

**THE RELATIONSHIP BETWEEN THE PERCEPTION  
TEACHERS' ON PERFORMANCE APPRAISAL SYSTEM  
AND WORK MOTIVATION IN KAMASHI ZONE  
SECONDARY SCHOOLS**

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SEPTEMBER, 2016  
JIMMA, ETHIOPIA

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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATION  
PLANNING AND MANAGEMENT IN PARCTIAL FULL FILLMENT  
FOR REQUERMENT OF MATER OF ART DEGREE IN SCHOOL  
LEADERSHIP**



## **ACKNOWLEDGEMENT**

My special gratitude and appreciation with respect goes to my advisors Dr Abaya Geleta who gave me his valuable comments, suggestions and unreserved guidance in the overall enrichment and development of this paper. Then my wife Belaynesh Basizo for her contribution while doing this paper and I also would like to thank teachers and principals of in kamashi Zone schools who sacrificed their precious time in filling the questionnaires and answered the interview questions for the study.

Finally, I would like to say thanks to all those who supported me with their opinion and encouraged me to succeed in the development and completion of this thesis.

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## **ABSTRACT**

*The purpose of the study was to investigate relationship between teachers' perception about the practices of performance appraisal system and their work motivation in kamashi zone secondary schools to finished descriptive survey method was employed. Accordingly questionnaires and interview items were developed based on the basic research questions and related literature. Then the data were collected through questionnaires and interviews. Finally the data were collected through questionnaires and interviews; were analyzed by using percentile; mean, standard deviation, one sample t-test and person product correlation coefficient. The finding of the study indicated that, the perception of teachers towards the practice of performance appraisal system in the selected schools were negative. Teachers were unhappy on the current performance appraisal criteria, practice and feedback system. The finding of the research also indicated that, the teacher's level of work motivation was very low. The relationship between performances appraises system and work motivation was positive. Based on the above findings some of the following recommendations forwarded were: The purpose of the appraisal scheme of teachers' performance should be clearly defined and made clear to teacher so that they would accept it as something that paves the way for improving their professional competency and feedback should be conducted regularly. Teachers should be encouraged to express their feelings so that they can develop positive attitude toward appraisal.*



# CHAPTER ONE

## 1. INTRODUCTION

This chapter was included the back ground of the study statement of the problem, the research questions, the general and specific objectives, significance of the study, limitation of the study and definitions of the terms

### 1.1 Background of the Study

All organizations including educational institutions are established to achieve a certain objectives. In order to run effectively and arrive at their established goals, it is necessary to have different types of resources. Among others, human resource is the most fundamental and decisive factor to any organization. Based on this fact, organizations have human resource department that facilitates the effective use of employees to achieve organization goals (Gomez, 2005). This is because the degree to which organizations achieve their goals depends on the quality and management of human resources.

Human resource management comprises a wide area of activities like manpower planning, recruitment and selection, performance appraisal and evaluation, training and development, compensation, safety and health, employee and labor unions (M'ondy et al, 2001). Basically, managers get things done with and through the effort of others. This requires effective human resource managers to exploit maximum potential of workers to achieve organizational objectives.

School as a social organization is established to facilitate the teaching learning process. They are institutionalized as social organizations to facilitate the teaching learning process. They are institutionalized to mold the behavior of students to attain this objective, it needs competent human resource. The accomplishment of school objectives basically depends on the performance of teachers. Teachers are responsible for physical, intellectual, social and moral development of students. They are responsible for the provision of necessary skills and knowledge towards socialization of the child. They are also concerned with psychological

and social adjustment of students and for the building of loyal and responsible generation for nation.

Qualified, committed and motivated teachers are essential, since it is in the classroom that real learning takes place. Without competent teacher in – terms of skill knowledge and work motivation, no curriculum can be implemented effectively and quality education not be attained. (MoE, 2005). Productivity is the primary concern of all organization worldwide. Organizations including schools are busy trying to enhance the productivity of their employees by introducing a number of interventions or incentives. One of the incentives introduced in education sector was teacher appraisal and one of its objectives was to motivate teachers to improve their performance (Monyatsi, 2006)

The importance of appraisal in any organization cannot be overemphasized. A large body of literature on staff appraisal covers a wide spectrum of fields such as commerce, industry, private and public sectors, including schools. Mullins (1996) identifies three main purposes of performance appraisal: to serve as a basis for modifying behavior towards more effective working habits: provide adequate feedback to each employee on his/ her performance: and to provide data to managers with which they may judge future assignments and compensation.

Currently teacher's appraisal gets a great attention by the higher government officials and educational experts. As mentioned earlier the main objective of performance appraisal is to improve individual performance and motivation. Posner and Posner (1992, P.1) explained that "...if employees are to perform effectively they must be well motivated understands what is expected of them and have the ability and skill to fulfill their responsibility 'Mullins (1996) argued that performance appraisal has its root in three well – substantiated psychological principles, and he asserts that people work/ learn/ achieve more when they are given: More chance to be involved in setting of tasks and goals, Clear attainable goals and Adequate feedback as to how they are performing (Knowledge of result).

Hoy and Miskel (2004, P.119) emphasize the crucial role played by feedback when discussing determinants of teacher motivation in school. They argue that feedback provides a teacher with the knowledge of result about job performance: and this knowledge of result allows teachers to appraise their outcome. Teachers can use the knowledge of appraisal

results to gain conceptual understanding of why the performance was at a particular level and how it might be improved.

Most people working in organizations including schools like to feel that someone cares about their work and appreciate it and this tends to motivate them to do more. Owens (2004) describes motivation as the force that cause people to behave as they do. Motivation is one of key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skill, supportive work environment, they will not exert their full effort and energy to their work without sufficient work motivation to achieve those work objectives (Mc Shane and Glinw, 1997).

The success of any educational institution greatly depends on the work motivation of teachers. Challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to student and change over the life of their teaching careers. They make reference to pinder (1948, P.99) who defined work motivation as“ ... set of energetic force that originate both within as well as beyond an individual’s being, to initiate work – related behavior, and to determine its form, direction, intensity and duration, Hansom (2003, p.190) defined motivation as“... an inner state that energizes, moves channels, and sustain behavior toward goals”. He further contends that motivation should be examined from two focal points i.e. intrinsic and extrinsic motivation.

In school performance appraisal helps to motivate teacher to improve their performance. In line with this West and Ainscow (1991) point out that there is evidence from studies of motivational patterns that individual commitment and satisfaction can be encouraged by some system for identifying individual goals and for giving feedback about his or her progress towards these goals. Appraisal has the potential to motivate staff as it gives teachers as a clear view of their jobs, their aims and what is expected of them and of the aim of the school.

From all the above it can be argued that teacher appraisal could be one of the processes in schools which are aimed at motivating teachers in order to enhance their productivity (Linda,

1991). As result, the students benefit because the teacher have been empowered through training and staff development activities. School as organizations benefit from well planned and organized appraisal because they will be able to satisfy the requirements and expectation of stake holders. As Bell(1992,p.126) pointed out that appraisal has“... a part to play in affording parents assurance of the quality of teaching their children receive so that if they are not satisfied they can choose to opt out to other schools’’. Currently there is a need to reform the teaching profession in attempt to improve the quality of teaching which in turn led to enhanced student learning in school and teacher appraisal is deemed very crucial in this venture. The rationale behind this study is to assess the relationship between teachers’ perception on about the practice of appraisal system and their work motivation. Thus conducting continuous research on the relationship between perception of teachers’ on performance appraisal system and work motivation has a tremendous value for educational leaders at all level in order to revise performance appraisal system and its practice. The result also helps educational leaders to know the work motivation level of teachers. Finally, studying this relationship is useful in order to design better performance appraisal system that was serving as a motivation.

## **1.2 Statement of the Problem**

Performance appraisal is the systematic evaluation of the performance of employees and it helps to understand the abilities of a person for further development. Performance appraisal is one of human resource management activities that are used to determine the extent to which an employee is performing job actively or it is a system of reviewing and evaluating individual’s job performance. It involves the identification, measurement and management of performance in organization. (Gomez, 1995: Arum et al, 1996: Mondy et al 2001).

Teacher performance appraisal is an intervention aimed at benefiting both the individual and the school in the pursuit of quality education. According to poster and poster (1992, p.4) “... appraisal is one of the number of communiqués for integrating the individual in to the organization’’. In other words, it helps harness the unique talents of individuals and co-ordinates their activities towards the achievement of organization’s objective by efficient and effective means. Teacher appraisal should be viewed as one of those interventions, including

professional development and work motivation schemes, which aims at developing the teacher's knowledge, skill and confidence. This will improve the effectiveness of teaching and student learning and

According to Goddard and Emerson, (1995) appraisal of teacher's performance is one of the main duties of the school administration process. Effectiveness of the school program is determined by employing this process. Lack of carefully design performance appraisal system can probably lead to failure in the business process itself. If so, school administrator should have clear understanding on the purpose practices and effects of teacher's performance appraisal process. They should consider performance appraisal as a main duties of their job. Teachers performance appraisal is very crucial and yet sensitive responsibility. Various reasons could be listed as why the task to be sensitive and complex, primarily, it measures human efforts, skills and knowledge in relation to the expected standards. However even there are instances where the outcome is out of the control of teachers. On the other hand measurement instruments could be vague or might not contain the necessary qualities that need to be measured. Besides, appraisal could be influenced by the behavior of the appraiser. This may in turn distort the whole intension behind the appraisal process. Even though performance appraisal of teachers serve as a means of quality control by improving the quality of instructional, educational and auxiliary services, the practice heated by most managers and teachers in realizing this, Douglas and James G(1986,P.86) stated as the following. " Assessing employee performance and discussing it with a employee is often difficult and time consuming. It is also stressful for both manager and employees"

From this statement it can clearly be understood that performance appraisal need talents of managers than any aspect of school administration. Despite its complexity, , a systematic appraisal procedure is essential for efficient operation because it serve as a basis for modifying behavior towards more effective work habits, and provide managers with data which they can use to judge future job assignments and compensation.

The appraisal of staff performance is expected to provide answers to many questions in managing human resource in all organizations, including school system. The performance of teachers is evacuated for many reasons. Performance appraisal may serve as following

objectives (Hall, D, J & Godale, J, G, 1986: Monappa & Saiyadain, m, 19996: Ernest, E, & et al (2001).

Helping teachers know their current status and providing them work motivation. Performance appraisal puts a psychological pressure on people to improve performance on the job. If teachers are conscious that their performance is being appraised properly and their future largely depends on such appraisal results they tend to be motivated to improve their performance.

Brining satisfaction to teachers and improving their morale. The existence of regular and appropriate performance appraisal program is an important incentive to teachers. Such an appraisal program can serve to provide information to teachers that performance and contribution to the school is well appreciated and that there is very opportunity to develop themselves both for their personal satisfaction and for the benefit of the school.

Knowing and improving the quality of teacher or staff. Performance appraisal serves to guide human resource development. It is a process that helps in clearly knowing the teachers strengths and weakness and also becoming a basic for improving his performance on the job. It also helps to appraise the effectiveness of the recruitment and selection process as well as the effectiveness and adequacy of material and human support for the teachers.

Help to make administrative decisions. A systematic performance appraisal of teachers provide information of great assistance in making and enforcing about such subjects as promotion salary increase, discharge lay off and transfers, etc.

A study on teachers' performance appraisal indicated that effective teacher's performance appraisal practice serve as a motivation scheme by giving emphasis to professional development (Bell, 1992: West & Aincow, 1991: poster, 1992: Goddard & Emerson, 1995: Mullins, 1996: Murdock, 2000: Rowe 2000: Moyatsi, 2006).

In Ethiopia teacher performances appraisal practices in late 1930's (Melkamu, 1992). This traditional teacher appraisal system continued until the introduction of the current result oriented appraisal system. According to the MOE (as cited in Birhanu, 2006) the current

teachers performance appraisal scheme introduced in 2002 as non – threatening, valid, and extensive to develop the individual and the school. The reason for the introduction was that the earlier ‘traditional performance appraisal practices had been thought of as measuring one’s personal character rather than his /her contribution to the organization. It has also been criticized for its lacking clearly defined objectives and expectation (Birhanu, 2006). Such appraisal system is more open to personal judgment of appraisers which might be liable to mistake because there had been no defined outcomes expected of employees to be rated. Thus it was with this notion that the country has adopted this method by the name of result oriented performance appraisal along with national civil service reform program of 2002 (Birhanu, 2006), The question is how much it serve the intended purpose in motivating teacher for maximum performance which will contribute for the excellence of teaching learning process.

Since the introduction of the current teacher’s performance appraisal scheme in Ethiopia; different researchers conducted a research on the perception and practice of appraisal system Melaku (1992). Birhanu (2006) and Zeleke (2010). Conducted a study on the implementation practice and problems of teacher’s performance appraisal. These studies found that appraisal practice co countered with problems related to appraisers. As a result teachers have no trust and confidence in the current teacher performance appraisal system. On the other side. Amare (2006) confirmed that the introduction of current appraisal system has improved teaching –learning process. Except few problems related to appraisers. Kuvaas (2010) conducted a research on the performance appraisal reactions .among the others, he found that there is a positive relationship between perceived helpfulness of performance appraisal and work performance. Yulin (2007) conducted a research on the relationship between management practice and work motivation. and he found that there is a strong relationship between management practice of the institution and work motivation of workers. the concern of this study is not the practice of performance appraisal or its relationship with the whole management practices. rather to identify the relationship between performance appraisal system and work motivation of workers.

As far as the researcher's knowledge is concerned, very little research has been carried out to determine the teachers' perception about practice of performance appraisal system and work motivation in Ethiopian context. For this reason, the researcher is interested to study the relationship between teachers' performance appraisal system and work motivations by focusing on kamashi zone government Secondary schools.

As stated above, many researchers find out that performance appraisal system serve as a motivation scheme. The government of Ethiopian adopted performance appraisal system as a motivational scheme to increase the performance of workers. To play the anticipated role, it must have significant relationship between performance appraisal system and work motivation. Otherwise it is very important to redesign or improve the existed system. To this and the study attempts to answer the following basic questions.

- What is the perception of teachers towards teachers' performance appraisal system in Kamashi zone secondary schools?
- To what extent does the school use teachers' performance appraisal result to motivate teachers?
- To what extent teachers are motivated by performance appraisal process?
- Is there any feedback system in the school?
- It there any criteria of evaluation of performance appraisal?
- Is there a significant relationship between perception of teachers towards performance appraisal practice and work motivation?

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The main objective of study was to investigates the relationship between perception of teachers performance appraisal system and work motivation in kamashi zone government secondary schools



### **1.3.2 Specific Objectives of the Study**

The specific objectives of this study were:

- To identify the perception of teachers towards performance appraisal system and its practice in general and its criteria, practice, and use, in particular
- To investigate the attitudes of teacher towards performance appraisal result
- To find out teachers level of work motivation
- To examine the feedback system of the school
- To see if there is any relationship between performance appraisal result and work motivation.

### **1.4. Delimitation of the study**

In order to ensure the manageability of the study, the study was delimited conceptually and geographically. Conceptually, the study was delimited to investigate the perceptions of teachers towards the performance appraisal system in kamashi zone secondary schools. On the other hand, geographically the study was delimited to the five government secondary schools of kamashi zone. In addition, the study is delimited in developing the following variables as strategies in which teachers, principals and department head.

### **1.5 Significance of the Study**

Acquiring and retaining high performing workers is critical to the success of education institutions. Most teachers as like other organizational employees, need approval and appreciation for their contribution for the school system. They have strong desire for recognition which in turn will have a positive impact on work motivation. Therefore, investigating the relationship between performance appraisal system and teachers work motivation is both timely and crucial issue. Thus the significance of the study includes the following. The study was help educational leaders at all level to understand the perception of teachers towards performance appraisal practice and their work motivation level. The findings may help school administrators to take measures to increase the work motivation level and efficiency of performance appraisal practice.

The study attempts to investigate the relationship between teachers performance appraisal system and work motivation the findings may help policy makers, educational leaders at different level in the educational enterprise in reviewing the current appraisal system in order to make it more effective and more contributing to the teachers work motivation and students learning at large. It serves as a spring board for researchers to conduct further study in this area.

## **1.6 Operational Definitions**

The following terms are widely used in this paper. Therefore, the terms have to be understood according to the definitions given bellow.

- Performance – actual accomplishment as distinguished from potential ability
- Appraisal considered judgment of the value or worth of someone.
- Performance appraisal – a method of assessing an employee as regards the manner in which she/he performs her/his works.
- Appraisers principals, assistant principals, department heads students and parents who are involved in teacher’s performance appraisal.
- Appraise the teacher being judged or appraised.
- Criteria standard or established levels of performance against which individual scores may be compared.
- Zone administrative district a little bet wider than woreda.

## **1.7 Limitation of the Study**

During the process of conduction the research there was certain limitation were faced. To mention some of them : finical problem, transportation, lack of organized data from school, the shortage of time , teachers commitment to fill the questioner the remoteness of the school from the network accesses and etc.

## **1.8 Organization of the Study**

This study was contained five chapters. The first chapter is about the introduction part it includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, organization of the study and definition of operational key terms. The second is chapter two deals with the review of the related literature. The third chapter deal with research method and design, sources of data, sampling techniques, instruments of data collection, pilot test, procedures of data collection, methods of data analysis and related issues are discussed in the third chapter. The fourth chapter contains presentation, analysis and interpretation of data. Finally, chapter five presents summary of major findings, conclusion and recommendations of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The main purpose of this chapter is to show what has been found out recorded by different authorities about performance appraisal system and motivation. In this chapter topics like definition. Purposes, processes and procedures, criteria, problems of teachers' performance appraisal and the role of teachers appraisal will be include. In addition. Topics like definition. Source, theories of motivation and the relationship between performance appraisal and work motivation will be also discussed.

#### 2.1 Definition of performance Appraisal

There is no agreed at among scholars about the definition of performance appraisals. Different writers defined the term in different way according to their understanding and the value they give to it. Lets books some of these definitions given by scholars. Monday and et al (2001- P.232) defined it as a system review and evaluation of and individual's or team's job performance.” According to these writers affective performance appraisal is a comprehensive employee review not just event that occurs once a year. Nonce and al ( 2002.P.52) defied performance appraisal as” the process through which an organization gets information on how well an employee is dong his her jobs. This definition because on getting to date information about employees accomplishment.

Analogue and fell (2002) described performance, reviewing and apprising performance and family managing performance standards. In line with this management study gude ( 1998 ) defined performance, reviewing and appraising performance and finally managing performance standards. In line with this managing study ( 1998 defined performance appraisal as a systematic evaluation n of the performance of employees in relation to the stated standards understand the ability of a person for further growth and development.

Business dictionary defined performance appraisal as “a process by which a manager or consumer mains and evaluates an employees work behavior by comparing it with present standard. Documents result of the comparison of finally uses the results to provide feedback

to the employee to show there the improvements are needed and why” Here, performance appraisal serve as a channel to provide feedback for the employee that will improve their performance and thus organization also benefit by ensuring that employees’ maximum effort and ability.

Appraising performance of individuals. Groups and organizations is a common practice of all societies whatever it is formal or informal. Performance appraisal is. However, applied in human resource management o a formal and systematic evaluation made in a prescribed and uniform manner at a certain time. In line with this, Flippo in business dictionary defined it as the system act way of reviewing and assessing the performance of an employee during a given period of time and planning for his future.

Although the literature on appraisal covers a wide spectrum of fields. Performance appraisal. Generally. As human value and it has human relation in it. In this regard. Hogget’s ( 1984,p.206) described that performance evaluation, in essence, is more than a control system. It is a human relation tool which provides a basis of ensuring that everyone is treated fairly: According to Geoge ( 1995). Well designed performance appraisal should provide employee with feedback concerning their performance serve as a basis for modifying behavior towards more effective work habit where as poorly designed ones. Used as short term control system. More over different scholars defined performance appraisal as a review of the past. Where as it has equally strong potential for looking to the future. Cumming (1975)

Defined performance appraisal as a process that that involves, informing employees of the standards being used and how they are meeting them teaching employees on how to perform the job better, and encouraging them to work hard.

According to the penn- Harries Madison school corporation (1975, P.16) teachers’ performance appraisal is the process of assessing the worth or value of teachers’ or employs work for the purpose of approving the equality of instructional, educational and auxiliary services. Therefore, it is the process by which a school uses to chalk whether a teacher is performing a job in light if the predetermined standards. Teacher’s evaluation standards should be developed by the degree to which they solve professional problem and increase student’s achievement. The standard should focus on teaching training process than individual personality.

Teachers need feedback on their performance as a guide to know their strong and weak side for their future career. The assessment process should be continuous in order to get up to date information about performance of workers. According to Osborne (1987), performance appraisal involves communication to teachers how they have been performing the job and also ideally involves establishing a plan for improvement. This definition seems to be quite comprehensive in that it encompasses standard of performance provision of feedback and planning for future improvement on the basis of performance appraisal.

In general performance appraisal is the formal and systematic assessments of how an employee is performing their job in relation to the established standards. It is a systematic objective way of judging the relative worth of an employee in performing his tasks. Performance appraisal helps to identify those who are performing assigned tasks well and those who are not, and the reason for such performance.

### **2.1.1 Purpose of Performance Appraisal**

The goals or purposes of any activity must be set first, to accomplish the task with a great deal of enthusiasm and motivation. Such staff appraisal programs can be considerably more effective if the purposes are clear. Performance appraisal serves many purposes for the workers, the managers and organization (Ceval and et al 1998). For workers, PA serve as a means of reinforcement and career development (through praises, awards, promotion and improved relations, performance appraisal represents a for monitoring process of workers and is intended to be among many tools to improve the performance and produce better work of workers (Brown and Heywood. 2005).

Mathis and Jackson (2008), summarizes the use of PA is to two administrative uses and development uses. In the former PA is used for making pay and other administrative decisions about employees, while in the latter, the emphasis is on employees development such as identifying strengths and weaknesses for change training and development needs and planning of future opportunities. Macrons and McComick cited in Monyats (2006. P 216) stated that "... if an appraisal system does not have a clear purpose. It will just be a meaningless exercise. So performance appraisal to be effective it must have clear and achievable objectives.

Posert and poster (1992, 0.1) in their description of appraisal in the organization state that "... it is a means of promoting through the use of certain mechanisms and procedures, the organization's ability to complete its mission, maintain and improve what it provides while at the same time seeking to maintain or enhance staff satisfaction and development". In line with this Fisher (1995 P.1) defined it as a process of management which entails improving the organization's permanence through the enhanced performance of individuals. This is further affirmed by Griffin (2004) when he asserts that managers strive to motivate people in the organization to perform at high levels: that is to work hard, come to work regularly and to make positive contributions to the organization mission.

Mullins (1996) identified three main purposes of performance appraisal: 1/ to serve as a basis for modify behavior towards more effective working habits. 2/ to provide adequate feedback to each employee on his./her performance. 3/ to provide adequate data to managers with which they can justify future assignments and compensation.

Many writers and scholars argue that performance appraisal schemes have two major goals (Cristofor, 1998; Gomez 1995; Kinard, 1987; Modeny 1995) these are: to encourage high level of workers motivation and performance. And to provide accurate information to be used in managerial decision making

### **1. Encourage high levels of motivation and performance**

All the approaches to motivation depend on the accurate assessment of a worker's performance. And on the other side sound performance appraisal system motivates workers to invest their maximum potential. An accurate appraisal gives workers two important pieces of information (George and Jones 2001). The extent to which they are contributing the appropriate level of inputs to their jobs and to the organizations and the extent to which they focusing their inputs in right direction on the right set of tasks, essentially, performance appraisal gives workers feedback that contributes to intrinsic motivation.

A positive performance appraisal lets workers know that their current levels of motivation and performance are both adequate and appreciated. In turn, this knowledge makes workers feel valued and competent and motivates them to sustain their current levels of inputs and performance. Many workers consider a good performance appraisal an important outcome or reward in itself (George and Jones. 2001).

More than any other institutions, performance appraisal is very important for education sector, especially for schools. Because it helps to increase the work motivation of teachers. Henomn and Milanowki, cited in Harvey Bais (2003) concluded that parlance appraisal system serve as a motivation sachem for teacher and that may have a greater effect on students outcome. Let's see one by one how it can assist both teachers and students.

One of the largest benefits of performance appraisal system is an increase in the motivation of teachers, in is argued that preface appraisal will increase teacher motivation by adequately rewarding and recognizing productivity gains,. This perspective links the attitude of teacher to student outcomes, by arguing that once the motivation and skill of the teacher determine promotion, teacher will be improved. Within the literature, Tomlinson (2000) argues that performance appraisal is about motivating people, and developing performance oriented cultures. Based in their performance result, teachers will be rewarded both through financial and non financial gains non financial rewards include: satisfaction from students' achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, 2000: Odden 2000). AsOdden and Kelley (1999) argue school based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating students achievement. According to arrange of analysis, the most fundamental goal of performance appraisal is to increases students performance. For example, Odden (2000) argues there is causal link between the quality of teaching and level of student outcomes, meaning any method that increases the quality o teachers should improve students' outcome. By introducing objectives standards which can be used to determine whether teacher have skills to increase the performance of students, the quality of teachers would be established and also improve (Mohammad, Mohrman and Odden 1996). Some argue this occurs when evaluation focuses of the knowledge and skill of teachers, which provide an incentive for all teachers to improve, and also an intrinsic reward through professional development (Solomon and Podugursky 2001).

Moreover, result oriented appraisal system can target educators to key objectives and important subjects as a means of increasing student performance (Mohrman and Odden 1996). Proponents argue that teachers may actually gain freedom to innovate, since they no longer have to focus on process, but rather students outcomes (Solomon and



Podgursky:2001). In general, performance appraisal contributes to the school a lot by increasing work motivation of teachers and consequently by improving students outcomes.

## **2. Provide information for decision Making**

The second goal of performance appraisal is to provide information for managerial decision making. Performance appraisal is used to decide how to distribute out comes like pay and promotions equitably and how to improve the performance of woks, who are not performing as highly as they should be, performance appraisal can also be useful for other aspects of decision making (Gomez 1005). For example, helps manager to more effectively use the talents of organization members, group people in to high performing work teams, and assign a specific takes to individual workers.

Performance appraisal provides workers and supervisors with information for career planning (George and Jones, 2001). By helping manager's identify a workers strengths and weakness, performance appraisal set the scene for meaningful discussions about the appropriateness of a worker's carrier aspirations and an out how a worker can best progress towards those career goals. Performance appraisal may also signal areas in which workers need to improve and skills they may need to meet their career goals.

Managers can use the information gained performance reappraisal for two main purposes (1998: Gomez, 1995: Kinard, 1987: Mondey 1995) 1 developmental purposes such as determining how to motivate a worker to perfume at a high level, evacuating which of a worker's weakens can be corrected by additional training, and helping a worker formulate appropriate carrier goals. And judgmental purposes such as deciding whom to promote how to set pay levels, and how to assign tasks to individual workers.

According to Douglas and James (196), the major objectives of performance appraisal is to provide assistance to employees so they can develop in their work lives and reach their potential as working people. According to this authors performance appraisal provides the following.

1. **Feedback and recognition:-** most employees want to know how they are doing on the job and to be recognized for there performance systematic performance reappraisal can provide them with this information and satisfy theorized for recognition.

2. **Personal development:** performance appraisal can help reveal the causes of good and poor employees performance. Through discussion of the assessment with individual employees. A manager can discover why they perform as they do and what steps can be taken to improve their performance. Accordingly the manager will take measures that will motivate workers for higher performance.
3. **Goal setting:-** once the causes of employee performance have been identified, specific plans must be made that will lead to desired changes in performance. This can take place in discussion in which the manager and employee set out specific, shared goals to be addressed in the next appraisal period. Goals must be set to achieve results on the job performance or to improve job performance.
4. **Career development:-** long term planning may also occur in connection with performance appraisal. In addition to short term goals for the next appraisal period, the manager and employee may discuss plan for a three to five years period. About the expected performance and related benefits of each worker. So this will serve as a motivation for workers to perform well to reach those standards. According to Douglas and James (1986), performance appraisal system to achieve its goals, it is crucial to have post appraisal discussion and feedback for the employees

The performance of teacher is evaluated for various judgmental and development purposes: (Christopher 1998: Gomez, 1995: Kinard, 1987: Monday 1995)

- i. **To know and improve the quality of teachers:-** staff appraisal serves to guide human resource development. It is a process that helps in knowing the teachers strengths and weaknesses and this forms the ground for the teacher to improve his/her performance.
- ii. **Help teachers to know their current status:** performance appraisal puts a psychological pressure on employee to improve performance on the job. Thus, if teachers are conscious that their performance is being appraised properly and their future development largely depends on their appraisal results they tend to be motivated to improve their performance
- iii. **Improve teachers' morale:** existence of regular and appropriate performance appraisal program is an important incentive to teachers. Such appraisal program can serve to provide information to teachers that their performance and contribution to school is

well appreciated. This makes teacher to realize that there is opportunity to develop themselves for their personal growth and satisfaction

- iv. **To make administration decision:-** a systematic performance appraisal of teachers provide valuable information in making decision on subject , such as promotion salary increase discharge lay off and transfer.

### **2.1.2 Criteria for Appraisal**

In order to appraise employees, it is necessary to have something against which to compare their performance i.e criteria. It seems to be controversy as to what criteria to use in appraising teachers performance. However, Cambial et al (1983) suggest that appraisal of teachers performance is to occur, primary a set of criteria should be established on the basis of the behavior of teacher rather than of the students. On the other hand Lucio and McNeill (1974) recommended that teacher's performance should be appraised on the basis of change in students behavior.

Taking behaviors changes intrudes as a basis for established performance criteria and appraising teachers would have been the ideal way for securing objective data about the performance. Reaching effectiveness would have been the ideal way for securing objective data about the performance

- Consistent with the value of the organization and with department and institutional objectives
- Challenging: to stimulate high standards of performance and to encourage progress
- Lesurable; it should be related to quantified or qualitative performance measures.
- Alienable: with the capability of individual
- Governed by the appraiser and appraisees
- Time related: achievable within a defined time table
- A general performance appraisal criteria of teachers are expected to be valid, reliable, clear concise appropriate and comprehensive (Melaku 1992, Monyatsi 2006).

### **2.1.3 Processes of Performance Appraisal**

The basic purpose of performance appraisal is to provide up to date information about the performance of employees and supporting and motivating them for further

achievements. In order to realize these objective organizations should carefully plan appraisal system and follow a sequence of steps as illustrated below (Mondey 2001: Gomez 1995).

**i. Establishing performance standards**

The first step in the process of performance appraisal is the establishment of performance standard. Standards are units of measurement that serve as benchmark for comparing performance level (Kinard 1988). The standard should be specific, measurable, achievable, and realistic and time bounded.

**ii. Communicate performance standards**

After performance standards are established, it must be informed to the employee. Communication of performance standards to employee make them to know what expected of them in terms of heir job performance. Among other, the two important things that should be communicated to employee at this age performance expectations and appraise criteria (Kinard 1988)

**iii. Ensuring actual performance:-** after performance standards, appraisal criteria and measuring instruments are agreed up on the communicated to employees, the next step is measuring the actual performance in relation to the standards (Kindard 1988)

**iv. Comparison of actual performance with standards**

The employees is appraised the judged again the standers set attempts are made to note developments between standards of performance and actual performance (Monday 2001).

**v. Provision of feedback:-** most employee have strong desire to know how well they are performing. A good appraisal system provides a highly desired feedback on continuous bias. At this juncture, the strengths and wakens of the employee and difficulties observed during appraisal period is discussed. The feedback that the subordinate receives has a great effect on employee's self esteem and work motivation (Kinard 1988)

**Action of corrective action:-** the last step of performance appraisal is taking corrective action, the corrective action for great or significant deviation of performance requires knowing the cause for low performance and taking measure accordingly (Kinard 1988)

Like employees in other organizations, teachers performance appraisal is often regarded as a process consisting of the following sequential steps (Poster and poster 19920).

### **1. Pre- appraisal meeting**

This is the initial step aims at common understanding and agreement between teachers and their appraisal on the performance expectations and standards. To this end, the school principals are required to schedule the appraisal meeting with teachers and appraisers to review and decide on (position and poster 1992).

- The purpose of the appraisal program
- Performance standards and performance criteria
- Timing and frequency of classroom observation
- The technique employed in gathering data.
- The appraisers that will be involved in the teacher's performance evaluation

### **2. Performance observation and data collection**

The process of collecting teacher's performance data can take place anywhere any time during the academic year. In this case, appraising teachers' performance can be carried out not only in the classroom but also at a committee or staff meeting in a school club in a group activity, etc. but the classroom observation should occupy a prominent position in the process of data collection on teacher's performance (poster and poster, 1992).

### **3. Post- appraisal conference and target setting**

Post appraisal conference occupies a particularly sensitive position in the appraisal process. It is at this stage the teacher's total contribution to the school is frankly discussed, appraised, and valued. The teacher also has the opportunity to criticize and comment on performance evidences presented by the appraiser or the appraiser has also a chance to supply additional data which he feels that the appraiser has omitted (poster and poster, 1992). In general, the teacher exercises his right to appeal against justified performance ratings during the post appraisal conference. Post appraisal conference, as it is sensitive and anxiety producing to both teachers and appraisers, it should be handled carefully and systematically.

Follow up Discussion it is the follow up stage that performance targets set during the post appraisal conference are worked on, supported and monitored (poster and poster, 1992). For the follow up stage to be successful, three approaches are suggested to be adopted.

- 1. Remedial approach:-** here, the appraiser is expected to give the teacher clear, specific, and objective feedback, indicating what, how and why the teacher is experiencing

difficulty in carrying out performance targets. In such approach, the appraiser and the teacher jointly find out ways and means by which the difficulty realized could be tackled.

2. **Maintenance approach:** both the appraiser and the teacher can ensure that performances strengths and skills currently realized in the teacher are sustained so that satisfactory levels of performances and job satisfaction can be continued.
3. **Development approach:-** Here, professional development and personal growth of the teacher are further enhanced. In this approach, after asserting that the appraiser has successfully accomplished performance targets set in the post appraisal conference, the appraiser and the teacher discern discuss and set new challenging target areas which are necessary for the latter to achieve self as well as school development ,

All the above, follow up approaches to be successful, the appraiser should play a role of coach and counselor. The appraisal relationship with the teacher must be based on mutual trust and respect. The appraiser must have credibility with the teacher as some one whose observation, judgment, and comments will be valued (poster and poser, 1992).

#### **2.1.4 The Role of Feedback in Performance Appraisal Practice**

Many appraisal system include the final step of giving feedback of subordinate on their performance this is accomplished in private meeting between superior and subordinates, and the discussion of post performance is usually following by planning for improvement in the future (Griffin, 1987: Kinard, 1988).

With the knowledge or results about job performance and satisfaction level: and this knowledge of results allow individuals to appraise out comes. As a result”.... The individual use the knowledge these results to gain a conceptual understanding of why the performance was at a particular level and how it magi be improve ed.” Goddard and Emerson (1995) also recognized the centrality of giving feedback in appraisal process.

The pivotal role of the appraisal discussion as a forum for providing feedback is also recognized by different researchers and authors. For example, Dean (1992) contends that the appraisal discussion offers an opportunity to the appraiser to praise and encourage in a formal setting and to record success, but also to deal with aspects of a person’s work which are less than satisfactory. Bennett (1992) further asserts that when the discussion is conducted on the

basis of mutual professional respect, where the appraiser can convey his or her genuine desire to understand and share responsibility for the appraiser's working circumstances., where the appraisee feel apposite, supportive and appreciative response, where the dialogue is genuinely two way, then there is a potential for creating sufficient trust for the appraisee to disclose genuine concerns as well as record successes. In general, feedback helps to raise the work motivation of teachers by assisting their careers.

### **2.1.5 Problems of Teacher Performance Appraisal**

Performance appraisal is emotion laden exercise. The appraiser usually commit personal bias in appraising employee performances. In addition, many performance reappraisal methods have been severely criticized for their deficiency in measuring performances objectively. In general problems in performances appraisal can be divided in to two (Posner and Posner, 1992; Monday et al 2001; Monist. 2006).

#### **A. Problems related to design and implementation**

The organization's appraisal system fails to accomplish its objectives if its purposes and the criteria of the expected level of performances standards are not clearly defined, specified, and communicated and if its design and implementation process is not appropriate (Posner and Posner, 1992)

#### **B. problems related to appraisers**

there are many significant factors related to the appraisers which impeded the objectivity of performances appraisal. The following are major factors related to appraiser that affect the objectivity of performance (Monday et al 2001).

1. **Halo error/ halo effect:-** it occurs when the person completing performances appraisal/ the rater/ allows single attribute, or the general impression of the person being evaluated to "distort" or "color" the entire performances appraisal (Monday et al 2001)
2. **Leniency/strictness:-** leniency error arises when the appraiser gives underserved high rating to all appraisees. This behavior is often motivated by a desire to avoid controversy over controversy over the appraisal. On the other hand, strictness occurs when the appraisers is unduly critical of employee work performance. Although leniency is usually more

prevalent than Some managers apply evaluation timorously beyond the expected standers (Monday et al 2001).

3. **Central tendency:-** central tendency is a common error that occurs when employees are incorrectly rated near the average or middle of the scale (Monday et al 2001).
4. **Recent behavior bias:-** it occurs when performances appraisal is distorted by recent incidents or emotes behavior that occurs shortly before the evaluation, such events may be disproportion lately weighted by the appraiser (Monday et al 2001)
5. **Past record anchoring:-** regardless of an employee's current level of parlance if past performance rating have been high, supervisors will continue to rate the level of performance as high (Monday eta al 2001)
6. **Personal bias:-** performances appraisers may have bias related to employee's personal characteristics such as race, religion, gender m and age.

## 2.2 Definition of motivation

Everyone has a motive that has inspired by a certain factors that encourage the desire to enhance performance (Kressler 2003). Motive literally means the mainspring and the rationale behaving any action Griffin 1987). The word motivations so derived from the Latin more 'mover' which means to move (Ibdi).

Motivation is a frequently used but poorly understood term in the literature. It has been defined as an maternal deriver to satisfy unsatisfied need (Higgins cited in Linder,. 1998): a predisposition to behave in a purposeful manner to achieve specific unmet needs (Linder, 1989): the psychological force that determine the directions of persons behavior in a organizations a person's level of effort, and persons level of persistence in the face of obstacles (Jones and Geogre 1998): the force within the person that affect his or her direction intensity and persistence of voluntary behavior (Meshane and Glinow 2000): and the process that account for a individuals intensity and persistence of effort or wards attaining poal (Pobbins, 2003) Motivation relas to the reason under kin

Channels, and sustains behavior toward goals. He further contrived that motivation should be examined from tow focal points namely"...The external perspective of how to energize a person to work harder, factor better" to "... the internal perspective of why someone



becomes motivated to work harder faster, better. Some examples of extrinsic include: remuneration: career promotion opportunities and professional development support or positive feedback from supervisor in the appraisal process, status (degree of respect in the public eye, intrinsic motivation on the other hand includes among other things professional responsibility that can be acquired through education and socialization.

From the above one can conclude that there is no single definition for the term. But all can be generalized as, it is the process of arousing and directing human actions towards organizational goals.

### **2.2.1 Sources of Motivation**

Many scholars categorize source of motivation into two: intrinsic and extrinsic sources (Jones and George, 1998) intrinsically motivated behavior is behavior that is performed for one's own sake and extrinsically motivated behavior is performed to acquire rewards or to avoid punishment.

A manager can thus try to stimulate the employee's intrinsic motivation. But cannot create the intrinsic motivation for that employee. This implies that, for example a school manager or principal should rather find out what factors will drive the teachers to smile at the student. Than simply tell the teachers to smile at the students (Freemantle cited in Yulin 2007)

Work motivation is the psychological process that influences individual behavior with respect to the attainment of work place goals and tasks. Robbins (2000) offered a specific work related definition of motivation as the willingness to exert high level of effort towards organizational goals conditioned by the effort and about to satisfy some individual need.

### **2.2.2 Reasons for Employees Lack Of Motivation.**

Managers today complain that their employees are no longer motivated to work. However it is often the managers and organizational practices that are the problem. Not the employees. When there is lack of motivation, the problem usually lies in one of the following areas: poor selection, unclear goals, an inadequate performance appraisal system, Unsatisfactory reward system or the managers ability to communicate the appraisal and reward system to the employee properly (Robbins 2003)

A lack of motivation occurs when the employees see a weakness in one of these relationships. The first of these is the relationship between the employees' effort and their performance. Managers must make sure that the employees believe that if they exert maximum effort in performing their jobs, it will be recognized in their performance appraisal. However, in most cases, the employees do not believe that their effort will be rewarded if they see the case it could lead to a lack of motivation (Yulin 2007)

The third important relationship is the one between rewards received and the reward desired. Managers must know whether the rewards the employees receive are the ones they desire. Some employees might want a promotion but instead get a pay rise or vice versa. Sometimes the managers assume that all employees want the same reward and so fail to notice the motivation effects of individualized rewards. If this is the case, employee motivation is likely to suffer (Robbins 2003).

Thus to keep employees motivated, managers must strengthen these three relationships, if any of all of these relationships are weak, the employees' efforts are likely to suffer. When these relationships are strong, the employees tend to be motivated, and the institution is likely to gain competitive advantage through human resources.

### **2.2.3 Motivational Theories.**

Discovering the sense of motivation is not an easy task because motivation is an academic concept that cannot be observed directly. Only the behavioral manifestation can be observed and inferences are made about what causes motivation. The answer to the question of what arouses, energizes or starts behavior toward specific direction or end result divided theories of motivation into two (McShane and Glinow, 2000) content theories of motivation and process theories of motivation.

#### **1. Content theories of motivation**

Most contemporary theories recognize that motivation begins with individual needs. According to this theory, things within the people generate motivation and direct or channel behavior towards goals. Scholars in this category or this theory believe that things within us (i.e. needs) drive people to behave in a particular manner. Hence from this viewpoint that

motivation defined as an inner state that energizes activates or moves and directs behavior towards goal (steers cited in Yulin .2007).

There are many content theories of motivation among them. Abraham Maslow's Hierarchy of needs theory. Clayton Alderfer's ERG theory. Frederic Herzberg's motivation Hygiene theory and MacCland's learned need theory are the most prominent one (Meshane and Glinow, 2000).

## **2. Hierarchy of needs theory**

Abraham Maslow apotheosized a hierarchy into which needs are arranged in order to their importance from the lower order needs (most important) to the higher order needs (least important). Maslow's need hierarchy suggests that people in organizations are motivated to perform by a desire to satisfy a set of internal needs (Buhler 2003).

Maslow hierarchy of needs from the lower order to higher order is physiological needs. Security needs.

Social needs. Esteem needs and self actualization needs. The first three levels /physiological. Security. And social needs/are lower order needs and the last two levels/ esteem need and self actualization need/ are higher order need (Buhler, 2003).

The key to Maslow theory is that once a particular level of need is satisfied it then stops being a motivating force. The person then seeks a higher level of need satisfaction (Linder, 1998). Maslow's theory can be used as a tool for managers in determining the kind of rewards that could be effective in motivating employees.

## **3. Alderfer's ERG theory**

Alderfer agrees with Maslow in that needs are arranged in hierarchy. However, his proposed need hierarchy involves only three sets of need (Meshane and Glinow, 2000)

- i. Existence needs- these needs include both physiological and safety needs essential in sustaining physical well-being these are needs satisfied such factors as food, air water. Pay and working conditions.
- ii. Relatedness needs – these needs deal with a desire for meaningful and satisfying social relationships.

- iii. Growth needs- this category of needs represent the highest category of needs. Self system and self actualization needs, which represent an intrinsic desire for personal growth in the organization.

#### **4. Herzberg's Motivation – Hygienic Theory**

Herzberg developed a content theory known as two factor theory of motivation. They are referred to as satisfaction and Glinow, 2000; Ayalew, 1991).

Herzberg proposes that employees are primary motivated by growth and esteem needs. Such as recognition responsibility, advancement, achievement and personal growth. These factors are called motivators because employee experience job satisfaction when they are received and are therefore motivation to obtain them. In contrast, factors extrinsic to the work called hygiene affect the extent that employees feel job dissatisfaction. Hygiene includes job security. Working conditions. Salary quality of ethnical supervision etc (MCShane and Glinow, 2000).

#### **5. McClelland's theory of Learned Needs**

In addition to the innate needs people also have secondary needs or derives that are learned and reinforce through child hood learning parental styles, and social norms. David McClelland devoted his career to studying three secondary need s that the considered particularly important sources of motivation; need for achievement. Need for affiliation, and need for power (Gorge and jones, 1998). The need for achievement, is the need to perform something difficult; the need for affiliation is the need to incorporate with others; the need for power, is the need to control the activities of others (foster, 2000).

## **II. Process theories of motivation**

Content theories of motivation focus on explaining the factors / variables that arouse and energize behavior toward a central goal. Whereas process theory or, perspectives focus on how people choose various goals to work and how they evaluate their satisfaction after they have attained these goals Griffiin, 1987). Three of the most popular process theories of motivation are expectancy theory equity theory and goal setting.

## **1. Expectancy theory of motivation**

Room developed a complex mathematical model to explain motivation in the work place which is known as expectancy theory (Green cited in Yulin, 2007. Though there are some criticisms it is one of the most widely accepted motivational theories (Robbins, 2003).

Expectancy theory explains how rewards lead to behavior by focusing on internal cognitive states that lead to motivation (Spector, 2000). The theory assumes that people think about what they are doing, what they are getting and its worth (Kinard, 1989). The idea of this theory is that the individual will be motivated when he or she believes that his or her behavior will lead to the desired outcome or rewards.

He or she will not be motivated, to motivate to perform the behavior.

Three major elements that determine a person's motivation in expectancy theory are: Valence, which is defined as the measure of the value of the outcome of work; expectancy, which is one's belief about the possibility of a particular outcome; and instrumentality, the probability belief linking one outcome to another (Robbins 2003).

Expectancy theory explains that an employee is willing to perform with a high level of effort when he or she believes that this will lead to desired rewards. This theory is well accepted for two main reasons, firstly it is logical to think that an employee will not be motivated by things they do not wish to have. Secondly, this theory works in conjunction with other motivational theories. For instance, recognition is pointed out by Herzberg's theory.

## **2. Equity theory**

Equity theory explains how people's perceptions of how fairly they are treated in social exchange at work place can influence their motivation. This theory of motivation is based on the assumption that individuals are motivated by a desire to be equally treated at a work place. Equity theory suggests that people tend to view their outcomes and inputs as a ratio and then to compare it to the ratio of someone else (Spector, 2000).

### **1.2. Goal setting theory**

The basic idea of goal setting is that people's behavior is motivated by their intentions, objectives and goals. According to this theory, a goal is what an individual wants to achieve or attain (Spector, 2000). Goals are a major source of motivation (Robbins 2000), so goal setting is an important part of most motivational programs and managerial methods of

motivating employees. Goals can be specific or general, difficult or easy, specific goals lead to better performance, difficult goals when accepted, will lead to even better performance (Spector, 2000)

Goal setting studies point out that goals motivate employee exerts efforts in a specific direction towards achieving that specific target. Secondly, a challenging goal, which requires repeated effort, encourages persistence. Lastly, because the goal creates a gap between the reality and the desired, it fosters the creation of strategies and a course of actions (Kreintner cited in Yulin, 2007)

## **2.2.4 Recent Developments Of Work Motivation Approach**

A part from the content and process theories of motivation, the newer theories after conducting a research have come up with new ideas of motivation for today's employees. There are a variety of factors regarded by different theorists as motivational.

### **2.2.4.1 Linder understands of employees' motivation**

Research was done by James Linder (1998) to examine the importance of certain motivation factors, using descriptive survey method, at the Piketon Research and Extension and Enterprise Center at the Ohio State University. The target group was asked to rank the factors from the most motivating to the least motivating. The following reflects the order the respondents gave from most to least motivating.

**Interesting Work:-** Managers can motivate employees through interesting work. Work can be interesting when jobs are well designed and specific goals are specified (Linder, 1998)

**Good Wages:-** Companies attempt to increase employee motivation and performance by linking incentive pay to increase in performance. In studies of motivation, compensation has always been and certainly stills an important motivator, but not the only one. (Yulin,2000).

**Job security:** Companies lay off employees, downsize, and re-engineering of the institution greatly affects the work motivation of workers. Organizations can increase work motivation by giving a certain level of job security. (Linder, 1998)

**Good Working conditions:-** Working conditions are a primary concern of management as they can determine employee's performance and productivity (Nelson cited in Yulin, 2000)

**Personal loyalty to Employees:** Motivating employees through loyalty can be done by sharing information and celebrating successes, which give the employees a sense of ownership. Celebration can help to bring employees and the company closer together, hence improving the relationship (Kusstatscher and Cooper cited in Yulin, 2007)

**Sympathetic Help with personal problems:-** Showing interest in employees and their needs is an essential step in establishing positive relationships. Managers get their work done through employees. If managers do not know what employees need, they may also not know what motivates them (Linder, 1998)

**Promotion and growth in company:-** Training and development help growth in company. Both the employees and the company benefit, not just in the present, but also in the future (Yulin, 2000).

**Feeling of Being in one thing:-** This can be done through empowerment encouraging decision making among employees. Empowerment is so important because it increases the commitment of workers for the organization (Yulin, 2000).

#### **2.2.4.2 CARE Model for motivating employees.**

After conducting a series of research on motivation, Glanz (2002) developed a care model that assists managers in motivating and retaining employees. CARE is an acronym made up from the words:

**Creative communication:** Research done by Runzhiemer international found that average managers spend 80 percent of his or her time communicating (Yulin 2007). According to this model, effective communication contributes to a healthy and cooperative work environment. Managers must therefore be open and honest in their communication with employees.

**Atmosphere and appreciation:** In all the current research on what motivates employees and keeps them productive, appreciation is always one of the top three desires (Glanz, 2002).

**Respect and reason for Being:** when managers focus on employees as individuals, they begin to treat the employees with respect. Managers need to learn about employees and their

strengthens. Employees now search for the meaning of their work and the reason for being at work (Glanz, 2002)

**Empathy and enthusiasm:** To value employees more as human beings is important in today's motivation management, when companies care for employee's personal need and help to provide the resources and to fulfill these needs, employees are loyal and therefore more motivated (Glanz, 2002)

### **2.2.4.3 Ways to motivate today's employees**

1. Every theorist or managers have their own way of motivating employees. After a research and interview. Nelson, the founder of Nelson inc. identified the top ten ways to motivate today's employees (Nelson 2003). In order of priority they are:
2. Give personal thanks to employees to a job well done in verbal form, in writing, or both in a timely manner and sincerely.
3. Be willing to take time to communicate with the employee
4. Provide feedback on the performances of each individual employee the department and the whole organization
5. Create a work environment that is open, trusting and creative
6. Provide information the company and how the person fits in which the overall plan, in other words, be transparent.
7. Encourage decision making among the employees.
8. Create a sense of ownership in the work and the work environment
9. Provide recognition and reward, and promote employees based on their performance
10. Create learning organization and partnership with each employee and celebrate the success of the company and the department and individual in it.

### **2.2.5 The Role of Performance Appraisal in Motivating Workers (Teachers)**

Productivity is a common word in all organizations worldwide. Organizations, including schools are busy trying to enhance the productivity of their employees by introducing a



number of interventions of incentives. One of the interventions that were intrigued in education sector in many countries was teacher appraisal. And its main objective was to motivate teachers to improve their performance Manyats (2005). So here the main function of performance appraisal is to support teachers for further achievements.

Mest and Aivscow (1994) point out that, there is evidence from studies of motivational patterns that individual commitment and satisfaction can be encouraged by some system for identifying individual and for giving feedback to the individual on progress towards their goals. Appraisal has the potential to motivate staff as it gives teachers, a clear view of their job, their aims and what is expected of them and of the aims of the school. Mullins (1996) also illustrated that one of the purposes of an appraisal system is to motivate employees so that they can learn and achieve more; and this can be realized by involving them in setting clear and attainable tasks and goals.

Many researchers and writers argued that teacher appraisal could be one of those processes in the school which are aimed at motivating teachers in order to enhance their productivity. As a result students benefit because the teachers have been empowered through training or staff development activities. The school as an organization benefits because they will be able to satisfy the requirements and expectations of the stakeholders as Bell (1992 p. 127) pointed out that appraisal has "... A part to play in affording parents assurance of the quality of teaching their children receive so that if they are not satisfied they can choose to opt out to other schools" currently there is a need to reform the teaching profession in an attempt to improve the quality of teaching which in turn will lead to enhanced students learning in schools and teacher appraisal is deemed very crucial in this venture.

The role of appraisal in motivating teachers is also claimed by Postle and Postle (1996, p2) according to them the main objective of teacher appraisal is to improve individual performance and motivation in order to enhance the "... Learning opportunities for all students". This is further supported by Goddard and Emerson (1995) who view teacher appraisal as a process which is intended to help individuals to develop professionally in order to perform their teaching duties well. Murdock (2000) concurs with the above view and explains that because the process involves the teacher through activities such as pre and post conferencing, it

compensates and motivates them. From the entire above one can conclude that if performance appraisal effectively used it can be used as a motivational scheme.

Performance appraisal is directly related to the job performance of employees. If there are no appraisals given to employees on the job performance then they will not do that much work again. Performance appraisal is directly related to the job performance. In the relationship of performance appraisal and job performance, there can be a mediator called intrinsic motivation, intrinsic motivation can enhance the relationship; positive work performance can be taken into account due to motivation.

### **2.2.6 The Relationship between Performance Appraisal and Work Motivation**

Scholars and researchers find out that management practice in general and performance appraisal in particular and work motivation have a positive relationship; (Hughes et al 1999; Yulin 2007)

Work motivation of work is affected by additional factors in addition to management practice of performance appraisal system. Factors such as intelligence, skill ability and the availability of key resources can affect a person's level of work motivation independently.

Well organized and well executed performance appraisal has a strong motivational impact. Appraisals have the power to motivate employees because they provide a number of interconnected benefits. of management practice of the (Hughes et al 1999; Ayalaw 1991).

- They demonstrate the need for improvement:- if the employees don't have a clear understanding of how they have been performing they can't be motivated to make any improvements.
- They meet higher level psychological needs: researchers continue to find that reorganization is one of the most powerful forms of motivation for a large number of employees.

- They build a sense of personal value:- when managers take time and afford to carefully review analyze document and direct performed once which impels the underselling message to the employees is that they are important and value and the outcome is quite rewarding whether the feedback is positive
- They enhance personal development performance evaluations motivational for employees who are looking to enhance their personal learning growth and development.
- They two employees around when employees are performed poorly preface appraisal can provide the work up call that they need to get refocused.
- The increased satisfaction:- when employees are abstained some of the most visible indicators are reduce turnover absenteeism and wordiness.
- Of management practice of the (Hughes et al 1999: Ayalaw 1991).

To conclude management practice in general and appraisal system in particular serves as motivation scheme if workers equipped with sufficient knowledge ability and skill to performer that takes.

## **CHAPTER THREE**

### **METHODOLOGY OF THE RESEARCH**

This chapter deals with the research methods that were used in this study. It discusses the research design, target population, sample size, sampling techniques and procedures of data collection, the instruments were used to collect data, the sampling procedure applied, method of data analysis, validity and reliability and Ethical consideration were presented in detail.

#### **3.1 The Research Design**

In this study descriptive survey design was employed; as it enables the researcher to explore the current status of an area of study. Sharma (2000) states that a descriptive survey helpful to identify present conditions and point to present needs. Besides, it is useful in showing immediate status of a phenomenon.

#### **3.2 Research Method**

The study was drawing up on the quantitative research method of design. Quantitative research help to disclose the usually picture of implementation practices and understands the phenomena (ary, Jaeobs & banaveeh 2012). Therefore, the researcher was used qualitative research to better describe the teachers' performance appraisal system and work motivation of teachers.

#### **3.3 Study Population**

The target populations of this study were the total teachers, department heads and principal of secondary school found in five woredas of kamashi zone. Kamashi zone is composed of five woreda namely: Ballow woreda, kamashi woreda, Agalo woreda, sedal woreda and yasso woreda. In this zone there are ten secondary schools found.

### **3.4 Sampling Size and Sampling Technique**

In this study three woredas were selected by using systematic random sampling to make the samples true representatives of the woredas in the zone. Accordingly the three woredas namely Bellow, kamshii and yaso woreda. Among the total (10) number of school five schools were selected by using systematic random sampling technique.

As a result Bellow secondary school, yaso secondary school, kamash secondary school, meti secondary school, and waja secondary school. As a result using simple random sampling techniques, 16 teachers from yaso, 15 teachers from kamashi, 16 teachers from bellow, 6 teachers from mati and 5 teachers from waja total 62 respondents were participating responding question. In addition to from the selected sample schools. 1. Principal and 3. Department read from each schools totally 20 interview were included in the study.

In this research were used both systematic random sampling to select the schools and teachers and purposive sampling to select principals and department heads are those individuals who practice performance appraisal system in the school level and they have good understanding about the practice of performance appraisal system and work motivation of the teachers.

**Table 1. Summary of the sample size and sampling technique will used**

S. No	Types of respondent	Population	Sample size	%	Technique
1	Teachers				
	Balo	24	16	27.6	Systematic Random sampling
	Yaso	24	16	27.6	Systematic Random sampling
	Kemashi	24	15	25	Systematic Random sampling
	Meti	10	6	10	Systematic Random sampling
	Waja	11	5	8.7	Systematic Random sampling
2	Principals				
	Balo	1	1	100	available
	Yso	1	1	100	available
	Kemashi	1	1	100	available
	Meti	1	1	100	available
	Waja	1	1	100	available
3	Department Heads				
	Balo	6	3	50%	Systematic Random sampling
	Yaso	6	3	50%	Systematic Random sampling
	Kemashi	6	3	50%	Systematic Random sampling
	Meti	6	3	50%	Systematic Random sampling
	Waja	6	3	50%	Systematic Random sampling

## **3.5 Data Collection Instruments**

The tools were used to gather data are questionnaires, interview and document analysis

### **3.5.1 Questionnaires**

Both closed and open ended questionnaires were set for teachers with the intension to secure pertinent information with less consumption of time. Open ended questions are forwarded for the respondents demanding them to write about variables and possible suggestions. The questionnaire consists of three parts. The first part dealt with personal, data of all respondents, the second one was used to assess the perception of teachers on performance appraisal system and practices and the third one was employed to identify the work motivation of teachers. The number of items that offered for assessing perceptions of teachers on performance appraisal system and practices is 28 and to identify level of work motivation is 18. The scoring points employed for this study was likert scale, which ranges from strongly agree, undecided, disagree, and strongly disagree. The numerical values assigned for each response category were 5, 4, 3, 2, and 1 respectively.

### **3.5.2 Interview**

Interview was designed to gather in depth information on issues that require more clarification from school principal and department heads regarding the practices of performance appraisal system and motivational sachems of the school.

Regarding the sources of data gathering instruments, the researcher based on the related literature reviewed developed both questionnaires and interview items. Piloting is highly recommended so as to validate data gathering instruments. Taking this in to consideration pretest was conducted based on the following procedures. Before the actual data gathering was began all the data gathering instruments that is developed by the researcher was submitted for face validity primarily to the advisor

### **3.6. Procedures of Data collection**

Prior to the distribution and administration of questionnaires, the series of contacts were with the principals, unit leaders and respondents to get the necessarily cooperation and support. After getting their willingness, a kind of explanation as to how the instrument should be used was made by the researcher in addition to a short instruction attached to each questionnaire. Then two separate questionnaires, one for perception of teachers on performance appraisal system and its practice and the other for teachers motivation level, was distributed for teachers involved as the subject of this study and every teacher was supposed to fill two of the questionnaires.

Besides this, interview with 6 item was conducted with 5 principals and 15 department heads. They will be interviewed by the researcher himself on the date of appointment on their office and schools.

### **3.7 Method of Data Analysis**

The data obtained from respondents through questionnaires and observation was analyzed using descriptive analysis method. And also, the necessary data collected using structured questionnaires was organized, tabulated coded and entered the computer (SPSS version) for analysis. Both descriptive and inferential statistics was used according to the nature of the proposed research questions. Percentile was used to describe the demographic characteristics of respondents. Mean score, standard deviation and variance was calculated to determine the observed mean on both performance appraisal system and work motivation. Finally, based on the findings drawn from the interpretation, conclusion and recommendation were made.

### **3.8. Validity and Reliability**

The researcher was used different measurements to measure the validity and reliability of the instruments. In this regard correlation analysis was used to determine correction between performance appraisal system and work motivation. The value of correlation coefficient indicates the extent to which two characteristics was related to each other with results ranging from perfect positive relationship (1.00) through no relationship (0.00) to a perfect negative (1.00) the



classification system stated in Lodico, spauldign and vogatle (2006) was a frame work for describing the magnitude of the relationship.

### **3.9 Ethical consideration**

In research there are ethical issues when the research collect data, he was respect individuals obtain permission before start to collect data, protecting the anonymity of individuals. Keeping the identity of the individuals, confidential offers privacy of participants.

## CHAPTER FOUR

### 4 DATA PRESENTATION ANALYSIS AND DISCUSSION

This chapter deal with data presentation analysis and discussion of data collected on the perception of teacher on the practice of performance appraisal system as well as teacher level of work motivation. It composes two major parts. The first part presents the characteristics of respondents involved in the study the second part deal with the result of findings in which data which were found from questionnaire and interview are presented analyzed and disused

The purpose of this research was to investigate the relationship between performance appraisal system and work motivation of teachers in kamashi zone. The study also aimed to identify teachers' perception towards the performances appraisal system and its practice, and it was to see the work motivation level of teachers in the study area. Moreover, the study endeavoured to investigate the relationship between different performance appraisals sub part with work motivation of teachers.

The data gathering tools were developed that included the perception of teachers towards the practices of performance appraisal system and teachers level of work motivation. The respondents who filled the questionnaire appropriately and consistently. The collected data were analyzed using mean, standard deviation, and one sample t-test and person product correlation coefficient. It also attempted to answer the leading research question and showed the studies relevance to prior research and theory. The discussion interviewed with the extant literature went on her under a long side the leading research question raised earlier as thematic priorities.

#### 4.1 Characteristics of the Respondents

Characteristics of respondents were organized and analyzed using table and percentiles. The result of the questionnaire revealed that 100 percent of the respondents (n=82) were bachelor degree holders. Therefore, they may be dependable on the rationality of responses provided, for they can be in a position to see thing in their connections and interdependences. They can also critically examine performance appraise system and motivation schemes of the school. With respect to gender male respondents comprised 81.7 percent of the sample (n=67\_ and female respondents 18.29 percent (n=15). As it is shown from the above result, the sex distribution is

highly inclined to be male. This reveals that number of female in the profession has still minimal, especially at the secondary school level.

*Table 2 characteristic of respondents*

No	Item	Frequency	Percentage
1	Age		
	<25 years	10	12.195
	26-35	66	80.48
	36-45	6	7.317
2	Experience		
	3-5	18	21.95
	6-9	58	70.73
	9-12	3	3.658
	13-16	3	3.658

As shown table 1 item1, the most of the respondents 66(80.48%) found the age range between 26 to 35, 10(12.19%) of the respondents found the age greater than 25 years. The rests 6(7.3%) of the respondents the age range between 36 and 45. These indicate that the majority of the respondents are relatively young and at the position of the age can work. Hence, they could be in apposition see and examine things from different angles in various circumstances

The other main factor that must be taken in to account while gathering data from teachers is their experience. Based on above table item 2, indicates the majority of the respondents 58(70.3%) responded that the experience of the teachers between 6-9 years. 18(21%) of the respondents replied the experience of the teachers 3-5 years. From this, it could be said that they would have been good understanding about each system practiced in the school. They may also been in position to suggest the necessary information how to effectively implement a system of teachers performance appraisal so as to serve as a motivation scheme effectively implement a system of teachers performance appraisal so as to serve as motivation scheme.

## **4.2 Presentation Analysis and Discussion of Teacher's Response**

### **1. What is the perception of teachers towards the practices of performance appraisal system?**

One of the major purposes of this study was to find out the subject perception on practice of performance reappraisal system. With respect to this, teachers responded to the twenty-eight item foreword for them, and scores across the five sub categories were analyzed using means and standard deviation. To analyze this questionnaires descriptive statist were reports using mean and standards deviations. The answer this question, descriptive statistics were reported using mean and standard deviation, the item grouped in to each of the five sub categories (criteria process benefit and feedback system we average to represent teacher perception on performance appraisal and its practices in each sub categories. Scores across all items were the total averaged to represent all perception and of teachers moreover, statistical analysis was also employed to see whether was significant wan score difference between the actual and expected means across the categories and the total perception man scores, table 2 presents the respective findings

*Table 3 Responses related to the practice of performance appraisal criteria*

PA sub Categories	df	mean	sd	t-value	sig
Criteria	81	1.8049	.86694	-18.851	.000

As indicated in the table 3, the mean score of respondents regarding the validity of criteria of practice of performance appraisal was mean low (1.8049). One sample t-test analysis yielded that there statistical significance mean score difference in teachers perception on performance appraisal criteria indicating that perception of teachers on performance appraisal criteria was below average. This indicated that the criteria of teachers performance appraisal criteria were not achievable specific and time bounded and was not clear to activate it was not related to the activities the teachers expected to perform to support this with related literature a genera performance appraisal criteria of teachers were expected to be valid reliable clear concise appropriate and comprehensive (Melaku 1992 lmonyatsi 200) And the data obtained from open ended question and semi. Structured interview indicates that the current performance appraisal criteria are not directly related to the activates in which they are expected to perform.

As one teacher reported”... I know these performance appraisal criteria before five years. But the activities are change in form year to year through the criteria is the same. There is a great inconvenience between the criteria and expected activates...”(Interview march 16.2016). In line to this the open ended question are also revealed that most performance appraisal criteria are difficult to achieve and measure the result.

This finding was strongly supported in related literatures. Armstrong and Baron (198). Poster and poster (1992) all described that the organizations performance standards not clearly defined. Specified and communicated and its design and implementations process is not appropriate. “To sum up the current performance appraisal criteria needs some revision to make it valid reliable, clear and concise appropriate and comprehensive (Melkau, 1992: Armstrong and Baron 19989 and monastic, 2006)

*Table 4 Responses related to performance appraisal process*

pa sub categories	df	mean	sd	t-value	sig
process	81	1.6098	.79747	-18.299	.000

The table above showed that the mean score of below average (or 3). The teachers' perception regarding the effectiveness of performance process was negative or low.

The result of open ended questionnaires and semi structured interview goes in line with that of descriptive analysis. Most teachers describes that the practice is not fire. Lacks transparency, pre and post appraisal discussion between appraises and appraise. During the interview one teacher claimed that .... It is a watch hunting exercise base the appraise concentrates much in areas where one weak rather than comparing ones weakens so that the strengthens ....”(interview March 18, 2016) the other interviewee viewed the appraisal process as”... treating to teachers in order to make them loyal subordinates of the management system ...’ Treating to teachers in order to make them loyal subordinates of the management system ...” (Interview march 12, 2016). To summarize the empirical finding of revealed the teachers were not satisfied or happy with the current appraisal practice. The effectiveness of any performance appraisal system depends on its implementation process. If it is implemented perfectly: it will increase the professional competency of tear otherwise it will demoralize even hard working teachers. Godard and Emerson (1995) recommended that if teachers are not aware or convened of the purpose and practices, they become anxious and suspicious of the whole porce3ss. These authored suggests that it is important for both appraise and the appraiser to be clear about the process, including the role of appraiser and the criteria that will be used.

In conclusion, the empirical findings clearly showed that the secondary school teachers in the survey did not uniformly understand or accept the process and practices of the current teacher appraisal system the practiced in Kamshi zone secondary school leading to lack of general teacher commitment to the process and even strong negative attitude towards the practices of the performance appraisal system

*Table 5 perception of teachers towards the practice of performance appraisal benefit*

pa categories	sub	df	mean	sd	t-value	sig
benefit		81	1.5854	.90200	15.916	.000

The table above showed that the t-test perception of teachers towards the practice of performance the mean score of below average (or 3).

Moreover one sample t-test analysis yielded that there was no statically significance mean score difference in teachers perception on the benefit of performance appraisal system between these means ( $t=-15.916$ ),  $df= 81 @ = 0.05$ ) indicating that perception of teachers on the uses of performance appraisal was below average or negative. In their description of appraisal in the organization state that "... it is a means of promoting through the use of certain mechanizes and procedures, the organizations ability to complies its mission, maintain and improving what it provides while at the same time seeking to maintain or enhance staff satisfaction and development".

A number of open ended questionnaires respondents expressed the view that teacher appraisal as currently practiced in their schools serifs no purposes at all. This was also starred in the course of interviews. One department head claimed that, it is a routine which seeks information that is never used thereafter for any purpose...."

Interview march 14, 2016) this view was supported by another department head teacher who can tend that; it is into serving any purposes at all. If it

was properly used, the school would be using it as equipment that could tell me to recommended people for promotion, further studies etc. But it is not the case, it is us one for formality...” (Interview, Marc 14, 2016)

The above assertors were supported by a principal who declared that “... The system is there just to may be for school management to say we the something in place for the sake of formality, the school is not in a position to use performance appraisal system either for development or judgmental purpose....” (Interview April 2, 2016). In conclusion, the empirical findings clearly showed that performance appraisal system that practiced in Kamash zone secondary school serves for no purpose either for development or judgmental uses.

*Table6 Responses related to performance appraisal out come*

pa sub categories	df	mean	sd	t-value	sig
out come	81	1.7073	.77758	-19.883	.000

In these sub, category teachers were asked about the fairness of the performance appraisal result and its ability to rate teacher according to the performance. Descriptive statistics result revealed that the mean score on performance appraisal result negative (or M=1.7073). One sample t-test showed that mean score difference teachers perception on performance appraisal outcome was statically significant (t=-19. 883), df 81 @=0.05).

The above result show the outcome (result) of teachers’ performance appraisal was not fair that means it had basis it was not based on the effectiveness of teachers. It was not based on the teachers profile scholars state the teacher also the opportunity to criticize and comment on performance evidences presented by the appraiser or the appraise has



also a chance to supply additional data which he feels that the appraiser is omitted (poster and poster, 1992).

Most respondents of the open ended question agreed that almost all members of the staff were getting the same performance had reported that "... almost all members of the department have the same result because we don't have well organized teachers profile to evaluate with each criteria...." (Interview April 8. 2016 from the above explanation, it could be possible to the same that from being hard workers.

*Table7 Responses related to performance appraisal feed back*

pa sub categories	df	mean	sd	t-value	sig
feed back	81	1.7073	99985	-15.463	.000

In these sub category teacher's attitude towards the importance of feedback and the feedback system of the school were asked. Descriptive statistics result revealed that were a mean score difference on the perception of teacher on the feedback system of performance appraisal practices (M=1.7073). Moreover, one sample t-test analyses yielded that there was no statistical significance mean score difference in teachers perception on performance appraisal feedback system between these mean (t=-15.463, df = 81 @= 0.05) indicating that perception of teachers on the feedback system of performance appraisal practice was below average or negative.

As the one sample t-test result indicated the feedback system of teachers performance appraised was not organized and the feedback system was not in the good way it was only taking about the weak said it was not in the way of encouraging the strong and there were no mutual understanding the strong and three were no a mutual understanding between the appraiser and teachers as different writers said Bennett (1992) further asserts that when the discussion is conducted on the basis of mutual professional respect, where the

appraiser can convey his or her genuine desire to understand and share responsibility for the appraiser's working circumstances., where the appraise feel appositive, supportive and appreciative response, where the dialogue is genuinely two way, then there is a potential for creating sufficient trust for the appraise to disclose genuine concerns as well as record successes. In general, feedback helps to raise the work motivation of teachers by assisting their careers.

Most respondents in the open ended questionnaires explained that feedback is very important for enhancement of their performance. In addition respondents also agreed in most school that there is no well organized and coordinated feedback system. The results of the interviewee goes in line with this”...Feedback opens up both the appraise and appraise to talk about the strong and weak points and see a way forward, and this is a healthy in the teaching profession. But in our school there is no formal post appraisal discussion or feedback system internal...” (Interview, April 6, 2016) Literature finding indicate conclusively that feedback system can lead to constructive mutual understanding between the supervisors and the subordinates in order to enhance productively.

How and Miskel (2004) emphasize the crucial role played by feedback when discussing determinants of teachers motivation in schools,

Goddan and Emerson (1995): telethon (1991): Armstrong n baron (1998) kuvaas 92010) zelege (2010) al recognized the curiosity of given feedback in the appraisal process.

In conclusion the perception of teachers towards performance appraisal system and its practice is below average or ergative. This can be translated in to saying that the whole system is not in position tonally the predetermined roles. To one effective the system, first the perception of teachers should be adjusted with interventions in the criteria practice use result and feedback systems

*Table 8 Responses related to performance appraisal criteria, process, benefit, out come and feed back*

Note ( $p > 0.05$ , df 82 N= 81 @ = 0.05)

Pa sub categories	Df	Mean	Sd	t-value	Sig
Criteria	81	1.8049	.86694	-18.851	.000
Process	81	1.6098	.79747	-18.299	.000
benefit	81	1.5854	.90200	-15.916	.000
Out come	81	1.7073	.77758	-19.883	.000
Feed back	81	1.7073	.99985	-15.463	.000

In table 8 teachers had lower mean score in performance appraisal criteria, which were with, a standard deviation of .86694 similarly teachers had also mean score in performance appraisal process (M= 1.6098. SD =.79747): benefit of performance appraisal system (M=1.5854: SD .90200) perception of teachers toward performance appraisal out came (M=1.7073: SD = .77758) and feed back) M=1.7073 SD: .99985.).

More mean score comparison in sub categories or performance appraisal system was conducted and the result revealed that in the sub categories the actual mean is bellow than the expected mean. One sample t-test analysis had also yielded that there was statistically significant mean score different in all sub categories except in the area of performance appraisal perusal result practice use result and feedback system is below average or they don't have good attitude towards each sub category. The qualitative data obtained through open ended questionnaires and semi structured interview goes tin line whit the above statistical results. Both the qualitative and quantitative data is presented here under in relation to sub categories of performance appraisal system i.e. process out cone use result and feedback system.

#### **4.3. What is work motivation level of teachers?**

It was also the purpose of this study to identify teacher's level of work motivation. Data collected from teachers were summarized here under.

Table 9 teacher's level of work motivation

PA sub Categories	df	Mean	SD	t-value	Sig
Motivation	81	2.000	1.7281	-14.638	.000

Note ( $p > 0.05$ )  $df = 81$  @  $\alpha = 0.05$ )

To answer this question statistics were reported using mean and standard deviation, scores after all item descriptive were tallied and averaged to represent over all work motivation of teachers. Moreover, statistical analysis was also employed to see whether there was significant mean standard deviation and t-value.

The result of this analysis revealed that there was a mean score difference in teachers' level of work motivation ( $M = 2.00$ ). Moreover, one-sample t-test analysis yielded that there was no statistically significant mean score difference in teachers' level of work motivation means ( $t = -14.638$ ,  $df = 81$ ,  $\alpha = 0.05$ ) indicating that the level of teachers' work motivation is very low or unmotivated. So these workers or teachers may not be in a position to exert the maximum effort to the institution. The above table indicates that the school principals as well as the supervisors were not motivated the teachers to do more. There was no motivation of teachers. This is because of the performance appraisal process, unfairness, and absence of any motivating reward to the teachers and also the school environment was not motivating teachers to do more, expectancy motivates

Theory explains how rewards lead to behavior by focusing on internal cognitive states that lead to motivation (Sector, 2000). The theory assumes that people think about what they are doing, what they are getting and its worth (Kinrd, 1989).

The result of qualitative data goes in line with the above statistical result. Most respondents agreed that the work motivation of teachers was very low. And the

respective school doesn't any motivation scheme./ these perception was endorsed by one department head during the interview. Who declared that"...the work motivation of teachers is very low and ever many teachers of the school is searching the job to resign the profession... our school doesn't have any motivation scheme.... "interview April 6.2016).

Literature findings indicate conclusively that lack of employer's motivation is a major problem in different organizations, according to Yulin (2007) this is due to managers and organization practices that are the problem not the employee. Robbins (2003) recommended that when there is lack of motivation the problem lie is one of the following areas poor selection unclear goals an inadequate performance appraisal system unsatisfactory reward system or the managers in ability to communicate the appraisal and reward system to the employee properly.

To conclude, lack of workers motivation becomes a major problem in different institution. This arises from work him/herself or management practices of the organization. So to get the most out of the workers managers must thus constantly assess the needs of their employees and understand what they want in order to keep them motivated.

#### **4.4 Is there relationship between the perceptions of teachers' on practices of performance appraisal system, and their work motivation?**

On the other hand, there was a need not only to find out perception of teachers on performance appraisal system and work motivation level but to see whether there was relationship between teachers perception on practices of performance appraisal system and work motivation. Moreover, there was a need to se the relationship between sub categories of performance appraisal system and work motivation. That is the relationship between performance appraisal criteria, process, benefit, out come and feed back with work motivation. Hence table 4 below depicted the result of the person product moment correlation matrix between total score perception of teachers on performance appraisal

system and its sub categories with work motivation level to teachers. To look at internal consistency of sub categories with total perception of performance appraisal, inter correlation were conducted

Table 10. Person product correlation matrix on the relationship between perceptions of teachers on performance appraisal stems and work motivation

	Criteria	Process	Benefit	outcome	Total	Motivation
Criteria	1					
Process	-0.205	1				
Benefit	-0.175	0.097	1			
Out come	-0.003	0.043	-0.093			
Feedback	0.018	0.0196	0.006	0.068	1	
Total perception	0.0479	0.0753	0.0273	0.0430	0.0409	1
Motivation	0.019	0.043	0.090	0.051	0.029	0.042

- **Correlation** is significant at the 0.05 level (2 tailed)
- Correlation is significant at the 0.01 level (2 tailed)

As shown in table 10 the correlation matrix analyses on perception of teachers in performance appraisal system and their work motivation presented and it was revealed that work motivation had positive relationship with total score perception feedback and criteria where  $r=0.090$   $r=0.051$   $r=0.042$   $r=0.029$  and  $r=0.019$  respectively. On the other side work motivation had negative correlation with sub categories performance appraisal practices with  $r=-0.043$ . But both positive and negative correlation coefficient depicted in the above table as not statistically significant with respect to internal consistency total score perception performance appraisal system and significant can. With respect to internal consistency total score perception of performance appraisal system had significant positive and moderately strong and strong correlation with process ( $r=0.0753$ ) criteria ( $r=0.0479$ ) outcome ( $r=0.0430$ ) feedback ( $r=0.0409$ ) benefit ( $r=0.0273$ ). In general the result of table 4 revealed that work motivation and positive correlation with total score perception of performance appraisal system and its practice though it was not statistically

significant. Findings of the related literature support that performance appraises serve as a work motivation scheme. the value of teacher appraisal motivating teachers in emphasized by west and Ainscow (1991) when they claim that appraisal gives teachers a clearer view of the job their aims and what is expected of them and of the claims of the school....” Posted an poster (1992): Muuins (1990) all claim the main purpose of appraisals system is to motivate employees. The finding of this study goes on lien with the findings of Many asi (2006 yulin (2007) and Kluvaas (2010)

## **CHAPTER FIVE**

### **5 SUMMARY, CONCLUSION AND RECOMMENDATION**

this chapter is the final chapter of this study, it summarizes major findings of the study, it also concludes the study, keeping readers abreast of the events in the field of educational management, especially as it pertains to relationship between performance management system and work motivation, the chapter also points at the theories cal. Practical and research implication of the study, in light of the above, this chapter is divided summary conclusions and recommendation.

#### **5.1 Summary of the Findings**

The purpose of this study was to examine the relationship between performances appraise system and its practice will work motivation. As a guide to the study, research questions were formulated. Accordingly the research of the study led to several significant findings that are summarized below and will be discussed in the next section. Over all the descriptive statics showed that the perception of teachers, towards performance appraises system and practice is very low and even on the way to develop strong negative attitude.

The statistical results also depicted that here was statistically significant means score differences between the actual and expected meas. The qualitative data obtained for perception of teachers on performance appraise system and its practice clearly demonstrates that teachers were not happy with the current appraisal system.

The result of mean score comparison in sub-cataloes of performance appraise system (criteria process. benefit out come and feedback revealed the in all sub cameos actual means below then expected mean. An independent sample t-test analysis had also yielded the there was statistically significant mean score difference in all sub categories except in the sub cataloes of performance appraise result. The qualitative data also revealed that the



current performance appraises criteria lacks clarity and it is not directly reacted to the task performance of teachers.

Teachers have also negative attitude towards the practices of performance appraisal system. In the qualitative data motivate respondent argued that teachers have negative attitudes towards the practices of performance appraisal system. The qualitative data also showed that it was conducted for the sake of formality not for any other purposes and almost all teachers have the same performance appraisal result. On the top of this, they concluded that there was no feedback system appraisal discussion) in their school.

Descriptive statistics revealed that the work motivation of teachers were very low. An independent sample t-test analysis had also yielded that there was statistical significance between the actual and expected mean. The results of qualitative data uncover the above reality in the open ended questions and interviews most teachers agree that the work motivation of very low. This is due to inappropriate management practices, environment factor and other external factors.

Person product moment correlation coefficient revealed that there was positive relationship between performance appraisal system and work motivation. The correlation matrix also showed that work motivation had a positive relationship with sub categories of performance appraisal system, except with the practices of performance appraisal system through it was not statistically significant.

## **5.2 Conclusion**

From the theoretical and empirical findings of this study several conclusions can be drawn. The finding revealed that perception of teacher towards the practices of performance appraise system is negative and the work motivation of teachers was very low. And the relationship between the perception of teachers on performance appraise system and woke motivation is positive, though it is so weak There was no feedback system in the school based on teachers performance appraisal .The criteria of the performance appraisal was not clear and measurable .The school was not use the result to motivate teachers. The teachers was not motivated by the result that the school gives to them based on their performance From this can be concluded that currently performance appraise system is not serving as a strong work motivation is scheme in Kamasi zone secondary schools.

## **5.3 Recommendations**

Based on the major findings and conclusion of the study, the following recommendations were forwarded. The overall effectiveness of performance appraise system depends on the perception of teachers towards the scheme. The perception of teachers was negatives. So all concerned bodies especially MoE and regional education Bureau should work hard to change the perception of teachers by revising the existing criteria, changing the implementation strategies. At the school level school principals and other concerned bodies should work a lot to change the perception of teachers by practicing the system in accordance with the implementation guide lines.

The main purpose of appraising teacher's performance is to improve the teaching learning process by increasing the work motivation of teachers. Performance appraise should not be taken as an instrument used to find faults or an activity conducted for the sake of formality. Therefore, the purpose of the appraisal scheme of teacher's

performance should be clearly defined and made clear to teacher so that they would accept it as something that paves the way for improving their professional competency.

The effectiveness of any performance appraisal system depends on its implementation process or practices, the findings of this study showed that teachers have a negative attitude towards performance appraisal practice. This is mainly due to appraiser related problems, so training should be given for the appraisers how to implement PA properly.

The findings of the study showed that almost all teachers have the same appraisal result. Due to the existence of leniency on the side of appraisers. This is against the purpose and practices of the system. The major purpose of performance appraisal is to identify strong performer from the poor ones. The one who performs well expects some kind of incentive the poor performer on the other hand requires professional support and advice from appraisers to improve performance. Therefore schools should design ways and means of providing excellent performers with material and psychological rewards to teaching learning process. And the school need also provide and arrange training for those needing support.

Feedback is essential to both appraisers and teacher. It is through discussion and mutual understanding that improvement of performance or work motivation can be achieved. Therefore, feedback should be conducted regularly. Teachers should also be encouraged to express their feelings freely so that they could be encouraged to develop positive attitude toward appraisal.

An effort should be made to increase the work motivation of teachers. In this regard, policy makers at the national and regional levels should revise the existing motivation schemes and they need to develop new motivational schemes to make the sector more productive. Whereas on the school level, school managing bodies can increase teachers work motivation by recognizing teachers' effort, providing recommendation letters and even by practicing good management system.

The relationship between performances appraises system and work motivation was positive, but still it was not statistically significant. It is possible to use performance appraisal system as motivation scheme or develop strong positive relationship between these two variables by revising performance appraisal criteria and implementing the existing system properly.

The relationship between work motivation of teachers and performance appraisal practice were negative. This shows that teachers were unhappy or dissatisfied with the current practices of system. So appraisers need to have the necessary knowledge and understanding about the effect of appraisal practices on work motivation. To acquire those knowledge and understanding, training should be considered as essential. Unless they take the necessary training appraisers will be liable to subjective and bias.

In general this study will give rise to exertion for future research agenda

1. Does instructional leadership practice have an impact on work motivation of teachers?
2. To what extent performance appraisal system affects teachers work motivation?
3. Is there a difference in work motivation level of teachers in urban and rural schools?
4. What other variables that affect the work motivation of teachers?

These are few questions derived from this research. This research is a beginning not an end. It is an interesting spring board to connect performance appraisal system with work motivation of teachers.

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**Appendix A**  
**Jimma University**  
**College of Education and Behavioral Science**  
**Department of Educational Planning and Management**  
*Post Graduate Program*  
*Questionnaire to be filled by teachers*

**Objective**

Dear respondents, the objective of this questionnaire is to collect information about the perceptions of teacher's on performance system and its practice and level of their work motivation in secondary schools of Kamashi zone. The information you provide has a valuable effect the successful completion of the study. So, the care you take whole responding to each and every question is the sign of what a responsible citizen you are. At the outset, I would to assure you that your responses will be used only for academic purpose and kept confidential. Thus, be honest confident and objective while filling the questionnaire.

**Note:** you do not need to write your name

*Thank you in advance for your cooperation*

**Part I- Background information**

**Direction: please respond to the following questions by making a check (x) or in writing where necessary.**

1. District / Woreda.....school .....
2. Age    Below 25       26-35       36-45       above 46
3. Sex male                             Female
4. **Qualification**  
A. Diploma       C. Master's Degree     
B. Bachelor Degree       D. other (specify).....
5. **Experience :**     
A. 0-2 year's       D. 9-12 years     
B. 3-5years       E. 13-16 years     
C. 6-8 years       F. above 16 years

**Part II: perception of teachers towards the performance appraisal system and its practice.**

**Direction I:** This part of the questionnaires contains items on the perception of teacher’s performance appraisal criteria, practice, use, results and feed back. Thus you are kindly required to answer the extent of agreement with the alternative by putting” mark under your appropriate response in the column provided bellow

**Remark: 1.** strongly disagree 2.disagree, 3. undecided, 4. agree.

5. strongly agree

<i>No</i>	<i>Items</i>	<i>Strongly disagree</i>	<i>disagree</i>	<i>undecided</i>	<i>Agree</i>	<i>Strongly agree</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>I</b>	<b>Perception of teachers toward performance appraisal criteria</b>					
1	The performance appraisal criteria that I have been evaluated are on the job.					
2	The performance appraisal criteria that I have been evaluated are specific.					
3	The performance appraisal criteria that I have been evaluated are achievable					
4	The performance appraisal standards that I have been evaluated are measurable.					
5	Performance appraisal criteria that used in our school are reliable.					
6	Performance appraisal criteria that used in our school are time bonded.					
<b>II</b>	<b>Perception of teachers toward performance appraisal processes</b>					
7	The aims and objectives of performance appraisal are well communicated and fully understood in my school					
8	Appraisal process is effective in influencing the behavior of teachers					
9	Assessments of my performance are consistent. Fair and unbiased					
10	I do not understand how my principal / appraiser team decides my rating					
11	Performance appraisal helps me to develop my skill and potential.					
12	My appraiser conducts both pre-and post appraisal discussion.					
13	I feel motivated after post appraisal discussion.					
14	I am not satisfied with the way my appraiser conducts my performance review.					
15	Performance appraisal system used in my school works well and does not need change.					
16	I think the current teacher performance appraisal system enable to different the effective teacher from the in effective one.					

<b>III</b>	<b>Perception of teachers towards the benefit of performance appraisal system</b>					
17	Performance appraisal system is useful for teaches					
18	In my school performance appraisal result used for identifying training needs.					
19	In my school performance appraisal result is used to decide on promotion transfer and lay off.					
20	The information disclosed in performance review is used sensitively and productive by the school.					
<b>V</b>	<b>Perception of teachers towards performance appraisal outcome</b>					
21	My performance appraisal result is fair and it is based on how well I do my work.					
22	Performance appraisal result in my school varies according to teachers'					
23	Performance appraisal result in my school is almost the same for most members of the staff.					
24	Appraiser give performance rating that reflects, in part their personal likes or dislike of teachers.					
<b>V</b>	<b>Perception of teachers towards feedback they get from appraisers</b>					
25	Feedback increases work motivation of teachers.					
26	My rater routinely give s me information or help that I can use to improve my performance					
27	I get useful feedback form my performance appraiser					
28	No feedback system exists in our school					

**Direction- II.** Please you are kindly requested write your responses to the following open ended questions.

1. Do you think the current performance appraisal criteria are on the specific. Achievable. Measurable, reliable and bonded?

\_\_\_\_\_

\_\_\_\_\_

2. How do you describe the current performance appraisal practice in your school?

What do you suggest?

Explain \_\_\_\_\_

\_\_\_\_\_

3. What do you think the major problems in your performance appraisal practice? What do you suggest? Explain \_\_\_\_\_

\_\_\_\_\_

### Part Three

#### Questionnaires related to work motivation

**Direction: 1.** Dear teachers below are statements related to your motivational status in your school. So you are kindly requested to give your genuine response after reading each statement by patting (√) mark under the alternative number that you feel represent your degree of agreement or disagreement

**Remark:** 1. strongly disagree 2. Disagree, 3.Undecided, 4.Agree 5. Strongly agree

No		<i>Strongly disagree</i>	<i>disagree</i>	<i>undecided</i>	<i>Agree</i>	<i>Strongly agree</i>
		1	2	3	4	5
1	The environment I am working is an enjoyable place to work					
2	In my school there is opportunity for career advancement					
3	I have simulating and enjoyable staff members					
4	I receive reliable coaching and training from my supervisors					
5	I receive informal coaching and appreciation on my work performance					
6	I am satisfied with the recognition I receive for my accomplishment					
7	I ma encouraged and motivated to come up with new and better ideas of doing things					
8	My work offers me the opportunity for growth and development					
9	The training I have is enough to perform my tasks required					
10	Teaching is the type of job in which I can feel proud					
11	I am satisfied with my over all job security					
12	I have enough involvement in decisions that affect my work					
13	My principal accepts mistake in the process of trying new things.					
14	I am satisfied with the benefits and pay system of the school or Woreda education office					
15	School supports celebrations and team building activities					
16	In my school appreciation for the job is well done					
17	My principal /supervisor cares about me as an individual					
18	I have a chance to further my formal education,					

**Direction II:** Dear respondents you are kindly requited to write your response to the following questions.

1. How do you express the work motivation of teachers in your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you think performance appraisal serve as a work motivation schemes in you school?  
How? \_\_\_\_\_  
\_\_\_\_\_
3. What efforts have been made to increase the work motivation of teachers in your school?  
Explain \_\_\_\_\_  
\_\_\_\_\_
4. What do you think are the major problems related to teachers work motivation in your school? \_\_\_\_\_  
\_\_\_\_\_
5. What do you suggest? Explain \_\_\_\_\_  
\_\_\_\_\_

## **Appendix B**

### **Interview questions for principals and department heads**

- What is the perception of teachers towards performance appraisal system in general and its criteria practice, use result and feedback system in particular?
- What efforts have been made to alleviate problems related to performance reappraisal system?
- Who does the school use performance appraisal result?
- How does the school your motivation level of teachers in your school?
- Do you think performance appraisal serve as a motivation scheme in you school? How?
- What efforts have been made to increase the work motivation or teachers in your school?