriate rewards and authorize and be aware when it is necessary to seek advice and sustain the interest and motivation of the pupils different styles of class management and the promotion of learner discipline have become more demanding and sophisticated over they hears (Roy Namita, 2001).

The recent policy to quality improvement focuses on the complex interaction that takes place in the teaching learning process as the primary level to improve quality of education (MoE,2005). The Ethiopian government (FDRE, 1994) has mentioned that quality education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of the teacher have effective impact on the teaching learning process (Ahmed, 2000).When teachers establish both appropriate moral authority, and role authority, it is important to realize that such authority is established, and make, within the context of relationships built by the teacher. The fundamental nature of such relationships is dependent on conveying respect, knowledge and enthusiasm for what one teacher. Authority is also communicated through a relaxed confidence in one's management and teaching and a healthy acceptance of weakness in self (Rogers, 2006).

2.2.2 Leadership Styles

A school's principal, as an educational leader, influences teachers and staffs for successful operations of teaching and learning in the school. This implies that the schools Principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style.

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. According to Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in public secondary schools. It was the most commonly used leadership style by principals in the schools. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik, Danish, & Usman, 2010) Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools. Leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals." Thus, effective principals use a wide range of leadership style according to the situation and context of their school. There are various leadership styles adopted by leaders. These are three major styles of leadership such as autocratic, democratic, and laissez-faire.

2.2.2.1 Autocratic/authoritarian leadership style:

In this leadership style, leaders alone determine policy and make plan, tell subordinates what to do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and he/she shows greater concern for work than for his/her worker. In fostering this, Lunenburg and Ornstein (2000) pointed out that autocratic leaders were very directive and not to allow participation in decision makings. They structured the complete work situation for their subordinates

2.2.2.2 Democratic/participative leadership style

In this leadership style the entire groups are involved in and accept responsibilities for goal setting and achievement, subordinate have considerable freedom of action, and the leader shows great concern for people than for high production. In this regard, democratic leader gets result by leading discussions, asking questions to involve others, encourage others to take responsibility, confirming commitments, and asking for a vote to get a consensus or majority decisions.

2.2.2.3 Laissez-faire Leadership Style

In this style there is a least intervention of leader, group members perform everything by themselves, and the leader usually maintains contact with outside persons to bring information and materials which the groups /subordinates need. Doran (2003) pointed out that in laissez-fair

leadership style all authority or power is given to the employees and they must determine, make decision, and resolve problem on their own. Teachers' job performance could be described as the duties performed by teachers at a particular period in the school system in achieving organizational goals. In light of this, Adeyemi (2010) described teachers 'job performance as "the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process." Teachers are the most valuable assets of any school. A successful highly productive school can be achieved by engaging teachers in improving teachers' job performance. All teachers are not equal in their performance. But if they are handled effectively, their moral can be increased and they become more productive. There are many factors of teacher's job performance. These are: the school culture and climate, feedback/appraisal results, the roles of supervisor, and teachers' skill.

2.2.3 Personal Factors

2.2.3.1 The Attitudes of Teachers' Towards Their Profession

Attitudes are habitual ways of reacting to situations. The term 'attitude' is generally reserved for an opinion which represents a person's overall inclination towards an object, idea or institution. Attitudes can be positive, negative or neutral and also can be dormant and more generalized. According to Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very wide currency, particularly in social psychology the new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed. It can help the students develop their integrated language skills. It makes the process of language learning to be a process of developing students' positive emotional attitudes, autonomic thinking and ability to take risks (Yiwem, 2004).

The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities. It was suggested that no single technique or method should be used for their appraisal; rather a combination of students' ratings, administrator and peer ratings, systematic observations and performance tests should be employed for evaluating teacher educators' functioning.

2.2.3.2 Teachers' competency

Competency is defined as the potential or ability of a person in handling their jobs and producing the best results. Competency is a criterion possessed by an individual who involves good behavior, knowledge and an attitude which is able to present excellent results. Competency is derived from the word "competence" which meant 'to be suitable' and can be defined as good and complete assignment and responsibility (Siddiqui, 2007). It is the ability in executing duties which are related to necessary activities.

Teacher experience is important for student performance in primary and secondary school. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their work, as long experience the teachers accommodate knowledge, skills and aptitudes on teaching learning process through your life. Teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991). The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance Nayak and Rao (2002). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is one dimension of teachers' competence (Siddiqui, 2004).

Singh and Shan (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques. An effective teacher's characteristic is who quite consistently achieves which either directly or

indirectly or focuses on the learning of their students (Anderson, 1991). Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have an acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve. Effective teachers provide effective demonstration, give clear redundant explanation of complex material and present specific a clear examples and similarity while directing student's attention to key ideas and relevant attributes.

Teacher development programs are used to describe the wider aspects of teacher's growth and continuous improvements and progressive changes throughout their life. Reimers (2003) holds teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. The ministry of education also defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels, so that they will be able to provide quality education for rearing of competent citizens (Basic Education Program, 2007). The government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to teacher development program. In strengthening this effort, MoE (2003a) has launched teacher education system overall (TESO) program. The main objective of this program was to strengthen teachers' professional competences and improve students' performance through continuing professional development (CPD).

MoE (2002b) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers. Teacher development program was launched to solve the complex situation of teacher training program. The major objectives of the TDP are to produce teachers:

- (1). with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence,

- (2).capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities,
- (3).responsible to encourage students particularly females who are interested and have the potential to join teaching profession,
- (4). who care for the physical, social and emotional development of their students and support students by preparing and applying educational technology and enhance students learning practices.

Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education. The general education quality improvement package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007).

In this package, teacher development program (TDP) focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through pre-service and in-service teacher education.

Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia. The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation. In the general quality improvement program (GEQIP), teacher development program is designed as one component to improve the quality of education because; teachers are one of the determinant factors in the improvement of students' achievement and quality of education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia (World Bank, 2008).

2.2.3.3 Teachers' personality

Rao (2001) suggest those teachers' personal characteristics they believe about school subjects and how they are best taught, and how they themselves are trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives. A teacher is to observe

certain rules or guidelines in his day-to-day work. Any amount of preparation on his part and a lot of motivation on the part of students too will lead them nowhere if the above rules or guidelines are not kept in mind in a class-room situation. Thus it is proved that these are the basic rules which are from known to unknown, from simple to complex, first whole later parts, concrete to abstract, psychological before logical, deduction and induction, particular leads to general, let easy help before difficult confuses, first analysis and later synthesis, empirical to rational, from actual to representative (Reddy, 2004). In addition to home and school, there are many other social factors which influence the development of personality. Some of these are as follows:- Teferi Mekonnen(2014)

(a) Language: Human beings have distinctive characteristic of communication through language. Language is an important vehicle by which society is structured and culture of the race is transmitted from generation to' generation. Child learns the language of his society. His personality is shaped by the process of interaction through language with other members of his environment.

(b) Social Role: The social roles are the collection of behavior and relevant altitudes towards others which an individual learns by observing and imitating what he sees in his model. The personality of an individual grows out of the social foundation in which the individual lives.

(c) Self-Concept: It becomes the means by which we create our image and identity. Self-concept influences our personality development in two ways. One is that if other people hold high positive attitude towards us, this enhances our self and the other is that if others hold negative attitudes towards us, it creates feelings of worthlessness and consequently may lead to self-defense or withdrawal from social situation.

(d) Interpersonal Relations: These among the members of a society are important means which help in the development of certain social personality characteristics. It refers to the concept of friendship, love and sympathy, the second is hostility which means moving against others. On the other hand, the discussion induced most of the teachers to love honesty, which is a hidden value for developing positive attitude towards the profession of teachers.

2.2.3.4 Teachers' Commitment to the Profession

According to Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Commitment is one of the major factors that influence

teachers' work and student performance in schools. Teachers with high level of commitment work hard demonstrate strong affiliation to their schools and show more desire to carry out the goals of teaching than teachers show with low levels of commitment. Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nature value that would guide the subsequent use of the learning of both knowledge and skills in the wider world outside the class room. Park (2005) forwarded two strong reasons why teachers' commitment should be emphasized in the field of education:

First, commitment was an integral force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education had grown.

Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability that were dependent up on each teachers combined efforts.

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. There is no doubt that membership of the major professions implies a life commitment to the task. In the case of teaching, no such a life commitment to the task of teaching is apparent as in other professions. There are a number of factors that contribute to this state of affairs. One of these factors is the general notion of teaching as a second Choice profession with many of the teachers only committing themselves to it at a late stage when they know that they cannot change their profession. Majority of the teachers at the initial stage of their teaching career did not expect to stay in teaching for more than a few years. They consider it as a stepping to stone other occupations. This invariably affects their commitment to the profession.

2.2.3.5 Job Satisfaction

According to (Spear et al., 2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job

satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors ,because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included:- company policy and administration, supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security. Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved.

2.2.3.6 Teaching Methodology

Singh and Shan, (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques. There are four categories into which methods of teaching can be divided. They are teacher-directed methods, student-directed methods, inter-active methods and problem solving methods. Each category is discussed one by one.

2.2.3.6.1 Teacher Directed Methods

In these methods, the teacher selects, organizes and presents subject matter to students. Since the teacher dominates the view, so they are called teacher-directed methods. There can be various shades of these methods but mainly the following are practiced. Lecture method is a traditional method, its history goes back to the period when there was no printing, and knowledge was communicated by the teacher to a student orally. The teacher depended upon his memory and transmitted the knowledge orally to his students. Demonstration method is similar to the lecture method as far as direct communication of information and ideas from teacher to students but it is dissimilar to it because, it uses a visual approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them. Students observe real situation and working. It is very essential in subjects of science, type-writing, music and physical-education. Demonstration methods have three forms as, pure demonstration, demonstration with observations and participative demonstration.

2.2.3.6.2 Student Directed Methods

These methods are just opposite to teacher-directed method because they put the responsibility of learning on students. The students take the responsibility of planning and carrying out which fosters the development self-discipline. Thus these methods do not restrict themselves merely to the subject matter but have implications for students' growth beyond that. The main forms of these methods are:-

Individualized instruction is on teaching each student individually. The teacher has to take the following variables into consideration of each individual student to help him in learning as, his skills, his abilities, his interests, his learning style, his motivation, his goals, his rate of learning, his self-discipline, his problem solving ability, his degree of retention, his participation, his strengths and his weaknesses.

Individual study is the students read books and other material makes notes out of them and out of the lectures of the teachers but they fail to transfer most of them to their heads and are not able to use them in solving problems. The individual study method encourages doing this. The teacher helps the students to develop proper study habits. It lays the foundation of continued growth of students. Thus it is very effective student-directed method of teaching.

2.2.3.6.3 Interactive Methods

In these methods, both the students and the teachers play their role. The teacher does not dominate the classroom. Either inter-action takes place between the teacher and the students or between students and students or both.

2.3 Indicators of Teachers' Job Performance

Performance indicators are observable and measurable statements to serve as tools in discussions of teachers' skills and knowledge. It specifies what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified. Performance indicators contain an outcome and a standard of performance. Each element is accompanied by a number of performance indicators (MoE, 2012).

Performance is actions of a person or group during the task. The factors that affect the performance of teachers are of two types, the external factors and the internal factors. There are many external factors affecting how a teacher makes decisions in the classroom. While it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the parents and the students. Many of the expectations from these external factors will appear conflicting and it is the classroom teacher who links these into a workable framework while integrating a range of internal factors. Individual belief about teacher children learns most effectively how to teach in particular discipline or key learning area. The match between individual's beliefs about teachers is best teaching practice and whether they can personally meet these demands in the classroom is crucial. The teachers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Groundwater and Cornu ,2002).

2.4 Teachers' Performance Evaluation

High quality teaching is essential to improving student out comes and reducing gaps in student achievement. The teacher performance evaluation system provides teachers with meaningful evaluation that encourage professional learning and growth.

The process is designed to foster teacher development and identity opportunities for additional support where required by helping teachers achieve their full potential. The Performance Evaluation serves 4 objectives

- 1.Developmental uses that is identification of individual needs; Performance feedback, determining transfers and job assignments, identification of individual strengths and developmental needs; salary promotion; retention or termination; recognition of individual performance layoffs and identification of poor performers.
2. Administrative uses/ decisions that is human resource planning, determining organizational training needs and evaluation of organizational for goal achievement.

3. Organizational objectives that is information for goal identification; evaluation of human resource systems, reinforcement of organizational development needs and criteria for validation research.
4. Documentation for human resource decisions, and helping to meet legal requirements (Johnstone, 2009).

2.5 Qualities of an Effective Teacher

The research in teacher's knowledge, skills and standards suggests that teacher change with the passage of time and develop skills like planning, designing, assessment techniques, helping student reflective teaching, professional commitment, assessment techniques, effective feedback and application of knowledge, what they have gained to improve instructions, to understand a competent teacher, we have to see to what extent they apply an integrated knowledge that they have in planning and implementing their teaching and revise the contents of their lesson.

The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids. This suggests that effective teachers are able to learn planning and designing of lesson as well as the strategies to be adopted in teaching:

1. They should be thus traced in facilitating teaching and professional were committee to acquiring knowledge throughout their life,
2. They should further be able to guide their students by properly designate course of studies,
3. They should be able to currently use student's output and provide him with a correct feedback and how to make use of this in improving their teaching,
4. An instructor must be able to adequately manage the classroom,
5. Know the ways and means to motivate the students,
6. The instructor must be able to understand as to how the students learn and improve besides knowing the contents of the education method that they are teaching. One of the attribute of effective teaching relates to the social context of the community, the variance in the students and the positive attributes and the deficiencies in the children. The proficiency in technology is perceived as a means to an end (resulting in better teaching) rather than as an end in itself (Siddiqui, 2007).

2.6. Motivation of Teachers

Motivation of teachers helps to retain teachers at their work places and it includes “materials and psychological needs” as pay on its own increase motivation among teachers. Many writers are in the motivation of teachers help to Performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Tomlinson (2000) argues that performance-based pay is about motivating people, and developing performance oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards these, rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, 2000; Odden, 2000b).

Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned (Adea, 2006).

Davidson (2005) focused on role of teachers in providing good quality education in public secondary schools through motivation where it suggested some initiatives to increase the teacher’s level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organizations do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher’s performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

In this chapter attempts have been made to show different factors that affect teachers’ job performance, indicators of teachers job performance, qualities of effective teachers, and motivation of teaches are clearly stated. Different scholars at different time’s forwarded

different definitions are given. Ownership by management, participatory in nature, specific to organization's needs, availability of required skills are basic principles of the system. Its purpose, in general is developmental and administrative while purposes of measurement is to see achievements of objectives and take remedial actions on deviations. As regards to model development it must be tailored to specific conditions of organizations, because there is no one best way of doing job performance. Contributing factors for its success are leadership, commitment, organizational culture, customer identification and involvement, development and fulfillment of resources etc. are some of the factors that affect teachers job performance.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents about the research design, sample and sampling techniques, instrument of data collection, method of data analysis, and ethical considerations are briefly discussed below.

3.1 Description of the Study Area

The geographical setting of this research was at Yeka sub-City Administration Secondary Schools. According to the City Administration Education Statistics Annual Abstract (2014/15:169-170), 7 Secondary Schools were found at Yeka sub-City Administration. The Sub City has 1,612 males and 20,000 females total 3,612 teachers and 24,174 males and 30,000 females total of 54,174 students. The student's performances were not this much interesting and make us competent with others Sub City students based on quality. Additionally secondary cycle students results are less than primary and when we compare secondary school students result yeka is less than other sub cities according to City Government of Addis Ababa Education Bureau Education Statistics Annual Abstract. Due to this case I want to study the factors affecting teacher's job performance in Yeka Sub City secondary schools.

3.2. Research Design

Thus, to achieve this purpose descriptive survey design was used. Because it is considers as a means to "produce statistics that is quantitative or numerical descriptions of some aspects of the study population" (Singh, 2007). In addition to this by using descriptive research method it is easy to use various forms of data as well as incorporating human experience which enabled the researcher to look the study in so many various aspects and can provide wide overview about the subject matter. Moreover, the following techniques and procedures were used to collect and analyzed data.

Descriptive survey research design was employed to study the factor that affect teachers' job performance. This design helps together various kinds of data resources, to obtain information about the current status of the phenomena and also to know the existing condition of factor that affect teachers' job performance. (Best,2006) and (Cresswel ,2003), a descriptive survey study describes and interprets that is concerned with conditions or relationships that exists, opinions

that are held, process that are going on, effects that are evident or trends that are developing. Thus, the use of descriptive method is found appropriate. The researcher used a descriptive survey method with quantitative approach to collect, analyze and interpret different and compulsory data to get in depth information about the current status of factors that affect teachers' job performance in secondary schools of Yeka sub city.

3.3. Sources of Data

Both primary and secondary sources of data were used for this study:

3.3.1 Sources of Primary data

Sources of Primary data were supervisors, principals, vice principals, department-heads, and teachers through questionnaire and interview.

3.3.2 Sources of Secondary Data

sources of secondary data were documents training manuals, teachers' performance evaluation result, annual report, and teachers' job performance reports, and analysis was done based on the information obtained from the documents.

3.4 Population, Sample Size and Sampling Techniques

3.4.1. Population

According to Yeka Sub City educational office, from 7 secondary schools (9-10) selected 4 of them, 3 supervisors, 44 department-heads, 250 teachers, and 16 principals and vice principals involved in the teaching learning process in the schools. It is difficult and unmanageable to conduct a research on the above mentioned school population. This is due to the scarcity of the budget and time. Therefore, it is important to determine and select the numbers of sampling population included in the study to represent all the rest.

3.4.2 Sample Size and Sampling Techniques

From a total of 7 secondary Schools 4 schools (57.14%) were selected based on simple random sampling in order to give equal chances to all schools in the sub-city. With regards to teachers,

department heads, vice principals, principals and supervisor respondents, out of 313 respondents a total of 179 respondents were selected by employing Yamane's sample size formula:

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

Where n= Sample Size

N= Population Size

e= Level of Precision or Sampling of Error which is +or- 5%.

Accordingly, $n = \frac{313}{1 + 313(0.05)^2}$

$$n = \frac{313}{1 + 0.78}$$

$$n = \frac{313}{1.78}$$

$$n = 179$$

Based on systematic random sampling technique the researcher distributed the 179 respondents into the four schools by 57.14% in order to give equal chances to all schools and to select the available number of respondents from each school as follows:

Table 1:-Name of Secondary Schools, Total Population and Sample Population

No	Sample Schools / sub-city	Total Population	Quota by %	Sample Population
1	Tesfa Birhan	68	57.14	38
2	Millinium	70	57.14	40
3	Kara Alo	95	57.14	54
4	Edget Chora	77	57.14	44
5	Sub-Cit	3	100	3
	Total	313		179

Concerning principal respondents, one principal and three Vice-principals from each sample schools totally 16 and 3 supervisors from sub-city were selected using purposive sampling techniques. This is because principals and supervisors are the main sources of teachers' performance evaluation information and they are few in number as a result easy to manage. In the selected secondary schools all school principals and supervisor, from 12 Vice-principals 6 (50%) and from 44 department-heads 24 (57.14%) of them and from the total population of 250

teachers found in these schools, 142 (57.14%) teachers were selected by using stratified sampling method because this technique could give them equal chance of being included in the study according to their size. The samples of four are classified by departments, service and gender. Because if there are different participant parties we can check the students result accordingly.

3.5. Instrument of Data Collection

In this study, quantitative data collection tools were used. This is because; using quantitative gathering tool is enabled the researcher to express the data quantitatively. Instruments questionnaire, interviews and document analysis were to be used for the purpose of collecting data for the study.

3.5.1. Questionnaires

Questionnaire was one of the instruments which are used in this study to collect data. One type of questionnaire was prepared for principals, department-heads, and teachers on four factors as attitude, subject mastery, teaching methodology and personal characteristics. The questionnaire was developed on the format of closed-ended method, which covered all the aspects of principals, department-heads, and teachers related factors that affect the teachers' job performance in the secondary schools of Yeka sub city. It is developed by teachers who have did researches before and have an experience and it focus on the way that we bring quality of education,

3.5.2. Interviews

In addition to the questionnaire, unstructured interview questions were used as instruments of data collection, which is suitable for relatively small number subjects, in this case, supervisors were interviewed. On the basis of this notion, interview guide were prepared beforehand to help the researcher follow the predetermined questions. Thus, interview questions were used to support, enrich and cross check and supplement the responses gathered from participants through the questionnaire. The interviews were aimed at eliciting information on critical factors that affect the teachers' job performance in secondary schools of Yeka sub city.

The interview participants were sub city supervisor. They were three in number. The total numbers of interview questions are four and each interviewee answer all of them. Each interviewee takes around 12 minutes totally they take about 36 minutes to answer all of them. The language used to interview is English additionally they explain in Amharic as well. The issue of interview was about teacher's participation on TDP, factors and solution that affect teacher's job performance and suggestion about the solution.

3.5.3 Document Analysis

In addition to questionnaire and interview, document analysis was used to substantiate the information gathered by the questionnaire and interview. Documents like, Minutes of meeting, policy document, Job description records to see whether job delegated to subordinates, document for selection of subordinates for workshop, training opportunity, promotion and rewards. Moreover, documents like (like, General Education Quality Assurance Packages).

3.6. Procedures of Data Collection

In order to administer the questionnaire, the researcher first attempted to contact the school principals of the sample schools to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers, and department-heads were informed about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised. To this effect, the respondents were told to reply to the questionnaires based on the facts and their personal feelings. After the respondents had filled the questionnaires, they returned them back to the researcher for further analysis.

An interview was also conducted through disclosing the purpose of the study based on the permission and willingness of respondents by the researcher. The data of the interview were collected in writing. Besides, document investigation was made by the researcher himself. Then, the researcher collected all the data from the respondents and analyzed them by using different methods of data analysis. Finally, some possible recommendations were forwarded.

3.7. Methods of Data Analysis and Interpretation

Since the collected data were quantitative, methods were adopted to analyze the data. Those data obtained through close ended questionnaire were presented in tables and analyzed by frequency counts and percentages. Percentage was also used to examine the personal characteristics of respondents and to check the disparity in responses among different group of respondents on factors that affect teachers' job performance. Since the group of respondents was more than two, ANOVA was used to examine the significant differences that exist among the means of the three groups of respondents regarding factors that affect teachers' job performance and to test the significant differences among means of responses in groups at alpha 0.05 levels. Mean score of each group and total mean of the groups also used for the analysis. Data obtained through interview and documents were organized and presented through narrative descriptions.

3.8. Ethical consideration

The researcher ensured that the confidentiality and anonymity of the participants was maintained through the removal of any identified characteristics before widespread dissemination of information. The researcher made it clear that the participants name would not be used for any other purpose, nor were information shared that to bear their identity in any way.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data collected through questionnaire, interview and documents. The data for this study were collected from Tesfa Birhan, Millinium, Kara Alo , Edget Chora and sub city. The questionnaire and interview were started by analyzing of the respondents' background information with respect to their responses. Frequencies, percentages and mean scores were used to summarize respondents' demographic characteristics and describe respondents' opinions on the factors that affect teachers' job performance in secondary schools of Yeka sub city.

4.1 Demographic Characteristics of Respondents and Interpretations

The focus of this section is to summarize the important demographic characteristics of the respondents. Generally, Table I depicted summary of important demographic characteristics. As indicted in Table I below, for the principals, teachers, and department-heads respondents to the questionnaire were distributed, 179 questionnaires were involved 16 principals, 96 teachers, 44 department-heads and 3 supervisor respondents, 159 (90.3%) of the instruments were returned after filled appropriately.

Table 2:-Demographic Characteristics of Teacher, Department-Head, Principal and Supervisor Respondents.

Item	Characteristics of respondents	Number	Percent (%)
Sex	Male	128	80.6%
	Female	31	19.4%
	Total	159	100%
Age	21-25 years	14	8.2%
	26-30 years	43	27.8%
	31-35 years	77	48.6%
	36-40 years	13	7.8%
	41years and above	12	7.6%
	Total	159	100%
Level of education	First Degree	142	89.5%
	Master (second degree)	17	10.5%
	Total	159	100%
Work experience	1-5 years	6	3.6%
	6-10 years	39	24.5%
	11-15 years	88	55.6%
	16-20 years	20	12.7%
	21-25 years	4	2.5%
	26-30 years	2	1.2%
	Total	159	100%

Source: Survey by the researcher (2013)

As indicted in table 1 item 1 shows that, for the teachers and department-heads respondents to the questionnaire were distributed,159 teachers and department-heads were involved of teachers and department-heads respondents, 128 (80.6)% were males and 30 (19.4)% were females. The sample size for females was far less than that of their male counterparts. This male-female

disparity may be attributed to the low proportion of females in the teaching staffs. Item 2 of Table 1 shows that 14 (8.2%) of teachers respondents and department-heads respondents were in the age of 21-25 years. On the other hand, 43 (27.8%) of teachers respondents and department-heads respondents were in the age of 26-30 years, 77 (48.6 %) of teachers respondents and department-heads respondents were in the age of 31-36 years, 13 (7.8 %) of teachers respondents and department-heads respondents were in the age of 37-40 years. However, an inconsiderable numbers of teachers respondents and department-heads respondents 12 (7.6%) were in the age of 41 years or above. Thus, 77 (48.6 %) of teachers respondents and department-heads respondents were the matured individuals in the age of 31-36 years. Item 3 of Table 1 shows that, 142 (89.5%) of teachers respondents and department heads respondents acquired BA, and 17 (10.5%) teachers were MA for teaching at sampling secondary schools. Item 4 of table 1 shows that, 6 (3.6%) of teachers respondents and department-heads respondents were in the work experience of 1-5 years. On the other hand, 39 (24.5%) of teachers respondents and department-heads respondents were in the work experience of 6-10 years, 88 (55.6%) of teachers respondents and department-heads respondents were in the work experience of 11-15 years, 20 (16.25%) of teachers and department-heads respondents were in the work experience of 16-20 years. However, an inconsiderable numbers of teachers and department-heads respondents 6 (7.6%) had the work experience of 21-30 years. It concludes that, the majority of work experience of teachers and department-heads were 11-15 years (88 teachers).

4.1.1. Number of Questionnaire Respondents of Department-heads, and Teachers

Table 3: Questionnaires Distributed and Rate of Return

Name of sample school	Teachers	Questionnaire Distributed	Questionnaires Collected	Dep't heads	Questionnaire Distributed	Questionnaires Collected
Tesfa Birhan	30	30	30(100%)	6	6	6(100%)
Millinium	31	31	28(88.9%)	6	6	5(83.3%)
Kara Alo	46	46	40(88.4%)	6	6	4(66.7%)
Edget Chora	35	35	31(93.7%)	6	6	5(83.3%)
Sub-City	-	-	-	-	-	-
Total	142	142	129(90.8%)	24	24(100%)	20(83.3%)

As indicated in Table 3 above, for the teacher and department heads respondent to the questionnaire were distributed, 179 questionnaires were distributed to teachers and students respondents, 159 (90.3%) of the instruments were returned after filled appropriately and 24 department heads were involved in the study. All the instruments filled by the department-heads 20 (83.3%) were returned.

4.2. Analysis and Interpretation of Factors affecting Teachers' Job performance

The focus of this section was to analysis and interprets the results of the students, teachers, and department-heads on teachers' job performance. This analysis and interpretation dealt with only three factors that affect classroom teaching methods such as teachers' attitude, subject matter mastery and teaching methodology of the teachers. Table 3-7 depict analysis and interpretation data from questionnaire, interview and document sources.

Performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. To identify factors that affect teachers' job performance in classroom teaching methods was assessed below. For this purpose, major indicators were presented to respondents to be rated on a five point Likert scale: from Strongly Agree=5 to Strongly Disagree=1. For analysis purpose for table 3-7 based on teachers' attitude, subject mastery and teaching methodology of the teacher of the grand mean values were interpreted as:

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA in teachers' job performance.

KEY: - SDA= Strongly Disagree, DA= Disagree, MD= Undecided, A= Agree and SA= Strongly Agree.

4.2.1 Analysis Of Respondents Views About Effect Of Teachers' Attitude On Their Teachers' Job Performance.

In this sub section some of factor that affects teachers' job performance about effect of teachers' attitude on their teachers' job performance were analyzed as a questionnaire and interview analysis part in order to identify the factors that affect, teachers' attitudes on their teachers' job performance in 4(four) selected secondary schools of Yeka sub city. Therefore, this part would hopefully answer the first research question of this study. Some of the major indicators of

perception of factors that affect teachers' attitudes on their teachers' job performance were presented to the respondents. For analysis purpose table 3, item 1 up to 5 the mean value which can describe the extent of factor are interpreted as mean >3.5 strong agree, mean 2.5-3.5 agree, and <2.5 strong disagree.

Table 4: Perception of Respondents about Effect of Teachers' Attitude on their Job Teachers' Performance

No	Items	Respondent				Comparing one-way ANOVA	
		Teachers N=142 Mean	Dep't heads N=24 Mean	Principals N=16 Mean	Grand Mean	F	sign
1	They treat all students equally	3.71	4.13	3.37	3.73	9.35	0.000
2	They maintain polite and respectful approach when they meet with students.	3.35	3.63	3.73	3.43	0.75 0	0.473
3	They play important role to improve the character of their students.	3.57	2.75	3.83	3.38	12.6	0.000
4	They readily admit any error and seek to correct it.	3.62	3.17	3.80	3.53	4.89	0.008
5	Professional influence of teachers' performance.	3.33	3.29	3.60	3.40	3.27	0.39

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA in teachers' job performance. KEY: - SDA= Strongly Disagree, DA= Disagree, MD=Undecided, A= Agree and SA= Strongly Agree. N= Numbers and $\alpha=0.05$. In the above Table 3, item 1, the mean score of teachers (Mean=3.71), department-heads (Mean=4.13) and principals (Mean=3.37) shows that, teacher and department-heads have treated all students equally. This shows that, teacher and department-heads strongly agreed on teachers' treatment of all students equally. The ANOVA

result ($F=9.35$, $P < 0.05$) shows that there is no significant mean scores difference among the group of respondents.

The statistical test indicates that the teacher and department-heads believed more compared to the principals on teachers' treatment all students equally; that is, the teacher and department-heads strongly agreed more than the students. In the above table 3 item 2, the mean score of teacher (Mean=3.35) and department-heads (Mean=3.63) and students (Mean=3.33). This shows that, teacher and principals agreed on teachers maintain polite and respectful approach when teachers meet with students. The ANOVA result ($F=0.75$, $P < 0.05$) shows that, there is no significant mean scores difference among the group of respondents. The statistical test indicates that the department-heads believed similar when compared to the teacher and principals on teachers maintain polite and respectful approach when teachers meet with students; that is, the teacher and principal's medium more than the department-heads. Therefore, there were no differences among the responses of department-heads, teacher and principals. Therefore, from the finding one can conclude that approach of teachers were negative attitude towards students.

As shown by the data in Table 3, item 3, teachers played important role to improve the character of their students. The teacher and principals strongly agreed with the mean value 3.57 and 3.83 respectively. But department-heads agreed with the mean values 2.75. The calculated ANOVA result ($F=12.6$, $P < 0.05$) shows that, there is no statistical significance difference among the respondents.

The statistical test indicate that the teachers and principals believed more compared to department-heads on teachers play important role to improve the character of their students; that is, teacher and the principals strongly agreed more compared to department-heads. In the above table 3, item 4, as it can be seen from the calculated mean score of the teacher (Mean 3.62), principals (Mean=3.8) and department-heads (Mean=3.17) shows that, the principals and teacher strongly agreed on that teachers readily admit any error and seek to correct it. In contrary, department-heads (Mean=3.17) agreed. The variation in responses was also confirmed by calculated ANOVA result ($F=4.89$, $P < 0.05$) shows that, there is statistically significant difference among the respondents about teachers readily admit any error and seek to correct it.

The statistical test indicate that the principals and teacher believed more compared to the department-heads on teachers readily admit any error and seek to correct it; that is, principals and teacher strongly agreed more than department-heads. Therefore, there were differences among the responses of them. In the above table 3 item 5, respondents were asked the extent of teachers is developed in attitude towards their Professional not influence of teachers' performance. Accordingly, the mean values of teacher, department-heads, and principals are 3.33, 3.29 and 3.60 respectively.

The teacher and department-heads medium that the teachers' judgment was developed in attitude towards their profession effects of teachers' performance but, the principals are strongly agreed with this issue. The calculated analysis ANOVA result ($F=3.27$, $P < 0.05$) confirm that there is statistically no significant mean score difference among the respondents about procedure for teacher judgment is developed in attitude towards their Professional effects of teachers' performance.

The statistical test indicates that principals believed more compared to the teachers and department-heads on teachers' attitude towards their Professional effects of teachers' performance; that is, the principals strongly agree more than the teacher and department-heads. Therefore, there were no differences among the responses of both groups. In general, from the findings of the researcher, the current study of questionnaire suggests majority of both respondents have agreed under the effect of teachers' attitude on their job performance in teachers they treat all students equally and they readily admit any error and seek to correct the effect of teachers' attitude on their job performance. In line with this, Yiwem (2004) suggest that the new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed.

4.2.2 Analysis of Views of Respondents about the Effect of Subject Matter Mastery on Teachers' Job Performance

In this sub section, to identify the factor that affects teachers' job performance on subject matter mastery were selected in 7 secondary schools of Yeka sub city and presented to respondents to be rated on a five point rating scale; from strong agree=5 to strong disagree=1. For analysis

purpose, for table 6 item 1 up to 5 based on the views of teachers, principals, supervisors, department-heads and students on the factor that affect teachers' job performance on subject matter mastery the mean values were interpreted as mean >3.5 strong agree, mean 2.5-3.5 agree, and <2.5 strong disagree.

Table 5: Views of Respondents about the Effect of Subject Matter Mastery on their Teachers' Performance

No	Items	Respondent				Comparing one-way ANOVA	
		Teachers N=142 Mean	Dep't heads N=24 Mean	Principals N=16 Mean	Grand Mean	F	sign
		1	Subject matter mastery affects teachers' job performance.	4.05	4.46	3.83	4.11
2	Respection of the ideas of others and learn from them	3.81	3.33	3.60	3.58	3.04	0.49
3	Teacher's provision of guidance in their support.	3.45	3.33	3.41	3.39	0.14	0.867
4	Consideration of teaching as an opportunity of service for students.	3.54	3.83	3.44	3.60	8.91	0.000
5	Teachers have inadequate knowledge of Subject matter in the courses they teach.	4.36	3.88	3.42	3.88	35.33	0.00

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA in teachers' job performance. KEY: - SDA= Strongly Disagree, DA= Disagree, MD=Undecided, A= Agree and SA= Strongly Agree. N= Numbers and SD= Standard division and $\alpha=0.05$

In the above Table 4, item 1, the mean score of teachers (Mean=4.05), department-heads and (Mean=4.46) and principals (Mean=3.83) shows that, teacher, department-heads and principals on Knowledge of subject matter affects teachers' job performance. This shows that, teacher, department-heads and principals strongly agreed on Knowledge of subject matter affects

teachers' job performance. The ANOVA result ($F=8.22$, $P < 0.05$) shows that there is no significant mean scores difference among the group of respondents.

The statistical test indicates that all respondents are similarity on knowledge of subject matter affects teachers 'job performance; that is, the respondents strongly agreed. Therefore, there were differences among the responses of teacher, department-heads and principals. Similarly, the interviewed supervisors responded that; the knowledge of subject matter affects teachers 'job performance was lack of Knowledge of subject matter, lack of commitment to preparing and planning for subject matter, lack of motivation and less participation in professional development. This can be impact teaching learning process at classroom.

As it is indicated in Table 4 item 2, the mean score of teachers' job performance on subject matter mastery of teachers' (mean=3.81), department-heads (mean=3.33), and principals (Mean=3.60) shows that, all respondents on teachers respect the ideas of others and express a willingness to learn from them. Teachers' and students strongly agreed, department-heads medium on teachers respect the ideas of others and express a willingness to learn from them. The ANOVA analysis result ($F=3.048$; $p= 0.05$) shows that there is no significant mean difference among opinion of sample teachers, department-heads and students in affect subject matter mastery on teachers' job performance.

The statistical test indicates that the variation of respondents shows that, Teachers' and principals judgment was highly respect the ideas of others and express a willingness to learn from them for department-heads Therefore, there were no differences among the responses of teacher, department-heads and principals. In the above table 4 item 3, the mean score of teacher (Mean=3.45) and department-heads (Mean=3.33) and principals (Mean=3.41) shows that, teacher, principals and department heads on teachers provide guidance in their support. This shows that, all respondents have agreed on teachers provide guidance in their support. The ANOVA result ($F=0.14$, $P < 0.05$) shows that, there is no significant mean scores difference among the group of respondents.

The statistical test indicates that all respondents have agreed on teachers provide guidance in their support that is, the teacher, department-heads and principals agreed. Therefore, there were no differences between the responses of teacher, principals and department-heads. As it is

indicated in Table 4, item 4, teachers consider teaching as an opportunity of service for students, the mean score of teachers' effect of subject matter mastery on teachers' job performance (mean=3.54) has strongly agreed and principals(mean=3.44) has agreed and department-heads (mean=3.83) has strongly agreed. The ANOVA analysis result ($F=8.91; p<0.05$) shows that, there is high significant mean difference among opinion of sample teachers, department-heads and principals in factor that affect subject matter mastery on teachers' job performance.

The statistical test indicates that the department-heads believed more compared to teacher and principals on teachers consider teaching as an opportunity of service for students, shows that, teachers' and department-heads have strongly agreed more than the principals. The ANOVA analysis result ($F=35.33 ; p= 0.05$) shows that there is high significant mean difference among opinion of sample teachers, department-heads and principals in factor that affect subject matter mastery on teachers' job performance.

As it is indicated in Table 4 item5, the mean score of the effect of subject matter mastery teachers' on their job performance of teachers' (mean=4.36), department-heads (mean=3.88), and principals(mean=3.42) shows that, all groups rated the teachers have inadequate knowledge of Subject matter in the courses they teach. This indicates that teachers and department-heads have strongly agreed that, and principals agreed. So that, it is safe to conclude that, they have inadequate knowledge of subject matter in the courses they teach. In appendix A, shows that there is highly significant different among teachers and department-heads have strongly agreed and principals agreed. Generally, from the findings of the current study of questionnaire and the triangulated data collected through the interviews clearly reflect that the most of the participant attributed of the effect subject matter mastery on their teachers job performance are lack of Knowledge of subject matter, lack of commitment to preparing and planning for subject matter and they have inadequate knowledge of Subject matter in the courses they teach. Theoretically, many writers are in the education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation.

General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new

understandings and skills for professional performance Nayak and Rao (2002). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is one dimension of teachers' competence (Siddiqui, 2004). Thus, it is possible to infer that the effect of subject matter mastery on teachers' job performance in secondary school of Yeka sub city.

4.2.3 Analysis of Respondents about the Effect of Teaching Methodology on Their Teachers' Job Performance.

In this sub section, result of the information concerning the effect of teaching methodology on their teachers' job performance were analyzed as a questionnaire part in order to identify what effect of teaching methodology on their teachers' job performance in 4(four) selected secondary schools of Yeka sub city. Therefore, this part would hopefully answer the research question of this study. Some of the major indicators of perception of respondents about the effect of teaching methodology on their teachers' job performance were presented to the teachers, department heads and students. For analysis purpose table 5 item 1 up to 5 the mean value which can describe the extent of factor are interpreted as mean >3.5 strong agree, mean 2.5-3.5 agree, and <2.5 strong disagree.

Table 6: Views of Respondents about the Effect of Teaching Methodology on Their Teachers' Performance

No	Items	Respondent				Comparing one-way ANOVA	
		Teachers N=142 Mean	Dep't heads N=24 Mean	Principals N=16 Mean	Grants Mean	F	sign
1	Teacher's teaching methodology is good.	4.11	3.83	3.57	3.83	8.22	0.000
2	Teachers have Integrating subject content with daily make teaching learning process easy.	4.11	3.92	3.69	3.90	8.91	0.00
3	Teachers use different techniques to teach.	4.05	4.08	3.48	3.87	3.05	0.49

4	Teachers make easy their teaching by integrating subject matter with daily examples.	3.84	4.17	3.49	3.83	8.199	0.00
5	Identification of student's interest	3.74	3.88	3.48	3.7	35.33	0.00

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50=A and 4.51-5 = SA in teachers' job performance. KEY: - SDA= Strongly Disagree, DA= Disagree, MD=Undecided, A= Agree and SA= Strongly Agree. N= Numbers and $\alpha=0.05$.

The above Table 6, item 1 indicates that their teaching methodology is good, the teacher and department-heads strongly agreed with the mean value 4.11 and 3.83 respectively. But principals strongly agreed with the mean values 3.57. The calculated ANOVA result ($F=8.22, P < 0.05$). Shows that, there is statistical significance difference among the respondents. The statistical test indicate that all respondents have similarly on their teaching methodology is good; that is, the teacher and department-heads strongly agreed. To respect that teacher they teaching methodology is good about the effect of teaching methodology on their teachers' job performance in the stage, all of them use different teaching methodology.

Appendix A, shows that there is highly significant different among respondents. As data shown in table 6, item 2, teachers have integrating subject content with daily make teaching-learning process easy, the teacher, department-heads and principals strongly agreed with the mean value **4.11, 3.92 and 3.69 respectively.**

The calculated ANOVA result ($F=8.91, P < 0.05$) shows that, there is statistical significance difference among the respondents. The statistical test indicates that all respondents have similarly on teachers integrating subject content with daily make teaching learning process easy; that is, the teacher, department heads and principals have strongly agreed. As data shown in Table 6, item 3, teachers use different techniques to teach, the teacher and department-heads strongly agreed with the mean value 4.05 and 4.08 respectively. But principals agreed with the mean values 3.48. The calculated ANOVA result ($F=3.05, P < 0.05$) shows that, there is statistically no significance difference among the respondents. The statistical test indicate that

the teacher and department-heads believed more compared to students on teachers use different techniques to teach; that is, the teacher and department heads strongly agreed more than the principals. Therefore, there were no differences among the responses of teacher, department-heads and principals. The ANOVA analysis result ($F=8.199$; $p= 0.05$) shows that there is high significant mean difference among opinion of sample teachers, department-heads and principals in effect of teaching methodology on their teachers' job performance.

As it is indicated in Table 6 item 4, the mean score of teachers' about the effect of teaching methodology on their teachers' job performance on (mean=3.84), department-heads (mean=4.17), and principals (mean=3.49) shows that, teachers and department-heads have strongly agreed and students has agreed when using teaching by integrating subject matter with daily examples. The statistical test indicate that the teacher and department-heads have believed more compared to students on teachers integrating subject content with daily make teaching learning process easy; that is, department-heads and teacher have strongly agreed more than the principals. So that, it is safe to conclude that, they make easy their teaching by integrating subject matter with daily examples. When using daily example to enhance students and teachers' job performance in secondary schools. In appendix A, shows that there is highly significant different among teachers and department-heads have agreed, principals has agreed.

As shown in Table 6, item 5, they identify the identity of the students, learning as their primary responsibility for learning, the teachers strongly agreed with the mean values 3.74, department-heads strongly agreed with the mean value 3.88 and students has agreed with the mean value 3.48. The calculated the ANOVA analysis result ($F=35.33$; $p< 0.05$) shows that there is no significant mean difference among opinion of sample teachers, department-heads and principals in factor that affect about the effect of teaching methodology on their teachers' job performance. The statistical test indicates that the variation of respondents show that, department-heads and teachers have strongly agreed, principals has agreed in they identify the identity the students, learning as their primary responsibility for learning for teacher than principals. Appendix A shows that, there were differences among the responses of teacher, principals and department-heads. In general, from the findings of the researcher, it is clear that the majority of both respondents have strongly agreed under the effect of teaching methodology on their teachers' job performance. Teachers have integrating subject content with daily teaching learning process and

they use different techniques to teach are major factors in the effect of teaching methodology on their teachers' job performance.

Bedada (2002) stated teaching methods are the means by which the teacher attempts to bring about the desired learning. Basically, method in teaching concerning the way teachers organize and use techniques of teaching, subject matter, teaching tools, and teaching materials to meet teaching objectives. Service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques, Singh and Shan (2005). Thus, it is possible to infer that the effect of teaching methodology on their teachers' job performance in secondary school of Yeka sub city.

4.2.4 Analysis of respondents about the current status of teachers' job performance

In this sub section, result of the information concerning to identify the current status of teachers' job performance were analyzed as a questionnaire and interview part in order to current status of teachers' job performance in 4(four) selected secondary schools of Yeka sub city. Therefore, this part would hopefully answer the research question of this study. Some of the major indicators of perception of the current status of teachers' job performance were presented to the teachers, principals, supervisors, department-heads and principals. For analysis purpose table 6 item 1 up to 5 the mean value which can describe the extent of current status of teachers' job performance are interpreted as mean >3.5 strong agree, mean 2.5-3.5 agree, and <2.5 strong disagree.

Table 7: Views of Respondents' about the Current Status of Teachers' Job Performance

No	Items	Respondent				Comparing	
		Teachers N=142 Mean	Dep't heads N=24 Mean	Principals N=16 Mean	Gran d Mean	one-way ANOVA F	sign
1	Teachers' participation in school TDP.	4.15	3.54	3.23	3.64	12.48	0.000

2	Participation in collaborative research has enhanced their (TDP) development.	4.13	3.63	3.51	3.76	15.39	0.000
3	Residential problems of teachers affect their performance	3.35	3.92	3.50	3.59	1.63	0.197
4	Language of instruction affects teachers' performance.	3.74	3.83	3.57	3.71	3.15	0.044
5	They try to maintain a careful and clean Personal appearance.	3.55	3.67	3.27	3.49	3.46	0.032

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA in teachers' job performance. KEY: - SDA= Strongly Disagree, DA= Disagree, MD=Undecided, A= Agree and SA= Strongly Agree. N= Numbers and $\alpha=0.05$ In the above table 7, item 1, the mean score of teachers (Mean=4.15), department-heads (Mean=3.54) and students (Mean=3.23) shows that, teacher, department-heads and principals on status of teachers' participation in school TDP. This shows that, teacher's and department-heads have strongly agreed while students agreed on status of teachers 'participation in school TDP.

The ANOVA result ($F=12.48$, $P < 0.05$) shows that there is significant mean scores difference among the group of respondents. The statistical test indicates that the teacher and department-heads have believed more compared to principals on status of teachers' participation in school TDP. That is, the teachers and department heads have strongly agreed and principals agreed. Similarly, the interviewed supervisors responded that; some teachers have no interest to participate in school professional development because of, lack of motivation, encouragement, and inefficient awareness and less participation in professional development. It can be impact the status of teachers' job performance in teaching-learning process at classroom. Therefore, there were differences between the responses of teacher, department-heads and principals. As it is indicated in table 7 item 2, the mean scores of teachers' job performance on the current status of teachers'(Mean=4.13), department-heads (Mean=3.63), and principals (Mean=3.51) shows that,

all the respondents have strongly agreed on participation in collaborative research has enhanced their (TDP) Professional development efforts.

The ANOVA analysis result ($F=15.39$; $p<0.05$) demonstrate that there is significant mean difference among opinion of sample teachers, department-heads and principals have identify the current status of teachers' job performance. The statistical test indicates that the variation of respondents shows that, teachers' participation in collaborative research has enhanced their (TDP) Professional development efforts for all respondents. Therefore, there were differences among the responses of teacher, department-heads and students. The ministry of education also defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels, so that they will be able to provide quality education for rearing of competent citizens (Basic Education Program,2007).

As it is indicated in Table 7 item 3, the mean score of teachers' job performance on the current status of teachers' job performance (Mean=3.35), department-heads (Mean=3.92), and principals (Mean=3.50). Shows that, teachers and students have agreed and department-head strongly agreed on residential problem affect teachers' performance. The ANOVA analysis result ($F=1.628$; $p<0.05$) demonstrate that there is no significant mean difference among opinion of sample teachers, department-heads and students have identify the current status of teachers' job performance. The statistical test indicate that the department-heads believed more compared to principals and teacher on residential problem affect teachers' performance; that is, the departments-heads strongly agreed more than the teachers and principals Therefore, there were no differences between the responses of teacher, department-heads and students.

The ANOVA analysis result ($F=3.15$; $p< 0.05$) shows that there is no significant mean difference among opinion of sample teachers, department-heads and students have identify the current status of teachers' job performance. As it is indicated in table 7 item 4, the mean score of teachers' job performance on the current status of teachers' (Mean =3.74), department-heads(Mean=3.83), and principals (Mean=3.57) shows that, all respondents have strongly agreed on language of instruction affects teachers' performance. The statistical test indicates that the variation of respondents shows that, department-heads was highly language of instruction affects

teachers' performance for teachers than principals. Therefore, there were differences among the responses of teacher, department-heads and students.

As it is indicated in Table 7 item 5, the mean score of teachers' job performance on the current status of teachers' job performance (Mean=3.55), department-heads (Mean=3.67), and principals (Mean=3.27). Shows that, teachers and department-heads have strongly agreed and principals agreed to maintain a careful and clean personal appearance affect teachers 'performance. The ANOVA analysis result ($F=3.46$; $P < 0.05$) explain that there is significant mean difference among opinion of sample teachers, department-heads and principals have current status of teachers' job performance. The statistical test indicate that the department heads and teachers believed more compared to students has current status of teachers' job performance; that is, the teacher and department-heads strongly agreed more than the students. Therefore, there were differences among the responses of teacher department heads, and principals. In general, from the findings of the researcher, the current study of questionnaire suggests majority of both respondents have agreed under the current status of teachers' job performance in the participation of collaborative research has enhanced their Professional development and Language of instruction affects teachers' job performance are major factors in the current status of teachers' job performance.

An effective teacher's characteristic is who quite consistently achieves which either directly or indirectly or focuses on the learning of their students (Anderson, 1991). Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep side by side of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have an acquaintance with psychological principals and be able to make practical use of them in teaching. Coupled with achievement data, they will help identify the best towards the delivery of challenging curricula to students throughout the system. In line with this, Rao (2001) suggest that teacher' personal characteristics: what they believe about school subjects and how they are best taught themselves are trained and the teachers present a confident in the classroom atmosphere. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives.

The ministry of education have been given priority for continuous professional development(CPD) believing that it is the right of teachers as well as of a great value for national development, especially in the areas of teachers' beliefs, attitudes and practices, needed to enhance students' learning (UNESCO,2006). It can help the students develop their integrated language skills. It makes the process of language learning to be a process of developing students' positive emotional attitudes, autonomic thinking and ability to take risks. Thus, it is possible to infer that on the current status of teachers' job performance in secondary school of Yeka sub city.

4.2.5 Analysis of Respondents about the Improvement of Teachers' Job Performance

In this sub section, result of the information concerning how to improve teachers' job performance were analyzed as a questionnaire and interview part in order to improve teachers' job performance in 4(four) selected public secondary schools of Yeka sub city. Therefore, this part would answer the research question of this study. Some of the major indicators of respondents' views about improvement of teachers' job performance were presented to the teachers, principals, supervisors, department-heads and students. For analysis purpose table 8 item 1 up to 5 the mean value which can describe the extent of teachers', to improve teachers' job performance are interpreted as mean >3.5 strong agree, mean 2.5-3.5agree, and <2.5 strong disagree.

Table 8: Views of Respondents' about Improvement of Teachers' Job Performance

No	Items	Respondent				Comparing	
		Teachers N=142 Mean	Dep't heads N=24 Mean	Principals N=16 Mean	Grand Mean	one-way ANOVA	
						F	sign
1	They encourage class discussion of the students during every stage of instruction.	3.68	3.96	3.57	3.73	0.40	0.67
2	Teachers teaching efforts are	3.85	3.58	3.54	3.65	8.19	0.00

	directed toward motivating the thoughts of their students.						
3	Maintenance of careful and clean Personal appearance.	3.69	3.88	3.69	3.75	0.402	0.67
4	Motivated teachers have high performance than that have low motivation.	4.37	4.17	3.70	4.08	1.63	0.198

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA in teachers' job performance. KEY: - SDA= Strongly Disagree, DA= Disagree, MD=Undecided, A= Agree and SA= Strongly Agree. N= Numbers and $\alpha=0.05$

The ANOVA analysis result ($F=0.402$; $p < 0.05$) shows that there is no significant mean difference among opinion of sample teachers, department-heads and students. How to improve teachers' job performance as it is indicated in Table 8 item 1, the mean score of teachers' job performance to improve teachers' job performance of teachers' (Mean=3.68), department-heads (Mean=3.96), and principals (Mean=3.57) shows that, all groups rated the teachers they encourage class discussion of the students during every stage of instruction. This indicates that teachers, department-heads and principals strongly agreed.

The statistical test indicates that the teachers, students and department-heads believed that similar on teachers they encourage class discussion of the students during every stage of instruction. Therefore, there were no differences among the responses of teachers, students and department-heads. The ANOVA analysis result ($F=8.199$, $p < 0.05$) confirm that there is no significant mean difference among opinion of sample teachers, department-heads and principals to improve teachers' job performance. As it is indicated in Table 8 item 2, the mean score of teachers' job performance on improving teachers' job performance of teachers' (Mean=3.85), department heads(Mean=3.58), and principals(Mean=3.54) shows that, all groups rated teaching efforts are directed toward motivating the thoughts of their students. This indicates that teachers, department-heads and principals have strongly agreed. The statistical test indicates that all respondents have similarly. So that, it is safe to conclude that, teachers' their teaching efforts are directed toward motivating the thoughts of their students is relatively affect the students

'performance. Appendix A shows that there is highly significant different among teachers, principals and department-head have strongly agreed. Therefore, there were differences among the responses of teacher, principals and department-heads.

The ANOVA analysis result ($F=0.402$; $P<0.05$) explain that there is no significant mean difference among opinion of sample teachers, department-heads and principals to improve teachers' job performance. As it is indicated in table 8 item 3, the mean score of teachers' job performance to improve teachers' job performance of teachers' (mean=3.69), department heads(mean=3.88), and principals (mean=3.69) shows that, all response the teachers to satisfy their students when they ask questions in the classroom. This indicates that all groups strongly agreed that; less affect the teachers' job performance in the study area. So that, it is safe to conclude that, teachers try to satisfy their students when they ask questions in the classroom isn't affect the teachers' job performance in secondary schools. Therefore, there were fewer differences among the responses of teacher, department-heads and principals.

The ANOVA analysis result ($F=1.62$; $p<0.05$) shows that, there is no significant mean difference among opinion of sample teachers, department-heads and principals to improve teachers' job performance. As it is indicated in Table 8 item 4, with regard to the mean score of teachers' to improve teachers' job performance of teachers' (mean=4.37), department-heads (mean=4.17), and principals (mean=3.70) indicated that, the teachers, students and department heads have strongly agreed on the influence of the motivated teachers have high performance than that have low motivation in factors that affect the teachers' job performance to improve teaching-learning process. Similarly, the interviewed supervisors responded that; effect teachers' job performance to improve teaching-learning process are lack of motivation, encouragement, inefficient awareness and less participation in professional development. This can impact teaching learning process at classroom. So that, it is safe to conclude that, motivated teachers have high performance than that have low motivation is one of the factors that affect performance of teachers in school. Therefore, there were no differences among the responses of teacher, principals and department-heads. Theoretically, many writers are in the motivation of teachers help to Performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be

improved. Within the literature, Tomlinson (2000) argues that performance-based pay is about motivating people, and developing performance-oriented cultures.

Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Odden, 2000a). These rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, 2000; Odden 2000b).

4.3. Analysis of Interview Questions Responses

The researcher has made efforts to obtain sufficient information about factors that affect teachers' job performance. These efforts required to illustrate reliable information on status of teachers' participation in school TPP (Teachers professional program), the main factors that affect teachers' job performance and how to improve teachers' job performance applied in classroom and its impact on students' academic achievement. To achieve this, substantial literature was reviewed, which helped in highlight performance of teachers' which practiced would effectively improve students' academic achievement.

During the process of literature review, it was felt necessary to obtain, views of principals and supervisors, as they were practically follow the application of teachers' job performance its impact on status of teachers' participation in school TPP, the main factors that affect teachers' job performance and how to improve teachers' job performance. Participation of principals and supervisors in the study was thus considered as an essential aid and help in arriving at realistic opinions. Interview was held with three supervisors, regarding the role of a teacher to enhance students' academic achievement, factors affecting application of teachers' job performance in teaching-learning process. Leading questions for the interview are given at Appendix-D. Summary of interview discussion explained hereunder.

4.3.1. The status of Teachers' Participation in School (Teachers Professional Program).

The first question employed for interviewee was the status of teachers' participation in school TDP. According to the respondents view, there are a number of factors affecting the application of status of teachers' participation in school. The impact of this to discuss by the respondents, attitude of the teachers towards participation of TDP was no commitment to participate and

teacher's willingness and motivation is a major problem in application of the required teachers' job performance. Majority of the participants agreed, that most of the teachers had no commitment to their work. Their for teachers of the target schools were able to have positive attitude towards their profession in order to apply what they have in mind, they also have to have sufficient knowledge and update knowledge on the subject they teach and their believe on what they were teaching should be positive in order to enhance students' academic achievement and enhance teachers' academic skill.

4.3.2. The Solutions to Improve Teachers Job Performance

As an interview held with supervisors revealed that first of all leaders/stakeholders should have facilitates for every activities performed in the school, especially, they should take consideration in motivation of teachers' in the teaching-learning process. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, lack of motivation, lack of training on subject matter mastery, no facilitate school environment, poor pay, and perceptions of how teachers are viewed by society this shows how to motivate teachers' job performance in working place.

First the stakeholders have facilitates for teaching-learning process at school environment. The stakeholders to give training for teachers at Woreda, sub city, National Region, motivate/reward high performance and to enhancing group discussion. Attracting teachers' interest to the subject knowledge through effective communication, showing direction and guidance to students to improve their academic achievement further, significant number of principals and supervisor suggested that, if there is a good facilitate for school environment teachers take accountability in their commitments to school and also to improve teachers' performance consequently, it leads to good teachers' performance.

4.3.3. Factors That Affect Teachers Job Performance

The third questions employed for interviewee was the factors that affect teachers' job performance. According to the respondents view, there are a number of factors that affecting the application of teachers' job performance. The major factors were such as attitude of teachers towards teaching profession, subject knowledge of teachers, teaching methodology and

classroom environment, managerial approach, teaching competence demonstrated and motivational skill.

As discussed by the respondents, attitude of the teachers towards teaching profession was the major factor and teacher's willingness and motivation is a major problem in application of the required factors that affect teachers' job performance to enhance students' academic achievement. Majority of the participants agreed, that most of the teachers had no commitment to their work. Teachers of the target schools most of the time did not focus on the students' academic achievement, do not inculcate the spirit of competition to achieve high results. As mentioned by the respondents of the interview question, teachers must have a positive attitude toward teaching as well as child learning. Respondents further explained, teachers must have sympathetic attitudes toward problems of children. The teacher must try to locate the causes of antisocial behavior and help the children to improve their personality. It was also pointed out by the respondents that knowledge of the teacher regarding children psychology was the other factors that affect teachers' job performance. The respondents of the view states that, classroom instruction should be geared to the needs of the child, teachers should relate the lesson content with students' daily life or experience.

According to the respondents view most of the teachers were unable to handle the behavior of students or suitably advise and direct them. They also mentioned that teachers should have an understanding about their subject in all aspects such as update information, various ways of presenting and explaining material to students and show students how various concepts and facts throughout the subject related to their daily life.

Moreover, the majority of respondents stated that the other factor was teaching methodology of teachers. As they were explained there is don't usage of teaching methodology at instructional activity in daily teaching learning process. Teaching methodology is the process of teaching and the resultant learning by developing a link between the students and the knowledge and skill contents embodied in the curriculum Schools, through effective teaching methods, provide the required environment to the students in learning a particular skill or an area of knowledge with students in understandable teaching, most of the teachers not developed relaxed style of methodology in the classroom rather they are aggressive in classroom. What teachers believe

about their subjects and how they are best taught delivery of their methodology? As they respond teaching methodology of teachers have an impact on application of the factors that affect teachers' job performance which was linked with students' academic achievement.

Based on the above mentioned facts, the researcher concluded that, there is many factors affect teachers' job performance in classroom. From these, teachers' attitude towards teaching, teachers' subject knowledge, teaching methodology of the teachers were the major factors. Therefore, teachers of the target schools were able to have positive attitude towards their profession in order to apply what they have in mind, they also have to have sufficient knowledge and up to date knowledge on the subject they teach and their believe on what they were teaching should be positive in order to enhance students' academic achievement.

The major impacts that affect the current status of teachers' job performance were observed from the item, the participation of teachers in teachers' development program and usage of language instruction and teachers' participation in collaborative research has enhanced their teachers' development program affect performance of teachers. Teachers to maintain a careful and clean personal appearance is the medium factors that affect the current status of teachers 'job performance. The current status of teachers' job performance of the teachers is to talk the students in a language they understand, participation of teachers' on professional development and collaborative research. The teachers use appropriate verbal, diagrammatic or symbolic forms, as organize by the subject discipline, in ways that are familiar to their classes and the explaining skills to enhance the quality of educational process that obviously increase performance of teachers and Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the major findings of the study, conclusions and recommendations have been presented.

5.1. Summary

The purpose of this study was to determine factors that affect teachers' job performance in secondary schools of Yeka sub city. In an attempt to examine these factors, the following specific questions were raised in the study.

1. What are the main factors that affect teachers' job performance in secondary schools?
2. What does the current status of teachers' job performance in secondary schools of Yeka sub city?
3. What should be suggested to improve teachers' job performance in secondary schools of Yeka sub city? The data were gathered mainly through questionnaire, interview and document analysis. The data obtained were analyzed using mean scores, frequency, percentage, and ANOVA test statistical tools. Based on the analysis of the data, the following findings were obtained from the study.

On the basis of the above basic questions, the following major findings were identified. Regarding the required educational qualification for secondary school teachers and department-heads, 543 (100%) of secondary school teachers who were assigned in the secondary schools of Yeka sub city graduate in BA Degree holder and 65 (55.6%) of secondary school teachers and department-heads have work experienced.

The study identified that the major factors that affect the effect of teachers' attitude on their teachers' job performance were observed teachers treat all students equally and they readily admit any error and seek to correct it are effect of teachers' attitude their teachers' job performance are major factors and teachers play important role to improve the character of their students is the medium impact that affect the effect of teachers' attitude on their teachers' job performance. In general the teachers, department-heads and students were relatively involved in some factor that affect the effect of teachers' attitude on their teachers' job performance were teachers' maintain polite and respectful approach to students and attitudes towards their

professional influence teachers' job performance were medium impact. Besides, in the evaluation of factor that affects the effect teachers' attitude of teachers' job performance in various teachers' activities was satisfactory to minimize. The attitude toward students was the enhancement of positive professional attitudes not only promotes the teacher's efficiency, but also helps in making the schools attractive.

The study revealed that the major factors that affect the effect of subject matter mastery on the teachers' job performance were observed that the knowledge of subject matter mastery and inadequate knowledge of subject matter in the courses they teach and teachers respect the ideas of others and express a willingness to learn. In general the teachers and department-heads were relatively involved on subject mastery. Some factor that affect the effect of subject matter mastery on their teachers' job performance were teachers provide guidance in their support and teachers' consider teaching as an opportunity of service for students. Besides, in the evaluation of factor that affects the effect of subject matter mastery on their teachers' job performance in various teachers' activities was satisfactory to minimize. The education of a teacher is based confidently on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation.

The study identified the major factors that affect the effect of teaching methodology on their teachers' job performance was observed from the item at teachers have integrating subject content with daily teaching-learning process, they use different techniques to teach and usage teaching methodology are major factors in the effect of teaching methodology on their teachers' job performance.

The major impacts that affect the current status of teachers' job performance were observed from the item, the participation of teachers in teachers' development program and usage of language instruction and teachers' participation in collaborative research has enhanced their teachers' development program affect performance of teachers. Teachers to maintain a careful and clean personal appearance is the medium factors that affect the current status of teachers' job performance. The current status of teachers' job performance of the teachers is to talk the students in a language they understand, participation of teachers' on professional development and collaborative research. The teachers use appropriate verbal, diagrammatic or symbolic

forms, as organized by the subject discipline, in ways that are familiar to their classes and the explaining skills to enhance the quality of educational process that obviously increase performance of teachers and Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood.

The major impacts that affect the improvement of teachers' job performance were observed from the item, motivated teachers' have high performance, teachers encourage classroom discussion and teachers' try to satisfy their students are the impact to improve teachers' job performance.

As shown above, the major factors that influence teachers' job performance in studied secondary schools were:-

1. Lack of knowledge of subject matter.
2. Lack of usage teaching methodology.
3. Lack of participation of teachers' in professional development and collaborative research.
4. Lack of teachers' motivation.
5. Inadequate and insufficient materials in school environment.

5.2 Conclusions

The conclusions of the study were as follows:-From the factor that affect the effect of teachers' attitude on their teachers' job performance were observed teachers treat all students equally and they readily admit any error and seek to correct it effect of teachers attitude their teachers' job performance are major factors among the five items of teachers' job performance as perceived by the department-head teachers and principals.

From the factors that affect the effect of teachers' attitude on their teachers' job performance was to play important role to improve the character of their students at the medium factors among the five items of teachers' job performance as perceived by the department-heads, teachers and principals. From the factors that affect the effect of subject matter mastery on their teachers' job performance were knowledge of subject matter and inadequate knowledge of subject matter in the courses they teach affects teachers' job performance are major factors among the five items of teachers' job performance as perceived by the department-heads, teachers and principals.

The others factors that affect the effect of subject matter mastery on their teachers' job performance was teachers provide guidance in their support and teachers' consider teaching as

an opportunity of service for students of at the medium factors at the five among the five items of teachers' job performance as perceived by the department-heads, teachers and students. From the factors that affect the effect of teaching methodology on their teachers' job performance teachers have integrating subject content with daily teaching-learning process, teachers' they use different techniques to teach and teachers' usage teaching methodology are major factors among the five items of teachers' job performance as perceived by the department-heads, teachers and students. From the impact of the current status of teachers' job performance have participation of teachers in TDP and usage of language instruction impact the current status of teachers' job performance at major factors among the five items of teachers' job performance as perceived by the department heads, teachers, principals and supervisors.

5.3 Recommendations:

On the basis summary and conclusions made above, the following recommendations were made:

1. In the factors that affect teachers' job performance as analyzed in the study area, the school teachers needs to perform the effect of teachers' attitude on their teachers' job performance and towards their profession that are expected from them, so that teachers need to improve their attention toward the students' needs to improve for better profession.
2. The school teachers needs to perform the knowledge of subject matter that are expected from them and the schools, community and Non-Government Organization should provide adequate and sufficient materials like textbook, library, internet café and laboratory to school. So teachers have continued their attention to enhance knowledge of subject matter and improve their command on the content through self-study and by attending in- service refresher courses.
3. In the factors that affect teachers job performance of school teachers to improve their teaching methodology with integrating subject content with daily teaching-learning process at classroom was by consulting teaching aids, new informatory literature to bring innovation in their teaching methodology.
4. To encourage the status of teachers' job performance on teachers' participation TDP, usage of language instruction on teaching learning process at school environment, a kind of motivate can be allocated. It may help to maximize teachers' job performance and teachers should give specific attention toward this performance teacher by improving their personality characteristics such as, use of ordinary language, use of different channels of communication to facilitate the

students in the classroom and enhanced their teachers' job performance with teachers' participation in collaborative research.

5. The school teachers need to perform the participation of high performance of teachers has improve at teaching learning process and sufficiently teaching efforts are directed toward motivating their students. So that, teachers need to improve a kind of awarded can be allocated.

6. In the light of above conclusions, it can be suggested that if teachers improve their performance on these factors as attitude toward students, subject mastery, teaching methodology. In additionally, the current status of teachers' job performance and how to improve teachers' job performance, a significant improvement can be made in teachers' job performance and government, woreda education office and schools have to improve their attitudes, commitments and responsibilities towards achieving quality education in their respective secondary school of teachers' job performance.

7. There is an improvement in the perception of school leaders on supportive materials and some initiative for teachers. However, their perception is not maximized as expected or the stakeholders have facilitated the school environment for academic staff.

8. The study identified that in the area understudy there was shortage of school facilities and service. These reduce the interest of the learners to stay in school and forced them to low performance of teachers'. Therefore, stockholder of schools should discuss on the issue with community and Non-Government Organization and fulfill these facilities and service.

9. Provide professional development opportunities for teachers and support staff in early identification and effective instructional techniques for secondary school teachers' at low of teachers' performance.

According to supervisors interview teacher's participation in TDP is good at present time when we compare with the previous years. This is because of repeatedly given training for teachers based on TDP to achieve student's result. The factors that affect teachers job performance teacher's lack of interest on TDP, lack of giving attention in different professional at each level of education sector and no continuous support and feedback. The solutions of improving TDP at school level give awareness for each professional; give training, and the objective of TDP on students result achievement. Also to improve teachers moral each stakeholder has to give attention and do different activities. For instance for those who will do best give prize starting

from certificate, give training, include the activity in teachers BSC evaluation and evaluate the students result comparing teachers who has do TDP well with those who will not do well.

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DECLARATION

I, The undersigned, declare that this thesis entitled Factors Affecting Teachers' Job Performance in selected government secondary schools of Yeka sub city in Addis Ababa is my original work, has not been presented for a degree in any other university and that all source of material used for the thesis have been duly acknowledged.

Name: Andargachew Girma Wakjira

Signature _____

Date _____

Addis Ababa University, Ethiopia

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

Name Ato Ayalew Shibeshi

Signature _____

Date _____

7. Appendices

7.1 Appendix A: Questionnaire for Teachers

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Education and Behavioral Studies

Department of Education

QUESTIONNAIRE TO BE FILLED BY TEACHERS

Dear Teachers,

The purpose of this questionnaire is to gather information about Factors that Affect Teachers' Job Performance in Selected Secondary School of Yeka Sub City in Addis Ababa. Right at the onset, the researcher would like to assure you that your response would be used only for research purpose and would be kept confidential. The quality and success of this study depends on the validity and reliability of the information provided by you. Therefore, you are kindly requested to supply your genuine responses to each item of the questionnaires.

Thank you in advance for your cooperation!!

SECTION A

I.GENERAL DIRECTION

Please follow the relevant instruction when filling the questionnaire.

Please write your answer in the space provided for questions items that require your opinion or completion.

II. GENERAL INFORMATION

1. Name of school _____

2. Position: _____

III.SOCIO-DEMOGRAPHIC CHARACTERISTICS

3. Sex: Male Female

4. Age:

I. 21-25 years II. 26-30 years III. 31-36 years

IV. 37-40 years V. 41-45 years VI. 46-50 years

5. Level of education Masters Degree

6. Work experience I.1-5 years II. 6-10 years III. 11-15 years

IV. 16-20 years V. 21-30 years

Direction: - Choose the option you agree on for each questions and put thick mark in the box under the option you agree on. Mark the statements (DA: Disagree, N: Neutral, A: Agree, SA: Strongly agree, SDA: Strongly Disagree).

No Statement SA, A, N, DA, SDA

Teachers' attitude toward Students

1. They treat all students equally.
2. They maintain polite and respectful approach when they meet with students.
3. They play important role to improve the character of their students.
4. They readily admit any error and seek to correct it.
5. Attitude towards their Professional effects of teachers 'performance.

Teachers' Subject Matter Mastery

1. Knowledge of subject matter affects teachers' job performance.
2. They respect the ideas of others and express a willingness to learn from them.
3. They provide guidance in their support time to the students
4. They consider teaching as an opportunity of service for students.
5. They have adequate knowledge of subject matter in the courses they teach.

Teaching Methodology

1. Teachers' teaching methodology is good.
2. Teachers have integrating subject content with daily make teaching learning process easy.
3. They use different techniques to teach.
4. They make easy their teaching by integrating subject matter with daily examples
5. They identify the students, learning as their primary responsibility for learning.

. Current Status of teachers' Job Performance

1. The status of teachers' participation in school TDP.
2. Participation in collaborative research has enhanced their (TDP) Professional development efforts.
3. Residential problems of teachers affect their performance
4. Language of instruction affects teachers' performance.
5. They try to maintain a careful and clean personal appearance.

The improvement of teachers, job Performance

1. They encourage class discussion of the students during every stage of instruction

2. Their teaching efforts are directed toward motivating the thoughts of their students.
3. They try to satisfy their students when they ask questions in the classroom
4. Motivated teachers have high performance than that have low motivation.

THANK YOU FOR YOUR COOPERATION

7.2. Appendix B: Questionnaire for Department-heads

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Education and Behavioral Studies

Department of Education

QUESTIONNAIRE TO BE FILLED BY DEPARTMENT HEADS

Dear Department-heads,

The purpose of this questionnaire is to gather information about The Factors that Affect Teachers' Job Performance in Secondary School of Yeka Sub City. Right at the onset, the researcher would like to assure you that your response would be used only for research purpose and would be kept confidential. The quality and success of this study depends on the validity and reliability of the information provided by you. Therefore, you are kindly requested to supply your genuine responses to each item of the questionnaires.

Thank you in advance for your cooperation!!

SECTION A

I.GENERAL DIRECTION

- Please follow the relevant instruction when filling the questionnaire.
- Please write your answer in the space provided for questions items that require your opinion or completion.

II. GENERAL INFORMATION

1. Name of school _____

2. Position: _____

III.SOCIO-DEMOGRAPHIC CHARACTERISTICS

3. Sex Male Female

4. Age:

I. 21-25 years

II.26-30 years

III. 31-36 years

IV.37-40 years

V. 41-45 years

VI. 46-50 years

5. Level of education Masters Degree

6. Work experience I.1-5 years II. 6-10 years III. 11-15 years

IV. 16-20 years V. 21-30 years

Direction: - choose the option you agree on for each questions and put thick mark in the box under the option you agree on. Mark the statements (DA=Disagree, N= Neutral, A=Agree, SA=strongly agree, SDA: Strongly Disagree)

No Statement SA, A, N, DA, SDA

Teachers' attitude toward Students

- 1 They treat all students equally.
- 2 They maintain polite and respectful approach when they meet with students.
- 3 They play important role to improve the character of their students.
- 4 They readily admit any error and seek to correct it.
- 5 Attitude towards their Professional effects of teachers 'performance.

Teachers' Subject Matter Mastery

- 1 Knowledge of subject matter affects teachers' job performance.
- 2 They respect the ideas of others and express a willingness to learn from them.
- 3 They provide guidance in their support time to the students
- 4 They consider teaching as an opportunity of service for students.
- 5 They have adequate knowledge of subject matter in the courses they teach.

Teaching Methodology

- 1 Teachers' teaching methodology is good.
- 2 Teachers have integrating subject content with daily make teaching learning process easy.
- 3 They use different techniques to teach.
- 4 They make easy their teaching by integrating subject matter with daily examples
- 5 They identify the students, learning as their primary responsibility for learning.

. Current Status of teachers' Job Performance

- 1 The status of teachers' participation in school TDP.
- 2 Participation in collaborative research has enhanced their (TDP) Professional development efforts.
- 3 Residential problems of teachers affect their performance
- 4 Language of instruction affects teachers' performance.
- 5 They try to maintain a careful and clean personal appearance.

The improvement of teachers, job Performance

- 1 They encourage class discussion of the students during every stage of instruction
- 2 Their teaching efforts are directed toward motivating the thoughts of their students.
- 3 They try to satisfy their students when they ask questions in the classroom
- 4 Motivated teachers have high performance than that have low motivation.

THANK YOU FOR YOUR COOPERATION

7.3. Appendix C: Interview for supervisors

Interview for supervisors

Guide line of questions

1. What is the Status of teachers' participation in school TDP in secondary schools?
2. What are the main factors that affect teachers' job performance?
3. What do you think the solution for the factor that affects teachers' job performance?
4. What solutions do you suggest to improve teachers' moral and teachers' Job performance?

7.4. Appendix D: Table of Respondents Response in Percentage

No	Item	Response of Teachers, Student and Dep't heads					
		Strong agree/%	Agree (%)	Neutral (%)	Disagree (%)	Strong disagree/%	
Teachers' attitude toward Students							
1	They treat all students equally	Teachers	29.1	33.6	11.8	4.5	-
		Dep't heads	29.2	54.2	16.7	-	-
		Principals	16.3	23.5	42.2	16.7	1.4
2	They maintain polite and respectful approach when they meet with students.	Teachers	16.4	31.8	31.8	10.9	9.0
		Dep't heads	25.0	33.3	20.8	20.8	-
		Principals	19.0	24.8	29.9	22.4	3.7
3	They give important role to improve the character of their students.	Teachers	24.5	33.6	26.4	9.1	6.4
		Dep't heads	-	29.2	29.2	29.2	12.5
		Principals	34.0	25.5	30.6	9.2	0.7
4	They readily admit any error and seek to correct it.	Teachers	26.4	30.0	23.6	19.1	0.9
		Dep't heads	12.5	41.7	12.5	16.7	16.7
		Principals	27.9	34.4	30.3	5.1	2.4
5	Attitude towards their Professional affects of teachers' performance.	Teachers	22.7	22.7	28.2	17.3	9.1
		Dep't heads	20.8	12.5	41.7	25.0	-
		Principals	18.4	39.1	27.6	14.3	0.7

No	Item	Response of Teachers, Student and Dep't heads					
		Strong agree/%	Agree (%)	Neutral (%)	Disagree (%)	Strong disagree/%	
Teachers' Subject Matter Mastery							
1	Knowledge of subject matter affects teachers' job performance.	Teachers	34.5	41.5	17.3	6.4	-
		Dep't heads	45.8	54.2	-	-	-
		Principals	20.7	46.9	26.9	5.4	-
2	They respect the ideas of others and express a Willingness to learn from them.	Teachers	24.5	48.2	15.5	7.3	4.5
		Dep't heads	25.0	20.0	25.0	20.3	8.3
		Principals	19.7	32.0	37.1	10.5	0.7
3	Teachers provide guidance in their support time to the students in their academic and non-academic relationships.	Teachers	25.5	28.2	20.0	19.1	7.3
		Dep't heads	16.7	25.0	41.7	8.3	8.3
		Principals	16.3	29.9	34.7	16.3	2.7
4	They consider teaching as an opportunity of service for students.	Teachers	20.0	36.4	25.5	13.6	4.5
		Dep't heads	33.3	33.3	20.8	8.3	4.2
		Principals	20.1	28.6	28.6	20.4	2.4
5	Teachers have inadequate knowledge of Subject matter in the courses they teach.	Teachers	46.4	43.6	10.0	-	-
		Dep't heads	33.3	33.3	25.0	4.2	4.2
		Principals	20.1	29.6	23.8	25.2	1.4

No	Item	Response of Teachers, Student and Dep't heads					
		Strong agree/%	Agree (%)	Neutral (%)	Disagree (%)	Strong disagree/%	
Teaching Methodology							
1	Teachers teaching methodology is good.	Teachers	39.1	35.5	22.7	2.7	-
		Dep't heads	20.8	41.7	37.5	-	-
		Principals	21.8	32.0	27.9	18.0	0.3
2	Teachers have Integrating subject content with daily make teaching learning process easy.	Teachers	30.0	50.9	19.1	-	-
		Dep't heads	25.0	41.7	33.3	-	-
		Principals	19.7	44.9	21.1	13.3	1.0
3	They identify the students, learning as their primary responsibility for learning.	Teachers	30.8	29.1	24.5	13.8	1.8
		Dep't heads	33.3	29.2	29.2	8.3	-
		Principals	19.0	31.6	28.2	20.4	0.7
4	They make easy their teaching by integrating subject matter with daily examples	Teachers	24.5	48.2	15.5	7.3	4.5
		Dep't heads	25.0	20.0	25.0	20.3	8.3
		Principals	19.7	32.0	37.1	10.5	0.7
5	They identify the students, learning as their primary responsibility for learning.	Teachers	25.5	28.2	20.0	19.1	7.3
		Dep't heads	16.7	25.0	41.7	8.3	8.3
		Principals	16.3	29.9	34.7	16.3	2.7

No	Item	Response of Teachers, Student and Dep't heads					
		Strong agree/ %	Agree (%)	Neutral (%)	Disagree (%)	Strong disagree/%	
Current Status of teachers' Job Performance							
1	The status of teachers' participation in school TDP.	Teachers	36.4	45.5	15.5	2.7	-
		Dep't heads	20.8	29.2	33.3	16.7	-
		Principals	14.2	28.2	24.1	33.0	0.3
2	Participation in collaborative research has enhanced their (TDP) Professional development efforts	Teachers	40.0	35.5	21.8	2.7	-
		Dep't heads	12.5	41.7	41.7	4.2	-
		Principals	19.4	31.3	29.9	19.4	-
3	Residential problems of teachers affect their performance	Teachers	25.5	22.7	23.6	17.3	10.9
		Dep't heads	29.2	41.7	25.0	-	4.2
		Principals	19.4	32.0	27.9	20.7	-
4	Language of instruction affects teachers' performance.	Teachers	31.8	29.1	23.6	11.8	3.6
		Dep't heads	20.8	41.7	37.5		
		Principals	21.8	32.0	28.2	18.0	
5	They try to maintain a careful and clean Personal appearance	Teachers	28.2	28.2	23.6	10.0	10.0
		Dep't heads	20.8	41.7	25.0	8.3	4.2
		Principals	17.5	33.7	19.4	17.7	11.9

No	Item	Response of Teachers, Student and Dep't heads					
		Strong agree/ %	Agree (%)	Neutral (%)	Disagree (%)	Strong disagree/%	
The improvement of teachers, job Performance							
1	Teachers encourage class discussion of the students during every stage of instruction	Teachers	28.2	30.9	26.4	10.0	4.5
		Dep't heads	37.5	37.5	12.5	8.3	4.2
		Principals	25.5	26.5	28.2	18.7	1.0
2	Teachers teaching efforts are directed toward motivating the thoughts of their students.	Teachers	37.3	25.5	23.6	11.8	1.8
		Dep't heads	25.0	29.2	33.3	4.2	8.3
		Principals	23.5	28.2	27.6	20.4	0.3
3	Teachers try to satisfy their students when they ask questions in the classroom.	Teachers	20.0	38.2	34.5	5.5	1.8
		Dep't heads	33.3	29.2	29.2	8.3	-
		Principals	21.4	41.2	24.1	11.9	1.4
4	Motivated teachers have high performance than that have low motivation.	Teachers	48.2	40.9	10.9	-	-
		Dep't heads	33.3	50.0	16.7	-	-
		Principals	27.2	32.3	23.5	17.0	-