



DILLA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIRIAL SCIENCE

DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRACTICE OF TEACHERS PERFORMANCE APPRISAL IN SECONDARY SCHOOLS OF GEDEO ZONE

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PRACTICES AND CHALLENGES OF INSTRUCTIONAL LEADERSHIP IN SECONDARY SCHOOLS OF GEDEO ZONE

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As member of the board of Examiner of the M.A thesis open defense examination, we certify that we read and evaluated the thesis prepared by Mamo Jebo and examined the candidate. We recommended that the thesis accepted as requirements for the degree of Master of Art in educational planning and management.

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ABSTRACT

The purpose of this study was to examine the practices of teachers performance appraisal the case of Gedeo zone secondary schools. The specific objectives of the study were to: establish teachers' perceptions about the practice of performance appraisal in meeting its purpose ; determine the practice of the teachers' performance appraisal methods used; assess the performance of teachers appraisers and secondary schools of Gedeo zone . The study employed descriptive survey design targeting 4 principals, 3 Educational office coordinators 90 teachers from 6 Gedeo zone secondary schools. The researcher used stratified random sampling method to sample respondents. Three data collection instruments was used to collect sufficient data for the research; Namely Questionnaire, Observation and interview. Quantitative and qualitative data were collected during the study. Quantitative data was analyzed using descriptive statistics; frequency counts, percentages and means and standard deviation while content analysis was done on qualitative data based on identified themes, patterns and categories of responses. The results of the analysis were presented thematically in narrative form, frequency table. The study summarized that the current performance appraisal process was not practiced in achieving its desired goals in secondary schools in Gedeo zone. The most commonly used methods of performance appraisal in schools under study were school administrator observation. However, the most effective and preferred method of performance appraisal was combination of various methods. Most of the teachers viewed appraisers in their schools as ineffective in performance of their work. The major factor which made them to be ineffective was lack of requisite skills required to conduct teachers performance appraisal process. Performance appraisal required willingness and commitment to focus on improving performance at level of the individual teacher. Like a compass, ongoing performance appraisal system provided instantaneous ,real time information that describes the difference between the current and the desired Performance of teachers. One of the reasons behind could be the processes under which it takes place. Lack of preparations to undertake the TPA, absence of pre and post appraisal conference and ultimately absence of feedback to teachers were problems identified in the process of TPA. This negative perception was an obstacle for teachers to do their tasks to the expected standard. This highly affects the contribution of teachers for quality education. The dissatisfaction of teachers by TPA outcomes hinders them not to take the full advantage of TPA practice. In conclusion Performance appraisal required willingness and commitment to focus on improving performance at level of the individual teacher. Like a compass, ongoing performance appraisal system provided instantaneous ,real time information that describes the difference between the current and the desired Performance of teachers. One of the reasons behind could be the processes under which it takes place. Lack of preparations to undertake the TPA, absence of pre and post appraisal conference and ultimately absence of feedback to teachers were problems identified in the process of TPA. . To improve on these challenges, the study recommends that; Educational office needs to in-service training for teachers and principals on performance appraisal in order to meet its purpose in schools. Training will also equip performance appraisers with requisite skills and knowledge and hence improve their performance.

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, definition of key terms, and organization of the study.

1.1. Background of the Study

An organization's success or failure is highly determined by effective and efficient utilization of resources at its disposal, such as human, material, financial, and information resources. Among these four resources, the human resources are the most important part and crucial of all resources for the survival of an organization. The degree of human resource contribution should be evaluated in the development of the organization and is called Performance Appraisal (PA). PA is the identification, measurement, and management of human performance in an organization

Aguinis (2009) defines Performance Appraisal (P.A.) as an ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goal. Okumbe (2001) on the other hand defines performance appraisal as the process of arriving at a judgment about an individual's past or present performance against the background of their environment and their future potential for the organization. Birgen (2007) too defines P.A as a process of review of teachers by school head teachers, deputy head teachers and other senior teachers of individual competencies, performance and professional needs. Birgen summarizes the purpose of appraisal interviews as meant to plan, identify problems and examine possible opportunities related to the job, improve communication between the school management and the staff, identify potential possibilities for promotion or transfer, and lastly, identify training and development needs.

There are various versions have emerged about the evolution of P.A globally, different versions have also emerged about its purpose as summarized by Birgen (2007) as being for identifying workers weaknesses and strengths and also for training needs. Other purposes may also include layoffs of workers, promotion, and justification of wages, demotion, recognition and upgrading to higher rank of responsibility. These aspects leave out the human aspects like employees' morale and job satisfaction which may go a long way in motivating the employees (teachers).

In Africa like Nigeria, open performance appraisal was introduced as a method of stock taking of an individual's performance. It was done periodically or annually. Mustafa (2008) confirms that APER evaluated employees work on ethics, skills and capacities for the suitability of promotion and training, a fact that is refuted by Edu, (2010). Edu confirms that job appointments and promotions may not necessarily be based on competency and qualifications. They may be due to other factors like political affiliation, nepotism, tribalism and favoritism, things that also affect P.A programmes in almost all the African countries as revealed by studies. This may influence the perception and motivation of workers negatively.

Performance appraisal is another area of HRM practice that is affected by the collectivist culture of Ethiopia. Organizations usually use performance appraisal to make a decisions about promotion, rewards, and identifying training needs and making a correctional measure if necessary. Performance appraisal is rarely conducted in Ethiopian organizations. Those that do conduct performance appraisals do so annually while others do it semi-annually. In the Ethiopian context, evaluating and discussing a single individual performance is seen as inappropriate and in general there is a clear resistance for individual performance appraisal system. Consequently, a performance appraisal system that focuses at a larger level such as departments, groups or sections is more acceptable than individual performance appraisals. In organizations where individual performance is evaluated, the immediate supervisor is responsible to appraise employees. However, it is common that the one-way appraisal system leads to personal feuds and rejection of the evaluation results. Besides, the nature of the system, and disconnect with the cultural norms, the way the results are communicated to employees contributes to the discontent and conflicts arise. As mentioned above, people in collectivist cultures do not discuss such issues transparently and want to avoid any performance related discussion even though they know that they performed well (Patten, 2007).

Showing how important teachers are, Bradley (in Bollington, 2000), briefly states: "... no matter how perceptive and far-sighted the national curriculum, no matter how well the school manipulates its funds, ... the single most significant factor in a child's learning is the teacher ... teachers are also the most expensive resources...teachers need and deserve support, reassurance and encouragement to go on extending their skills and exploring the frontiers of their knowledge." Therefore, if teachers have a pivotal position in the education system schools should have well organized mechanism to know teachers' contribution level in the teaching learning process. It is properly designing and implementing teachers' performance appraisal In

Ethiopia, the present system of performance appraisal of teachers is result oriented and, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks (ANRSEB, 1996 E.C.). Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up six stages in the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher (MOE, 1994 E.C.)

TPA in Ethiopia the practiced of teachers performance appraisal was raised by some researchers. Wondosen (2007) in his study on “The design and implementation of TPA in primary schools” observed that TPA has different problems. His findings indicated that the appraisers’ bias, un relatedness of performance criteria to teachers job and negative attitude of appraises to accept negative feedback from their appraisers are some of the problems related to TPA. In other studies, it was indicated that in the current TPA there are a lot of problems in its implementation (Dereje, 2007; Grima, 2011; and Habtamu, 2005). The aim of this study, therefore to to fill the gabp by assessing the practices of teachers performance appraisal specifically with reference to of Gedeo secondary schools.

1.2. Statement of the Problem

Performance appraisal helps to the success of an organization in realizing the strategic purpose and increasing effective working process through continuous improvement of individuals“ performance and process along with focusing on weak improvable points with due attention to the fact that performance appraisal is one of the main parts of organizational life and could be consisted of several organizational processes such as measuring of work performance, establishing of purposes and reward management (Divandari,2008).

In comparison with the numerous benefits attained from implementing performance appraisal system, as research findings, many scholars indicated that, performance appraisal practice has been becoming the source of teachers turnover because of the subjective and irrelevant nature of the performance appraisal criteria, used to appraise the performance of the employees.

Few research findings conducted in different parts of Ethiopia indicated that there are different problems in TPA process. Wondosen (2007) in his study on “The design and implementation of TPA in primary schools” observed that TPA has different problems. His findings indicated that the appraisers“ bias, unrelated performance criteria to teachers job and negative attitude of

appraisers to accept negative feedback from their appraisers are some of the problems related to TPA.

Many other studies (for example: Birhanu, 2006; keno, 2009 ; and Wondosen, 2007) found the troubles concerning the manner in which the appraisal was conducted: there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate performance criteria, inadequate follow up and feedback mechanism in the process of appraisal, insufficiency of training for those who are involved in the process and absence of consequences of the appraisal result.

Thus, In this study addressing the issue of teacher performance appraisal and whether the implementation is consistent with the presumed purposes is timely and important issue given the ever increasing emphasis given to improving quality of education. Hence, the purpose of this study is to examine whether the criteria established to evaluate teachers' performance is relevant, whether those that directly involve in TPA have adequate knowledge over its purposes, whether there is convergence between the intended purposes and the addressed purposes in implementation of TPA in secondary schools of Gedeo zone.

The performance appraisal of teachers in Gedeo zone secondary schools is mainly the responsibility of teachers development vice director and random assign student. But as the researcher could realized the situation happening in the secondary school there was subjectivity when they apprise teachers, its appraisal result become an immediate cause of conflict between teachers development vice director and assigned student. Different author's advice that an effective teachers appraisal needs well trained appraiser. From the above mentioned facts, the fundamental issue is lack of constant and reliable set of criteria for judging teachers performance appraisal in the absence of clear, easily understandable and standardized criteria to apprise teachers.

Having the above idea in mind, addressing the issue of shared knowledge about the purposes of teacher performance appraisal and whether the implementation is consistent with the presumed purposes is timely and important issue, given the ever increasing emphasis given to improving quality of education. Thus, the purpose of this study is to examine Gedeo zone secondary schools teachers practices of teachers performance appraisal .

1.3. Research Question

The study sought to answer the following questions

- i. What are the teachers' perceptions regarding the practice of the teachers' performance appraisal system in meeting its purpose in secondary schools of Geddo zone?
- ii. What are the methods teachers' performance appraisal practiced in secondary schools of Geddo zone?
- iv. What was the practice and performance of teachers' appraisers in secondary schools of Geddo zone?
- v. What are the benefits of teachers from the performance appraisal feedback Geddo zone secondary schools?

1.3 Research Objectives

1.3.1. General Objective

The general objective of this study is to examine the practices of teachers' performance appraisal in the case of Geddozone secondary schools.

1.3.2 Specific Objectives

The study aims to:

- i. To establish teachers' perceptions about the practice of performance appraisal in meeting its purpose in secondary schools of Geddo zone.
- ii. To determine the practice of the teachers' performance appraisal methods used in secondary schools of Geddo zone.
- iii. To assess the performance of teachers' appraisers in secondary schools of Geddo zone.
- iv. To establish the usefulness of performance appraisal feedback for teachers in secondary schools of Geddo zone.

1.4. Significance of the Study

The findings of the research provide other researchers with additional knowledge on the subject under study. Secondly, the study contributes to the academic career of the researcher and enlarges the researcher's experience on the area of study. Thirdly, the research findings are also expected to be used by all the stakeholders involved in performance appraisal processes to improve its application so as to enhance teacher motivation in Geddo zone schools so as to enhance academic performance of the learners. Fourthly, the study is also expected to help the Ministry of Education to come up with realistic policies regarding the management of performance appraisal in all secondary schools in the country. Lastly, the findings of the study

contribute to the existing theories on the management of teachers teaching in secondary schools and that of performance appraisal.

1.5 Delimitations of the Study

According to Orodho and Kombo (2002), delimitations refer to the boundaries of the study. This study geographically delimited to Gedee zone 2 woredas and one city administration secondary schools. The study conceptually focus on to investigating the influence of P.A in secondary schools in Gedee zone. The research were also carried out only in Gedee zone. The study concerned with Teachers performance appraisal because to assess and strengthen supervision and to continuously monitor teachers' performance in curriculum implementation at the institutional levels. It is therefore an ongoing process. Some selected secondary schools in Gedee zone were targeted because teachers performance appraisal process is compulsory for teaching and learning process of the mentioned schools.

1.6. Operational Definition of Key Terms

- **Appraisal:** -is about praising and Appraisal in secondary school.
- **Appraisee (Ratee):** the person who is evaluated by somebody for his performance for the given particular job(Teachers)
- **-Appraiser (Rater):**in this study, refers to secondary schools principals, students, parents and department heads, who were involved in appraising the performance of teachers.
- **Performance:**-Accomplishments and achievements of appraise.
- **Performance appraisal:-** the process of evaluating how well employees do their job compared to a set of standards and the communication of that information to the employees(Mathis and Jackson,1997).
- **Secondary School:-**is Ethiopian school system with grade level of 9-10.

1.7. Organization of the Study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presents a review of relevant literature. Chapter three presents research design and methodology including sources of data, population, sample size ,sampling technique, data gathering tools and methodology of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter will let the readers know the general overview of historical development, definition and principles of performance appraisal, processes of performance evaluation, purposes of performance evaluation system and problems in the performance evaluation process.

2.1. Definition and Concepts of Performance Appraisal.

Different organizations have different ways of performance appraisals to measure the performance of their employees based on the stated objectives of the organizations. The term performance appraisal is applied in personnel management to a formal and systematic evaluation made in prescribed and uniform manner at a certain time. According to Pennington and Edwards (2000) presented the following definitions of performance appraisal. It is systematic review of the performance of staff on a written basis at regular time intervals and holds appraisal interviews at which staffs have the opportunities to discuss performance issues, past, present and future, on one to one basis, with their immediate line manager. Mathis and Jackson (2007) also defined performance appraisal as “The process of evaluating how well employees do their job compared to a set of standards and the communication of that information to those employees.”

Employees need feed - back on their performance as a guide to know their strong side and weak side for their future performance behavior. Different scholars give different names to performance appraisal; it is also called employees rating, employee evaluation performance review, performance evaluation and result appraisal. As most scholars agree that the term appraisal in this sense means the evaluation of the performance or potential of employees. Performance appraisal is an integral part of management function. In other words employees performance appraisal is part had parcel of any organizational management activates. Other scholars like weather and Davis (2002) define performance appraisal as “The process by which an organization evaluate employees“ job performance.”

Systematic and accurate performance evaluation can clearly indicate where the weakness or the short comings of the employee’s performance are the result of the performance appraisal is useful to make compensation, placement, training development and career guidance decisions to be more effective. In short performance appraisal serves as a quality control check on

employees and personal development performance. As described by William (2003) when performance appraisal is done properly, it can give a benefit to employees, teachers, the human resource development and finally the organization itself in this regard, as noted by Weather and Davis (2002) without an effective appraisal system decisions regarding to subordinate promotion, transfers, salary increment and lay off were subject to trial and error. Performance appraisal can be conducted both informally and formally. Informal appraisal tends to take place on an ongoing basis like formative evaluation within the organization. But systematic and formal appraisal of an individual employee is likely to occur at certain intervals throughout that person's history of employment just as summative evaluation. In general performance appraisal is both periodic (summative) and ongoing process (Formative). In this sense appraisal process as it applies to an individual subordinate is cyclical in that it tends to repeat itself again and again on regular intervals.

2.2. Purposes of performance appraisal

Thomas and Carl (2003) explained performance appraisal is the assessment of employees' job performance appraisal serves three basic purposes:

1. To provide information on the basis of administrative decisions like promotions and pay.
2. To foster developmental feedback to employees concerning their performance by describing what improve well and what the employee needs to improve.
3. To provide documentation of human resource development activities that can justify human resource (HR) decisions.

As indicated by Walker (2002) "performance evaluation is important to employees because it answers their basic questions." people want feedback how they are doing for the organization.

This feedback provides the reassurance that employees are contributing and doing the right things and the awareness of the impact of performance on desired results (e.g. Customer satisfaction). The four suggested principal benefits of performance appraisal as stated by Graham and Bennett (2008)

1. To determine the future uses of an employee. Eg. 10 Whether the employee shall remain in his or her present job or be transferred, promoted, demoted or dismissed.
2. To indicate training needs, that is area of performance where improvements would occur if appropriate training could be given.
3. To help a manager decide what increases of pay shall be given on grounds of merit.
4. To motivate the employee to do better in his or her present Job by providing the worker, recognition of merits and the opportunities to discuss work with his or her manager.

As many scholars agree, performance appraisal has two roles in any organization. The first role is in relation to administrative uses and the second one is in relation to development uses. In this regard Mathis and Jackson (2007) described the first role that is administrative use as a role to measure performance for the purpose of rewarding: or other-wise making administrative decisions about employees, promotion and layoffs. The second role of performance appraisal helps as a primary source of information and feed back for employee's future development. In this case the appraiser should act as counselor rather than decision maker. Therefore when the supervisor identifies the potential of employee work behavior and training needs through performance appraisal feedback, Employees" can be informed about their performance or progress they discuss what skills they need to develop and what support they prefer has to be planned and work accordingly.

According Jobn and John (2002) performance appraisal is the process of evaluating some one's work and providing feedback on his or her performance. This is an important element in the comprehensive control system of an organization. It provides a formal basis for direct superior - subordinate interaction for purposes of performance control and improvement. When properly done performance appraisal serves both „Evaluation“ and „development“ purposes. On the other hand Mullins (2006) has pointed out some benefits of performance appraisal. It can improve communication by giving staff opportunities to talk about their ideas and expectations and how well they are progressing, it can identify and individuals strength and weakness and also indicate how much strengths may be utilized and weakness over come, and it can provide information for human resource planning, to assist successive planning to determine suitability for promotion and for particular types of employment and training. The process of appraisal can improve the quality of working life by increasing mutual understanding between manager and their staff or subordinate. The purposes of teacher"s performance appraisal are also two types, as Davies and Ellison (2004) suggested that: the first one is formative evaluation which is developmental and used to identify the short coming and take remedial action to improve the quality of performance.

Whereas summative evaluation in contrast to the developmental approach is a formal evaluation made twice a year. The purpose of summative evaluation does not seem to be about developing the strength of the school but of defining the outcomes of evaluation and assessing their achievements by individual schools. In addition to the above mentioned purposes of

performance appraisal James and Edward (2002) stated that the movement of personnel within an organization their promotion, transfer, demotion and separation are the major aspects of human resource management in relation to employee's performance appraisal. According to Mathis and Jackson (2007) the appraisal of staff performance is expected to provide answer to many questions in managing human resource in all organizations, including school systems. The performance of staff members is evaluated for many reasons. Performance appraisal of staff members may serve the following objectives. To knowing and improving the quality of teachers, to using administrative decisions: a Systematic performance of staff members provides necessary information of assistance in conducting and put actions such as promotion, salary increase discharge, layoff and transfer, to supporting employees know their current status and providing them motivation: performance makes psychological pressure on the job. If staff members are clear that their performance is being appraised properly and their future largely depends on such appraisal results they can be motivated.

2.3. Relationship between Performance Appraisal and Teaching and Learning

Performance appraisal and management practices should be regularly reviewed and evaluated, especially in terms of their impact on performance and employee development (Türk&Roolaht, 2005). In the case of The country, a number of studies have been conducted on the practice and outcomes of performance appraisal in schools. For example, Odhiambo (2005) did a study on the teacher performance appraisal, the experience of the The country Secondary school teachers. His findings indicate that the teachers appraisal policies and practices in The country secondary schools exhibit weakness which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher.

Datche (2007) did a study on factors affecting the teacher performance appraisal system; his findings indicated most public secondary schools in The country carried out performance appraisal. His study revealed that the setting of performance standards was mainly a preserve of the Principals and heads of department while the teachers formed a majority of the school members their participation in the setting of performance standard was low. The performance standards were set mostly at the beginning of the year and were rated as normal and achievable by the teachers. The teachers' lack of involvement in setting of the performance standard could therefore be seen as a weakness which affects the entire performance appraisal system.

David (2008) studied the effects of performance appraisal on teacher development. His findings were that performance appraisal influences teacher development, brought about motivation among the teachers, made teachers' procedure, brought about innovative methods of teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals.

2.4.The Feature of Teachers Performance Appraisal and Teaching and Learning

Performance appraisal can be an important tool for supporting and improving the quality of teaching. Unfortunately, teacher evaluation too frequently has been viewed not as vehicle for growth and improvement, but rather as a formality that must be endured (Stronge& Tucker, 2009). At times of increased accountability, public scrutiny and surveillance mechanisms in regard to schools and teachers' work, teacher evaluation is sometimes seen as a threat to teachers' autonomy. For others, however, it is an important mean for improving teacher quality and student performance. Existing literature also recognizes the key importance of self-evaluation and critical reflection to teacher professional development and improvement through, for instance, reflection in, on and about practice and action research (Day, 2010).

Thus, performance appraisal is about documenting the quality of teachers' performance, helping them improve and hold them accountable for their work (Stronge, 2006). However, for this to happen, a number of key elements need to be taken into account. In a previous review of different systems of teacher evaluation, Vaillant (2008) identified political, conceptual and operational factors which may facilitate or hinder the appraisal process. Vaillant highlighted the importance of taking into account the contextual variables in the implementation of a teacher evaluation system as well as the adequacy of the instruments, the need of the appraisers to be recognized and the importance of feedback, amongst others. Similarly, Stronge (2010) discussed the essential components for a quality teacher evaluation system which he terms the three C's - Communication, Commitment and Collaboration – in order to create the synergy that can elevate evaluation to a meaningful dialogue about quality instruction for students. In other words, if a quality system is to be developed, it is important to look at the ways in which both appraisers and appraisees see the appraisal process and the relationship between them (Chow et al, 2002), the ways in which schools and principals put a given policy into practice as well as the nature and the purposes of the appraisal system itself (Flores, 2010).

Nevo (1994), in a research to determine how teachers benefit from teacher evaluation, established that teachers who understand how teaching is being evaluated not only improve their self-evaluation; they also benefit in preparing themselves for being evaluated by others or demonstrating the quality of their skills and performance to designated audiences. Thus, a crucial element in teacher evaluation systems is its link to teacher professional development and school improvement. Moreover, the existence of clear criteria and standards of performance are seen as a key factor for quality teacher evaluation systems (Wheeler & Scriven, 2006).

When new performance appraisal policies are put in place, as is the case with National open appraisal system for teachers, it is important to consider perceptions of the appraisals. This is in line with Fullan (2001), who discussed the dynamics of the factors of change, stating that intrinsic dilemmas in the change process, coupled with the intractability of some factors and the uniqueness of individual settings, make successful change a highly complex and subtle process. In a research to determine teachers' perceptions on a new policy on teacher performance appraisal in Portugal, Flores (2011) noted that, due to the complexity of the implementation process of a given policy, it is important to consider the perceptions of the stakeholders, namely teachers, in regard to such a complex issue especially when what is at stake is a new policy on teacher evaluation.

Previous studies have found that teachers' perceptions of the teacher evaluation system influence the ways in which it is put into practice (Flores, 2009). The research by Flores (2011) established that the perceptions of teachers in Portugal about a new policy on teacher performance appraisal were marked by uncertainty and skepticism. The study established that amongst the most critical issues were the existence of a quota system, the lack of recognition (and adequate training) of the appraisers, the bureaucratic and summative dimension, and the lack of necessary conditions (including time) to put it into practice. In general, teachers were skeptical in regard to the effects of the new policy on their professional development and on school improvement. However, some positive aspects were also identified by some teachers, namely the emergence of debates and discussion within the teaching profession, the opportunity to reflect upon teachers' practice and to change and challenge the previous system which was mainly based on self-evaluation (Flores, 2011). As past literature has pointed out, there is a need for further research on the process of implementation of teacher evaluation policy including the analysis of teachers' perceptions in regard to performance appraisal (Ovando & Ramirez, 2007; Tuytens & Devos, 2010). Consequently, one of the objectives of this study is to establish the nature and types of

tools used in teachers' performance appraisal in enhancing teaching and learning in public secondary schools.

2.5. Methods of performance appraisal

Different organizations employ different forms of methods of employee performance appraisal. There are different evaluation forms most of which represent an attempt to objectify or quantify observed and interpretations of employee performance.

2.5.1. Management by objective (MBO)

According to Thomas and Carl (1993:139) Management by objective, which is a process to establish goals for an employee who has been agreed upon by both the employee and their teachers Mathis and Jackson (1997:358) called MBO type of appraisal as "appraisal by result, targeting coaching, review performance objective and mutual goal setting."

According to Byars and Rue (1987:246) MBO type of appraisal has the following process; Objectives should be clearly and precisely stated for the work to be done by employees. Developing an action plan to indicate how these objectives are to be achieved, allowing the employee to implement, taking corrective action when necessary and establishing new objectives for the future. In MBO type of appraisal is to be effective or successful. Several requirements must be met. As described by Byars and Rue (1987:247) objectives should be quantifiable and measurable objectives whose attainment cannot be measured or at least verified, should not also be challenged it should be also be achievable and should be written in concise way and clear language. Mathis and Jackson (1997:358) proposed very important idea for MBO. The authors stated three key assumptions underlining MBO appraisal system.

- a) When employees are taking part in planning and setting the objectives and determine them to high level commitment and performance may be higher.
- b) 2. Whenever objectives are identified and described precisely the employees will have a better job to achieve the desired results. By allowing employees set objectives the individual can get an accurate understanding of what is expected.
- c) The objectives of performance should be measurable and define results. Vague generalities such as "cooperation" and "initiatives" which are common in many superior-based appraisals should be avoided. Since objectives are composed of specific action to be taken or work to be accomplished.

Other writers such as Glueck and Ivancevich (1989) also pointed out that, mbo is seen as a philosophy of managerial practice or a method by which managers and subordinates plan, organize, control, communicate and debate. MBO has its own systematic process. Regarding this Glueck and Ivancevich (1989) and French (1990) listed the following systematic process of MBO are (i) Regular meeting should be conducted between superior and subordinate to define key tasks of the subordinate and to set a limited number of objectives or goals. (ii) the objectives should be specific, that are realistic, challenging, clear and comprehensive. (iii) The superior should consult with the subordinates establishing the accomplishment of the objectives. (iv) Setting intermediate review time table. (v) The superior and the subordinate should make any required modification in the designing of the objectives. (vi) Meeting should be available for final evaluation by the superior to help subordinate their performance and for encouragement session. And (vii) Objectives for next cycle are set by the subordinate after consulting with the superior keeping in minds the previous cycle and adjusting with future expectation. According to Mathis and Jackson (1997..358) concluded the following steps for mbo evaluation. “Job review and agreement, development of performance standards, guided objective setting and continuing performance discussion.”” This clearly shows failure in designing and implementation, results poor performance of MBO. According to Jobn and John (1992:600) management by objective (MBO) involves a formal agreement between a superior and subordinates concerning the subordinates performance objectives for a given time period, subordinates plan, through which they accomplish tasks, standards for measuring whether or not they have been accomplished and procedures for reviewing results.

2.5.2. Performance objectives in MBO

Establishing performance objectives is an essential part of the mob process. The nature of an objective and the way in which it is established can have a major impact on how well mob works. According to Jobn and John (1992..601) the authors added the following points that “in a good MBO program, performance objectives are written. They are also formally agreed by both supervisor and subordinate and they meet the test established by these criteria for a good performance objectives.”” The following steps should be considered when MBO is employed. (i) Targets a key result to be accomplished. (ii) Identifies a date for achieving results. (iii) Offers a realistic and attainable challenge. (iv) Is specific and as quantitative as possible.

2.5.3. Essay type of appraisal

This is a written narrative form of appraisal conducted by the rater who describes the performance of an individual. Instructions are often provided to the rater as to the topic that should be covered. A typical essay appraisal question according to Byars and Rue (1987:248) explained that the employees' performance including quantity, quality of work, job knowledge, and ability to get with other employees. What are the employee's strengths and weaknesses? In the essay techniques of evaluation the rater is asked to describe the strong and weak side of employ behavior.

2.5.4. Critical incident appraisal

According to Byars and Rue (1987) the critical -incident appraisal requires the rater to keep written record of incidents as they occur. The record is about job behavior that illustrates both satisfactory and unsatisfactory performance of the person being rated. The recorded incidents were a base for performance evaluation and for providing timely feedback to the employees. When critical incident method is employed, the supervisor keeps a record of the positive and negative behaviors of each subordinate over a period of time, such as weekly monthly, quarterly and yearly.

2.5.5. Graphic rating scale

According Gary (1985:224) Graphic rating scales are probably the most widely used performance appraisal tools since they are relatively easy to develop and use. The graphic scale can be developed on a chart with a number of traits (such as quality and quantity) as well as arrangement of performance (from unsatisfactory to exceptional for each. Each subordinate is rated by circling or checking the score that best describe his/her level of performance for each trait. The assigned value for each trait is then totaled.

2.5.6. The alternation ranking method

This used for evaluating employees is to rank them from best to worst on some trait. Since it is usually easier to distinguish between the worst and best employees than to simply rank them, an alternation ranking method is most popular. First, list all subordinates to be rated and then cross out the names of any not known well enough to rank. Then, on a form such as that indicate the employee who is the highest on the characteristic being measured and also the one who is the

lowest. Then choose the next highest and the next lowest alternating between highest and lowest until all the employees to be rated have been ranked. (Gary 1985).

2.5.7. Behavioral anchored rating scale:

According to Stephen (1988:550) stated that, performance appraisal technique in which an evaluator rates employees on specific job behaviors combine major elements from the critical incident and graphic rating scale appraiser the appraiser rates an employee according to items along a continuum but the points are examples of actual behavior rather than general descriptions or traits.

2.5.8. Multi person comparison:

Compare one individual's performance to those of one or more others it is a relative, not an absolute, measuring device. The three most popular uses of this method are group order ranking, individual ranking, and paired comparisons.

2.5.9. Group order ranking:

A performance appraisal approach that group employees in to ordered classification by the evaluator.

2.5.10. Individual ranking:

A performance appraisal approach that ranks employees in order from highest to lowest based on their performance accumulated. The evaluator ranks all individual employees in relation to their performance task.

2.5.11. Paired Comparison:

A performance appraisal approach in which each employee and rated either by the superior or weaker member of the pair.

2.6.The Criteria of TPA

Webb and Norton (1992:381) define criteria as “the job related behaviors expected of the teacher an administrator or other staff member.”Accordingly they describe the following three types of criteria's for evaluation plans.

i. Performance -based criteria

This is the most commonly used performance criteria. According to these criteria, teachers and administrators behavior to do specific tasks should be evaluated or assessed.

ii. Trait or attribute criteria

The trait criterion describes what the employee is, rather than what the employee does. Such traits include aggressiveness, tolerance of stress, creativity, self-confidence, adaptability and so on. Those trait criteria affect the quality of a person to perform activities positively or negatively.

There are also other personal qualities which affect the teaching learning process. As Webb and Norton (1999:383) described that “although most schools do not rely heavily on trait criteria, Today trait criteria such as dependability and personal appearance are still found in many evaluation systems.”

iii. Result-based criteria

The rationale for this approach is that, teachers and administrators should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives have been accomplished.

2.7. The role of the human resource manager

According to Warner (2009:273) The human resource manager should mind that organizational change is a kind of chaos that the number of variables changing at the same time, the magnitude of environmental change, and the frequent resistance of human systems create a whole confluence of processes that are extremely difficult to predict and almost impossible to control. Describing the cause of organizational performance and change, we must explore important lines of thinking first. The manager must understand more thoroughly how organizations function (i.e. what leads to what) second; the manager must understand how organizations might be deliberately changed. According to Mathis and Jackson (1997:212) the human resource manager is expected to play an important role in the effort to make an organization effective and efficient in achieving its goals and objectives. It must be noted that the human resource manager's role must be seen in relation to other managers and not as an „outsider.“ The human resource manager, like his colleagues in the designing and engineering of tasks of the organization, should work hand in hand with the employees. The manager is in important position in that he/she.

interacts with all heads of departments, so that he offers the necessary leadership, which is vital in the achievement of organizational goals. In order to deal with other specialists, the human resource manager himself must have a high degree of educational attainment. James (1970:466) stated that one of the most important roles of the human resources manager is controlling organizational activities. Controlling is an important means of coordinating diverse activity toward objective accomplishment. The control function regulates system output by measuring actual with expected performance. The control function is also concerned with means as well as ends continual feedback concerning how organizational activity is carried out is important for

long-run stability. The control system can be defined as that phase of the managerial process which maintains organizational activities within allowable limits as measured from expectations just as there is a hierarchy of plans on a continuum of comprehensiveness, there are comparable control procedures appropriate at different levels. On the other hand, there are processes for making innovative decisions (adaptive system) with move the organization along its life cycle in response to external and internal stimuli (James, 1970)

2.8. Principles of staff performance appraisal

According to Gary (1985:273) there are two important principles of performance appraisal they are to understand the appraisal problems and avoid them, overall appraisal process should be clear, formalized standardized and made as objective as possible, performance appraisal system should be a job related as possible. For example the criteria to be evaluated such as “Quantity of effort” and “Punctuality” should be made sense in terms of the nature of the job, appraiser should be adequately trained in the use of appraisal techniques, appraiser should have substantial daily contact with the employee being evaluated, if the appraisal involves several measures of performance (like attendance, quality and quantity), the weight of each measure in relation to the overall assessment should be fixed ahead of time. whenever possible, the appraisal should be conducted by more than an appraiser and all such appraisals should be conducted independently and employees should get feedback on how they are doing as frequently as possible. According to Edwin (1984:78) appraising performance of individual, groups and organizations is a common practice of all societies while in some instance, those appraisal processes are structured and for many sanctioned. In other instance they are informal and integral part of daily activities.

In social interactions, performance evaluation is done in haphazard and often in systematic way. But in organizations formal programs of evaluating employees and managerial performance conducted in a systematic and planned manner. According to Wikipedia, the free-encyclopedia, performance appraisal as a principles requires the job performance of an employee to be evaluated in terms of quality, quantity, cost and time typically by the corresponding manner or supervisor. It is a process of obtaining, analyzing and recording to the organization. Another principal feature of performance appraisal is an analysis of employees’ recent successes and failures, personal strength and weaknesses and suitability for promotion or further training. It is also the judgment of an employee’s performance in job based on

considerations other than productivity alone. (<http://en.Wikipedia.org/wiki/>) performance appraisal. According to French (1990:394) there are guiding principles which are so important for staff performance appraisal. Knowing and understanding the key concepts and principles can be helpful to learn how a successful staff performance appraisal can be designed and operated in the interest of enhancing the development of the individual employee/teacher and the organization at large. There are series of principles of performance appraisal mentioned and explained as follows.

2.9. Principles of effective communication

Effective communication in the education system is very important between the evaluatee and the evaluator of performance appraisal. For example, in the school system, the school principal or vice principals, department heads, unit leaders are essential for successful operation of staff performance appraisal. Mutual understanding, support and commitment of evaluatees and evaluators about the purpose, criteria and process of performance appraisal should be taken into consideration while implementation. Improper communication about the purpose, criteria and process of the appraisal program can result in distortion and uncertainty among evaluatees and evaluators.

2.10. Principle of evaluators training

The sensitivity and complexity nature of staff performance requires evaluator's adequate competence in human, technical and conceptual skills. Poor training, knowledge and skills of performance appraisal, may lead to reluctance with sense of insecurity, because, they know nothing or little about it better than their evaluatees. In addition to this, when evaluators are with no relevant training commit appraisal errors which results subjectivity and bias of performance results. Hence, it is necessary that evaluators should be provided adequate knowledge and skill of performance appraisal through pre and in service training programs.

2.11. Principle of staff participation

Those who are directly affected by the appraisal program have to take part in the design and operation of the appraisal system. Evaluatees awareness and acceptance about the real purpose of performance appraisal creates positive and smooth job behavior that maximizes performance of staff members.

2.12. problems undermining performance appraisal

According to Gary (1985:230) there are different types of performance measurement errors committed by appraisers. The following appraiser problems are discussed below.

The Halo effect problem : there is a halo effect in the appraiser when the appraiser assigns the same rating to all traits regardless of an employee's actual performance on these traits .The problem often occurs with employees who are especially friendly (or unfriendly) toward the supervisor . For example, an unfriendly employee often be rated as unsatisfactory for all traits rather than just for the traits "gets along well with others."

The central tendency problem: many raters have a central tendency when filling in questionnaires or ratings. For example, if the rating scale ranges from one through seven, many raters will tend to avoid the highs (six and seven) and lows (one and two) and put most of their check marks between three and five. On a graphic rating chart, this central tendency could mean that all employees are simply rated "average." This restriction can seriously distort the evaluation, making them all most use less for promotion, salary, or counseling purposes.

According to Melaku (2010:39) indicated other type of raters errors of evaluation such as recent behavior bias.

Recent behavior bias: evaluators often forget or undermined past performance of employees, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistakes instead of evaluating employee based on the cumulative performance. According to James and Edward (1992: 393) added the following appraisal errors by raters.

Different rater patterns: managers (like teachers) differ in their rating styles some manager's rate harshly others easily. The lack of uniform standard is unfair to employees, who can become confused about where they stand, it is also unfair to organization, since it makes it difficult to decide which employees should be rewarded.

Shifting standards: some managers rate each subordinate by difficult standards and expectation. A low performance but motivated employee for example, might be rated higher than a top performing but seemingly indifferent employee.

2.12.1 Problems with the evaluates

According to Melaku (2010: 40) there are problem of evaluate regarding performance appraisals. They are (i) Staff members view appraisal as arbitrary and a mechanism of fault finding due to this they tend to frustration and anxiety and (ii) Because of the negative attitude of some staff members resist to accept performance appraisal results.

2.13 The appraisers of teacher's performance

According to William (1993: 109) explained that “evaluators believe that evaluating staff performance should not depend on a single formally designed evaluators, the superior or the immediate superior. In addition to the superior or the immediate superior, student appraisal, peer/ colleague appraisal and self appraisals are also important for valid and reliable performance appraisal.

Superior appraisal: the key person for evaluating staff performance is the immediate superior. The immediate superior has a good opportunity to supervise and observe subordinates performance due to this position and knowledge of instructional objective.

Peer/colleague Appraisal: colleagues working in the same department because of their interdependence to perform common objectives can serve as good performance feedback and to appraise each other's.

Student Appraisal: student because of their unique position in class room and their proximity to the teachers' performance in the class room can have ideas about the qualities of effective teaching and can evaluate their teachers based on the class room performance .

Self Appraisal: the purpose of self appraisal is to participate evaluates in appraisal process. Giving chance to staff members to judge themselves in light of the planned objective requires self commitment and builds trust between evaluators and evaluates.

2.14. The appraisals process

According to William (1993:128) regarding the appraisal practice, staff performance appraisal can be carried out through serious of systematic process. Staff performance appraisal consists of the following major steps.

Pre appraisal meeting: this is mainly done for the purpose of creating common understanding and agreement of objectives between the evaluators and their evaluates. This should be scheduled from the first week of the academic year up to the end of the program.

Task observation and data collection: all tasks given to the staff members should be observed, collected, analyzed. The tasks can be the teaching learning process in the class room at

committee or staff meetings and the like. However the class room observation should occupy a prominent position in the process of data collection.

Post appraisal conference: post appraisal conference is a sensitive position that requires wise approach in the appraisal process. This dialogue or discussion gives staff members to criticize and comment on performance feedbacks presented by the evaluator. This helps to set targets and increase future performance.

Follow-up and discussion: the following discussion has three main advantages. (1) A remedial approach: this is important that the evaluate clear, specific and objective feedback. In this approach the evaluator and evaluate jointly find ways on how feature difficulty could be tackled. (2) Maintenance approach: both evaluator and evaluate ensure strengths and skills of the evaluate in relation to satisfactory level of performance and job satisfaction to be continued. (3) Developmental approach: this is staff professional development and merit pay. When staff numbers successfully accomplished the performance targets of the organization they can get professional development and merit pay (William, 1993).

2.15 Teachers' Performance Appraisal in Ethiopia

According to the document of the Ministry of Education, educational inspection in the Ethiopian education system dates back to 1945. Inspection was then replaced by supervision in 1963, with the emphasis of improving the curriculum and the teaching-learning process (MOE, 1993: 112). In those years the practice was that teachers from the provincial and /or the Awraja Education Offices appraised teachers and principals performance.

Since 1981 teachers have been appraised twice a year using an appraisal form prepared appropriate to the teaching occupation. Principals and department heads were appraisers until 1996. The directives and guidelines for teacher's performance evaluation criteria and teacher's career structure implementation, number -1/1987 E.C and number 2/1987 E.C respectively dispatched to be used, were revised and improved version of June /1991 E.C sent to regions in corporate regional suggestions and feedback. Accordingly, to implement the directives properly some strategically important assumption has been forwarded. And the methods of evaluation are awareness forum should be established for both appraisers and appraise and to carry out the tasks, committees should be organized (MOE: 1987, 1991). If the assumptions are taken in to consideration and exercised, it will facilitate the practical activities.

Regarding strategy school committee and education offices are expected to facilitate the communication between parents committee and the school to discuss/community. The main focus of this group is evaluating teachers' participation in school and out school activities.

Depending on certain circumstances, the parents/community representatives might used to evaluate as group or as individually.

The second group comprises of student's representatives participating in teacher's performance evaluation. As per guideline of MOE, students who participate in appraisal process should be active in their education, capable of identifying the strength and weakness of teachers without bias, those with good discipline and have good relationships with teachers.

Thirdly, the school management and peers (school principals, deputy principal, department head, and unit leader) appraise teachers' performances. This group undertakes the classroom observation; organize information recorded indicating teachers' participation, from different sources (like library, laboratory, departments, co-curricular activities, various committees, school administration ...). Finally the group arranges a discussion with a teacher to be evaluated. This gives an opportunity for a teacher to spell out his/her opinion on the results of evaluation.

Both appraisers record the results of teachers performance evaluation on rating scale as 1, 2, 3, 4, or 5 and the number scales indicate the grading system as least, fair good, very good or excellent respectively. The values obtained in such system for a teacher to be evaluated by parent/community is calculated out of 15%, the students' evaluation computed out of 25%, and the school management grades is counted out of 60%.

Similar evaluation systems are carried out for guidance and counselors, and for school principals. But what makes difference is that, guidance and counselors are evaluated based on the job given (different in performance criteria), while school principals are evaluated in terms of managerial roles. Principals perform managerial functions such as, planning organizing, directing, supervising, coordinating, and evaluating. In addition to these, they conduct classroom instructions. A committee comprised of deputy head and department heads evaluates the principal. Out of 25%, students' evaluation is counted out of 10%, parents/community evaluates out of 20%, while teachers from education office evaluate them out of 45% and the final result is treated out of 100. Formats used for the evaluation purpose for school principal and guidance officer have been developed to suit the work responsibilities. Finally, a committee represented by

parents, students, teachers and the school principal compiles the evaluation results. The evaluation results for teachers' career structure are checked and approved by various committees established at the school and woreda level. The final decision is made at woreda level.

Teachers are also benefited from some compensation programs. The major one is the monetary aspect. The career ladder is an opportunity for promotion. The different career ladder includes: beginning teacher, junior teacher, senior teacher, associate lead teacher, and lead teacher. Regarding implementation of the career ladders are beginner, junior teacher and teacher with regard to their years of service i.e. 2 and 3 years of service respectively.

Those who are competent teachers who fulfill the requirements of performance evaluation were promoted to the rank of senior teachers. Moreover, to make the career to be effective, an evaluation instrument is prepared and the items in the instrument are teaching learning practice and efficiency based on teachers' performance base on classroom activities.

2.16 Theoretical Framework

This study was grounded on a four phase performance appraisal model published by Grote (2003) in the Executive Excellence Newsletter. Grote (2003) holds that performance appraisal addresses itself to critical functions in many organizations and instead of concentrating on weakness; the appropriate response should be creating a system that work effectively to attain the desired results. In his model, Grote (2003) says an effective performance appraisal system should begin with performance planning.

This should take place at the beginning of the year and by the designated performance appraiser engaging on appraisee in this case a teacher into a performance planning discussion. These should focus on behavior and competencies and result the institution will expect the appraisee to demonstrate at the end of the agreed appraisal period. The will be required either to focus on the individual professional development road map and how performance will be measured.

Phase two involves performance execution. The staff or a teacher in this case will be required to work on key responsibilities of the job and achieve the agreed objectives. Grote (2003) suggests that, at this level, the performance appraiser should support the worker through coaching and performance feedback; to increase the chances of success during the appraisal period. Meetings to review on the individual's performance against earlier set targets in planning

phase should be held. This according to him may motivate the worker and assist to deal with any performance challenges that may arise along the working period.

Phase three involve performance evaluation or formal performance appraisal. The designated appraiser at this level is expected to reflect on how well a worker in this case a teacher has carried on his or her responsibilities across the appraisal period against the set objectives in phase one. Paper work should be completed and according to Grote (2003), content should be discussed with appraiser most immediate boss and recommendations can then be made based on the quality of the appraisers work.

In the last phase, performance review should be done. The appraiser and the appraisee should come together to discuss on how well the appraisee performed over the specified working period. Strength, weakness, success and improvement required should be put on board. This becomes the foundation of the next performance planning meeting for a new cycle.

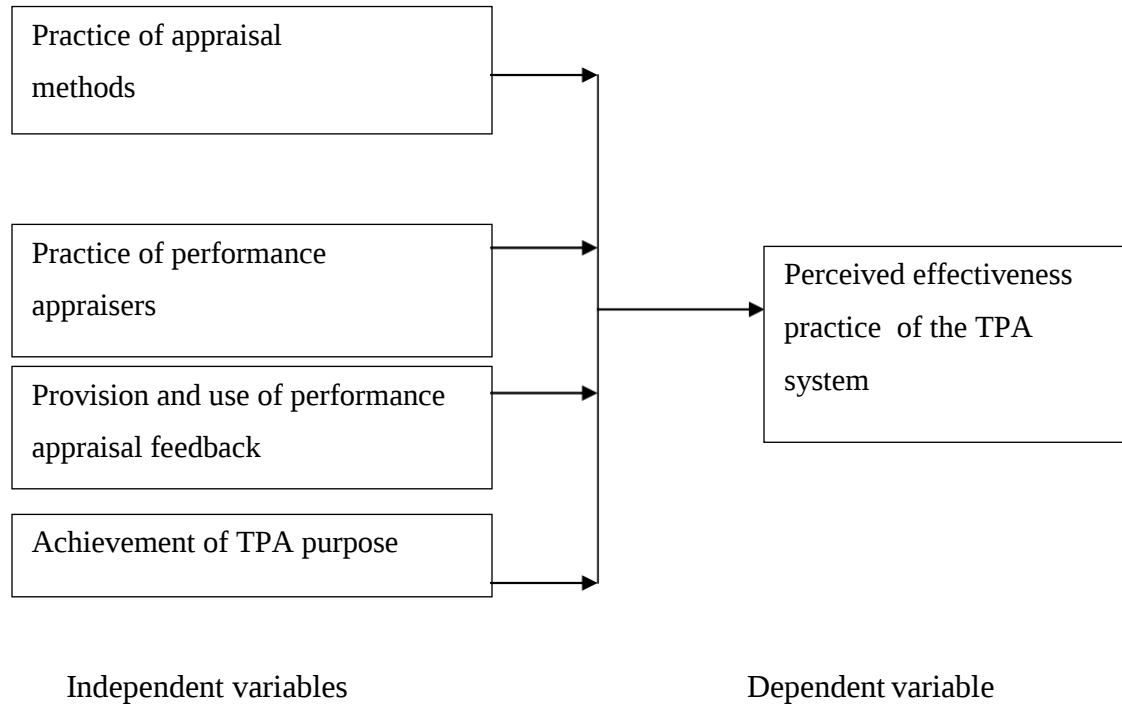
Grote (2003) argue that the four phases model can help to change performance appraisal process from being an annual activity into an ongoing cycle which may be more effective in linking the individual workers goal, work behavior and successes to the institutional vision and strategic goals.

The model fitted into this study on teachers' perceptions of the effectiveness of performance appraisal system, in that it clearly demonstrates how effective teachers' appraisal should be conducted. To create ownership in performance appraisal, teachers should be involved in setting performance objectives and be aware of how performance will be measured. During the working period, teachers should receive professional support from their head teachers, deputy and heads of department in form of coaching and frequent performance review meetings in order to boost their feedback should be discussed openly between the appraisee and the appraiser in order to appreciate the strength, identify weakness and work on improvement plan as well as assist setting of new target in the subsequent cycle of performance management. The proposed study aimed at finding out whether teachers in public schools perceive the current performance appraisal system as prescribing itself to such effective process of the four phase performance appraisal model. The result of this study was however negative meaning an improvement in implementation of the current TPA system required some attention especially on selection of

appropriate method of appraisal, training of the appraisee and provision and use of feedback for the teachers to benefit from their appraisals

2.16.1 Conceptual framework

The conceptual framework adopted for this study was based on the assumptions that certain aspects in performance appraisal process can influence teachers' perceived effectiveness of the TPA system.



CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the research methodology adopted to undertake the study. This included the the Study Area, research design, population, sample and sampling technique, data collection methods, data analysis and ethical considerations.

3.1 The Study Area

This study was conducted in secondary schools of Gedeo Zone. Which is one of the nineteen Zones in SNNPR. Gedeo is a Zone in the Southern Nations, Nationalities, and Peoples' Region (SNNPR) of Ethiopia. This Zone is named for the Gedeo people, whose homelands lie in this zone. Gedeo extends south as a narrow strip of land along the eastern escarpment of the Ethiopian Highlands into the Oromia Region, which borders the Zone on the east, south and west; Gedeo shares its northern boundary with Sidama.

The altitude of the Zone ranges from 1268 meters above sea level in the vicinity of Lake Abaya to an elevation of 2993 meters at HaroWolabu Pond. Gedeo has 215 kilometers of all-weather roads and 54 kilometers of dry-weather roads, for an average road density of 199 kilometers per 1000 square kilometers.

The 2007 Census conducted by the Central Statistic Agency(CSA) of Ethiopia reports this Zone has a total population of 847,434, of whom 424,742 are men and 422,692 women; with an area of 1,210.89 square kilometers, Gedeo has a population density of 699.84. While 107,781 or 12.72% are urban inhabitants, a further 39 individuals are pastoralists. A total of 179,677 households were counted in this Zone, which results in an average of 4.72 persons to a household, and 172,782 housing units. The four largest ethnic groups reported in this Zone were the Gedeo (86.14%), the Oromo (4.71%), the Amhara (3.37%) and the Gurage (1.55%); all other ethnic groups made up 4.23% of the population. Gedeo is spoken as a first language by 86.82%, 5.82% speak Amharic and 4.12% speak Oromiffa; the remaining 3.24% spoke all other primary languages reported. A majority of the inhabitants said they were Protestants, with 73.21% of the population reporting answers in that category, while 10.67% practiced Ethiopian Orthodox Christianity, 7.96% observed traditional religions, 2.44% were Muslim, and 2.11% embraced Catholicism.

According to a May 24, 2004 World Bank memorandum, 11% of the inhabitants of Gedeo have access to electricity, this zone has a road density of 231.7 kilometers per 1000 square kilometers (compared to the national average of 30 kilometers), the average rural household has 0.3 hectare of land (compared to the national average of 1.01 hectare of land and an average of 0.89 for the SNNPR) and the equivalent of 0.2 heads of livestock. 19.6% of the population is in non-farm related jobs, compared to the national average of 25% and a Regional average of 32%. 65% of all eligible children are enrolled in primary school, and 17% in secondary schools. 40% of the zone is exposed to malaria, and 37% to Tsetse fly. The memorandum gave this zone a drought risk rating of 342 (Weekpedia,2007).

3.2 Research Design

In this study descriptive research design we reemployed. Because the major goal of this study is to describe the practice of teachers performance appraisal, as it exists at present, it is also relevant to gather detailed information concerning current status of the practice of teachers performance appraisal. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

3.3The Research Method

In this study mixed research method was used to collect both quantitative and quantitative data. In order to collect qualitative data interview was reemployed and to obtain quantitative data questionnaire were used. Questionnaire were used to secure information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates were used to get in-depth data on the practices teachers performance appraisal.

3.4 Sources of data

In order to strengthen the findings of the research the relevant data for the study were generated from both primary and secondary sources. These are described below.

3.4.1 Primary Source of Data

In this study, predominantly use primary data sources were used to obtain reliable information about the TPA practices. The major sources of primary data were teachers, teachers, principals, unit leaders and heads of departments of the secondary schools, and the Zonal Education office coordinator and Woreda Education Office supervision coordinators of Gedeo Zone.

3.4.2 Secondary source of Data

The secondary sources were used different school reports, minutes & other related sources to support the data obtained from primary sources. These sources were significant to strengthen the data was obtained through questionnaires, interviews and focus group discussion.

3.5. Population of the Study

The Population of this study is defined as teachers teaching in all secondary school of Gedeo zone in the year 2012, ZEO supervision coordinators ,WEO supervision coordinators ,School principals and School-based teachers .Totally they are 317.

3.6. Sample Size and Sampling Techniques

In order to obtain reliable data for the study, various sampling techniques we reemployed. Among 6 Woredas in the Zone; 3 woredas and 1 city administration were selected randomly. Among 25 secondary schools in Gedeo zone 6 of them which are operating in there woredas were selected purposively. Namely, Yirgachefe and Kochre and Gedeb woredas. In Yirgachefe woreda two secondary schools were sample schools. Namely; Haru and Domarso secondary schools and In Kochre woreda also two secondary schools namely; Gotiti and Kochre secondary schools: In Gedebworeda Chorso and Worka secondary schools were selected. From Yirgachefe city administration Yirgachefe secondary school were selected to be as ample for this research.

Regarding sampled schools teachers, the researcher selected 30% of samples from each school by random sampling techniques. Accordingly 90 teachers were selected. Teachers were selected from each school proportionally.

Accordingly, due to their responsibility to provide ample information regarding teacher performance appraisal activities teachers were selected randomly, Since school-based teachers are responsible for TPA activities in their school, 6 school-based teachers of the six schools were taken through random sampling technique.1 Zonal &2 WEO coordinators were selected by purposive sampling technique. Then, six principals of the schools were selected through availability sampling due to their responsibility to follow up the overall activities of the school.

Table 1: Summary of sample size and sampling techniques

No		Samples	population	Sample size		Sampling technique
				No	%	
1		ZEO supervision coordinators	1	1	100	availability
2		WEO supervision coordinators	6	2	33	purposive
3		School principals	6	6	100	availability
Total			13	9	100	
School- teachers						
4	Y/chefe woreda	Haru secondary school teachers	34	10	30	Random
		Domerso secondary school teachers	41	12	30	Random
	Kochre woreda	Gotii secondary school teachers	29	9	30	Random
		Kochre secondary school teachers	34	10	30	Random
	Gedeb woreda	Worka secondary school teachers	70	21	30	Random
		Chorso secondary School teachers	28	7	8	Random
	Yirgachefe City adm	Yirgachefe secondary school teachers	68	21	30	Random
Total			304	90	30	Random

3.7. Instruments of Data Collection

In this study, questionnaire, interview and Focus group discussion were used to collect information regarding the practices of TPA in secondary schools of Gedeo zone.

3.7.1 Questionnaire

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007).The questionnaire is the most widely used type of instrument in education. The data can be

provided by questionnaires can be more easily analyzed and interpreted than the data can be obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007).

Therefore, questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. The questionnaire comprises both open and closed ended items. Questionnaire was developed as main instrument of data collection from the respondents. The, questionnaire was prepared in English Language and administered to sample teachers participants with the assumption that they can understand the language. The closed type items of the questionnaires was in the form of Likert-scale by which the researcher has the chance to get a greater uniformity of responses of the respondents that help him to make it easy to be processed. In addition to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to TPA practices and challenges in their schools. In supporting the above ideas, Cohen, L., et al.(2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be.

The questionnaire consisted of two parts. The first part deals with the general background of the participants. The second and the largest part will contain the whole number of both closed and few open-ended question items that will address the basic questions of the study.

3.7.2 Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), Semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof&. Taylor, 2002).To this end, in order to obtain detailed supplementary information, interview sessions were conducted with school principals. The interview was held with 6 school principals of the studied school.

3.7.3 Focus Group Discussion(FGD)

Focus group discussion is structured group process used to obtain detailed information about a particular topic and it helps for exploring attitudes and feelings to draw out precise issues that may be unknown to the researcher. Because of this reason, Focus group discussions was proposed with two groups with eight(8) members of the school teachers , ZEO supervision coordinators(1) and WEO supervision coordinators(1) School- teachers(8).Totally hey are 11 members of group discussion.

3.8. Validity and Reliability checks

Reliability of a measuring tool is the capacity to give similar results across two or more attempt to measure the target concept (Orodho, 2009). Test and re-test method was used to gauge the consistency of the study questionnaires by administering the teachers questionnaire twice to the same group of teachers in schools not selected in the sample. The second administering was done after the end of two weeks to find whether the result was the same. Correlation, coefficient of the results from the two tests was calculated using spearman rank correlation formulae. A correlation coefficient alpha of 0.7346 was established for teachers'' questionnaire. According to Mugenda and Mugenda (1999), a positive coefficient of 0.7 and above confirms reliability of a measuring tool. It can therefore be successfully used to collect data.

3.9. Procedures of Data Collection

The researcher go through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Dilla University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly will go to Kochre and Yirgachefe woreda sample secondary school to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher were contact with the woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaire was administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument. Finally, the data we recollected and made ready for data analysis.

3.10. Method of Data Analysis

The researcher collected both qualitative and quantitative data from sample respondents. Closed ended questionnaires that were returned and coded, tallied, analyzed. To analyze the classified data and arrive at conclusion, appropriate statistical tools such as percentage, frequency, mean, standard deviation was employed. Percentages was used to analyze the back ground information of the respondent. Whereas the mean and the standard deviation were derived from the data as it served as the basis for interpretations of the data as well as to summarize the data in simple and understandable way (Arron et al., 2008).

The qualitative data collected through semi-structured interview, open ended questionnaire and document analysis were presented and analyzed by supplementing the data gathered through close ended questionnaires. The discussion of categorized qualitative data was done in line with close ended questionnaire.

3.11. Ethical Consideration

The purpose of the study was explained to the participants and the researcher asked their permission and informed that the information they provided only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher will ensured confidentiality by making the participants unnamed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through document review and interviews.

The data was collected from a total of 99 respondents. Among the 90 teachers who were selected for the questionnaire all of them filled and returned the questionnaire ..So the researcher decided to utilize the data obtained from the rest 90 teachers . Accordingly 90 copies of questionnaires were distributed to teachers, the return rates of the questionnaires were 100%.

4.1. Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in Table 2 and 3 below.

Table 2: Respondents Gender distribution by categories Sex

	Teachers		ZEO &WEO supervision coordinators		School principals		supervisors		Total	
	No	%	No	%	No	%	No	%	No	%
Male	73	81 %	2	67	5	83	4	67	86	80.49
Female	17	19 %	1	33	1	17	2	33	21	19.51
Total	90	100 %	3	100%	6	100 %	6	100 %	82	100.0%

As shown in the table 2, the majority (81%) of teachers of Gedeo zone Secondary schools were male,(67%)of ZEO &WEO supervision coordinators ,School principals and teachers are male.On the other hand 19 % of teachers were female, 1% of ZEO &WEO supervision coordinator was female,83% of School principals were male and the rest 17% was female , (76.47%) were male and only (23.53%) were females This implies that the participation so it is possible to see that the un proportional sex composition in the studied school sexed found to be un proportional.

Table 3 Work Experience and Current Work Position of the Respondents

Experience (in years)	Teachers		ZEO &WEO supervision coordinators		School Principal		Total	
No	No	%	No	%	No	%	No	%
1 – 5	23	26%	-	-	1	16.67 %	19	23.17 %
6 – 10	18	20%	-	-	3	50 %	17	20.73 %
11 – 15	19	21%	-	-	1	16.67 %	17	20.73 %
16 – 20	14	16%	1	33 %	1	16.67 %	15	18.9 %
Over 20	17	19%	2	67%	-	-	12	14.63 %
Total	90	100%	3	100%	6	100%	99	100%

In Table 3; the work experience distribution of the respondents shows (26%) of the teacher respondents had 1 to 5 years experience. Whereas (20%) teacher respondents had 6 to 10 years experience. The remaining (56%) teacher respondents had above 10 years service. It could be possible to conclude that, the work experience of many teachers in the sample schools was above ten years. This implies that most of the teachers had served as school administrators 6 years and more than that. The length of teachers working experience implied they were in a position to provide insightful information on performance appraisal process.

Table 4: Educational Background of the Respondents

Experience (in years)	Teachers		ZEO &WEO super. coordinators		School Principal		Total	
No	No	%	No	%	No	No	No	%
B.A/B.Sc/ BED Degree	82	91%	3	33 %	5	83 %	90	90.24%
M.A/M.Sc/ MBEd	8	9 %	1	67 %	-	17%	9	9.76
Total	90	100%	3	100%	6	100%	99	100%

In Table 4; As for educational level of the respondents 91 % of teachers were first degree holders and 9% of teachers were second degree holders. In case of ZEO &WEO supervision coordinators 33 % were first degree holders and 67 % of them were second degree holders; from school principals 83% of them were first degree holders while 17 % of them were second degree holders. Here, as the data indicated one can observe there is a gap in upgrading professional competence .This may affect the appraisal program .

4.2 Teachers perceptions regarding the practice in meeting its purpose

The first objective of this study sought to establish the practice by the respondents about the practice of the teachers' performance appraisal system in meeting its purpose in secondary schools in Gedeo Zone. To address this objective, study respondents were asked to indicate their level of agreement or disagreement on various statements about the practice of teachers' performance appraisal system in meeting its purpose in their respective schools. A 5-point likert scale was used. The scale ranged from 1 to 5 with 1 representing strongly disagree, 2 denoting disagree, 3 undecided, 4 agree and 5 strongly agree. The midpoint of the scale was a score of 3. Therefore, scores above 3 denoted that majority of the respondents agreed with the statements while scores below 3 signified that respondents disagreed with the statements. In addition, the frequency of responses were also tallied from the respondents and percentages obtained to show the weight of each scale ratings. Results of this analysis are presented in Table 5 and subsequently discussed.

Table 5: Teachers' perceptions on practice of appraisal system in meeting its purpose

No	TPA purpose is		SA	A	UD	D	SD	Mean	Std
1	Geographically, delimited to only Gedeo zone secondary school.	f	39	23	4	16	8	3.77	0.399
		%	43.3	25.6	4.4	17.8	8.9		
2	effective in providing information which may assist to improve my work performance	f	5	25	6	36	18	2.59	1.244
		%	5.6	27.8	6.7	40.0	20.0		
3	is linked to my job description	f	3	22	6	40	19	2.44	1.172
		%	3.3	24.4	6.7	44.4	21.1		
4	focused on my professional development as a teacher	f	6	15	3	32	34	2.19	1.289
		%	6.7	16.7	3.3	35.6	37.8		
5	in our school is clear in its purpose	f	3	12	7	39	29	2.16	1.110
		%	3.3	13.3	7.8	43.3	32.2		
6	combines professional development and accountability of teacher's performance in its purpose	f	2	3	4	49	32	2.12	1.842
		%	2.2	3.3	4.4	54.4	35.6		
Grand mean								2.54	

Table 4.4 shows that 90% of the teachers with the mean score 2.12 disagreed to the statement that TPA combines professional development of teachers' performance in its purpose. This means teachers probably perceived performance appraisal as one sided in purpose. According to Stronge et.al (1995), an effective performance appraisal should consider the two orientations since professional development aspect meets the needs of the individual teacher as

accountability at large support the achievement of educational organization goals. Further from the table, 75.5% the mean score 2.19 confirm that teachers disagreed with the statement that the TPA system in our school is clear in purpose. This may be taken to mean that teachers did not connect to the target of performance appraisal.

Goddard and Emerson (1995) however suggest that it would be of great help if performance appraisers and appraisees get clear about the purpose of the process, including the role of appraiser and the standards expected to be achieved. Lack of awareness of the appraisal objectives may lead to anxiety over the whole process among the teachers" (Monyatisi, 2003). Significantly, 68.9% of the teachers with the mean score 3.77, however agreed that the TPA system aims at aiding the school management to make decisions on a teacher. Therefore, generally teachers perceived the current TPA as meeting managerial other than professional purpose.

It's conclusive that teachers did not find the TPA system effective in meeting its purpose, as the lowest ranked statement shows 60% disagreed that the TPA system is effective in providing information which may assist to improve teachers work performance. Mejia et.al (2004) puts an emphasis that a successful performance appraisal system is expected to be a foundation of decision related to an appraisee working condition but above all leads to improvement of performance. The finding revealed that majority of respondents, disagreed with most of the statement measuring the perception about the TPA system meeting its purpose. The overall mean score 2.54 confirm that teachers' perceptions on practice of appraisal system in meeting its purpose is low.

Teachers seem to have the perceptions that TPA would be more effective if it combines professional development and accountability in teacher appraisal purpose. This opinion is in agreement with Piggot-Irvine (2003) who observed that striking a balance between the two characterizes an effective appraisal process.

The data gathered through interview session with the school principals

For the question how do you reflect the purpose of appraisal program for teachers:

Principals 1 says

"... appraisal monitors the processes of teaching and learning; it determines the teacher's strengths and weaknesses; and it also serves purposes of accountability, that is, is the teacher accountable. As the other principal puts it: ... it makes teachers to know their

professional progress; whether they are doing well or not so that if they have any weaknesses they may improve for the better”

This is further echoed by the 3rd principal who strongly believes that

“Appraisal it shows the strong and weak points of the teacher, and allows individuals to improve where they are weak in order to do better. It also acts as a motivating factor to see the management appreciating your work.”

For the question how do you reflect the purpose of appraisal program for teachers. The focus group discussant believed that appraisal provides basic knowledge for teacher to in order to make informed decisions.

According to the them TPA provides all stakeholders (with the relevant information on the day to day running of schools and associated problems. It assists the appraise to develop in order to provide quality service to (students) and fit well into the community. A WEO Coordinators affirm that TPA equips teachers with skills and knowledge in order to cope with instructional issues in their schools. It further instills desired attitudes in teachers.

4.2.1.Practice of Teachers’ Performance Appraisal System in Relation to achievement of the Objective

Effective performance appraisal helps to assess the teachers’ actual performance in relation to set standards and provide feedback with an aim of motivating teachers and eliminating performance deficiencies. In this view, the study sought to find out how the study respondents rated the degree of practice of the teachers performance appraisal system in schools. To meet this goal, study respondents were asked to rate the practice of teachers’ performance appraisal system in relation to achievement of desired objectives. A likert scale comprising of three levels was used. The scale ranged from 1 to 3, with 1 denoting not effective, 2 representing somehow effective and 3 effective. The midpoint of the scale was a score of 2. Therefore scores above 2 denoted that respondent rated teacher’s performance appraisal systems effective.

Table 6: Teachers’ ratings on practice of performance appraisal objectives

No	Objectives of performance appraisal system		Effective	Somehow effective	Not effective	Mean	Std Dev.
1	Clarifying your roles and responsibilities as teachers	f	23	26	41	1.80	.824
		%	25.6	28.9	45.6		
2	Providing you with performance feedback	f	14	33	43	1.68	.717
		%	15.6	36.7	47.8		
3	Determining your rewards or sanctions based on performance	f	18	24	47	1.78	1.261
		%	20.0	26.7	52.2		
4	Providing communication between you as a teacher and the school administration	f	21	23	46	1.72	.821
		%	23.3	25.6	51.1		
5	Identifying your training needs	f	15	26	49	1.62	.758
		%	16.7	28.9	54.4		
Grand Mean						1.72	

As shown in Table 6, the mean scores obtained by the teachers on aspects measuring practice of performance appraisal system ranged from 1.62 to 1.80. Majority of the teachers (54.4%) felt the system was ineffective in identifying teacher training needs. On the objective of determining reward or sanctions based on performance, 52.2% of them found the system ineffective and 51.1% felt similarly on the objective related to the system providing communication between the teacher and the school administration. The table further shows that only 25.6% of the teachers endorsed that their system effective in clarifying roles and responsibilities, (28.9%) rated the system as somehow effective while 45.6% rated it as not effective at all. In addition, 15.6% felt that the system was effective in providing teachers" with performance feedback as an objective, 36.7% rated it as somehow effective while 47.8% rated it as not effective.

The results discussed above clearly reveals that teachers obtained a mean score below 2 in all the statements, meaning majority of them rated performance appraisal process as ineffective in achieving nationally desired objectives. Comparing table 4.4 and table 4.5, teachers" seemed to have negative perception about TPA achieving its specific objectives. This result is in agreement with a study conducted by (Rop, 2006). In her research, an investigation into challenges facing performance appraisal of educational office teachers, she had found that performance appraisal objectives were not being met. 85% of the respondents (teachers) were negative on it. The current study results clearly shows that after the recent system review there is a need to improve on how it's being rolled out so that its objectives can be met. The overall grand mean 1.72 reflects that the practice of performance appraisal interns of its specific objectives was

very low.

Regarding the propose of Appraisal, one principals of school says:

“ . . . Appraisal monitors the processes of teaching and learning; it determines the teacher's strengths and weaknesses; and it also serves purposes of accountability, that is, is the teacher accountable. “

As one of group discussion participant puts it: ...

“it makes teachers to know their professional progress; whether they are doing well or not so that if they have any weaknesses they may improve for the better. “

This is further echoed by the other group discussant who strongly believes that: ...

“ Appraisal it shows the strong and weak points of the teacher, and allows individuals to improve where they are weak in order to do better. It also acts as a motivating factor to see the management appreciating your work.”

Another principle says that it provides basic knowledge about the teacher to the appraisers in order to make informed decisions.

“It provides all stakeholders with the relevant information on the day to day running of schools and associated problems. It assists the appraisee to develop in order to provide quality service to customers(students) and fit well into the community.”

The other group discussion participant confirmed that that: ...

“it equips teachers with skills and knowledge in order to cope with instructional issues in their schools. It further instills desired attitudes in teachers.”

As we have seen in the above response the purpose of TPA program has a lot of purposes. Among the benefit reflected by the interviewee and focus group discussant were monitors the processes of teaching and learning, it help teachers in their professional progress, It shows the strong and weak points of the teacher, It provides all stakeholders with the relevant information teachers day to day instructional performance and equips teachers with proper. skills and knowledge .

4.3 Practice of the Teachers' Performance Appraisal Methods

The second objective of this study sought to determine the practice of the teachers' performance appraisal methods used in public secondary schools of Gedeo zone. To meet this objective, study respondents were presented with various methods of performance appraisal in which they were asked to indicate the methods applied in their respective schools.

Table.7: Performance appraisal methods

Methods of performance appraisal	Teachers			
	Yes		No	
	f	%	f	%
School administrator observation	54	60.0	36	40.0
Self evaluation	22	24.4	68	75.6
Peer observations	7	7.8	83	92.2
Student survey	13	14.4	77	85.6
Parents report	1	1.1	89	98.9
A combination of the above	17	18.9	73	81.1
All the above	4	4.4	86	95.6

As shown in Table 4.7, majority of the respondents (60% of the teachers) reported that school administrator observation method was one of the major methods of performance appraisal that was used to evaluate teachers' performance. This is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. This method is typically conducted by fellow teachers, administrators or instructional specialist. It is often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques. Grover, Chingos and Lindquist (2014) note that observations conducted by outside observers are more valid than observations conducted by school administrators. They further argue that at least one observation of a teacher each year should be conducted by trained observer from outside the teacher's school who does not have substantial prior knowledge of the teacher being observed. Self evaluation was another method used to assess teachers' performance as reported only by 24.4% of teachers who took part in the study. Majority 75.6% of the teachers said no. This implied that teachers were not evaluated by themselves and the appraisal system in their school doesn't practice this method. This is a reflective professional process in teaching whereby teachers get to know themselves better in terms of their strengths and areas for development. Unfortunately it is not practiced yet.

Based on the findings presented above, it emerged that school administrator observation method or the combinations of various methods such as self evaluation, peer observation and students achievement reports were among the poorly practiced appraisal method in the studied school which is implied by strong opposition of the teachers as it indicated in the above table. According to Darling – Hammond, Wise and Peace (1998) who identified some of the most common ways of carrying out teachers' performance appraisal in schools. These include (1) Classroom assessment, (2) Self-evaluation, (3) Peer review, (4) students performance, (5) performance tests, (6) teachers interviews, (7) learners survey.

The principal of the schools says:

“The current system of appraisal is effective ...in that it opens up both the appraiser and appraisee to talk about the strong and weak points and see a way forward, and this is healthy in the teaching profession. “

Group discussion participants argued further :

“... at departmental level, the senior teachers have a responsibility of discussing certain aspects of the appraisal which are related to the teaching profession as this approach helps when one is new in the profession. So it is possible to say to some extent effective”

The other participants of group discussion participants were in also refused the presence of these method practiced in the studied schools. The interview also shows that the method reflected in the above method shows that the absence of effective implementation of such method in the studied schools.

Table 8: Approval of Performance Appraisal Methods

Agreement on selected performance appraisal methods	Teachers		
	f	f	%
Yes	5	26	28.9
No	10	64	71.1
Total	15	90	100.0

As shown in Table 8, 71.1% of the teachers oppose the idea that agreement on selected performance appraisal methods was used for performance appraisal between the teachers and the appraisers. According to OECD (2013), the involvement of teachers at different levels of appraisal process may lead to building up of ownership and help the teachers to understand and benefit from their own appraisal in a bigger way. Robert (2003) is in agreement that, involvement provides an appraise a moment to air their views and which results to acceptance of appraisal outcomes. The empirical data in this study reveals that teachers were not involved in selecting the method of appraisal, which enlisted negative perceptions about the system of appraisal

4.3.1 The Practice of Teachers’ Performance Appraisal Methods as Reported by Teachers

Numerous methods have been devised to measure the quantity and quality of performance appraisal. Each of the method is effective for some purposes in an education sector. Therefore, the study sought to find out from the study respondents the most effective methods of performance appraisal in school. To meet this objective, study respondents were presented with various performance appraisal methods in which they were required to rate their practice. A

likert scale comprising three levels was used. The scale ranged from 1 to 3, with 1 denoting not effective, 2 representing somehow effective and 3 denoting effective. The midpoint of the scale was a score of 2. This means that any score above 2 denoted that majority of the respondents rated method of performance appraisal as effective whereas scores below 2 denoted that respondents rated performance appraisal method as ineffective. Table 9 shows frequencies, percentages, means and standard deviations obtained from the teachers.

Table 9: Respondents opinion on teachers' performance appraisal methods

Performance appraisal methods	Respondents	Effective		Somehow effective		Not effective		Mean	Std. Dev.
		f	%	f	%	f	%		
School administrators observation	Teachers	68	75.6	0	0.0	22	24.4	2.51	0.864
Peer observation	Teachers	40	44.4	0	0.0	50	55.6	1.89	0.999
Self- evaluation	Teachers	68	75.6	0	0.0	22	24.4	2.51	0.864
Students achievements reports	Teachers	62	68.9	0	0.0	28	31.1	2.38	0.931
Student survey	Teachers	33	36.7	0	0.0	57	63.3	1.73	0.969
Parents survey	Teachers	15	16.7	0	0.0	75	83.3	1.33	0.750
Grand Mean								2.47	

Findings presented in Table 4.9 revealed that the mean scores obtained by the teachers ranged from 1.33 to 2.51. At least 75.6% and 68.9% of the teachers agreed respectively that the most effective methods used to assess teachers performances were school administrators observation and students achievement reports. This agreed with the findings by Jensen and Reichl (2010) who found the most common methods of accessing and improving learning and teacher performance as student performance and assessments.

The results further illustrates that the combination of various methods was not effective rather teachers felt that self evaluation was the most effective method. Based on the above findings, it emerged that there was a low support of teachers in relation to the less practice of the methods used for performance appraisal like Students achievements reports and Student survey. The significance of these findings was that teachers were likely being appraised using popular methods but not necessarily most effective to them.

Table 10: Respondents' opinion about the most effective appraisal methods

Performance appraisal methods	Teachers	
	f	%

Using a single method	3	3.3
Using a combination of methods	87	96.7
Total	90	100.0

Results presented in Table 10 revealed that majority of the teachers (96.7%) perceived that teachers' performance appraisal system would be most effective if it's performed using combination of methods. This concurred with the results by Stronger (2012) who suggests the use of multiple sources of evaluation data collection such approach to conduct teachers' appraisals. A variety of performance assessors to a large extent can provide an objective perspective due to the use of multiple skills. The assumption is that, the result from such an approach may be more accurate compared to the traditional single appraiser (Thiry, 2009). In a study conducted in Australia, Jansen (2009) advocates use of at least four types of performance assessment tools. He recommends use of students' assessment as a must in all the cases of teachers' appraisal since performance appraisal is aimed at improving learning outcomes.

4.4 Performance of Teachers Appraisers

To ascertain this objective, the study first sought to find out from the teachers person's responsible of conducting teachers' performance appraisal in their school. Results obtained are presented in Table11.

Table.11: Person's who Conduct Teachers' Appraisal in School

Performance appraisers	Yes		No	
	f	%	f	%
Principal	71	78.9	19	21.1
Deputy principal	40	44.4	50	55.6
Head of department	30	33.3	60	66.7
Self	27	30.0	63	70.0
Peer teachers	9	10.0	81	90.0

Results in Table .11 illustrate that majority of the teachers (78.9%) reported that principals are responsible of conducting performance appraisal process in their schools. 30% of the respondents were deputy principals, heads of departments and self evaluation. These finding was an indication that the current appraisal system had to some extent already embraced an earlier key recommendation in a study conducted by Nyatera (2011) that deputy principals, heads of department, senior teachers and subject heads, should be included as performance appraisers in the school to improve the objectivity of the process. According to him for a long time only the principals held the mandate of appraising the teachers in secondary schools.

To verify results obtained from the teachers were asked to indicate other person's responsible of appraising teachers in their schools apart from the school heads. Table.12 shows their responses

4.4.1 Teachers' attitude towards Practice of Performance Appraisers

To establish teachers' opinion in relation to the practice of performance appraisers, the researcher presented teachers who took part in the study with a list of various performance appraisers in their schools and asked them to rate their practice.. Table.13 illustrates the degree of practice of the performance appraisers as rated by the teachers.

Table.12 : Teachers' attitude towards Practice of Performance Appraisers

No	Practice of performance		SA	A	UD	D	SD	Mean	Std
1	My performance appraiser is trained based on the way he/she conduct performance appraisal	f	12	12	8	50	8	2.67	1.218
		%	13.3	13.3	8.9	55.6	8.9		
2	My performance appraiser is easy to relate with during the process of appraisal	f	10	13	13	36	18	2.57	1.272
		%	11.1	14.4	14.4	40.0	20.0		
3	My school performance appraisers have adequate knowledge on teacher performance	f	6	22	3	42	17	2.53	1.238
		%	6.7	24.4	3.3	46.7	18.9		
4	My performance appraiser seems to possess skills required for effective appraisal	f	8	13	9	38	22	2.41	1.253
		%	8.9	14.4	10.0	42.2	24.4		
5	My appraiser involves me in all aspects of performance appraisal process	f	4	9	8	54	15	2.26	1.001
		%	4.4	10.0	8.9	60.0	16.7		
Grand Mean								2.48	

The mean scores obtained by the teachers on statements measuring practice of performance appraisers in their schools ranged from 2.26 to 2.67. Majority of the teachers (76.7%) disagreed with the statement that performance appraisers in their schools involve them in all aspects of appraisal process. The study also revealed that a relatively high number of teachers (66.6%) disagreed to the statement that my performance appraiser seems to possess skills required for an effective appraisal. From the table also, 65.6% of the teachers further disagreed that their performance appraisers had adequate knowledge on conducting performance appraisal. Further analysis revealed that 64.5% of the teachers were also negative that performance appraisers in schools were trained to conduct appraisals. This finding was in line with results by Asiego and Gathii, (2014) who found out that most head teachers, who were used as the performance appraisers had no training on performance appraisal. Based on the findings in table.14, it emerged that majority of the teachers disagreed with

the statements in the table meaning that most of them were of the view that performance appraisers in their schools were not effective in conducting teachers performance evaluation process. The results revealed once more as in many previous studies in Ethiopia. It was suffering from the in practice of performance appraisers, since they were not trained.

Table.13: Teachers’ ratings of practice of the performance appraisers

Performance appraisers	NE		SE		E		Mean	Std
	f	%	f	%	f	%		
Peer teachers	21	23.	28	31.1	41	45.6	2.22	0.804
The principal	25	27.	24	26.7	41	45.6	2.18	0.842
The deputy principal	32	35.	13	14.4	45	50.0	2.14	0.919
The head of department	34	37.	15	16.7	41	45.6	2.08	0.915
Students	33	36.	21	23.3	36	40.0	2.03	0.880
Parents	58	64.	19	21.1	13	14.4	1.50	0.738
Grand Mean							2.05	

Key: E-Effective, SE-Somewhat Effective, NE-Not Effective

The findings presented in Table.13 illustrates that the mean scores obtained by teachers on practice of school performance appraisers ranged from 1.50 to 2.18. The highest scored performance appraisers in practice (somehow effective and effective) were the peer teachers” appraisers (76.7%) followed by the principals with at least 72.3% of teachers selecting them and then deputy principals (64.4%). The least scored appraisers were the parents (35.5%). Based on the above, a significant proportion of teachers viewed a variety of appraisers effective in their performance of duty in their respective schools. However, a notable number of them viewed appraisers in the same schools as somehow effective, hence not sure of their performance or ineffective in their work. This therefore calls for an improvement among performance appraisers.

4.5 Usefulness of Performance Appraisal Feedback for Teachers

The fourth objective of the study sought to establish the usefulness of performance appraisal feedback for teachers in secondary schools of Gedeo zone. To address this objective, all the study respondents were asked to rate the practice of performance feedback provided by the appraisers to the teachers on a 5-point likert scale. The scale ranged from 1 to 5 with 1 denoting strongly agree, 2 representing agree, 3 undecided, 4 disagree and 5 strongly disagree. The midpoint of the scale was a score of 3. Therefore, any score above 3 denoted that majority of the respondents agreed with the statements. The results of this analysis are presented in Table.14 and subsequently discussed.

Table.14: Respondents' opinion on the practice of teachers' appraisal feedback

No	Practice of performance		SA	A	UD	D	SD	Mean	Std
1	I find the forms of teachers performance appraisal feedback used in our school effective	f	8	25	12	36	9	2.86	1.195
		%	8.9	27.8	13.3	40.0	10.0		
2	Teachers are involved in discussing their performance appraisal feedback in our school.	f	9	16	13	39	13	2.66	1.219
		%	10.0	17.8	14.4	43.3	14.4		
3	Performance appraisal feedback when provided helps the teachers to identify their professional strength and weakness.	f	16	43	13	12	6	3.57	1.132
		%	17.8	47.8	14.4	13.3	6.7		
4	Teachers are involved in endorsing their performance appraisal reports in our school before being sent to the Educational office.	f	5	15	13	33	24	2.38	1.205
		%	5.6	16.7	14.4	36.7	26.7		
5	The frequency of providing teachers with their performance appraisal feedback is adequate.	f	11	11	28	27	13	2.37	1.033
		%	12.2	12.2	31.1	30.0	14.4		
6	Sending of the teachers'' performance appraisal report to the Educational office from our school is done.	f	12	6	13	16	43	2.13	0.807
		%	13.3	6.7	14.4	17.8	47.8		
7	The teachers Educational office provides the feedback about teachers'' performance appraisal report	f	0	2	6	23	59	1.46	.721
		%	0.0	2.2	6.7	25.6	65.6		
8	The performance appraisal feedback is used to make decisions on rewards or sanctions against the teachers.	f	2	11	12	48	17	2.26	978
		%	2.2	12.2	13.3	53.3	18.9		
9	Performance appraisal feedback is used to review the teacher performance objectives.	f	4	22	10	38	16	2.56	1.172
		%	4.4	24.4	11.1	42.2	17.8		
10	Performance appraisal feedback is used to inform measures needed to improve the performance of teachers in our school.	f	12	11	15	44	8	2.72	1.200
		%	13.3	12.2	16.7	48.9	8.9		
11	To a large extent the provision and use of teachers'' performance appraisal feedback is effective in our school.	f	2	2	6	23	59	1.46	.721
		%	2.2	2.2	6.7	25.6	65.6		
	Grand Mean							2.40	

As shown in Table.16, the mean scores obtained the principals on the scale measuring practice of performance appraisal in provision and use of feedback teachers ranged from 1.46 to 3.57.

Majority of the respondents (65.6% of the teachers) agreed with the statement that performance appraisal feedback when provided helped the teachers to identify their professional strength and weakness.

Namara (2000) argues that identification of the strengths and weaknesses of employees in order to place them in the right jobs is among the objectives of conducting performance appraisal. Robert (2003) also found that performance feedback gives an opportunity to an appraisee (teacher) to point the challenges related to his or her level of achievement and raise the support that is needed in order to meet expected results. This means performance appraisal feedback was important to the teachers if provided by the schools.

From the table the findings further revealed that only 36.7% of the teachers approved that forms of teachers performance appraisal feedback used in their schools were effective. The teachers therefore, had a reservation on it. On whether the frequency of providing teachers with performance feedback was adequate, 65.6% agreed. For the teachers, 24% endorsed the adequacy of performance appraisal with 44.4% indicating a clear disagreement with the statement.

According to the reviewed Muriithi (2013) , teachers should have two formative and one summative appraisal feedback in a year as opposed to once in a year there before. Results from this table therefore may mean Gedeo zone secondary schools have not fully implemented the appraisal program as scholars recommended (formative and one summative appraisal feedback in a year). Muriithi (2013) has observed that performance appraisal feedback should be a regular scheduled administrative activity so that the employee can correct their working challenges as soon as they are identified. On practice of the schools involving teachers in endorsing their performance appraisal report before being sent to Educational office.

From this table again, 65.6% of the teachers disagreed with the statement that TPA reports was being sent to the Educational office. Further results from this table revealed that 91.2% of the teachers disagreed with the statement that Educational office provides feedback about the teachers' performance appraisal report. These findings mean that there was a problem in communicating the performance feedback among the appraisers and appraisee, it also means that teachers did not benefit from performance appraisal conducted Gedeo zone secondary schools. The result of this study was consistent with an earlier research by Wanzare (2002) and a recent

one by Muli (2011) among many others. In addition 72.2% of the teachers, disagreed with the statement that TPA feedback was being used to make decisions on reward or sanctions against teachers.

OECD (2009) which indicates that teacher evaluation results might be used to award rewards to teachers, and dictate Sanctions for ineffective teachers. A further result from the table however indicated that 70% of the teachers thought TPA feedback was being used to review teachers' performance objectives in Gedeo zone secondary schools. Similarly from the table, 57.8% of the teachers disagreed on the idea that Performance appraisal feedback is used to inform measures needed to improve the performance of teachers in our school..

From the result presented above, it is clear that the teachers were to a large extent negative about provision and use of performance appraisal feedback in their schools in comparison with their deputy principals and the teachers. This is confirmed by the respondents' results on the statement; to a large extent the provision and use of teachers' performance appraisal feedback is effective in our schools.

According to OECD(2012),teachers' performance appraisal feedback should be taken seriously because it motivates the work behavior of a teacher within the school. It helps to bring out their abilities, deficiencies and inform changes necessary for improved performance. Billkopt (2009) says that the workers are happy if provided with information on how they can do better at work especially if objectively communicated. To the teachers, this means performance feedback should be available to reduce their working deficiencies and reinforce their strengths.

The overall grand mean 2.40 shows that teachers opinion on the practice of teachers' appraisal feedback was low. This implies performance appraisal in terms of reflecting feedback was poorly practiced.

The interview reflect the benefit of feedback states that ...

“relevant feedback from the appraisal records may be taken into account by head teachers and Chief Education Officers in advising those responsible for taking decisions on promotions, dismissal or discipline of school teachers .”

Sharing this perspective is the other principal of school interviewed who declares that ...

“one has to look at the appraisal and understand (ask)what the strengths and weaknesses of the teacher are when considering the feedback and recommendations. “

The group discussant believes that . . .

“ if feedback of the appraisal used , the appraisal process can be useful, especially if the process is done regularly and used regularly. Appraisal and TSM 5 are related as one complements the other. “

The group discussant believes that the relationship depends entirely on the type of administration found in the school, he/she asserts that they should be a link:

They added further

“The feedback of the appraiser helps to show your limitation If you are to progress it should be based on what people have made about you when they assessed you - whether you have limitations, strengths, etc.”

From this it is possible to understand that the school administrators didn't create a learning environment in the school compound that helps teachers to learn from their shortcomings. Related to this Muli (2011) stated that the importance of performance appraisal is to use the evaluation as feedback to improve performance, reduce turnover , increase motivation, existence of feelings of equity among teachers, to create linkage between performance and rewards for those who have good performance.

From the interview the researcher found out that in both schools, teacher" performance appraisal is carried out and that the criteria are biased and showed ambiguity. And the practice varies from school to school. This indicates that there are no standardized criteria to appraise teachers. The appraisers also differ from school to school.

The focus group discussion indicated that the practice of teachers" performance appraisal is applicable in the studied schools but as the same as the interview it indicated that there it is problematic in its application. The discussion revealed that even the appraisers have lack of knowledge and teachers also.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

In this chapter, summary of the study, conclusion and recommendations based on the study findings are presented.

5.1 Summary of the Study

The main purpose of the study was to explore the teachers' practice regarding the performance appraisal system in Gedeo zone secondary schools. The specific objectives of the study were to; (i) establish teachers' perceptions about the teachers' performance appraisal system in meeting its purpose Gedeo zone secondary schools; (ii) determine the practice of the teachers' performance appraisal methods used in Gedeo zone secondary schools; (iii) assess the performance of teachers appraisers in secondary school in Gedeo zone; and finally (iv) establish the usefulness of performance appraisal feedback for teachers in studied secondary schools. The study was based on a four phase performance appraisal model published by Grote (2003). Grote holds that performance appraisal serves too many crucial functions in an organization and instead of abolishing it due to certain weakness; the appropriate response is to create a system that work and produce the desired results. The study used descriptive survey design targeting 90 teachers. Availability sampling method was used to select principals and group discussion participants while simple random sampling method was used to select 90 teachers hence giving a total of 100 respondents including Interview and group discussion participants. Questionnaires were used as the tools for data collection for teachers. They generated quantitative and qualitative data. This chapter gives a conclusion of the findings.

5.1.1 Teachers Perceptions about the Practice of Performance Appraisal System in Meeting its Purpose

From the analysis and interpretation, based on table 4.3 and 4.4 a majority of the respondents the teachers seemed to agree that the TPA system in Gedeo zone secondary schools was focused more in achieving accountability purpose (management needs) than professional development purpose. 68.9% of the teachers confirmed so. Even though majority of the teachers 73.4 seemed to conclude that TPA did not focus on teachers professional development meaning this important aspect of performance appraisal purpose was not being achieved.

The other findings revealed that majority of the teachers (over 50.0%) disagreed with the statements that; TPA combined professional development and accountability of teachers' performance in its purpose (90% of the teachers); TPA in our school is clear in its purpose (75.5% of teachers); TPA is linked to their job description (65.5% of the teachers); The above data implies teachers held negative perceptions about the current TPA system. The conclusion

was therefore that teachers in Gedeo zone secondary schools did not find the system of performance appraisal effective in meeting its purpose especially its purpose especially since the main focus was aiding the school management (accountability purpose) and assumed the professional needs of the teachers (professional development purpose).

5.1.2 Teachers' Performance Appraisal Methods

The study established that majority of the respondents (60.0% of the teachers) reported that school administrator observation method was one of the major methods of performance appraisal that was used to evaluate teachers' performance. The method was not used to evaluate teacher in most schools was self evaluation. This was reported by only 24.4% of the teachers. Other methods were not supported by the teachers were student survey and the combination of various methods. Majority of the respondent 71.1% teachers agreed that teachers were not consulted in the selection of appraisal methods. This could be a major system weakness and the study call for involvement of teachers in the entire process of appraisal where majority 96.7% of the teachers supported this view. In terms of the TPA method, the study established that majority of the respondents preferred combination of various methods during performance appraisal process. 71.1% of the teachers agreed on this. Based on this result it was therefore concluded that the most commonly used methods of performance appraisal in schools under study were school administrator observation. However, the most effective and preferred method of performance appraisal was combination of various methods.

5.1.3 Performance of Teachers Appraisers

The study found out that majority of the teachers (78.9%) reported that principals are responsible of conducting performance appraisal process in their schools. Other persons responsible were deputy principals, and heads of departments as mentioned by at least 30% of the teachers. From the findings, it was apparent that majority of the principals and deputy principals did not have requisite skills required to conduct teachers' performance appraisal process. These findings indicate that principals and deputy principals in public secondary schools in Gedeo zone secondary schools were not effective in conducting performance appraisal process. This therefore, calls for an in-service training on performance appraisal process among the principals from all Gedeo zone secondary schools.

5.1.4 Provision and Usefulness of Performance Appraisal Feedback for Teachers

The study established that all the categories of respondents WEO coordinators, principals and teachers were in agreement that when performance appraisal feedback is provided, it helps the teachers to identify their professional strength and weakness. 65.6% of the teachers stood by this view. Effective appraisal process was therefore critical in schools for teachers to realize this benefit. Further result showed that 91.2% of the teachers that Educational office was not providing the required feedback on performance appraisal report sent from the schools. Either from the study it was confirmed by 60% of the teachers that performance feedback was not used to inform rewards or even sanctions due a teacher. As a result it was concluded that teachers did not benefit from the current performance appraisal process. Further revelations were that 64% of the teachers further disagreed that they were involved in endorsing their performance appraisal report in the schools before they were sent to the employer and even critical only 28.8% of the teachers were in agreement that performance appraisal feedback is used to inform measures needed to improve the performance of teachers in schools. All this derives the conclusion that performance appraisal feedback was not provided in Gedeo zone secondary schools, more so there was a problem in communication of feedback among appraisers and appraisee as well from Educational office, the employer. Teachers therefore missed the possible professional benefits attained in an effective appraisal exercise.

Notably, teachers were not involved in selecting the preferred method of appraisal and probably this contributed to their negative perceptions about performance appraisal practice. On performance appraisers, the study concluded that most of the teachers viewed appraisers in their schools as somehow effective in their work performance or ineffective. The major factor which made them to be ineffective was lack of requisite skills required to conduct teachers' performance appraisal process. Another conclusion was that although performance appraisal took place in secondary schools, the problem of providing and communicating the performance feedback to the appraisee (teachers) from appraisers and as well from Educational office, the employer was prevalent. As a result, to a large extent performance appraisal was therefore of no benefit to the teachers.

5.2 Conclusions

Based on the findings as summarized above, the study concludes that:-

Teachers in Gedeo zone secondary schools did not perceive the current performance appraisal system as effective in meeting its purpose, since the main focus was aiding the school

management (accountability purpose) and assumed professional needs of the teachers (professional development purpose).

Teachers perceive TPA and its purpose negatively . This negative perception was an obstacle for teachers to do their tasks to the expected standard. This highly affects the contribution of teachers for quality education. The dissatisfaction of teachers by TPA outcomes hinders them not to take the full advantage of TPA practice. Since TPA has relationship with salary increment, promotion, incentives and development of teachers it needs due attention to decrease the dissatisfaction level of teachers. TPA is intended to develop quality of education by developing teachers’ instructional skills through continuous follow up and valuable feedback. To the reverse TPA became the cause of dissatisfaction and complain because it was not manipulated accordingly.

It was further concluded that an appraisal process achieving both of these aspects could reflect a more effective system. From this study it was either concluded that the most commonly used methods of performance appraisal in schools under study were school administrator observation and self evaluation. However, the most effective and preferred method of performance appraisal was combination of various methods. Notably, teachers were not involved in selecting the preferred method of appraisal and probably this contributed to their negative perceptions about performance appraisal practice.

A number of factors may account for the mismatch between the intended purposes of TPA and the purposes it is practically serving. One of the reasons behind could be the processes under which it takes place. Lack of preparations to undertake the TPA, absence of pre and post appraisal conference and ultimately absence of feedback to teachers were problems identified in the process of TPA. Due to all these problems, TPA practice is negatively affecting the contribution of teachers for quality of education. It is totally contradictory to the intended purpose of TPA. TPA is main purpose rather should be positively contribute or the development of quality of education by developing teachers’ instructional skills through giving valuable feedback and follow up.

On performance appraisers, the study concluded that most of the teachers viewed appraisers in their schools as somehow effective in their work performance or ineffective. The major factor which made them to be ineffective was lack of requisite skills required to conduct teachers’ performance appraisal process. Another conclusion was that although performance appraisal took place in secondary schools, the problem of providing and communicating the performance feedback to the appraisee (teachers) from appraisers and as well from Educational office, the employer was

prevalent. As a result, to a large extent performance appraisal was therefore of no benefit to the teachers.

Principals who involved in the appraising of TPA were incompetent. The reason why they were incompetent as discussed were; firstly, the assigned persons as principals of the school were not fulfill the requirements set by the MoE school standards. they did not expose to any training related to the mechanics of TPA.

Performance appraisal required willingness and commitment to focus on improving performance at level of the individual teacher. Like a compass, ongoing performance appraisal system provided instantaneous ,real time information that describes the difference between the current and the desired Performance of teachers. To practice sound performance appraisal ,principals of the school provided timely feedback about teachers performance ,while constantly was focused everyone's attention on the ultimate objective (i.e. quality education).

The study also proved that the TPA criteria currently used to appraise teachers performance are found to be inadequate and inappropriate to appraise the performance of secondary school teachers in administrative town schools. Only officials of education are the determinant bodies to set performance criteria. So it is better to reach at consensus on the participation of teachers and principals in designing, reviewing, and improving of TPA criteria.

5.3 Recommendations

From the study findings and subsequent conclusion, the following recommendations were made:-

- i. The current study recommends that educational office needs to develop and conduct continuous induction courses on performance appraisal for principals, deputy principals, heads of departments

and teachers in order to demystify purpose of teachers performance appraisal in schools. Enhanced awareness can change the altitude that, teachers appraisals are aimed at aiding only the school management.

ii. To change the negative perceptions from the teachers, the study recommends use of a combination of methods in collection of performance appraisal data such as peer observation, self evaluation, 360 degree assessment, verbal discussions and external assessment. The teachers should however be involved in selecting of the preferred appraisal methods.

iii. The current study suggests that there is need to organize in-service training for the school administrators to equip them with requisite skills, knowledge and attitude relevant to performance appraisal process as a way of improving the current teachers' perceptions about appraisals.

iv. The study either recommends for an improvement in provision and communication of the feedback between the educational office, school and teachers. Teachers' involvement in discussing the generated appraisal reports, are also recommended so that performance appraisal can be of benefit to them professionally and improve the students' and the school performance in general.

it is suggested that firstly, assigning qualified principals and vice-principals who have background knowledge of instructional leadership and those who qualified the MoE school standards. Secondly, upgrading the administrative capacity of the already assignee principals through in-service training, and sponsoring them in attending regular university education. Moreover, the Zone and woreda education bureau with the collaboration of universities ought to prepare special training programs, for principals ,supervisors and teachers.

The administrative zone education office has to take this into account. As a result every one becomes more accountable and the system becomes more responsive to the need of all constituents.

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Appendix

DILLA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by School Teachers

Dear respondents,

The main purpose of this questionnaire is to examine the practices of teachers performance appraisal the case of Gedeo Zone secondary schools..Through this questionnaire, I would like to get your view regarding the leadership practices and problems of your Instructional leadership at your school. Since the information you provide will serve as a basis to identify the practices of teachers performance appraisal, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study. I would like to make sure that all the information you provide will remain confidential and were used for research purpose only. So please be confident and frank to give your responses to the best of your knowledge.

There is no need to write your name.

Thank you in advance for your cooperation.

Part I: - Respondent personal Background

Instruction:-

- Please, make a tick mark (✓) in the boxes provided.

Please, give only one answer to each item unless you are requested to do otherwise.

1. School Name _____

2. Sex: A. Female ☐ B. Male ☐

3. Work experience: 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐
21-25 ears ☐ 26-30 years ☐ 31 and above years ☐

4. Level of education: A. Certificate ☐ B. Diploma ☐ C. B.A/B. Sc ☐
D. M.A/M.Sc. ☐

Part II: Teachers perceptions on the practice of teachers' performance appraisal system in meeting its purpose

Based on your opinion rate the degree of practice of the teacher performance appraisal system in your school in relation to the achievement of the nationally desired objectives listed below. Use the scale;

E- Effective; SE – Somehow Effective; NE – Not Effective.

Objectives	E	SE	NE
(a) Providing you with performance feedback.			
(b) Identifying your training needs.			
(c) Clarifying your roles and responsibilities as teachers.			
(d) Providing communication between you as a teacher and the school administration.			
(e) Determining your rewards or sanctions based on performance.			

Indicate the extent to which you agree with the following statement regarding the purpose of teacher performance appraisal system in your school. Use the scale

SA – Strongly disagree; A- Agree; UD – Undecided; D-Disagree; SD – Strongly disagree

	Statement	SA	A	UD	D	SD
1	The purpose of TPA in our school is linked to my job description.					
2	The TPA system is effective in providing information which may assist to improve my work performance.					
3	The TPA system is focused on my professional development as a teacher.					
4	The TPA system aims more at aiding the school management to make decisions on a teacher, other than his or her professional development.					
5	TPA is effective if it combines professional development and accountability of a teacher's performance in its purpose.					
6	The TPA system in our school is clear in its purpose.					

Part III. Practice of the teacher performance appraisal methods

7. Among the following methods, which one does your school use most to appraise your performance.

School administrator observation ☐ Peer observation ☐

Self-evaluation ☐ Students survey ☐

A combination of the above ☐

Parents report ☐

All the above ☐

Others (specify)(i) _____

8. Are the methods of teacher appraisal agreed on between a teacher and his or her performance appraisers in your school?

Yes ☐

No ☐

9. Select your response describing your opinion based on the performance methods used in your school.

E- Effective; SE – Somehow Effective; NE – Not Effective.

Statement	E	SE	NE
School administrator observation			
Peer observation			
Self-evaluation			
Student achievement reports			
Student observation			
Parent observation			

10.(a) In your opinion would teacher appraisal be more effective if conducted using one method or a combination of methods?

When one method is used ☐

When a combination of methods reused ☐

(b) Give one reason for your selection in 10 (a) above _____

.....

Part IV: performance of teacher's appraisers

11. Who conduct teachers' appraisal in your school? You can select (✓) more than one.

The principal [] The Deputy Principal []

The Head of department [] Peerteachers [] Self []

Others specify (i) _____

(ii) _____

12. In your opinion select the degree of practice of the following teacher performance appraisers in your school. Use the scale given: E – effective, SE – somehow effective.

Performance appraisers	E	SE	NE
The principal			
The deputy principal			
The head of department			
Peer teachers			
Parents			
Students			

13. In the statement given select a response that best describes your opinion in the aspects relating to the practice of performance appraisers in your school. Use the scale:

SA: Strongly Agree, A – Agree; UD – Undecided; D – Disagree, SD – Strongly disagree..

N	Performance appraisers	SA	A	SA	D	SD
1	My school performance appraisers have adequate knowledge on teacher performance.					
2	My performance appraiser seems to possess skills required for effective appraisal					
3	My performance appraiser is trained based on the way he/she conduct performance appraisal.					
4	My performance appraiser is easy to relate with during the process of appraisal					
5	My appraiser involves me in all aspects of performance appraisal process.					

14.By being appraised by several sources; peers, students, parents and school administrators would enhance the practice of teachers' performance appraisal.

Strongly agree	☐	Agree	☐
Disagree	☐	Strongly disagree	☐

15.What would you prefer be done to improve any in practice of your school performance appraisers?

1.(a) Performance appraisal conducted by a combination of performance appraiser is more effective than the one conducted by one appraiser.

Strongly agree	☐	Agree	☐
Undecided	☐	strongly disagree	☐

(b) Give a reason for your selection in (a) above

Part (V) Practice of teachers' performance appraisal feedback

1.What kind of feedback do you get after performance appraisal in your school?

Verbal/oral	☐
Written	☐
Reward/reprimand	☐
None	☐

2.How many times do you receive your performance appraisal feedback in your school?

Once a term	☐
Twice a year	☐
Thrice a year	☐
Once a year	☐
Never	☐

16. In the statements below, select a response that best reflects your opinion regarding the practices of the performance appraisal feedback provided to you in your school.

Use the scale: SA: Strongly Agree, A – Agree; UD – Undecided; D – Disagree, SD – Strongly disagree

No	Performance appraisal feedback	SA	A	UD	D	SD
1	The form of performance appraisal feedback provided in my school is effective.					
2	I am involved in discussing my performance appraisal feedback					
3	The frequency of performance appraisal feedback in my school is adequate.					
4	I am involved in endorsing my performance appraisal report in the school before it is sent to Educational office.					
5	Sending of my performance appraisal report to the Teachers Service Commission Educational office by the principal is done.					
6	(Performance appraisal feedback helps me to identify my professional strength and weakness.					
7	Provision of my performance appraisal feedback from Educational office is effective.					
8	Performance appraisal feedback is used to review my performance objectives.					
9	Performance appraisal feedback is used to decide on rewards or sanctions for a teacher.					
10	Performance appraisal feedback is used to inform intervention needed to improve my performance in the school.					

17. What measure would you suggest to improve the practice of the teachers' performance appraisal system in secondary schools?

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Thank You

Mamo Jebo

Interview Questions

1. In your opinion, what are the aims of the current teacher appraisal system as practiced in Gedeo zone secondary schools?
2. Do you think that the performance evaluation system of secondary school is serving its purpose?
3. Can you please describe the performance appraisal practices of secondary schools?
4. Is there any improvement in the teaching learning as result of teacher performance appraisal?
5. How effective is the current teacher appraisal system as practiced in your school?
6. What do you think were the effects of the appraisal process in your professional life?
7. How can the current appraisal system be improved?
8. What measures should be taken to improve the current scheme of performance appraisal of teachers?

Thank You

Mamo Jebo