



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS AFFECTING EMPLOYEES' PERFORMANCE: THE CASE OF
ADDIS ABABA EDUCATION SECTOR OF NIFAS SILK LAFTO SUB-
CITY PRIVATE SECONDARY SCHOOL.**

BY:
DESTAW DARGIE TEFERA (ID NO. SGS/0014/2010A)

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ST. MARY'S UNIVERSITY
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ACRONYMS/ABBREVIATIONS

(ESDP I-V)	Education Sector Development Programs
GTP I	1st Growth and Transformation Plan
PM	prime minister
AANSL	Addis Ababa Nifas Silk Lafto
KPI Key	Performance Indicator
AANSLSCPSS	AddisAbaba Nifas Silk Lafto Sub-City Private Secondary Schools
NLSCESSPSS	Nifas Silk Lafto Sub-City Private Secondary Schools
ESNSLSCPSS.	Education sectors of Nifas Silk Lafto Sub-City Private Secondary Schools
SPSS	Package for Social Scientists
SD	Standard Deviation
HR	Human Resource

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ABSTRACT

The purpose of this study was to assess the factors that affect employees' performance at Addis Ababa Nifas Silk Lafto Sub City Private Secondary Schools. The data was collected using the data collection instruments like questionnaire interview and documented data sources. In order to meet the objectives of the study, data collected through questionnaires were analyzed using statistical analysis such as descriptive and inferential analyses.

The study found that lack of motivation affects greatly the performance of teachers. The sample operators were selected using stratified sampling and simple random sampling techniques; Information from an interview was analyzed using descriptive narrations through concurrent triangulation strategy. The findings further indicated that among the independent variables Working Environment, Motivation, Salary and Training were the major factors that significantly affected performance. From these findings, it was recommended that government as well as the ministry of education to adhere to the mission and vision, which will direct what, is needed to be done for private schools.

In most schools' recognition to employees who outstandingly perform their duties, fringe benefits to employee, promotion and job advancements and educational trips are available to enhance the performance of the employees.

Key words: *performance, motivation, training, job-satisfaction, empowerment.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. According to Goitom A(2012) argument performance is the degree of accomplishment of a task that makes an individual's job. Education sector is one of the most important and dominant sector for the development of any country. According to the World Bank document written by Birger Fredriksen(2003), explanation Ethiopia possesses a 1,700 year tradition of elite education linked to its Orthodox Church, secular higher education was initiated only in 1950 with the founding of the University College of Addis Ababa. Good employees performance in the industry allows the company to be cost effective and efficient. In the service sector it allow to handle the customers properly and satisfy them for the profitability of the company.

According to Ethiopian Education Development Roadmap report (2018) the government of Ethiopia was trying to deliver good education for the society or to all community because the government believes that educating the society is the only way which leads the country's development.

According to Tirussew Teferra, Amare Asgedom, JeiluOumer, Tassew W/hanna, AkliluDalelo and Berhannu Assefa(2018) the Ministry of Education reported that Education Sector has passed through a series of successive, rolling Education Sector Development Programs (ESDP I-V). Since the formulation of the first Growth and Transformation Plan (GTP I), education was given a special attention in the transformation of the economy from agriculture-led to industry-led activity and thereby supporting the manufacturing sector by supplying the required professionals and problem solving technological innovations.

According to the Annual Report of the Ministry of Education (MOE) for 1995/96, the overall gross indicates that about 76% was out f the school system.

According to the same source, the government of Ethiopia was taking various measures to ensure that all children are enrolled to schools and giving for them quality education which leads the country to solve the economic problems by building different schools all over the country in order to deliver for all children good education.

According to Maureen Mwaiko (2013) explained that performance of any organization will be excellent when the human resources are treated well. As paraphrased from Maureen Mwaiko (2013) there are many other factors that play a major role in its success, every educational institution must have quality teachers in order to improve upon the knowledge, skills, general observations of their surroundings to relate it with students' daily life in order to realize the topic easily and general performance of its students.

1.2 Statement of the problem

Employee performance has been shown to have a significant effect on organizational performance (Collis and Montgomery, 1995). This is due to the reason that individual performance is the foundation of organizational performance (Ivancevich and Matteson, 1999:148).

According to Maureen Mwaiko (2013) the success development and also failures of any country are based on the education curriculum which is followed by the country. Without having the right curriculum strategy thinking about the countries development is impossible. According to the Ministry of Education report (2002) the Ethiopian government was taking different curriculum experiences from Korea and other countries how they were developed by using education sector as source of innovation and technological advancement.

Even if several assessments of employees' performance in the education sector or in the school were done, but still the performances of the employees remain low. According to Longenecker, Gioia and Sims, (1987) assessment of employee's performance was not considered as the best way of increasing and improving performance by employees because some of the managements distort appraisal result to further their own self interest. According to the Ministry of Education report(2002)explanation failure of many secondary school students indicates that the performance of the employees have been low, then to give best education for the community the performance of the employees had to be developed. It is known that the most important aim of any organization is to achieve a better output for both the country as well as the organization itself. The only way to achieve this intended result is through better performance of the employees.

Even if different researchers studied about employees performance in education sector of Ethiopia still there is a gap that needs to be assessed why employees performance going down from year to year. The problem is most of the employees are showing absente and coming late to

the class. This due to the low contribution of training, motivation and salary results necessitates in assessing the employee performance of education sector.

Accordingly the purpose of this study is to assess the factors affecting employee performance in the area of motivation, job satisfaction and work environment in Addis Ababa Nifas Silk Lafto Sub City Private Secondary Schools (AANSLSCPSS).

1.3 Research Questions

Based on the above statement of the problem, the study was trying to answer the following basic research questions.

1. Does training and development contribute to the performance of AANSLSCPSS employees?
2. Does employee motivation affect their job performance in AANSLSCPSS?
3. What are the significant factors affecting the performance of employees of Addis Ababa Education sector of Nifas Silk Lafto Sub-city private secondary schools.

1.4 OBJECTIVES OF THE STUDY

1.4.1.General Objective

The objective of this study was to investigate factors affecting employees' performance in Addis Ababa Education Sector of Nifas Silk Lafto Sub City Private Schools.

1.4.2.Specific Objectives

To achieve the main objective, this study had the following specific objectives.

1. To identify the most dominant motivational factors on AANSLSCPSS employees' performance.
2. To determine the effect of independent variables like Motivation, Training, Organizational Culture, Working Environment, Empowerment, Job-satisfaction and Salary on Performance of an employee in the study area.
3. To identify internal factor that affect employee job performance in the private school at AANSL.
4. To analyze the impacts of external task environment factors on AANSLSCPSS growth.

1.5 Significance of the Study

The study attempted to add knowledge and awareness about concepts of employee performance how it affects the education sector in the selected private schools.

The researcher was developing how to solve technical problems in the real life that shows why the achievements decline from year to year and the researcher was trying to address a technical problem solving methods for different environmental issues (like the arrangement of the school, quality of the employees to teach) based on the data found by the researcher from different private schools to give a general conclusion about the education sector of Addis Ababa.

This study serves as a material significance in terms of drawing the attention of the education sectors towards giving better understanding. The outcome of the study also helps the Education Sector to give attention for the factors that could influence the performance of its employees in the education sector. The study enables the management different ways to improve students result.

The outcome of this study provides some inputs for other external organization and policy makers who will be interested in the findings. In addition to the above points, this study will be used as source of documentary evidence for the other researchers who will conduct related issues about education sector of Addis Ababa in the future.

1.6 Delimitation/Scope of the Study

The study has been carried out to identify the factors that affect employee performance in the education sector of Nifas Silk Lafto Sub-City private secondary schools. The contributing factors are motivation, training and development, working environment, empowerment, salary, job-satisfaction and organizational culture. The study covers Six woredas located in AANSLSC which are woreda 12, woreda 09, woreda02, woreda 01, woreda 13 and woreda 06 .Other seven woredas were not be considered in the study because of time and financial constraints. This study was carried out on selected private secondary schools which are giving education as a service for the community in these six Woredas found in Nifas Silk Lafto Sub-city.

1.7 Organization of the study

This study was organized under five chapters. The first chapter is introductory that deals with back ground of the study, statement of problem, research questions, objective of the study, and significance of the study and limitation of the study. The second chapter is a review of literature that was discussed some earlier and recent empirical literatures related to assess the factors that affect employees' performance. The third chapter concentrates on model specification and methodological aspects. The fourth chapter deals with the result and associate discussions

obtained from the questionnaire and key informants interview of the study area. And lastly the fifth chapter provides findings, conclusions and recommendations of the study.

1.8 Definitions of Terms

Performance indicators: Performance indicators differ from business drivers and aims (or goals). According to this study different schools consider the failure rate of its students as a key performance indicator which might help the school understand its position in the educational community, whereas a business might consider the percentage of income from returning customers as a potential KPI.

Employee performance: is the job related activities expected of a worker and how well those activities were executed. According to Swanson (1999), the developing process of employees' skill in order to improve the performance is called training.

1.9. LIMITATION OF THE STUDY

Research basically has to be evidence based. And researchers find the evidences using different methods of data collection instruments. The researcher of this study like other professionals tried to collect at hand information's from the right and relevant sources; that means from documented data sources and purposively targeted schools and randomly selected respondents. However, the data's analyzed were too bulky to present them all in the analysis; for instance, frequency tables and histograms to clarify the validity of scales, co relational coefficients in between variables that are important to show the relative significance that exists in between variables. Hence, the researcher preferred to use cronbach' alpha which is important to show the limits of the true mean. Even if the limitations listed above will make the study viable to biases, the researcher has made significant cross check in between frequency of scales, mean of scales and both upper and lower limits of the mean before making any inference. The major limitation of this study may be failure to address all factors that affect the performance of employees and covers only in the Education Sector of Nifas Silk Lafto Sub-City Found in Addis Ababa.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Literature

2.1.1. Review of Performance

The review of related literature section explains the important parts of the study that highlights what point is going to be discussed.

The study was summarized and grouped with other studies to provide similar results. This chapter provides a better understanding of the theories on the factors that affect employee's performance. Then the performance related factors that have been discussed here were independent variables of the study that had relation and contribution to the employees' performance in Nefas silk lafto sub-city.

According to Loi and Yang's (cited in Matar and Sameh F., 2010) explanation, in management field job performance and job satisfaction is one of the most widely studied subjects as it was considered as one of the determinants of the quality of the working context in any organization. According to Matar and Sameh F (2010) explanation the starting point in exploring employees' satisfaction and motivation was Taylor's scientific study in 1911, but the real beginning of job satisfaction and motivation researches began with Mayo's Hawthorne studies (1924), which shed light on the importance of the human element as being the most valuable resource in any organization.

2.2 The Concept of Human Resource Management

According to Brewster (2007) described employees are resources in organizations, and as such they need to be trained and developed properly in order to achieve an organization's goals and expectations. Essentially, all managers rely on the efforts of others to get things done. Consequently, it is imperative that managers at all levels pay close attention to how they deal with human resource matters. Conceptually, human resource management focuses on five main functional areas, which are listed below.

2.2.1 Staffing:

According to Kelly S (2018) explanation staffing refers to the process that an organization uses to ensure the appropriate number of employees with the requisite skills is assigned to the right roles at the appropriate time to accomplish organizational objectives.

2.2.2 Human resource development:

This primary human resource management function comprises training and development, career planning and development activities, organization development, performance management, and appraisal.

2.2.3 Compensation:

According to Kelly S(2018) explanation this refers to a comprehensive compensation program that provides employees with adequate and equitable rewards for the roles they play in meeting organizational goals. This includes direct financial rewards, benefits, and intrinsic rewards.

2.2.4 Safety and health:

Safety refers to the protections afforded employees against injuries suffered as a result of work related activities. The health and well-being of employees is important to an organization. Employees who are in good health and work in a safe environment tend to be productive and generate long-term gains for their organizations.

2.2.5 Employee and labor relations:

According to Holt, H. (1998) explanation most companies today would prefer a union-free workplace; they are required by law to acknowledge unions and negotiate in good faith if employees want union representation. Internal employee relations are concerned with the mobility of employees within the organization, and can take the form of promotion, demotion, transfer, separation, and resignation.

The outcomes of this study shows that managers decisions made in one area can potentially affect another areas and skillful management system ensure organizational success.

Since employees are the key for the organization success, they need to be train and develop properly in order to achieve an organization's objectives.

2.3 The Concept of Employee Performance

Aguinis (2009) described, "The definition of performance does not include the results of an employee's behavior, but only the behaviors themselves. As the outcome of the study indicates

Companies today, with increased competition in the business arena, are keen to boost employee performance in order to enhance their profitability, market reach and brand recognition.

According to Mathis and Jackson (2009) performance is associated with quantity of output, quality of output, timeliness of output presence/ attendance on the job, efficiency of the work completed and effectiveness of work completed”. As this study was carried out across different private schools the findings indicates that the achievements of the students was based on the performance of each teacher. Performance is also important for individual to accomplish their tasks and every organization expects its employees to performing at high level.

2.4 Factors Affecting Employee Performance

2.4.1 Motivation

Jobber,(1994) described that motivation is a key factor that affects job performance and a poorly motivated force will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements’ time.

Well-motivated people who are prepared to exercise discretionary effort achieve high performance. Darmon (1974) believe motivation is the educating of employees to channel their efforts towards organizational activities and thus increasing the performance of the said boundary spanning roles. Motivating employee is about getting the employees to move in the direction of the work place to achieve the organization goals. According to Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106).Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”. On the other hand, Turner (1995) defines motivation to be similar with cognitive engagement, which the author defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413).According to Grant (2008), motivation imposes employee outcomes for instance performance and productivity.

This study was trying to find out the impact of motivation on teachers performance for the better to accomplishment of the objectives of the school and most of the employees agreed that motivation of teacher can affect the students result. The results of this study were trying to address that whether a motivated teacher can give a better education for their students.

2.4.2 Training and development

According to Swanson (1999), the developing process of employees' skill in order to improve the performance is called training. Training is a way of developing individuals in a systematic manner to use their skills, knowledge and attitudes required to perform adequately for given task. The primary objective of training is to ensure an availability of a skilled and willing workforce to the organization. Chiaburu and Tekleab,(2005) argued that training is a planned intervention aimed at enhancing the elements of individual job performance” .In addition to that Armstrong (2001), described that there are three specific training objectives of employees in an organization. The first objective is to develop the competences of employees and improve their performance. Secondly, training is supposed to help people grow within the organization in order that, as far as possible, future needs for human resources can be met from within the organization. Finally, training is supposed to reduce the learning duration for employees starting new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

Employees are the heartbeat of any business. To accomplishment the tasks of any organization depends on its employee performance. A well-trained employee can accomplish the given tax in a good way.

According to Wright and Geroy, (2001), notes that employee competencies change through effective training program. Development focuses on building the knowledge and skills of organizational members to that they are prepared to take on new responsibilities and challenges.

According to Leonard-Barton, (1992), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training.

2.4.3 Salary

A salary is a form of payment from an employer to an employee, which may be specified in an Employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis. From the point of view of running a business, salary can also be viewed as the cost of acquiring and retaining human resources for running operations, and is then termed personnel expense or salary expense. In accounting, salaries are recorded in payroll accounts. Salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed.

According to Lazear (1986) performance-related-pay can improve worker performance through direct incentive effects as workers expend more effort creating the outputs that are rewarded through pay, and through worker sorting since more able workers have more to gain from a pay system that rewards them according to their performance. Firm case studies show worker productivity rises with switches to piece rate payments with worker sorting effects often accounting for a sizeable part of the total impact. Bandiera et al. (2005) described productivity of fruit pickers rises dramatically with a shift from individual incentive pay based on relative performance (fruit-pickers' mean pay set ex ante for the field but divided up according to relative performance) to piece rate (pay per unit of output fixed ex ante that does not vary with co-worker performance).

2.4.4 Empowerment

A management practice of sharing information, rewards, and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance.

Empowerment is the way of giving employees skills, resources, authority, opportunity, motivation, as well holding them responsible and accountable for outcomes of their actions as a contribution to their competence and satisfaction. From different aspects of life, the researcher has assessed the important and influence of empowerment in the performance of employees at school level.

According to Vance R.J (2006) argued that because commitments require an investment of time as well as mental and emotional energy, most people make them with the expectation of reciprocation.

2.4.5 Organizational Culture

Hofstede,(1980) argued that organizational culture is the process of thinking helps in establishing one member from another on basis of cognitive thinking.

Organizational culture, often-referred to as corporate culture, is the atmosphere of shared beliefs and practices in a company. A positive corporate culture has shared beliefs that align with the organization's mission, whereas a bad or toxic culture often has a large group of unhappy or self-serving employees. The set of beliefs, behaviors, norms and values helps in makes culture most effective,(Kotter and Haskett,(1992).The problems of the organization affects the performance of each employee.

2.4.6 Working Environment

In the modern era, organizations are facing several challenges due to the dynamic nature of the environment. One of the many challenges for a business is to satisfy its employees in order to cope up with the ever changing and evolving environment and to achieve success and remain in competition.

In order to increase efficiency, effectiveness, productivity and job commitment of employees, the business must satisfy the needs of its employees by providing good working conditions. Based on the above points the researcher will describe the impact of working environment on employees' performance. Strong et al (1999) in the study observe that social, organizational and physical context serves as the in pets for task and activities, and considerably influence workers performance. In most cases social, psychological and physical problems happen due to impact of working environment.

2.4.7 Job satisfaction

According to Ramman, (2011) job satisfaction refers the degree of the positive or negative feeling of employees about their jobs. It is a posture or sentimental response to job obligation as well as to the social conditions of the work place. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences."

2.5. Empirical Literature

According to Newton (2006), and Mubashar and Muhammad (2011), in their respective study found out that along with some others favor the importance of training in terms of not only attracting of new staff but also retaining the existing one and it pushes up the abilities of employees to higher stage from where they currently stands. According to Goitom A(2012), explanation, training is a service function, which provides management with professional support in meeting the organization's objectives. . Chiaburu and Tekleab,(2005) argued that training is a planned intervention aimed at enhancing the elements of individual job performance".

Kiweewa. S and Asimwe(2014) conducted a research on the implication of training on employees performance in regulatory organization in Uganda. The researcher used 80 respondents out of the total respondents 108, the study shows the relation between employees performance and training in the above explained organization. The finding of the study shows that 54.5% of the respondents agreed that both the organization and the employees were

benefited from the training, which was delivered to them. 80.7% of the respondents indicated that the company was satisfied by the employees' performance after training delivered to them, because the gaps have been met and known through appraisal.

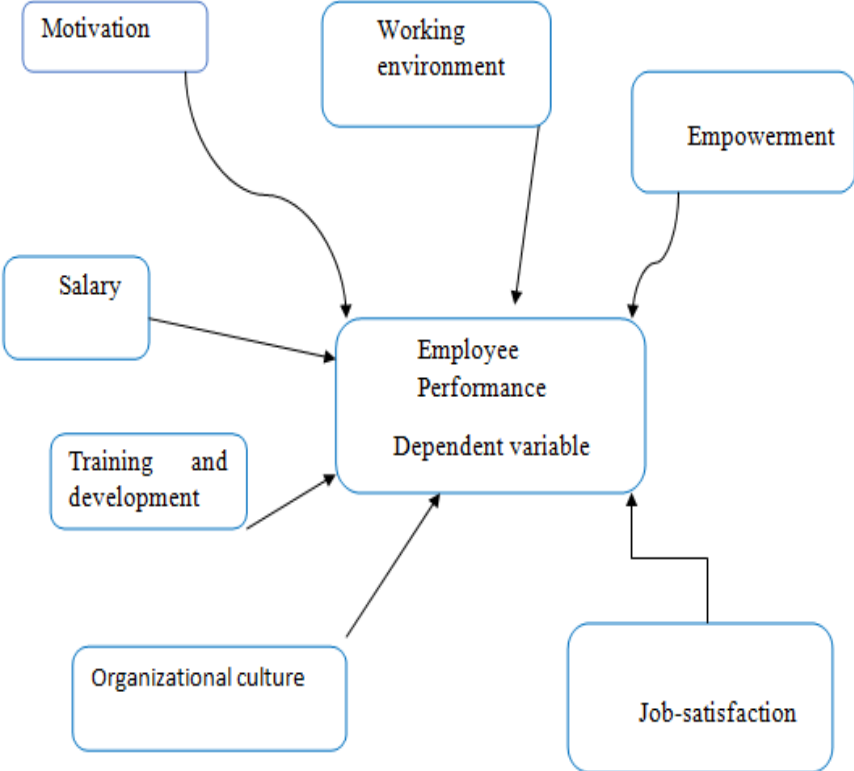
Tazebachew (2011) conducted a study to assess the effects of training on employees' performance in public organization. The researcher was using simple random sampling, and 60 employees were selected. The respondents indicate that in most cases employees do not participate in the process of designing as well as developing the strategy of the organization's training.

2.6 Conceptual Framework

Based on the critical review of the literature, it is clear that employee performance can be affected by different factors, including salary, empowerment, organizational culture, workplace environment, training, motivation, etc...

The conceptual framework for this study is developed by the researcher based on previous studies on factors affecting employees' performance. The researcher adapted the conceptual framework shown in the figure 1 below to analyze the factors affecting employee's performance.

Figure 2.1: Conceptual Framework of Employee Performance



Source: Researcher

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter three of this study deals with the overall approach in which what type of research has been followed by the researcher. In addition, this section gives detail of various steps that has been generally employed by the researcher in investigating the constraints that affects performance employees in AANSLSCPSS.

This chapter consists of research design, research area, and approaches of the study, and data collection methods, which includes questionnaire, interviews.

3.2. Research Design

Research design is a blue print for selecting the sources and types of data relevant to the research questions. It basically, provides answers for such questions like what techniques to be used to gather data? And what kind of sampling to be applied?(Zikgmund et al.,2003). The study has been conducted based on the descriptive research design.

According to Mugenda and Mugenda (2005), research design specifies the methods and procedures for collecting and analyzing the needed information. The major purpose of descriptive research is description of the state of affairs as it exists at present(Kothari, 2004).

3.3 Selection of the Research Area

The study has been conducted at AANSLSCPSS to investigating the performance the employees in selected woredas. There are 13 woredas in the sub-city from those wordas the number of private schools are 355.

The study has been carried out by selected woredas due to the time factor and the accessibility of the information that will be needed to complete the research. The study includes both employees and the management in the school environment who has a direct impact about employees' performance and serving better education for the generation.

3.4 Approaches to the Study

In this study the researcher uses both qualitative and quantitative approaches due to the data's that have been collected by the researcher or due to the nature of the study by itself. The

researcher adopts a qualitative research approaches because of it is concerned with subjective assessment of attitudes, opinion and behavior (Kothari, 2004). This approach allows the researcher to get a chance for the assessment of employee performance and the researcher was providing answers to the organization by doing a depth investigation and analysis of each selected employees who was targeted to respondents on the issue. For this approach interview was employed to get the information from the respondents. On the other hand quantitative type research approach was used to identify the simple measures. The measures were expressed in terms of percentages of the responses to determine the challenges and how the challenge was solved within the organization by itself. Quantitative approach is expressed in terms of percentage, frequency analysis, standard deviation and mean. The researcher had employed those statistical operations to analyze the data.

3.5. Population and Sampling Design

3.5.1. Target population

The populations of the study were the employees who are engaged in the education sector of NSLSCPSS to enhance good education in the sub-city The population was obtained from all secondary schools found in NSLSCPSS which are 524 employees.

Population is generally a large collection of individuals or objects that is the main focus of a scientific query. A population is defined as the set of individuals, objects, or data from where a statistical sample can be drawn (Saunders et al., 2014).

3.5.2. Sampling Design

3.5.2.1. Sampling Frame

Saunders (2007), argued that sampling frame for any probability sample is a complete list of all the cases in the population from which a sample is drawn. Given the purpose and scope of the assessment, the study was covered only NSLSCCESSPSS. The sample that was taken by the researcher has been representative enough to give answer to the research questions.

3.6. Sampling Technique

The sample of the schools that were selected in Sub-City was representatives of the whole sub-city private secondary schools based on different socioeconomic variability of the employees in the school. There are 13 woredas in the sub-city from those wordas the number of private schools are 355. Among these private schools, 316 of them are elementary schools and 39 of

them are secondary schools. Then the researcher focuses only the secondary schools due to time and budget incompatibility.

Table 3.1: number of private schools in NSLSC.

School type	No. of schools
KG	201
1-4	36
5-8	7
1-8(Elementary)	72
Secondary school	39
Total	355

Sources :Nifac Silk Lafto sub city education sector in 2018/19

Based on the nature of variability in and among the woredas in the sub-city, stratification of the woredas had been made, after which representative woredas was selected. So the researcher has selected randomly 6 woredas as a sample from the total of 13 woredas. These woredas were woreda 12, woreda 09, woreda02, woreda 01, woreda 13 and woreda 06. Then purposive and simple random sampling has been used to pick respondents from each strata, to avoid sample bias and ensure that the results are reliable enough to be generalized.

3.6.1. Sampling Size

Sample size measures the number of individual samples measured or observations used in a survey or experiment. The size of sample that was taken by the researcher is neither excessively large, nor too small. It was optimum-which fulfills the requirements of efficiency, representativeness reliability and flexibility. The total population size of the researcher was 524 respondents out of the selected private schools in ESNSLSCPSS. The total population for the sample size was determined with the consideration of representativeness. In consideration of representativeness at first, the study applied a simplified formula provided by Yamane (1967) in order to determine the required sample size at 95% confidence level, degree of variability of= 0.5 and with the level of precision of= 7% as follows;

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

Where n is the desired sample size, N is the population size and „e“ is the level of precision.

$$n = \frac{524}{1+524(.07)^2} = 147$$

Following this from the total of 524 employees in the frame, samples of 147 employees were randomly selected. Each enterprise is represented by its owner/manager. These 147 respondents were selected from different woredas in the sub-city on proportional basis

Table 3.2.: Shows the population and sample size drawn each school.

School	No. of employee/ Population	Sample size calculation
Aygoda	33	$(33/524) \times 147 = 9$
Falcon	74	$(74/524) \times 147 = 21$
NewayChallenge	65	$(65/524) \times 147 = 18$
Future Hope Generation	60	$(60/524) \times 147 = 17$
South West	78	$(78/524) \times 147 = 22$
Tomorrow	30	$(30/524) \times 147 = 8$
Dembosko	24	$(24/524) \times 147 = 7$
Dream	35	$(35/524) \times 147 = 10$
Cruise	80	$(80/524) \times 147 = 22$
Omega	45	$(45/524) \times 147 = 13$
Total	524	Sample size = 147

Sources: Field data from identified schools of the target area

3.7. Types of Data and Instruments of Data collection

The data that the researcher will collect to held this study will be both secondary and primary data.

According to Kothari (2004), Secondary data refer to any data which have been gathered earlier for some other purposes are secondary data in the hands of the researcher. It can usually be found more quickly and cheaply. It also extends our time and space range. However, it has got limitations in terms of the following: the information often will not meet the researchers specific needs; different time periods may be involved; we often cannot even assess the accuracy of the information because we know little about the conditions under which the research took place; the value of secondary information often is partially obsolete before it is available. Hence, a

researcher is required to assess the reliability, suitability and adequacy of such data. secondary data were collected from different web sites, the previous studies, document reviews and etc.

Primary data, on the other hand, refers to the information developed or gathered by the researcher specifically for the research at hand. They are collected as fresh and for the first time and thus happen to be original in character. Among others, such data provide the following merits: They are directly applicable and usable; they can answer researcher questions; and they contain up-to-date information. However, their basic limitation is that they are not readily available and costly to obtain. The study utilized structured questionnaires to collect the required data from the respondents of the selected private secondary schools.

3.8. Data Collection Procedures/Methods

Data collection techniques allow the researcher to collect information systematically about the researcher objects of study (people, objects, phenomena) and about the settings in which they occur. During the collection of data, the researcher was systematic, because if the data are collected haphazardly, it is difficult to answer the research questions in a conclusive way.

Mugenda and Mugenda (2005) explain that research procedures refer to a detailed description of the steps taken by the researcher to conduct the study. The researcher used qualitative data collection methods like questionnaire and interview. According to John et al., (2007:128-42) argument the reason for the appearance and layout of the questionnaire are of great importance in any survey where the questionnaire is to be completed by the respondent. Parts of the questionnaire were based on non-comparative scales, which have a five point Likert scale rating of individual factors. The respondents were asked to give order for each questions on a scale of 1-5 (where 5 indicates “Strongly agree” and 1 indicates “Strongly disagree”) the extent to which they agree with statements given, relating to factors of the Teachers performance. Respondents are requested to specify their level of agreement in each statement on a five point Likert scale.

3.8.1. Questionnaire

A questionnaire is a self-report data collection instrument that is filled out by research participants. It contains a group or sequence of questions designed to obtain information on a subject from a respondent. It either can be paper based or in a computerised format and it influences the image that the researcher projects to the public. The researcher used questionnaire

as one of the techniques for primary data collection. The questions in these questionnaires were design purposely, to give answers to the researcher questions bringing awareness of the problem. The questions focused towards the assessment of employee performance and explore various challenges during its process. According to Veal (1997), questionnaire is an instrument of data collection from individuals using a formally designed schedule of questions. The researcher has taken an introduction letter from saint Mary University to gather information through questionnaires from the respondents of the selected private schools. The questionnaires were developed in English because 100% of the respondents have diploma and above, therefore they can understand it easily. The questionnaire was distributed in six woredas found in AANLSCPSS. The questionnaire is contracted in a very short and clear manner using five point likert scales.

3.8.2. Interview

Kothari (2004) defines an interview as a selected set of questions administered through verbal communication in a face to face relationship between a researcher and the respondent.

It is a data-collection (generation) technique that involves oral questioning of respondents.

Answers to the questions posed during an interview have been recorded by writing them down or by tape-recording the responses, or by a combination of both. The sequence of topics was determined by the flow of discussion.

This might prove very effective in the researcher can gather additional data that collected probing questions as well as making follow-up to clarify on under answers provided by those respondent. The researcher was developing ten interview questions to make sure whether the questionnaire can align with it.

3.8. Validity and Reliability of Instruments

3.8.1.1. Validity

According to Allen and Yen (1979), explanation validity is defined as the extent to which the instrument measures what it purports to measure. Content validity pertains to the degree which the instrument fully assesses or measure the construct of interest. The researcher has tasted whether it measures what it has to measure or not. The researcher asked three experts containing two academicians, and one professor to assess the content validity of the questionnaire. The questionnaires were sent for three researchers who had conducted the same study before to check the face validity. The researchers were asked to forward their opinion about the questionnaire

whether it can measure what it is supposed to measure or not. Points which were proposed by the researchers were corrected and the questionnaires were revised. Besides, proper detection by an advisor was also taken to ensure validity of the instruments. Finally, the improved version of the questionnaires was printed, duplicated and dispatched.

3.8.1.2. Reliability

Mugenda and Mugenda (2003, pg 95), explains reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The reliability of the category of the tolerant satisfaction questionnaire was checked before statistical analysis to see the consistent of the questions with each other. According to Muijs (2004), explanation the reliabilities of the variables (data) were checked against the recommended standards (Cronbach's $\alpha \geq 0.70$) mainly to ensure that they are reliable indicators of the constructs.

The reliabilities of the variables were checked against the Nunnally's recommended standards (Cronbach's $\alpha \geq 0.70$) mainly to ensure that they are reliable indicators of the constructs Nunnally's, (1967). As table 3.3 shows, the Cronbach's alpha calculated value for all items in the seven categories was 0.96 for motivation, 0.89 for training and development 0.9 for salary, 0.88 empowerment, 0.94 for organizational Culture, 0.92 Working Environment, 0.95 Job-satisfaction. This result confirms that the items identified in each category are good enough to adequately represent a single concept.

Table 3.3: shows Cronbach's Alpha's value

No	Number of category	Number of items	Cronbach Alpha value	Status
1	Motivation	6	.96	Excellent
2	Training and development	4	.89	Good
3	Salary	5	.9	Excellent
4	Empowerment	3	.88	Good
5	Organizational culture	6	.94	Excellent
6	Working Environment	5	.92	Excellent
7	Job-satisfaction	4	.95	Excellent

Source: SPSS output

3.9. Methods of Data Analysis

The data was collected from questionnaires and interview of respondents by reviewing it carefully and check for completeness and consistencies. Descriptive statistics were conducted in this study. In the data processing procedure editing, encoding, classification and tabulation of the collected data were made manually. Data clean-up made to detect anomalies, errors and omissions in responses and checking that the questions were answered accurately and uniformly. Numerical assigned to reduce responses into a limited number of categories or classes. Data which have common characteristics were put together and in this way the entered data were divided into a number of groups. Finally, tabulation were used to summarize the raw data and display. Transformation of the data processing was used to see the relationship between the data groups by using descriptive and inferential (statistical) analysis. Descriptive and inferential statistics technique was used, because it is possible to show the result of individual scores in the population for a specific variable. Whereas inferential plays a great role to infer the data through analysis and also to see the relation between two or more variables. Qualitative data is presented through description. Quantitative data collection using questionnaires were entered and analyzed by using computer Statistical Package for Social Scientists (SPSS) versions 20 software program.

3.9.1. Descriptive Analysis

The researcher uses mean and standard deviation to analyze the respondent's response. The reason for using descriptive statistics is to compare the different factors. The interview questions also have been analyzed using descriptive narrations through concurrent triangulation strategy.

3.9.2. Correlation

The factors affecting employees' performance in AAESNSLSCPSS based on the respondents response. The values of person's correlation tied relation each correlation and the number of cases initiating for each correlation was studied by the researchers.

3.9.3. Linear Regression Analysis

Linear regression is a way of predicting or estimating a value on some dependent variable with respect to the values of one or more independent variables. Like correlations, statistical regression examines the association or relationship between variables. The primary purpose of

regression is prediction. In this study the researcher was applied multiple regressions was. Because it takes into account the inter-correlations among all variables involved in the study.

3.9.4. Regression Functions

The equation of regressions used on this study is generally built around two sets of variables, namely dependent variable (performance) and independent variables (motivation, training and development, salary, empowerment, organizational culture, working environment and job-satisfaction). The main objectives of using regression equation for this study were to make the study target full and effective to describe, predict and understand the variables. The following empirical model was used to explain the data on the study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + e$$

Where: Y = dependent variable(performance) X1= motivation, X2=training, X3= salary, X4= empowerment, X5= organizational culture, X6= working environment, X7= job-satisfaction are the explanatory variables. β_0 is the intercept term- constant which would be equal to the mean if all slope coefficients are 0. $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ and β_7 are the coefficients associated with each independent variable which measures the change in the mean value of Y, per unit change in their respective independent variables.

3.10. Ethical consideration

A number of ethical considerations were taken into account throughout this study. Letter of cooperation was obtained from St. Mary's University, Department of Student support office to the respective study population. The privacy of the respondents was confidentially maintained. The research questions were designed in a way that they will not expose the institutions to their competitors.

CHAPTER FOUR

4.1. DATA ANALYSIS AND INTERPRETATION

This chapter deals with presentation and analysis of the data which have been obtained through questionnaire. As such the study sought to investigate the influence of Training and development, Motivation, salary, Working Environment, Organizational Culture and empowerment, job- satisfaction in Addis Ababa education sector of NSLSCPSS.

4.2. Data Analysis

4.2.1. Demographic Characteristics of the Respondents

The study was targeted staffs within NSLSCPSS found in Addis Ababa city which included six woredas (woreda 12, woreda 09, woreda02,woreda01 woreda13 and woreda06). The study collected data using questionnaire accordingly 524 questionnaires were administered to 524 employees and the response came from 147 respondents, with regard to the factors influencing employee performance in NSLSCPSS.

Tabl 4.1: Response rate

Response	Frequency	Percent
Responded	147	100
Not responded	0	0
Total	147	100

Source: field survey 2019

The above table shows that the SPSS outputs from the study conducted in NSLSCPSS, out of 147 target respondents 147 of them was responding and returned all the questionnaires which is 100%. Since the researcher was in this field all the questionnaires was collected properly. There were 6 respondents that were not returned on the exact day but the researcher was going repeatedly and collected all the questionnaires. Almost all the respondents were willing to participate in the study due to the issue was more series problem in Ethiopia this time.

Table 4.2: Demographic characteristics of respondents

category	Gender distribution of the respondents		
1	Sex	Frequency	Percent
	Male	126	85.7
	Female	21	14.3
	Total	147	100
Age distribution of the respondents			
2	agebeakup	Frequency	percent
	Under 18years	0	0
	21-30 years	20	13.6
	31- 40years	90	61.2
	over41 years	37	25.2
	Total	147	100
Education level of respondents			
3	education level	Frequency	Percent
	Diploma	2	1.4
	Degree	95	64.6
	Masters and above	50	34
	Total	147	100
Position distribution of respondents			
3	Current position	Frequency	Percent
	Administration	41	27.9
	Teacher	106	72.1
	Total	147	100
Working experience of respondents			
4	on of yeas in the school	Frequency	Percent
	2years or less	45	30.6
	3-5years	67	45.6
	6-10years	20	13.6
	10years and above	15	10.2
	Total	147	100

Source: field survey 2019

As the above table shows the demographic characteristics of the respondents were investigated in section one of the questionnaire. In this section the discussion was under Six distribution, age distribution, education level of respondents, the respondents current position and the respondents working experience as stated on table 4.1. In this study the respondents were expected to contain members of the organization which was both male and female. The respondents were required to indicate their gender by ticking on the space provided from the questionnaire. According to the above table 126(85.7%) of the respondents were male and 21 (14.3%) of the respondents were female. This outcome shows that mostly in high school level male teachers were dominant and both genders were representative for the regard of factors affecting employees' performance in AANSLSCPSS.

The age of each respondent were categorized under four groups as shown table 4.1. As the findings shows that most of the respondents were adults, the age group of 31-40years having many respondents of 90(61.2%) from the sample size which is more productive and the second most popular age group was over 41years with a response of 37(25.2%). The age group of 21-30 was 20(13.6%), but in the case of under 18 it was zero. The schools were hiring different academic qualified staffs for the effectiveness of their organization. Due to this difference the respondents' response contributed allot for the researcher whether education level affects the employees' performance. According the table shown above table 4.1 2(1.4%) of the respondents were acquired diploma level of education which was the least compared to the others, most of the respondents acquired a Bachelor degree which was 95(64.6%) from the total samples size taken by the researcher as their best academic qualification, on the other hand 50(34%) of the respondents had acquired masters and above. These finding shows that all the respondents were qualified and can understood the impact of employees' performance on the achievement of student's result and also this finding implies that the level of education increase the skills required by employees' performance (Green and Gallie, 2002); hence level of education has significant relationship with employees' performance.

The employee was asked to indicate their position in their organizations whether employees' performance was affected by the respected position or not. According to the above table most of the employees were a teacher which was 106(72.15) and 41(27.9%) of them were administrators.

The researcher was asking the employees about their work experience in their current organization to categorize their work experience and grouped under four groups. The majority of employees were working for 3-5 years which was 67(45.6%), on the other hand 45(30.6%) of the employees from the sample were working for 2years and less ,under the third category 20(13.6%)of the employee were working from 6-10years and there were only 15(10.2%) who was staying 10years and above. As the finding indicates working experience affects employees' performance.

4.2.2.Descriptivestatistics

Table 4.3 descriptive statistics

Descriptive statistics			
	Mean	SD	N
Motivation	3.792	.785	147
Training and Development	4.496	.788	147
Salary	3.857	.886	147
Organizational Culture	3.941	.992	147
Empowerment	4.146	.703	147
Working Environment	4.368	.725	147
Job-Satisfaction	2.563	.921	147

Source: own survey, 2019

The above table 4.3 shows that the mean and standard deviation the variables in the study. The mean for motivation is 3.792 and a standard deviation of .785 which indicates that there was employees agree about the effects of motivation on their performance. As the above table shows that the mean for job satisfaction is 2.56 and its standard deviation is 0.921. The higher the standard deviation implies that the data was distributed over wide range of job-satisfaction. This indicates that employees are not satisfied for the practice of their organization; the same is true for organizational culture which has high standard deviation and the employees are either neutral or disagree for organizational culture has an effect on their performance.

The mean for Empowerment is 4.149 and has a standard deviation of .703 which implies that employees in some extent agree about the empowerment of their organization. In general the descriptive statistics for each variable is shown below.

4.2.2.1. Motivation Factors

Table 4.4: Descriptive statistics of variables related to motivation factors

		Recognition are available for outstanding performance	Compensation packages are like bonus are given to employees	You are satisfied with your fringes benefits	Opportunities exist for job advancement and promotion	You are satisfied with your visit of educational places	Lack of motivational network with other schools
Falcon Acad. N(21)	Mean	4.47	3.43	4	4.13	4.38	2.52
	SD	.749	.746	.632	.792	.74	.679
	Min.	3	1	3	2	3	1
	Max.	5	4	5	5	5	3
School of Aygod(9)	Mean	3.358	4.538	4.154	4.154	3.923	3.923
	SD	.776	.518	.800	.688	.862	.759
	Min.	2	4	3	3	2	2
	Max.	4	5	5	5	5	5
Neway Challenge School N(18)	Mean	4.388	2.88	3.778	3.833	4.667	3.333
	SD	.697	.963	.878	.857	.485	1.137
	Min.	3	1	2	3	4	1
	Max.	5	4	5	5	5	5
South West Academy N(22)	Mean	3.863	4.409	3.772	3.590	3.409	3.772
	SD	.639	.854	1.020	1.221	1.259	.812
	Min.	2	2	2	1	1	2
	Max.	5	5	5	5	5	5
Future Hope Generation N(17)	Mean	4.412	2.882	3.823	3.882	4.705	3.294
	SD	.712	.993	.883	.857	.469	1.21
	Min.	3	1	2	3	4	1
	Max.	5	4	5	5	5	5
School of tomorrow(8)	Mean	4.875	2.215	3.875	4.375	4.625	2.215
	SD	.353	.834	.834	.517	.517	.834
	Min.	4	1	3	4	4	1
	Max.	5	3	5	5	5	3

Dembosko N(7)	Mean	4.57	2.28	3.71	4.42	5	2.28
	SD	.534	.755	1.112	.534	0	.755
	Min.	4	1	2	4	5	1
	Max.	5	3	5	5	5	3
Dream Academy N(10)	Mean	3.60	4.50	4.20	3.70	4.00	3.60
	SD	.699	.527	.788	1.059	.942	1.264
	Min.	2	4	3	2	2	1
	Max.	4	5	5	5	5	3
Cruise N(22)	Mean	4.318	3.360	3.727	3.863	4.050	2.409
	SD	.893	.953	.827	1.166	.950	.796
	Min.	2	1	2	1	2	1
	Max.	5	4	5	5	5	3
Omega (13)	Mean	4.615	2.380	3.769	4.384	4.538	2.461
	SD	.506	.767	.832	.506	.518	.877
	Min.	4	1	2	4	4	1
	Max.	5	3	5	5	5	4

Source: field survey, 2019

From the above table 4.3, according to the respondents of Falcon academy, the value of the minimum mean for the variables which are related to motivational factor is 2.52 which denote the lack of motivational network with other schools. And the other variable is compensation packages are like bonus is given to employees' with a mean value of 3.43 shows 52.38% (see table 4.3.1.1) agreeing respondents for that there exists compensation packages. The rest variables (recognition are available for outstanding performance, you are satisfied with your fringes benefits, opportunities exist for job advancement and promotion, you are satisfied with your visit of educational places) as it can be seen from the table with nearly the same value of standard deviation are contributing factors. The higher the standard deviation is the higher the difference that exists in between the mean value and the row scale of the variables and viceversa. The range value of the entire table for almost all schools is very compact indicating the variation that exists in between the maximuma and minimum value between the scales. For the recognition outstanding performance the list of the means for the ten sample schools are 4.47, 3.358, 4.388, 3.863, 4.41, 4.875, 4.57, 3.6, 4.318, 4.615. the maen value literally indicates that almost all of the schools recognize their employees when they perform outstandingly. For the

compensation packages: 3.43, (Ayigoda) 4.538, 2.88, (South West)4.409, 2.882, 2.215, 2.28, (Dream Academy)4.5, 3.36, 2.38, 50% of the schools do not almost have compensation packages. Whereas, in the schools like South west. Ayigoda and Dream academy, the compensation packages like bonuses are available and are important to motivate the employees. From those list of means (4, 4.154, 3.778, 3.772, 3.823, 3.875, 3.714, 4.2, 3.727, and 3.769) fringe benefits are important and most of the schools are satisfying their employees. Lack of motivational network with other schools like Falcon academy is the problem of most of the schools except school of Ayigoda, Neway Challenge, South West academy and Future Hope Generation school.

The partial correlation between recognition for outstanding performance and the compensation packages estimates the correlation that would be observed between recognition for outstanding performance and the compensation packages if the other variables did not vary.

For example for Falcon academy, the correlation that would be observed between recognition for outstanding performance and the compensation keeping others constant is 0.78, the correlation that would be observed between recognition for outstanding performance and fringe benefits is 0.73, the correlation that would be observed between recognition for outstanding performance and opportunity for advancement and promotion is 0.81, the correlation that would be observed between recognition for outstanding performance and trip is 0.92 and keeping all the other motivational variables constant recognition will vary by 0.96 for lack of motivational network with other schools.

Table 4.4.1: Frequency analysis of falcon academy, Neway Challenge and Omega for selected motivational factor

a. Neway challenge:

Compensation packages are like bonus are given to employees	Freq.	Percent	Cum.
strongly disagree	2	11.11	11.11
disagree	3	16.67	27.78
neutral	8	44.44	72.22
agree	5	27.78	100.00
Total	18	100.00	

4.2.2.2. Training and Development

Table 4.5: descriptive statistics analysis of variables related to training and development

		opportunities are available to take job related things which adequately address the skill gap and ensure job effectiveness	competent employees are identified and provide necessary training	training that I take meets the objectives of the company	training was organized and easy to follow
Academy N(21)	Mean	4.38	4.61	4.80	4.90
	SD	.864	.669	.402	.436
	Min	2	3	4	3
	Max.	5	5	5	5
School of Aygoda(N9)	Mean	4.111	4.444	5	4.666
	SD	1.050	.726	0	5
	Min	2	3	5	14
	Max.	5	5	5	5
Challenge School N(18)	Mean	4.50	4.22	4.72	4.83
	SD	.618	.646	.574	.383
	Min	3	3	3	4
	Max.	5	5	5	5
South west AcademN(22)	Mean	4.045	4.318	4.363	4.454
	SD	1.290	1.129	.847	.857
	Min	1	1	2	2
	Max.	5	5	5	5
Future N(17)	Mean	4.588	4.058	4.823	4.882
	SD	.507	1.028	.392	.332
	Min	4	1	4	4
	Max.	5	5	5	5
School tomorrow(8)	Mean	4.375	4.500	4.625	4.625
	SD	.744	.534	.744	.517
	min	3	4	3	4

	Max.	5	5	5	5
Dembosko N(7)	Mean	4.428	4.571	4.714	4.571
	SD	.534	.534	.487	.534
	Min	4	4	4	4
	Max.	5	5	5	5
Academy N(10)	Mean	4.588	4.058	4.823	4.882
	SD	.507	1.028	.392	.332
	Min	4	1	4	4
	Max.	5	5	5	5
Cruise N(22)	Mean	4	4.272	4.450	4.360
	SD	1.195	1.120	.800	.847
	Min	1	1	2	2
	Max.	5	5	5	5
Omega N(13)	Mean	3.846	4.230	4.615	4.615
	SD	1.214	.725	.506	.506
	Min.	1	3	4	4
	Max.	5	5	5	5

Source: field survey, 2019

From the table 4.4 above, we can see that the mean value for the variable ‘good opportunities are available to take job related things which adequately address the skill gap and ensure job effectiveness’ from all the sample schools is significant (4.38, 4.11, 4.5, 4.045, 4.588, 4.375, 4.428, 4.588, 4, 3.846) to conclude that the opportunity exists in all of the schools. ‘Incompetent employees are identified and provide necessary training’ have also mean values of 4.61, 4.444, 4.22, 4.318, 4.058, 4.5, 4.571, 4.058, 4.272, 4.230; implying that there exists training for incompetent employees or teachers. ‘The training that I take meets the objectives of the company’ and ‘The content was organized and easy to follow’ these two variables can also be seen from the tables that all of the schools have training that is fitting to their objectives and organize their contents in such way that is presentable by their employees.

4.2.2.3. Salary Factors

Table 4.6: descriptive statistics analysis of variables related to salary factor

		Your monthly salary is competent with compared to other organizations	You are satisfied with your monthly salary	Monthly salary is in accordance with your work experience	The increment of your monthly salary were based on scales and your work experience	Your monthly salary and your job are correlated
Falcon Academy N(21)	Mean	3.809	3.476	4.571	4.714	3.619
	SD	1.123	1.167	.507	.462	1.023
	Min.	1	1	4	4	1
	Max.	5	5	5	5	5
School Of Aygodda(9)	Mean	3.666	3.444	4.666	4.777	3.555
	SD	1.220	1.333	.500	.440	.72
	Min.	1	1	4	4	2
	Max.	5	5	5	5	4
New Challenge School N(18)	Mean	3.555	3.611	4.555	4.388	3
	SD	1.199	1.195	.511	.501	1.028
	Min.	1	1	4	4	1
	Max.	5	5	5	5	4
South West Academy N(22)	Mean	3.590	3.272	4.409	4.500	3.409
	SD	1.221	1.202	.666	.801	1.098
	Min.	1	1	3	2	1
	Max.	5	5	5	5	5
Future Hope Generation N(17)	Mean	3.588	3.647	4.588	4.411	3.058
	SD	1.222	1.221	.507	.507	1.028
	Min.	1	1	4	4	1
	Max.	5	5	5	5	4
School Of tomorrow(8)	Mean	3.875	3.750	4.625	4.750	3.500
	SD	.834	1.035	.517	.462	.755
	Min.	3	2	4	4	2
	Max.	5	5	5	5	4
Dembosko N(7)	Mean	4	3.857	4.714	4.714	3.714
	SD	.816	1.069	.847	.847	.847
	Min.	3	2	4	4	3

	Max.	5	5	5	5	4
Dream Academy N(10)	Mean	3.600	3.300	4.600	4.700	3.500
	SD	1.173	1.337	.516	.483	.707
	Min.	1	1	4	4	2
	Max.	5	5	5	5	4
Cruise N(22)	Mean	3.59	3.318	4.318	4.409	3.545
	SD	1.181	1.210	.779	.796	1.100
	Min.	1	1	2	2	1
	Max.	5	5	5	5	5
Omega (13)	Mean	3.615	3.231	4.461	4.615	3.307
	SD	1.323	1.423	.518	.506	.854
	Min.	1	1	4	4	2
	Max.	5	5	5	5	4

Source: field survey, 2019

Competent salary, with respect to relative organizations, work experience, salary increment, the load imposed is important to enhance the performance of any employee. And the respondents of the above Schools were asked list of salary related questions such as: ‘your monthly salary is competent with compared to other organizations,’ ‘monthly salary is in accordance with your work experience,’ the increment of your monthly salary were based on scales and your work experience,’ ‘your monthly salary and your job are correlated’ and ‘you are satisfied with your monthly salary.’ For the first question, ‘Your monthly salary is competent with compared to other organizations’ all of the mean are above three for all of the schools. For instance for Aygoda School (mean = 3.666) the percent of totally disagreeing respondents is 11.11% which is less than the percent of totally agreeing (66.66%) respondents and uncertain respondents (22.22). The second variable is ‘You are satisfied with your monthly salary’ and here too, the mean values are still above three and significantly are positively motivating. Among the means (3.476, 3.444, 3.611, 3.272, 3.647, 3.75, 3.857, 3.3, 3.318, 3.231) the smaller means are 3.231 and 3.272 which belongs to Omega and South West Academy respectively, and if we look at the frequency analysis of the two means, excluding the disagreeing respondents the cumulative percentage of agreeing (46.16%) is higher than the cumulative percentage of disagreeing (30.77%) implying

that most of the employees are satisfied with their salary; whereas, that of south west is (40.91% cumulative agree) and (22.73%).

Additionally we can deduce that 'the increment of your monthly salary was' based on scales and your work experience' variable from the above table is significantly motivating. The last salary related variable is 'your monthly salary and your job are correlated', and it has smaller mean values of '3' (new challenge school) and '3.058' (future hope generation). To infer the meaning of the means let us see the frequency tables of the two schools for this variable new challenge has 38.89% agreeing and 27.78% disagreeing(cumulative); whereas Future Hope Generation has 41.18% agreeing and 23.33% disagreeing (cumulative) (see table 4.3.1.2 d)respondents. Irrespective of the uncertain respondents to decide, the researcher infers that the schools are trying to motivate by relating the experience and the salary of their employees even if the extent varies from employee to employee.

Table 4.6.2: Frequency analysis for Falcon Academy, South West, Omega, Future hope generation.respectively.

a. Falcon Academy

Your monthly salary is competent withpared to other organizations	Freq.	Percent	Cum.
ongly disagree	1	11.11	11.11
neutral	2	22.22	33.33
agree	4	44.44	77.78
strongly agree	2	22.22	100.00
Total	9	100.00	
abulate var2			
are satisfied h your monthly salary	Freq.	Percent	Cum.
ongly disagree	1	11.11	11.11
disagree	1	11.11	22.22
neutral	2	22.22	44.44
agree	3	33.33	77.78
strongly agree	2	22.22	100.00
Total	9	100.00	

Your monthly salary is competent with pared to other organizations	Freq.	Percent	Cum.
ongly disagree	1	11.11	11.11
neutral	2	22.22	33.33
agree	4	44.44	77.78
strongly agree	2	22.22	100.00
Total	9	100.00	
abulate var2			
are satisfied h your monthly salary	Freq.	Percent	Cum.
ongly disagree	1	11.11	11.11
disagree	1	11.11	22.22
neutral	2	22.22	44.44
agree	3	33.33	77.78
strongly agree	2	22.22	100.00
Total	9	100.00	

Your monthly salary is compared to other organizations	Freq.	Percent	Cum.
strongly disagree	1	11.11	11.11
neutral	2	22.22	33.33
agree	4	44.44	77.78
strongly agree	2	22.22	100.00
Total	9	100.00	

tabulate var2

are satisfied with your monthly salary	Freq.	Percent	Cum.
strongly disagree	1	11.11	11.11
disagree	1	11.11	22.22
neutral	2	22.22	44.44
agree	3	33.33	77.78
strongly agree	2	22.22	100.00
Total	9	100.00	

b. South West

You are satisfied with your monthly salary	Freq.	Percent	Cum.
strongly disagree	2	9.09	9.09
disagree	3	13.64	22.73
neutral	8	36.36	59.09
agree	5	22.73	81.82
strongly agree	4	18.18	100.00
Total	22	100.00	

d.Future hope generation

Your monthly salary and your job are correlated	Freq.	Percent	Cum.
strongly disagree	2	11.76	11.76
disagree	2	11.76	23.53
neutral	6	35.29	58.82
agree	7	41.18	100.00

Source: SPSS output

4.2.2.4. Empowerment

Table 4.7: descriptive statistics analysis of variables related to empowerment

		Good opportunities are available for empowerment	The empowerment policies are clear and fair	The promotion policy is based on the rules of the organization
Falcon Academy N(21)	Mean	3.857	4.619	4.714
	SD	.863	.589	.560
	Min.	2	3	3
	Max.	5	5	5
School of Aygoda(9)	Mean	3.444	4.330	4.770
	SD	1.01	.866	.440
	Min.	1	3	4
	Max.	4	5	5
Neway Academy N(18)	Mean	3	4.166	4.600
	SD	.970	.707	.514
	Min.	1	3	4
	Max.	4	5	5
Overall	Mean	3.95	4.31	4.41

	SD	1.290	.945	1.090
	Min.	1	2	1
	Max.	5	5	5
Future Hope Generation N(17)	Mean	3	4.11	4.52
	SD	.935	.696	.510
	Min.	1	3	4
	Max.	4	5	5
School of tomorrow(8)	Mean	3.625	4.375	4.875
	SD	.517	.916	.353
	Min.	3	3	3
	Max.	4	5	5
Dembosko N(7)	Mean	3.710	4.570	4.710
	SD	.480	.524	.487
	Min.	3	4	4
	Max.	4	5	5
Dream Academy N(10)	Mean	3.200	4.100	4.700
	SD	1.229	1.100	.480
	Min.	1	2	4
	Max.	4	5	5
Cruise N(22)	Mean	3.680	4.270	4.360
	SD	1.086	.827	1.135
	Min.	1	2	1
	Max.	5	5	5
Omega (13)	Mean	3.150	4.307	4.580
	SD	1.060	.630	.514
	Min.	1	3	4
	Max.	4	5	5

Source: field survey, 2019

Except for the smaller means, the standard deviation of all of the variables is almost low; this clearly implies condense respondents scaling. All of the above mean are significant enough to imply the practicability of good opportunities for empowerment, clear and fair empowerment policies and the promotion policy which is based on the rules of the organization. To discuss with some of the lower means:

For all the three schools below (i.e. Neway Challenge, Dream and Omega schools) their mean is '3' '3.2' and '3.15' respectively; whereas, irrespective of the uncertain respondents the percentage of agreeing is significantly higher than the cumulative disagreeing respondents. Clearly speaking, these variables are necessary to experience in any organization and there extent might not be to the extent they are desired by the employees. Hence it is important to notice that those organizations are practicing to enhance their employee's performance but not yet to the desired level.

Table 4.7.1: Frequency analysis of variables related to empowerment

a. New challenge

Good opportunities are available for empowerment	Freq.	Percent	Cum.
strongly disagree	2	11.11	11.11
disagree	2	11.11	22.22
uncertain	8	44.44	66.67
agree	6	33.33	100.00
Total	18	100.00	

Source: field survey, 2019

4.2.2.5. Organizational culture

Table 4.8: descriptive statistics analysis of variables related to the organization culture

		Employees in this organization has a shared sense of purpose and objectives	The employees in the organization are considered innovators and risk takers	I am comfortable with the communication style of the organization	I am comfortable with how employees are treated	I like the way decisions are made in the organization	My company gives attention empowering employees
Falcon Academy N(21)	Mean	4.040	4.169	4	3.857	3.714	4.63
	SD	1.399	1.535	1.411	1.221	1.365	1.347
	Min.	3	3	2	2	1	3
	Max.	5	5	5	5	5	5
School of Aygoda(9)	Mean	3.777	4.670	4.330	3.890	4.110	3.560
	SD	.44	.5	.70	.927	.60	1.33
	Min.	3	4	3	2	3	1
	Max.	4	5	5	5	5	5
New Challenge School N(18)	Mean	3.440	4.380	3.880	4	4.160	3.88
	SD	.780	.697	.832	.840	.857	1.130
	Min.	2	3	3	2	2	1
	Max.	4	5	5	5	5	5
South West Academy N(22)	Mean	3.860	4.400	3.770	3.590	3.400	3.770
	SD	.639	.854	1.020	1.220	1.259	.812
	Min.	2	2	2	1	1	2
	Max.	5	5	5	5	5	5
Future Hope Generation N(17)	Mean	3.410	4.47	3.94	4.11	4.23	3.88
	SD	1.380	1.460	1.375	1.278	1.417	1.417
	Min.	1	1	1	1	1	1
	Max.	5	5	5	5	5	5
School of tomorrow(8)	Mean	3.750	4.625	4.500	4	4.125	3.750
	SD	.460	.517	.534	.755	.460	1.035
	Min.	3	4	4	3	3	2
	Max.	4	5	5	5	5	5
Dembosko N(7)	Mean	3.710	4.710	4.420	4	4.140	4
	SD	.487	.487	.786	.816	.690	.816
	Min.	3	4	3	3	3	3

	Max.	4	5	5	5	5	5
Dream Academy N(10)	Mean	3.600	4.500	4.200	3.700	4	3.600
	SD	.699	.527	.788	1.050	.940	1.260
	Min.	2	4	3	2	2	1
	Max.	4	5	5	5	5	5
Cruise N(22)	Mean	3.860	4.36	3.810	3.680	3.465	3.810
	SD	.710	.847	1.050	1.170	1.180	.790
	Min.	2	2	2	1	1	2
	Max.	5	5	5	5	5	5
Omega (13)	Mean	3.530	4.530	4.150	4.150	3.920	3.920
	SD	.770	.510	.800	.682	.759	1.391
	Min.	2	4	3	3	2	2
	Max.	4	5	5	5	5	5

Source: field survey, 2019

There are factors which drive employees of an organization to adhere to the common goal and objective the organization in which they work in. this can be achieved through creating a shared sense of purpose and objectives, developing the innovation skill and risk taking culture of the employees, creating effective communication style, treating employees with positive attitude, involving every employee whenever decisions are made and empowering employees are among the methods to elevate the performance of employees. Regarding this the researcher has again prepared a set of questions which are related to the sample unit Schools.

From table 4.7 the smallest mean value of the variables is from all schools are 3.41 and 3.44, for future hope generation and new challenge. The mean 3.44 stands for the variable ‘employees in this organization has a shared sense of purpose and objectives’; it clearly indicates that 11(61.6%, see figure 4.7.1) respondents out of 21 sample population totally agree that employees in the in the new challenge academy have a shared sense of purpose and objectives. Also from table 4.7 above the other smaller mean value of the same variable is 3.41 for the school future hope generation, and when we see the frequency analysis of the variable it clearly indicates that 10 (58.8%) respondents out of 17 sample population totally agree that employees in the future hope generation School have a shared sense of purpose and objectives.

Finally, from the above table for the variables ‘the employees in the organization are considered innovators and risk takers,’ ‘I am comfortable with the communication style of the organization,’

my company gives attention empowering employees’ and ‘I am comfortable with how employees are treated’ all of the schools considers their employee as innovators and risk takers, they have comfortable communication style, treat their employee well and good at empowering their employee.

4.2.2.6. Working environment

Table 4.9: descriptive statistics analysis of variables related to the working environment

		I believe in and take pride in my work and my workplace	I believe that the administrative team considers my needs and preferences when making decisions that affect my work life	The emotional climate of the organization is generally positive and supportive	My working Environment gives me a feeling of personal accomplishment	My working Environment feels me encouraging to coming up with new and better ways of doing things
Falcon Acad. N(21)	Mean	4.520	3.800	4.71	4.470	4.38
	SD	.679	.928	.462	.679	.589
	Min.	3	2	4	3	3
	Max.	5	5	5	5	5
School of Aygodat(9)	Mean	4.77	4.111	4.880	4.660	4.770
	SD	.440	.927	.330	.500	.440
	Min.	4	2	4	4	4
	Max.	5	5	5	5	5
Neway Challenge N(18)	Mean	4.388	4.055	4.277	4.44	4.220
	SD	.501	1.055	.669	.615	.732
	Min.	4	2	3	3	3
	Max.	5	5	5	5	5
South West N(22)	Mean	4.220	3.500	4.500	4.180	4.090
	SD	1.109	1.181	.801	1.097	1.019
	Min.	1	1	2	1	1
	Max.	5	5	5	5	5
Future N(17)	Mean	4.411	4.170	4.230	4.470	4.290
	SD	.507	.951	.831	.624	.685
	Min.	4	2	2	3	3
	Max.	5	5	5	5	5

School of Tomorrow(8)	Mean	4.625	4.250	4.875	4.750	4.750
	SD	.517	.707	.350	.462	.462
	Min.	4	3	4	4	4
	Max.	5	5	5	5	5
Dembosko N(7)	Mean	4.570	4.140	4.710	4.570	4.850
	SD	.534	.899	.487	.786	.377
	Min.	4	3	4	3	4
	Max.	5	5	5	5	5
Dream N(10)	Mean	4.60	4	4.700	4.500	4.700
	SD	.516	.942	.483	.527	.483
	Min.	4	2	4	4	4
	Max.	5	5	5	5	5
Cruise N(22)	Mean	4.130	3.590	4.454	4.180	4
	SD	1.080	1.140	.857	1.052	1.023
	Min.	1	1	2	1	1
	Max.	5	5	5	5	5
Omega (13)	Mean	4.610	4.070	4.530	3.430	4.615
	SD	.506	.954	.518	.630	.506
	Min.	4	2	4	3	4
	Max.	5	5	5	5	5

Source: field survey, 2019

Falcon academy employees are proud of their job and they believe in it. Also this is true for the Neway challenge school employees and they also believe that their working environment gives them a feeling of personal accomplishment as well as encouragement to come up with new and better ways of doing things.

Descriptive statistics analysis of variables related to the working environment implies that all of the schools employee are proud of their job and not believe that their working environment gives them a feeling of personal accomplishment as well as encouragement to come up with new and better ways of doing things and the emotional climate of the organization is positive and supportive whereas, also administrative team considers needs and preferences of employees when making decisions that affect the work life of employees.

Generally, the factors related to the working environment are astonishing, except the problem that exists to some extent with the administrative team of the cruise school in considering the needs and preferences of employees with respect to the work life of the employees.

4.2.2.7. Job satisfaction

Table 4.10: descriptive statistics analysis of variables related to the job satisfaction

		Teaching does not provide me the chance to develop new methods	Teaching provides limited opportunities for advancement	Teaching is a very interesting job.	I never feel secure in my teaching job
Falcon Academy(N21)	Mean	2.047	1.904	4.660	1.809
	SD	.740	.888	.577	.749
	Min.	1	1	3	1
	Max.	3	4	5	3
School of ygoda(N9)	Mean	1.888	2.111	4.222	1.888
	SD	.781	1.054	.833	.781
	Min.	1	1	3	2
	Max.	3	4	5	3
Neway Challenge School N(18)	Mean	1.647	2.117	4.529	1.880
	SD	.606	.927	.514	.696
	Min.	1	1	4	1
	Max.	3	4	5	3
South West Academy N(22)	Mean	2.270	2.090	4.409	2
	SD	.812	.971	.959	.872
	Min.	1	1	2	1
	Max.	4	4	5	4
Future Hope Generation N(17)	Mean	1.744	2.167	4.352	2.235
	SD	.664	.882	.701	.903
	Min.	1	1	3	1
	Max.	3	4	5	4
School of Tomorrow	Mean	1.750	2	4.250	1.875
	SD	1.506	1.035	1.302	1.512

	Min.	1	1	3	1
	Max.	3	3	5	3
Dembosko N(7)	Mean	1.714	1.870	4.420	1.740
	SD	.755	.899	.786	.755
	Min.	1	1	3	1
	Max.	3	3	5	3
Dream Academy N(10)	Mean	1.900	2.200	4.200	1.900
	SD	.737	1.032	.788	.737
	Min.	1	1	3	1
	Max.	3	4	5	3
Cruise N(22)	Mean	2.180	2.136	4.360	2.090
	SD	1.364	1.438	1.329	1.364
	Min.	1	1	2	1
	Max.	4	4	5	4
Omega (13)	Mean	2	2	4	2
	SD	.816	1	1	.816
	Min.	1	1	2	1
	Max.	3	4	5	3

Source: field survey, 2019

From the above table teaching does not provide me the chance to develop new methods has a mean value less than three for all schools which is the case for the rest variables ('teaching provides limited opportunities for advancement' and 'I never feel secure in my teaching job') except 'Teaching is a very interesting job.' From the responses average scale we can see that the opposite is true for all schools resulting the higher mean value for the 'Teaching is a very interesting job.

4.2.3. Inferential Statistics

4.2.3.1. Pearson's correlation

The table below indicates the relation between dependent and independent variables in the study.

Table 4.11: Pearson’s correlation

Independent variable		Dependent variable (Performance)
Training and development	Pearson Correlation	.960
	Sig. (2-tailed)	.000
	N	147
Salary	Pearson Correlation	.976
	Sig. (2-tailed)	.000
	N	147
Empowerment	Pearson Correlation	.965
	Sig. (2-tailed)	.000
	N	147
Organizational Culture	Pearson Correlation	.980
	Sig. (2-tailed)	.000
	N	147
Working Environment	Pearson Correlation	.968
	Sig. (2-tailed)	.000
	N	147
Job-Satisfaction	Pearson Correlation	-.742
	Sig. (2-tailed)	.000
	N	147
Motivation	Pearson Correlation	.973
	Sig. (2-tailed)	.000
	N	147

Source: field survey 2019

As clearly explained on the literature review and descriptive statistics, there are different factors that affect employees’ performance of AANSLSCPSS, like motivation, training and development, salary, empowerment, organizational culture, working environment and job-satisfaction.

As table 4.4 above shows there are three that has important contribution for the study. Firstly, it shows that Pearson’s correlation coefficient value between each paired variable (independent

variable with dependent variable example we can observe that Training and development has a strong relationship with performance $R=.960$). Secondly, the one tied significance of each correlation is displaced (example, the above correlation is significance, $P<.001$). Thirdly, the number of case contributing for each correlation ($N=147$) is shown. The researcher was using Pearson's coefficient of correlation (r) to study the correlation between the study variables and the findings. The outcomes the study shows that there was a positive correlation between Employee Performance and salary with a correlation figure of $.976$, it was also clear that there was also a positive correlation between empowerment and Employee Performance and with a correlation value of $.965$, there was a large positive correlation between Employee Performance and Working Environment with a value of $.968$ and a positive correlation between Employee Performance and Organizational Culture with a correlation value of $.980$. On the other hand, Employees performance and Job-satisfaction has a negative correlation with a correlation value of $-.742$. There was a positive correlation between Employee Performance and motivation with a correlation value of $.973$. Generally, there was positive correlation between Employee Performance and motivation, training and development, salary, empowerment, organizational culture, working environment and job- satisfaction. In addition to this, the researcher has conducted a multiple regression analysis to assess the factors influencing Employee Performance at AANSLSCPSS.

4.2.3.2. Regression analysis

Regression analysis was employed to see the extent to which the explain the variance in the explained variable.

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.906 ^a	.820	.817	.195

Table 4.13: Coefficients

a. Predictors: (Constant), motivation, training, working environment, salary, empowerment, job-satisfaction and organizational culture.

b. Dependent Variable: employee's performance.

In a model summary, the R value is used to indicate the strength and direction of the relationship between the variables. The closer the value gets to 1, the stronger the relationship. In this case as

shown in model 1 in Table 4.12, R= 0.906. This means there was an overall strong and positive relationship between the variables. The R-Square in the study was found to be 0.820. This value indicates that the independent variables (motivation, training, working environment, salary, empowerment, job-satisfaction and organizational culture) can explain 82% of the variance in the employees performance at NSLSCPSS. The remaining 18 % of the variance is explained by other variables which did not addressed in this study. Therefore, further research should be conducted to investigate the other determinants (18%) that influence the employee's performance at NSLSCPSS.

Table 4.13: Co-efficient of Determination

Model 1		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constants)	-.026	.016		-1.639	.103
	Motivation(x ₁)	.179	.005	.212	36.205	.000
	Training(x ₂)	.113	.004	.130	25.278	.000
	Salary(x ₃)	.155	.005	.218	30.749	.000
	Empowerment(x ₄)	.109	.004	.140	26.340	.000
	Organizational culture(x ₅)	.190	.006	.240	30.459	.000
	Working environment(x ₆)	.133	.004	.161	31.639	.000
	Job-Satisfaction(x ₇)	.127	.004	.095	35.151	.000

b. Dependent Variable: Employee Performance

Source: SPSS Output

Predictor:(constant), motivation, training and development, salary, empowerment, organizational culture, working environment and job- satisfaction.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + e$$

$Y = -.026 + .179(\text{motivation}) + .113(\text{Training}) + .155(\text{salary}) + .109(\text{Empowerment}) + .190(\text{organizational culture}) + .133(\text{working environment}) + .127(\text{job-satisfaction})$.

The b-values tell us about the relationship between the Employee Performance and the individual predictor. It depicts a positive relationship between the predictor. For these data, all of the predictors have positive b-values indicating direct relationship. So, as Employee Performance increase, as on Training, Motivation, Working Environment, Organizational Culture, salary, Empowerment and Job-satisfaction increase. The b-values tell us more than this thought. They tell us what degree each predictors affects the outcome also. The intercept value $-.026$ means that if the values of Training, Motivation, Working Environment, Organizational Culture, salary, job-satisfaction and empowerment affects employees performance.

When we see the standard deviation by holding other explanatory variables constant, a standard deviation increase degree of Motivation, on average, leads to a .179 standard deviation to increase Employee Performance. Then motivation has an impact on Employee Performance like other explanatory variables explained on this study. On the other hand, Training has an impact on Employees performance as explained which has 5% significance level for employees' performance. When training increases the employees performance increase by 11.3%. In general, when the variables increases employees performance increases as well. When salary, empowerment, working environment, organizational culture and Job-satisfaction increases the employees performance increases by 15.5%, 10.9%, 13.3%, 19%, 12.7% respectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY OF FINDINGS

This study mainly focused on An Assessment of Factors that Affect Employees' Performance in the education sector. To assess the performance the researcher categorized the factors into seven main sections; motivation, training and development, salary, empowerment, organizational culture, working environment and job satisfactions. As it was discussed in the literature review, those seven factors are the one that had an impact on performance, and then following main points found from the analysis are supportive points to the previous discussions. And the following main points are the results found from analysis of the result.

- 👉 In 80% of the sample schools recognition to employees who outstandingly perform, fringe benefits, promotion and job advancements and educational trips are available to enhance the performance of the employees
- 👉 80% of the sample schools are motivated to network themselves with other schools, and this is affecting the performance of the employees of almost all sample schools in the sub-city.
- 👉 In 70% of the sample schools compensation packages like bonus are available elevate the performance of the employees
- 👉 60% of the sample schools are satisfying their employees by preparing educational trips.
- 👉 In only 30% of the sample schools there are job related opportunities to adequately address the skill gap of employees and ensure their job effectiveness
- 👉 In 60% of the sample schools incompetent employees will be identified and can be made to take the necessary training to enhance their performance, and the contents of those schools are organized and are easy to follow.
- 👉 Also only 40% of the sample schools will give trainings that are related to their objectives
- 👉 All of the sample schools salary is competent, and the salary they pay to their employee is verifiable.

- 👉 The salary paid by 90% of the sample schools pay salary based on experiences and the salary paid is satisfying.
- 👉 The salary increment of 80% of the sample schools is based on scale and work experience of the employee.
- 👉 Good opportunities in 90 of the schools is available for empowerment, in 80% of the sample schools the empowerment policies are clear and fair, and in 70% of the sample schools the promotion policy is based on the rules.
- 👉 60% of the sample schools employees have shared sense of purpose and objectives, the schools consider their employee as risk takers and innovative and they can empower them too.
- 👉 70% of the sample schools have comfortable communication styles and their decision making style is inclusive.
- 👉 90% of the sample schools treats their employee well
- 👉 Only employees of 40% sample schools are proud of their job, and only 60% of the sample school's environment is safe for personal accomplishment
- 👉 80% of the sample schools have positive and supportive working environment, and 70% of the schools have encouraging environment.
- 👉 All of the schools believe that teaching provides limited opportunities for advancement
- 👉 60% of the sample schools employee believe that teaching does not provides the chance to develop new methods
- 👉 70% of the sample schools employee response shows that teaching is a very interesting job
- 👉 90% of the sample schools employee do not believe that they are secured in their job.

5.2. CONCLUSION

Motivation has significant role in explaining Employee Performance. Working Environment strongly determines Employee Performance in AANSLSCPSS. From the finding of the study, it can be concluded that all the independent variables affect the performance of employees in AANSLSCPSS. There is a positive relationship between Training and employees' performance in AANSLSCPSS. Organizational culture and working environment can directly affect employees' performance. Then it is better for management to consider those effects. From the

quantitative and qualitative analysis of this study the researcher after carefully discussing the descriptive statistical outputs and necessary frequency analysis of the respondents, inferred the following main and important findings from the summarized result presented in the summary section.

- ✍ In most the schools recognition to employees who outstandingly perform their duties, fringe benefits to employee, promotion and job advancements and educational trips are available to enhance the performance of the employees
- ✍ Most of the schools are motivated to network themselves with other schools, and this is affecting the performance of the employees of almost all sample schools in the sub-city.
- ✍ Educational trips and Compensation packages , which are one of the factors which motivate employees are not taking place to the desired extent and they are at the grass root level
- ✍ Teaching Job related opportunities are not adequate to address the skill gap of employees and ensure their job effectiveness
- ✍ Even if trainings given to the employee are intended to elevate performance, the trainings are not believed academicals and goal oriented
- ✍ The salary paid to employee or teachers is relatively competent and it is experience is the criteria to decide both the amount of salary and the increment scale, which is natural
- ✍ Empowerment in most of the school is practicable and the policies used to empower employees are clear and fair
- ✍ The communication style of most of the schools is comfortable to their employees; however, the degree to which they create sense of purpose and objectives is not satisfying enough.
- ✍ The decision making culture of the schools is inclusive, and this inclusiveness have created set ground as a means of treating their employees
- ✍ But irrespective of the efforts made by the school's, even with positive and supportive working environment, most of the employees are not satisfied with their job, and the researcher inferred from their response that most of the teachers believe that teaching provides limited opportunities for advancement.

✍ Profession wise, the teachers did not wanted to deny that teaching is a very interesting job. According to this study, the Organization's Culture matter a lot in upgrading the Employees' Performance.

✍ Finally, almost all of the teachers do not believe that they are secured with their job.

5.3.RECOMMENDATION

,The researcher has made significant cross check in between frequency of scales, mean of scales and both upper and lower limits of the mean before making any inference. So, the inferences made from this study are reliable and valid enough to give the following main recommendations that the study highlighted.

✍ It is not only human entity that will learn, but also institutions or organizations have emotion bond with their employees and with other relative organizations; so it is important for the schools to have the motivation of networking themselves with other schools and share the necessary experience. This will create sense of common ground competition and nationality feelings. Especially this should not be the will to choose.

✍ It is better for the management to granting Motivation for employees without bias is recommendable to perform their task well in their organization.

✍ For the organization to improve its performance, the organization should ensure that for the purpose of developing skills, changing behavior or increase competence in employees, the employees should be trained in their respective areas to ensure that they cope with the rapidly changing technology, and ensure that all employees are involved in the Training exercise.

✍ Since employees, performance is one of the important factors for AANSLSCPSS to compete the service industry. Thus, the management should modify its working culture in order to have positive effects on employee's performance.

✍ At any level, creating sense of purpose and objectives is important for any employee; and the extent of the sense needs strengthening by all the schools.

✍ The management should motivate its employees through rewards by rewarding for whom improve him/ herself to qualify for the job requirements.

✍ It is better for the school to enhance employees' performance by investing more in training programs. Employees need up-to-date knowledge and skills to perform well because training continually nourish their work attitude and behavior.

✎ Employee performance is dependent on Training, Motivation, Organizational Culture, Working Environment, salary Empowerment and Job-satisfaction. Therefore the researcher recommends AANSLSCPSS to give attention on giving training to its employee to achieve more and motivate them to encourage well. In addition the working environment and organizational culture should attract them to come with success.

The drawback of this study is insufficiency of time constraints and shortage of money thus as to take out a careful investigate containing all performance factors. This study was conducted in, Addis Ababa at N/S/L/ sub city but this may not represent the situation of other schools across different areas and it is difficult to generalize at the regional level or country level. Besides, the study was used sample schools from selected the Sub-city. Hence, an interesting finding may come up by conducting studies at different areas (towns).

In the study seven variables were included to examine their effect on the employees performance in the area. However, there are other variables that may determine employees performance. Thus, researcher suggests to conduct a study by incorporating other factors such as management skill, assessment, coaching and other inter-firm related factors. In addition, some of the findings regarding some factors were different from previous studies; therefore, this indicates further research needs to prove.

Moreover, the study was employed employment size to measure the employees performance. Therefore, an interesting finding may come up by applying other measurement methods such as coaching and assessment.

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APPENDECIES
APPENDIX I
QUESTIONNAIRE



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIE
AN ASSESSMENT OF FACTORS AFFECTING EMPLOYEES'
PERFORMANCE: THE CASE OF ADDIS ABABA EDUCATION SECTOR
OF NIFAS SILK LAFTO SUB-CITY PRIVATE SECONDARY SCHOOL.

GENERAL MBA PROGRAM

BY:

DESTAW DARGIE

Questionnaire to be filled by NSLSCNESSPSS teachers/mangers

INTRODUCTION

Dear respondent,

I am a graduate student in the department of business administration, at St.mary University. Currently, I am undertaking a research entitled “an assessment of factors affect employees’ performance: the case of Addis Ababa education sector of Nifas Silk Lafto Sub-City private secondary school”. So you are one of the respondents selected to participate in this study. The information you are providing will have a great importance in producing concurrent, practical

and reliable output that will inform readers of the study. The information you will provide is confidential and only used for the academic purpose.

Thank you in advance for your kind cooperation and dedicating your time.

Instructions

- ✓ No need of writing your name
- ✓ For multiple choice questions indicate your answers with a check mark (✓) in the appropriate block.

SECTION 1: Demographic Data

Closed ended questions answered by a tick (✓) mark with in the box.

1. Gender: Male Female
2. Age breakup: Under 18 21-30years 31-40years 41years
3. Please indicate your level of education.
 - i. Diploma
 - ii. Degree
 - iii. Masters and above
4. Your current position in the school?
 - i. Administration
 - ii. Teacher
5. How many years have you been in this school?
2years or less 3years to 5years 6years to 10 years
10years &above

SECTION 2: Opinion Investigation on Factors Affecting Employees Performance

General Directions

For each of the questions in the following sections, please tick a number that represents your choice as to the level of agreement or disagreement with a check mark (X)

Strongly disagree=1, Disagree =2, Uncertain =3, Agree =4, strongly agree=5

1. Please indicate the degree to which you agree or disagree with the following statements concerning Motivation, Training and Development, Salary, Empowerment, Organizational Culture, Working Environment and Job-Satisfaction factors.

Motivation		Scales				
No	Statement	1	2	3	4	5
1	Recognition are available for outstanding performance					
2	Compensation packages are like bonus are given to employees					
3	You are satisfied with your fringes benefits					
4	Opportunities exist for job advancement and promotion					
5.	You are satisfied with your visit of educational places					
6	Lack of motivational network with other schools					
Training and Development		Scales				
No	Statement	1	2	3	4	5
1	Good oppotunities are available to take job related things which adequately address the skill gap and ensure job effectiveness					
2	Incompetent employees are identified and provide necessary training					
3	The training that I take meets the objectives of the company					
4	The content was organized and easy to follow					

Salary		Scales				
No	Statement	1	2	3	4	5
1	Your monthly salary is competent with compared to other organizations					
2	You are satisfied with your monthly salary					
3	Monthly salary is in accordance with your work experience					
4	The increment of your monthly salary were based on scales and your work experience					
5.	Your monthly salary and your job are correlated					
Empowerment		Scale				
No	Statement	1	2	3	4	5
1	Good oppotunities are available for empowerment					
2	The empowerment policies are clear and fair					

3	The promotion policy is based on the rules of the organization					
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Organizational culture		Scales				
No	Statement	1	2	3	4	5
1	Employees in this organization has a shared sense of purpose and objectives					
2	The employees in the organization are considered innovators and risk takers					
3	I am comfortable with the communication style of the organization					
4	I am comfortable with how employees are treated					
5.	I like the way decisions are made in the organization					
6	My company gives attention empowering employees					
Working environment		Scales				
No	Statement	1	2	3	4	5
1	I believe in and take pride in my work and my workplace					
2	I believe that the administrative team considers my needs and preferences when making decisions that affect my work life					
3	The emotional climate of the organization is generally positive and supportive					
4	My working Environment gives me a feeling of personal accomplishment					
5.	My working Environment feels me encouraging to coming up with new and better ways of doing things					

Job satisfaction		Scales				
No	Statement	1	2	3	4	5
1	Teaching does not provide me the chance to develop new methods					
2	Teaching provides limited opportunities for advancement					
3	Teaching is a very interesting job.					
4	I never feel secure in my teaching job					

Thank you for completing this questionnaire.

Interview questions (semi-structured)

1. Do you believe that important motivations are being given to the teachers?
2. You as a teacher how do you feel when you are appreciated?
3. Are there motivating packages and recognitions in this compound?
4. Do teachers feel secured and settled?
5. What factors do you think can lead a teacher change his/her work place? Or prefer one school over the other?
6. Are trainings available in this school? If there are trainings, annually how often?
7. Are the trainings given to the teachers relevant?
8. What are the opportunities available for a teacher to advance professionally?
9. Do you think the salary scale in this compound is competitive with respect to the other nearby schools?
10. Have heard of a teacher complaining his job? What was his/her reason? Was the complaint perceivable? From what point of view?

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of **Belete Mebratu(Pro)**. All source of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning degree

Destaw Dargie

Name

Signature

St. Mary's University, Addis Ababa

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a University advisor.

Belete Mebratu(Pro.)

Advisor

Signature

St. Mary's University College, Addis Ababa

May 2019