TEACHERS' PERFORMANCE APPRAISAL SYSTEM IN GENERAL SECONDARY SCHOOLS OF JIMMA ZONE OROMIA NATIONAL REGIONAL STATE

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This is to certify that thesis prepared by *Fekadu Megerssa Gemmeda* entitled: *"Teachers' Performance Appraisal System in General secondary schools of Jimma zone, Oromia National Regional State"* and submitted in partial fulfillment of the requirements for the degree of Masters of Art in Educational Leadership compiles with the regulation of the University and meets the accepted standards with respect to originality and quality.

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ABBREVIATIONS

CPD - Continuous Professional Development

FCSC - Federal Civil Service Commission

MBO- Management By Objective

MOE –Ministry Of Education

PA-Performance Appraisal

ROTPA- Result Oriented Teachers' Performance Appraisal.

TPA- Teachers Performance Appraisal

ROTPA- Result Oriented Teachers' Performance Appraisal.

WEO –Woreda Education Office

MS - Mean Score

WMS-Weighted Mean Score

Abstract

This study was conducted to examine Teachers Performance Appraisal system in General Secondary schools of Jimma Zone, Oromia National Regional State. In order to meet the objective of the study, descriptive survey was employed as method of research. Simple random and purposive sampling techniques were employed to select woredas, supervisors, schools, principals and teachers. Six supervisors, fourteen principals and 112 teachers drawn from sample Woredas and schools were subjects of this study. Questionnaire, interview and document analysis were data gathering tools employed for data collection, while, statistical tools percentage, chi-square, weighted mean and mean score were used to analyze data. The findings of the study showed that, the current system of TPA mainly serve summative (administrative) purposes, while developmental purpose given less attention. The appraisal criteria have been found to lack objectivity to appraise teachers work and lack reliability to decide on teachers' behavior. In addition the formulation of teachers performance appraisal criteria were the sole responsibility of principals in which teachers were not fully involved in developing TPA criteria. Furthermore, principals who run TPA in General Secondary Schools were not skillful to appraise teachers' performance effectively. Lack of principals' skill and experience, low participation of teachers in developing appraisal criteria, lack of adequate training given to principals and teachers, lack of better rewarding system and lack of timely feedback to teachers were found to be the major factors that affect the implementation of TPA. Hence, the TPA system were seems ineffective to achieve its purpose due to these hindering factors. To lesson these problems it is therefore suggested that involving teachers in developing criteria, providing adequate and ongoing training to principals and teachers, improving the rewarding system of good performance and giving timely feedback to teachers based on their performance were solutions forwarded. Based on the research finding and conclusion, recommendation forwarded include developing principals appraising capacity through continuous training, recruit and assign qualified person for principal, facilitate the participation of teachers in developing TPA criteria ,improve two-way communication information , arrange grievance procedures and consider peer and self Appraisal to minimize appraisal bias and taking right decision.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the problem and its approach. It contains background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

1.1. Background of the Study

Formal organization is established with definite goal and objectives to accomplish. Any organization ultimately produces certain output in the form of goods or services intended to benefit a given target population. Once an organization is made to exist, there is the need for competent management or administration to guide and coordinate the effort of work group so as to keep the system going. Among the various work groups or resources organization employees, it is human resource that supplies the talent, skill creativity, and leadership to effectively and efficiently utilize other resources for the successful realization of desired organizational objectives (Sizilagyi; 1981:123)

Educational systems like any other formal organization are hierarchically structured with desired formal relationship between the central administration and basic units. Along the overall system of educational ladders there are some systems each independent and yet unite together to fit one complex system. The general secondary schools, for instance, form basic units and system by itself. For the achievement of such system goals, the school administration plays pivotal role in handling of resource, particularly human resources (Danielson, 2000:139).

Education is base for social and economic development of any society by preparing well informed responsible and productive citizens who can adapt themselves to every changing environment (MOE 1996).In educational system the goal of teaching and learning process is to change and shape the behavior of students. Basically the achievement of this goal depends mainly on the performance of teachers and they have to be continuously motivated and up graded so as to improve the quality of teaching.

Schools are important institutions that support and promote the rapid socio- economic development of society by producing the necessary human power. Schools are established to facilitate teaching learning process and as any organizations have their own educational objectives to be attained. The level of achievement of educational goals was highly influenced by performance of teachers, principals, students and society in general. In this connection Hunlock and Settle (1990:124) stated "...how well the program is meeting its purpose , and to the judgment of whether the outcomes are good or bad....appraisal is the process by which we describe how well we are doing".

Performance appraisal is a major issue practiced in human resource management almost in all organizations irrespective of their objectives, because they are interested in assessing how well their employees had been performing. As to Dessler (1997) Cited in Teshome (2009:8) performance appraisal service as means for comparing the subordinate actual performance with already set standard. Appraisal of teachers' performance has primarily been related to evaluating teaching personnel.

The success and the failure of any organization was realized when performance appraisal is properly done. Performance appraisal is one of the strategies to test whether an organization achieves its goal or not. Organizations have employed performance appraisal for managerial decision: that is for employee's promotion, transfer and termination. It also helps to identify employees' development need and giving proper training in order to improve the employees' performance in an organization (Yilma, 2007: 9)

Performance appraisal is of the important task of any manager of formal organization. It is related with the goals that have been set by respective organization. Regarding the need for performance appraisal Zaudneh (1987:86) states that organizations, small or large, maintain their existence and survival by working with and through people... each employee is supposed to expand his labor to achieve the organizations goal. But people do not exert equal efforts. In order to discriminate those who exert less effort, the situation calls performance evaluation.

Therefore performance appraisal becomes the concern of people and organizations due to its relationship with goals, which are functional for individual, and the

organization. Since it is matter of judgment, appraisal presupposes continuous process, which focuses on the development or improvement of performance.

According to Olson, as cited by Yilma (2007: 4) states that , true appraisal include review and development in which boss and subordinate look at how things are going and plan future work based on their joint view. He also listed that evaluating an employee's performance as objectively as possible against specified job goals, providing the basis for improving job performance and provision of information about the performance and development needs of employees to enhance future personnel decisions about job assignments, promotion, transfer and termination to achieve greater use of employee skills and capability directly and in directly are the major objectives of performance appraisal.

Major factors associated with education quality relates to teachers quality. Supporting this idea (Barber and Mourshed, 2007; 40) stated that "The quality of education system cannot exceed the quality of teachers". Teachers effectiveness matters, the research demonstrates that teachers effectiveness contributes more to improve students' academic outcome that any other school characteristics that an effective principals are central to support teachers and leading school improvement (Murphy et al, 2006; Rivinet , waters et.al, 2003)

Now a day comprehensive attempts have been made to take educational reform within the aim of improving school performance, Human resource is the crucial and in dispensable input in the sector of education. In this way performance evaluation plays important role to make educational reform and school improvement more effective. Such performance appraisal service for making managerial decision more efficient by helping managers to identify training needs to fill the gap between that actually exist and the expected one Chandan 1999 cited in Teshome 2009:7).

A system of performance appraisal is set aiming at improving teacher's competence. Providing opportunity for teachers to develop their professional skills and setting for two ways communication about school system and individual staff members goals, objectives and other performance related concerns to ensure the students are provided high quality instruction are the main purpose of teachers performance appraisal explained (Webb and Norton;1999)

The central role in the organization of school is played by principals. Blasé (1990) asserts in Yilma (2007:5) that "Among all schools administrators, the principal is now seen as having the greatest impact on teachers performance and students learning, and as result is being held more accountable for educational outcome". Teachers' performance appraisal is one of the most sensitive human, professional and organizational aspect of school system (Popham, 1973:83).Performance appraisal might be the cause of promotion, demotion or dismissal of teachers'and also difficult task that school principals cope up with in their school task. In typical teachers' evaluation, it is mostly the principals and some assistant principals who do teachers evaluation.

Principals are instructional leaders for all programs in schools (Goor et.al .1997). The success of a school is determined largely by the role of principals who are responsible for activities of teachers' evaluation, students discipline and several others. The expected responsibility also includes monitoring and evaluating the quality of instruction to meet assessment requirement and promote mutually respectful environment for staff.

High quality teaching is essential to improve student's outcome and reducing gaps in student's achievement. The teachers' performance appraisal provides teachers with meaning full appraisal that encourage professional learning and growth. The process is designed to foster teachers development and identify opportunity for additional support where required to improve teaching which lead to quality education (Danielson, 2000).

Though, principals have delegated authority to implement teachers' performance appraisal against the professional standards, it is difficult task that school principals cope up with their school task (West-Burnham1994 cited in Yilma 2007:31). Hence, teachers' performance appraisal was expected to improve teachers and teaching, however, it requires skilled and competent professionals in implementing effective teachers' performance appraisal system for effective teaching. There are problems that can be attributed to teachers performance appraisal system in addition to personnel characteristics of professionals and school climate which influences the objective of the system..

Different researches were conducted on teachers' performance appraisal and identify some major problems of teachers' performance appraisal in general secondary schools of Ethiopia. For example Tigist (2010: 80-82) reported that appraisers bias, poor administration of TPA process, un relatedness of appraisal criteria to teachers role and lack of timely feedback for both poor and good performance were the major problems that affect teachers performance appraisal in general secondary schools .

Yilma(2007:108)conduct research on practices and problems of ROTPA currently practiced and identify problems that incompetence of principals to appraise teachers performance objectively ,inadequacy of training given to teachers and principals and excluding teachers traits were some suggested problems that were revealed when TPA has been practiced in schools..This research also indicates that the extent to which teachers involved to revise and develop appraisal criteria was low. This leads to un commitment and dissatisfaction of teachers with performance appraisal results.

Even though the above problems encountered TPA system were identified by different researchers still there are gaps that left to be filled by conducting research .Some of them were ambiguity on appraisal purpose and criteria, examining principals' competence in appraising teachers' performance objectively and the like were still gaps that need further investigation. Hence, taken as innovative principal activity, and given its considerable importance to teachers development, improve students achievement and school success, examining teachers' performance appraisal system general secondary schools of Jimma Zone,Ormia National Regional State becomes area of interest for researcher.

Jimma Zone is one of the zones in the Oromia Region of Ethiopia. The zone is found in the southern part of Oromia Region that has common boundaries with western Showa, East wollega, Ilubabor, South West Showa Zones of Oromia Region and South Peoples Nation and National Regional state. The administrative center of the zone is Jimma Town which is 336 Kilo Meters away from the center Addis Ababa. There were eighteen woredas and thirty two general secondary schools were found in the zone. Coffee, maize and barely are the most widely cultivated crops in the zone. Coffee and Chat are the major cash crops in the zone.

1.2. Statement of the Problems

Schools as educational institution, have goals, guidelines, operating procedures and rules that influence the behavior of its teachers, students, principals and other members of the schools. Among others, performance appraisal of stuff becomes a function of guiding principle to measure and judge the level of teachers' effectiveness for effective teaching (Bennet, 1981: 87-90)

Evaluation is the process of comparing an individual's document job performance with previously established duties and acceptable performance standards. Consequently, it includes deferent means by which evidence is collected and interpreted for judging the efficacy of certain process. In this respect, teaches' evaluation is the process of estimating the value of teachers' work (Atsede 1991:8).

Performance appraisal is the process of identifying, evaluating and developing the work performance of employee in organization, so that organizational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, creating for work needs and offering career guidance. It includes formal system of periodic review and evaluation of employees' job performance to achieve organizational goal and objectives. Because of individual difference and variability of human beings on the one hand, and increasing heterogeneity and complexity within the educational field on the other hand evaluation must be called up on to help determine the appropriateness of one for the other (Clifford,1956 :87).

In the school situation, teachers' performance is highly concerned about the professional improvement of teachers and hence students learning .Because of this, the main purpose of teachers' performance evaluation is to assist the individual teachers to make the best of him and contribute to the attainment of the educational objectives. In this regard, teachers' appraisal is the periodic review and evaluation of teachers in teaching learning process to realize the attainment of educational goal and objectives (Temesgen, 2007:8).This can be facilitated or affected by giving attention to individual teacher's total life in the school and in community.

The implementation of teachers' performance appraisal becomes complex because of the fact that it deals with diverse human variables. These are mental ability, age,

teaching experience, sex, qualification, and vary greatly in the contribution to students' achievement etc, that differ from teachers to teachers. In this sense appraisal of teachers is very essential to determine how the instructional process is going on and take measure to improve the weakness observed (Atsede,1991:4) Currently, result oriented system of appraising the performance of teachers operating at all level of our education system ,general secondary Schools being one of the level of the educational system in which high school teachers are being appraised primarily by school principals were department heads, unit leaders and vice principals are cited as information providers.

The central purpose of teachers' performance appraisal is to improve teachers which lead to improve teaching and learning. Evaluation as essential element in helping one make valuable decisions for the individual as well as for the administration becomes necessity at all level of educational process. Particularly proper teachers' performance appraisal for teachers teaching efficiency become very useful to give feed back to teachers on the strong and weak points of works, service as indicator of the level of attainment of the objectives of instruction in the school as well as help concerned individuals or organizations to give reliable decision pertaining to the teachers' instructional process (Newman, 1980:103).

There are also different purposes for appraising teachers' performance. Key reason is to identify weakness in instruction and developing a way to address them. For this reason, one goal of evaluating teaching effectiveness of teachers should be to collect information that will be useful in designing appropriate strategies to improve instruction (Peterson 2001: 187)

The above statement indicates that, although appraisal is very important in making decision due to the non-existence of fixed quality of effective teaching it may mislead the decision making procedures used .Hence, evidences for making decision need to be collected from deferent sources and by different means in order to assess the different aspects of effective teaching (Keno 2009:5)

All type of performance appraisal process has its own strength and weakness which need reviewing and improvement at different levels when practiced to meet the purpose of the appraisal system. MOE (1966) cited in Yilma (2007:48) states that principals and teachers may not able to prepare specific, measurable, achievable,

relevant and time based objective plane to implement appraisal system .The extent of teachers participation in developing appraisal criteria was low. Teachers were involved in giving comment on what was already developed by other body. The practice of teachers' performance appraisal in general secondary schools of Jimma zone was not free from the above mentioned problems which needs investigation.

Even though studies were conducted on the appraisal system, most of them did not give emphasis on the purpose of TPA, characteristics of appraisal criteria and competence of principals in implementing teachers performance appraisal system for the purpose of pursing effective teaching and learning in General Secondary Schools. Therefore, this study attempted to fill in this gap by addressing the following basic questions.

A) What are the major purposes of teachers' performance appraisal operating in General secondary schools of Jimma Zone?
B) To what extent are the appraisals criteria appropriate enough to measure teachers' performance
C) To what extent are principals' skillful to appraise teachers' performance?
D) What are the factors that affects teachers' performance appraisal in General Secondary Schools?

1.3 Objective of the study

The study was conducted to achieve the following objectives.

1.3.1. General objective

The General objective of the study was to examine Teachers' Performance Appraisal system in General Secondary Schools of Jimma Zone, Oromia Regional State.

1.3.2 Specific Objectives

The specific objectives of this study were to:

I) Examine the purpose of Teachers Performance Appraisal in General Secondary schools.

II) Investigate how Teachers' performance Appraisal criteria appropriate enough for principals to success fully discharge their responsibility.

III). Assess the extent to which principals are skillful to appraise the performance of teachers.

V).Identify the major factors that affect the implementation of teachers' performance appraisal system and challenges to the principals during teachers' performance appraisal and forward possible solution that alleviate these problem.

.1.4 Significance of the study

This study was conducted to examine Teachers' performance appraisal system in General secondary schools of Jimma Zone, Oromia Regional State. Thus, the researcher believes that, this study was considered significant to teachers to avoid ambiguity about the major purpose of teachers' performance appraisal and helps principals to identify the strength and weakness of teachers' performance appraisal criteria for successful implementation of TPA and is hopped to create common understanding in the school teachers and principals concerning the effective implementation of teachers' performance appraisal and related issues in general secondary schools.

The study also enables teachers and principals to identify and aware of the major factors that affect the implementation of teachers' performance appraisal system in General secondary schools so that Woreda Education Office can seek ways of improvement. In addition the study also has contribution to initiate and open ways for other researchers to carry out further study in wider scope and depth on related topics and area.

1.5 Delimitation of the study

Even though the existing system of teachers performance appraisal is working at all level of government schools all over the country, this study was delimited to examine Teachers' Performance Appraisal system in Government General Secondary Schools of Jimma Zone, Oromia National Regional States.

Studying teachers' performance appraisal covers different aspects, but the main concern of this study was to examine the purpose of TPA, the objectivity and reliability of criteria employed, the competence of principals to conduct teachers' performance appraisal and factors that affect teachers' performance appraisal in

General Secondary Schools of Jimma Zone. In dealing with this matter and making the study manageable six out of eighteen which constitute 33% of woredas of the Zone were selected using simple random sampling to give equal and independent chance for all population in the study area. The study area was selected on the assumption of getting dependable information concerning the issue since the researcher works their as teacher and vice principal in general secondary school for several years.

1.6 Limitation of the Study

The collection of the information has involved primary and secondary source. Even though the investigator explains the main purposes of the study to the respondents, two of teachers were carelessly responding to open ended questions, while one of the principal was limited to show documents related to TPA. However, using available and accessible source of information obtained from closed ended question's and interview conducted with supervisors, attempts were made to come up with dependable result of this work.

1.7 Operational Definition of terms.

For the purpose of this study the following terms and definitions were used.

Appraisal- Evaluating teachers' success and failure in teaching and learning process.

Performance- The act of teachers in performing, accomplishment, usually regard to effectiveness in teaching learning to achieve educational objective.

Performance appraisal- The process of evaluating how well employees do their job compared to the set of standards and the communication of that information to the employees (Mathis and Jackson, 1997)

Principals- A person or manager who is in charge of school activity and occupies the position of school leading and perceived as responsible body for carrying out teachers' performance appraisal in General secondary school .

Implementation:-An action that occurs after a policy is formulated and indicates a phase in which a policy is actually put in to practice (Craig, 1990:22)

General Secondary School:-In this study, the term refers to Ethiopian school system which has level of educational structure from grade (9-10)

1.8 Organization of the Study

The research contains five chapters, the first chapter deals with the introduction part; the second was review of related literature. The third chapter deal with research design and the fourth chapter deal with presentation, analysis and interpretation of the data. Finally chapter five presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter of the thesis deals with literature review on teacher performance appraisal system in a sense of implementing it in General secondary schools. The chapter mainly presents on the current teachers' performance appraisal system that had been adapted and implemented. Especially the chapter addresses major issues in performance appraisal system where some of which included in performance appraisal concept and definition, types, characteristics, purposes, major factors that affects the system and means of reducing in general view and in Ethiopia context as well.

2.1 Concept and Definition of Performance Appraisal

Performance Appraisal is an integral part of societal activity which exists where peoples live and work together for specific purpose. Formal System of performance appraisal in unorganized form was started in the American established during the time of World War I. The system has since then gradually spread to the technical, professional and managerial personnel system of other organizations (Gupta, 1998:53).Moreover the theory of appraisal system came with the advantage of MBO since 1960s in which employees are evaluated by how well they accomplish a specific set of objectives that have been determined to be critical in the successful completion of the job (Fidler and Cooper 1992:47).

Different Scholars have different views regarding what performance is. For example Bernatian (1995) cited in Keno (2009:27) define performance as "The outcome of work". As quoted by Armstrong (2001:465), the dictionary meaning of performance is, "Accomplishment, execution, carrying out, and working out of anything ordered or undertaken". In such away performance refers to not only outcomes accomplishment but also states that, performance is about doing the work as well as a being about the result achieved. So, the definition of performance is achieved if it is comprehensively defined as embarrassing both behavior and outcomes.

Burmbach in Armstrong (2001:469) states that, "Performance means behaviors and results". Behaviors emanates from the performance, transforms performance from

abstract to action; not just the instruments for results". Behaviors are also outcomes in their right the product of mental and physical efforts applied to tasks and could be judged apart from results.

As Hertle (1999) cited in Birehanu (2006:37) different definitions stated by many scholars lead to the conclusion that both behavior and results need to be considered when managing performance of teams and individuals. This is the so called mixed model of performance management, which covers competency levels and achievements as well as objective setting and review.

Once an organization grows, the human resource manager is expected to play a key role in the effort to make an organization effective and efficient in achieving it objectives by providing the organization with a productive work force, since people are the necessary components in any organization. To ensure the productive efforts of the individuals and to know well members performance assigned organization as activities as well as to members worth quality managers in any organizations constantly uses Performance Appraisal methods. This term is however applied in personnel management to a formal and systematic evaluation made in a prescribed and uniform manner at a certain time. Different scholars give different names to performance appraisal. This is well put by Melaku (2010:14), as:

> *Performance Appraisal is employees rating, employee evaluation and result appraisal. However performance appraisal is an integral part of management activity which is concerned with the identification of areas of strengths and weakness of workers in organization to provide feedback on the level of employee's competence in accomplishing assigned tasks.*

Many authors define the term performance appraisal in different ways. For example Werther and Davis (1982:233) define performance appraisal as "The process by which organizations evaluate employee's job performance". Prased and Bannerjee (1985:18) define performance Appraisal as systematic evaluation of an employee by some person who is familiar with the employee's performance. French (1990:382) also defines 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 employees". Finally, Rue and Byars (1990:201) define performance appraisal as the process involving communication to employees how well they have been performing the job, and also ideality involves establishing a plan for improvement.

This definition quite seems to be comprehensive in that it encompasses standards of performance provision of feedback and planning for future improvement on the basis of performance appraisal results.

2.2. Basic Purposes of Performance Appraisal

Determining the purpose of evaluation system and communicating these purposes to all school staff is critical to all aspects of the appraisal process. As Webb and Norton (2009:251) states, "The determination of the evaluation purpose influences the design of the evaluation instruments and their administration, as well as the interpretation of results". Appraisal system that lacks clearly articulated purposes are essentially meaningless and contribute little to the accomplishment of the school goal.

The appraisal of staff performance is expected to provide answer to many questions in managing human resource in all organizations, including school system. As stated by Walker (1992:274), "Performance evaluation is important to employees because it answer their basic question". People want feedback how they are doing for the organization. This feedback according to him provides the right things and the awareness of the impact of performance on desired results. It also provides a measure of the adequacy of performance and recognition of the importance and value of their performance.

The reasons of any appraisal are mostly related to the objective of organization intended to achieve. Mathis and Jackson (1997) states that, performance appraisal has two roles in any organization. The first role is in relation to development uses. Administrative role uses managers to measure performance of employees and making decision about such subjects as rewarding, transfer, promotion or layoffs, salary increase discharge. The second role of performance appraisal is, as primary sources of information and feedback for employees, which is a key for their future development.

Effective managers perceive performance appraisal as an opportunity to communication and share idea with employees what the organization wants them to do. Furthermore, Graham (1998:240) suggested that motivating the employee to do better in his/her present job ,indicating training needs and determining the future use of an employee are principal uses of performance appraisal for both managers and employee.

Performance Appraisal is of paramount significance to the organization, the manager and the employees apart from the above said purposes. Accordingly, Thomson (2000, 129-130) presents that, organization benefits from performance Appraisal by giving standard information about its employees, the staff needs, while the employees' benefit from performance Appraisal in that it is a good opportunity to evaluate performance of one self.

The performance of staff members is evaluated for many reasons. According to the National School Board Association (1987) Stated in (Webb and Norton 2009 :181) is that, the teachers' performance appraisal indicates training needs, recognize outstanding teachers' performance and provide an evened for two way communication about school system and individual staff members' goals, objectives and other performance related concerns. To document, in fair manner, the objective information the board and administrators need when making decision relative to assignments, transfer, granting of tenure, promotion or dissatisfying and provide evidence to the community that proper care it taken to hire, develop, and retain good teachers are same purpose of teachers 'performance evaluation.

Although in line with the teaching profession too, Fawcett (1986:145), Gold (2000:311), and Webb and Norton (1999:380-381) identify the overall purposes of performance appraisal in teaching to be improving teaching learning process, promoting research on teaching process, motivating the staff, enhancing professional career development, ensuring that students have been provided quality instruction, and reorganizing outstanding teachers performance. As to Duke (1995:65) too, performance appraisal is significant to teachers by providing information about the quality of instruction he/she provides.

2.3. Guiding Principles for Teachers' Evaluation

Performance evaluations are not arbitrarily carried out activities and each activity must have sound principles to govern. Hicks (1987) cited in Kibire (2005:15) explained that, principles are instruments to guide our efforts, provide sense of direction, and serve as delimitated boundaries to keep efforts and energies and relevant activities considered. Principles to performance appraisal can be drawn either in general or specific terms. The general principles for performance evaluation

as identified by Linda in Kibire (2005:16) are to have clearly defined purpose; multiple score of inputs; careful identification of areas and criteria to assessment; measurable standard; and flexible individualized evaluation plan.

Many scholars forward different principles regarding performance appraisal. Accordingly Andrews (1995:13) enumerates some worthwhile principles, which include ensuring consistency, fairness as must element, privacy of appraisal result, allowing teachers to express disagreement, recognition for excellence, and the like. Finally, according to Newman and Hinriches (1980:6) there are major principles governing performance appraisal, namely accuracy, employing systematic and measurable techniques, satisfying the needs of both the organization and employees.

Application of the above principles during appraisal results in effective appraisal with the following characteristics, which include the listed ones; According to Monday cited in Birehanu (2006:17) this include; job related criteria mutual agreed up on expectations, standardization, open communication(transparency),related to important teaching skills, being as objective as possible ,and must also be linked to professional development.

According to Melaku (2010), there are also some key guiding principles which have emerged from research and experience and provide relevant to any system of staff performance appraisal. These are Principles of effective communication, evaluator's training, Principle of staff participation and Principle of contextual factors. Understanding these key principles can be designed and operated in the interest of enhancing the development of the individual employee and that of the employer.

The Ethiopia FCSC (1997 E.C: 34-39) lists the principles of result oriented plan of performance appraisal. These are, what is to be measured is the outcome after certain process not the persons individual behavior, results are measured on the bases of achievements of outputs, outcome and impact to the organization, Plans should be transparent, measurable, achievable, tangible, and relevant which could be performed with in a specific be revised and improved. Principles are strategic plans derived from national and organizational vision and mission, fully implementing principles of transparency, commitment and accountability, acceptance of plan performance measurement system ensures the effectiveness of the system itself; and the likes are other principles of result oriented performance appraisal.

2.4 Types of Teachers Performance Appraisal

There are variations in frequency with which personnel in different organization are evaluated. In this regard Lewis (1982), Webb and Norton (1999) and Duke (1995) describe two approaches of evaluation. The first one is "formative" appraisal and the second one is "summative" appraisal

2.4.1. Formative Appraisal

Formative evaluation is an ongoing evaluation designed to provide continuous feedback to the person being evaluated for the purpose of self improvement and professional development. Formative aspects of the evaluation cycle occurred when judgments in the form of narratives were reported to teachers during the course of conference scheduled within a few days of classroom observation (Duke 1995:46).

According to Lewis (1982:135), formative evaluation is used to gather specific information about each teacher's strengths and weakness in order to improve individual performance. Formative appraisal can protect the organization from unnecessary wastage of resource by taking corrective action on the short comings or performance defaults. Formative appraisal is employee directed, individualized and geared to promote reflection and support professional growth.

Concerning formative evaluation (Howard, 2005 in Webb and Norton 2009:193) states that goal setting based on comprehensive self-assessment of practice and feedback from coaching summative, supporting resource to meet this goal and selecting a method of feedback (peer, quality colleague, portfolio, etc) that supports the goal for evaluating impact on students are the major components of formative evaluation are.

2.4.2 Summative Appraisal

According to Webb and Norton (2009:193), summative evaluation is "The evaluation that is conducted at the end of an activity or period of time and is designed to assess terminal behaviors or overall performance over a period of time". In similar way, Lewis (1982:9) also processed that, "summative evaluation is used to collect aboard sample of information about a teacher overall performance informed to make administrative decisions, such as salary increment, promotion or dismissal'.

As Howard 2001 cited in (Tesfaye 2010:34), summative evaluation is terminal activity somewhat frequent and focused only on the person being evaluated. In summative evaluation the individual subordinates being evaluated does not participate in judging his behavior face-to-face with the superior as the case of formative evaluation. It is conducted at the end of the activities set with in specified time interval. Its objectives is not to improve or take remedial action to the short coming seen during ongoing performances, rather it is more used managerial decision regarding such matters as contract renewal, tenure, performance pay, and assignment

Summative Evaluation system was intended to all organization decision such as promotion, tenure, and contract, renewal, and staff development programs to be made on the basis of observed conditions of practice (Duke 1995:46) classroom observation is the strategy most commonly used to conduct summative evaluation.

2.5 Key Features of Effective Teachers' Appraisal System

As described by Webb and Norton (2009:192), a comprehensive and effective evaluation system can be characterized as one that (1) is supported by school board policy; (2) clearly activates purposes; (3) ensures criteria and data are valuable; (4) uses multiple sources of data; (5) conforms to all data and local legal standards; and provides for ongoing appraisal and review

According to Monday et.al (1999:354-356), the following are considered characteristics of an effective appraisal system.

A) **Job Related criteria**: - The criteria used for appraising employee performance must be job-related. The job analysis, regarding the specific job must be clearly shown. The information that we must have about the job must be reflected in the job analysis or as Monday (1999:354) indicated that job information should e determined through job analysis.

B) **Performance expectations**: - For the appraisal period it is very important that might and employees agree on performance expectations in advance. It is considered in appropriate to assess employees using criteria that they know nothing about.

C) **Standardization**:-It is advisable that employees in the same job category under the same supervisor should be apprised using the same even instrument (Monday et.al, 1999:355). It is also important to appraise employees regularly and that the appraisal accurse at similar periods of time for all of them. After regular even have been made it is also essential that feedback sessions and appraisal interviews are regularly scheduled for all employees.

D) **Trained Appraisers**: - Evaluating employee performance should be conducted by individual who know about workers job performance. Usually, the common practice is the responsibility given to the employees' immediate supervisor. If the immediate supervisor is not in the capacity to know and evaluate, multiple rates may be used. As stated by Monday, et.al (1999:356) however training in performance appraisal should be an ongoing process to ensure consistency. The training should cover how to rate employees and conduct appraisal interviews. Instruction should be rather detailed and stress the importance of making objective and unbiased rating.

E) **Open communication**: - As employees have a strong need to know how well they are performing there should be an appraisal system which provides workers with the required feedback on a continuing basis.

F) **Employee access results**: - Performance appraisal results must be communicated to employees. Employees should have access to the information about have performed; even if it is means the employees are to challenge the result of their performance. Employees who received appraisal results below the required standards need to be offered training and guidance; after they have been informed of the specific consequences of their performance.

G) **Due process**: - Managers of organizations should assure due process i.e. to permit employees to appeal on appraisal results. A formal policy should exist and procedures for employees to pursue their grievances.

H) **Ethics of Performance Appraisal**: According to Hicks, H.J. (1960:26). principles serve to guide our effort. They provide a sense of direction and serve as boundary to keep effort and energies confined to relevant issues and activities. In effect a set of principles-constitutes the flat forms, which serves as the basis for determining

appropriate actions. A principle, in short, therefore is the law that governs our actions. Stressing that appraising the performance of employees in a very serious undertaking, and that he assessor's behavior and attitude has crucial impact on the process of appraisal.

Finnegan (1973:70) outline that, before even takes place, evaluators should evaluate themselves; i.e. examine their own attitudes, feelings and behaviors towards the employee they are going to evaluate. Appraisers feelings, ideas and beliefs should be respected by the evaluator, and the evaluator should carefully implement his/her evaluation without damaging the feeling and the rights of apprise. When evaluating, assessors should forget any personal relations with the appraise and should understand the situation and the kind of work the apprise is perfuming.

Evaluators should be loyal and honest, and reflect these conditions in their evaluation of an employee. Evaluators must have some knowledge about evaluation and to carry out the evaluation they need to have the skills. Employees have right to be evaluated by competent, experienced and helpful evaluators (Lewis, 1982:57). Evaluators should arrange the scheme of evaluation by communicating with the appraiser or they should tell them where and why they are going to evaluate, employee has the right to discuss the evaluation with evaluators (Lewis, 1982:57). Generally evaluation should be used for promotions, transfers, strengthening the strong points and for the improvement of the weak points of the employee.

Mathis and Jackson (1997) also describe that, an effective performance appraisal system will be, consistent with the strategic mission of the organization, useful as development tool, use as an administrative tools legal, viewed as generally fair by employees, and documentation of employee performance. The active participation of all employee groups, school board members, and school patrons as well as having at least an equal voice in both development and implementation of any teachers evaluation system will guide the evaluation system is critical to its success (Webb and Norton 1999:182).

2.6 Components of Teachers' Performance Appraisal system

We know that school principals are an important figure in the development of quality evaluation program. But his ability to make appropriate personnel, resource, schedule

and supported decision is impaired if the teachers evaluation does not provide a realistic picture and assessment of his or her role and contribution (Webb & Norton 2009).

Having decided the purpose of evaluation the school must design an evaluation plan to achieve these purposes. Gary Dessler (1988: 195) describes that, the evaluation plan has three major components which, in effect, involve the answer to three questions: (1) what will be evaluated? (Criterion) (2) What level of performance is expected? (The standard) and (3) How will evidence be collected? (Data collection).

2.6.1. Performance Appraisal Criteria

Are the job-related behaviors expected of the teachers, administrators or other staff members (valentine, 1992). A number of sources like state statue, negotiated employee agreements and developed by national organizations can be consulted for guidance in determining criteria.

Whether derived from negotiated employee agreement, or development by national organizations, what is important is that the criteria be based on recent research about teaching, learning and relationship. This is important to ensuring the validity of criteria. It is also important domains of the job and not be limited to, for example, just what the teachers does in the classroom or how the superintendents interact with the school board. Webb and Norton (1999:381) describe that the criteria of performance appraisal can be:

A) **Trait criteria**: describe what the employee is, rather than what the employee does.

B) **Outcome criteria**: the employee's performance can be meaning fully assessed by examining the extent to which the stated objectives have been accomplished.

C) **Process criteria**: refers to administrative activities such as planning, budgeting, organizing, and staffing.

D) **Performance-based criteria**: are criteria which are based on the research about effective performance. Lastly, whatever criteria are adopted must be objective, clear, unambiguous, and communicated in advanced to the individuals being evaluated.

2.6.2 Performance Standards of Appraisal

Whereas the criteria define the dimensions of performance to be evaluated standards are the indicators of performance required with respect to the criteria. The standards movement has brought a host of performance standards for both teachers and administrators. The choice of standards that are incorporated into the evaluation process can have a significant impact on employee behavior, formalizing expectations of employees, and reinforcing the adage. "What gets measured gets done" (Catano & Strong, 2006) cited in Dessler (1988: 192).

Standards are the levels of performance required with respect to the criteria Webb and Norton (1999:385). The ultimate source of evaluation system in assessing employees relative to a particular criterion lies not in how many standards are associated with it but in how clear and objective the standard are and how effective they have been communicated to the employee. Vague and subjective standards will only results in disagreements in interpretation later on. Standards may be calibrated to distinguish between levels of performance ranging from "satisfactory" to "out sanding" or they may be stated so as to require a more definitive judgment.

As cited in Kibire (2005:21), Webb and Norton (1999:403-404) propose the following technical standards for sound appraisal.

A) **Reliability**: Refers to the consistence of measurements across evaluation and observation (Ginsberg and Bery, 1990, in Webb and Norton, 1998).

B) **Validity:** In personnel evaluation is the extent to which the evaluation measures the performance it is intended to measure.

C) **Propriety:** Standards required that evaluation be conducted ethically and with regard for clients.

D) **Utility and feasibility**: Are related to both reliability and validity and refer to the realistic consideration that must be addressed to ensure each.

2.6.3. Data Source and Collection Procedure

Multiple sources of data should be used when making the value judgment required for appraisal of educational personnel. The use of multiple data source serves to increase

the validity of the evaluation system (Kyriakides, et.al. 2006 in Webb and Norton 1996:198). Moreover, the use of multiple data source is important because no one source can address all the varied and complex responsibilities of either teachers or administrators. Nor is any single data source appropriate for all employees, all purpose, or all settings (Peterson, 2001).Using multiple data source not only gives a more complete picture of teachers or administrators practice, it allows districts to individualize the evaluation process.

More innovation appraisal system are not only using multiple source, but are using differential procedures, criteria, and time lines for deferent procedures, criteria, and timeliness for different groups of teachers. The data used in the evaluation process will vary not only by source, but by the way they are collected. Whatever process is used to collect data, it is imperative that the procedures be well defined and adhere to any employment contract, and school board policies. It is also imperative that all evaluators receive the training necessary to competently perform the appraisal, and that they adhere to all applicable laws, contract and policies (Peterson 2001).

A survey of appraisal practice of schools found that the most common teachers appraisal methods were directed systematic observation of teaching, informal observation of teaching, teachers self evaluation, students achievement data, teachers portfolio assessment, peer evaluation, and student ratings of teachers performance (Loup, Galand, Ellett, and Rugett, 1966 in Webb and Norton 1999: 199).

Observation: Is the most commonly employed methodology in the evaluation of teachers. The observation may focus on narrow range of behaviors; or it may attempt to encompass all that is being on served. Observation may be spaced through the course of the year; in other situation it may be more desirable to conduct the observation several days in the row Stiggnes and Duke, 1995 in (Webb and Norton 1999). Observation is the central to evaluation program in most school systems. Variation in the size and complexity of school system, different leadership style of principals and varying needs of individual teachers require flexibility in applying evaluation procedures. Observation may be classified as formal, scheduled, and structured observation or informal unscheduled observation. Critical to the success of evaluation is that the person being observed be made aware of requirements and purpose(s) of the observation and that good communication be maintained throughout

the process. In combination with other source of data, informal observation allows administrators of supervisors to make judgments about teachers' performance with a good deal of confidence (Murhy 1987 in Webb and Norton 1999: 202).

Self Evaluation: Almost all teachers and administrators engage in some form of informal self evaluation to assess their performance. Self evaluation can be used as part of both formative and summative than experienced teacher, because novice teachers are less skilled than experienced teachers in assessing their own proactive accurately, when used, it should take the form of self directed growth for experienced teachers, and guided self evaluation for novice teachers (Danielson and McGreal, 2000). Whatever format is used, if a self evaluation is on that has been requested by the employer and subsequently conducted by the employee, it must be considered in the employee's overall evaluation.

Student Performance Achievement Data: The focus on students' achievement that accompanied on the impact of teachers and administrators on students learning. To many policy makers and parent, as well as to many educators, students learning is primary goal and indicators of teachers quality (Peterson, 2001: 206).

Portfolios: - It is not uncommon in profession other than education portfolios are increasingly seen as being a more authentic form of assessment and are closely aligned with a constructivist view of learning (Waters 2006). Portfolio is used as a central component of the certification process, as does many schools know uses portfolios as a components in their teachers administrators assessment programs. Basically, portfolio is a collection of information about teachers or administrators practice.

The specific structure and component of portfolio can vary depending on how it will be used as a part of a formative or summative evaluation. If it is used as a part of performance evaluation process, the teacher and administrators being evaluated must know the standards by which they are being assessed and be given clear guidelines as to what is to be presented and how the portfolio is to be prepared (Russo : 2004).

Peer Review: Peer review is the process by which an employee's performance is reviewed by one or more peers. Given the collaborative nature of Education; it does not seem reasonable to ignore peers as a source of performance feedback (Stronge and

Ostrander, 2006). Peer typically involves formative evaluation although in minority of school teachers are evolved in the summative evaluation of peers that both the person being reviewed and the reviewer have similar assignments, training, knowledge, and expertise, but are not from the same school or work site and are not social connected (Peterson, 2001).

Student rating:- Students are in the position of observing the classroom performance of teachers every school day. Students can be major source of information about the accomplishment of Educational goals, methods of instruction, various elements of the classroom and relationship with the teacher. Student assessment can provide valuable feedback to the teacher and often can be more effective in changing behavior than administrative evaluation (NSBA, 1996). Student survey can provide valuable insights in to a teachers or administrators performance that are unavailable from any other source.

2.7 Developing Performance Appraisal Process

Recognizing that quality education for children and adolescents of the school depends on the level of teachers, administrator, and staff members' performance, so the board of school gives direction to develop and implement a process for teachers' evaluation. The first step in the evaluation development process is division of the objective by the appropriate superintendent. After division of objectives established, all employees in that division are responsible personal objectives that support the divisional objectives. The next steps in the evaluation development process are to decide on formal evaluation procedures (Webb and Norton 2009:201)

Developing the actual process and procedures is a task that is best performed by involving employee representative who both evaluate and will be evaluated. Of course, the procedures will be tailored to the needs of the individual school. According to Diane Montomery and Norma Hadfield (1989) states that development of evaluation plan may involve whole school and individual involvement in planning, preparation and training. Sensible planning the evaluation began with the application of Kipling six questions that should be raised in every set of evaluation procedures.

A) Who, by position, ahs the primary responsibility for making evaluation (example; principal, vice principal...)

B) Who is evaluated by this designated position? (Example, teachers…).

C) In what setting will formal evaluation takes place? (Example, teachers' will be evaluated in the classroom when he or she is teaching lesson).

D) On how many occasions will formal evaluation occurs? (Example, teachers will be evaluated on at a minimum on two formal occasions).

E) In what setting will the results of formal evaluation be communicated to person evaluated? (Example, in conference held in principal's office at the end of each semester).

F) If an employee disagrees with this evaluation, what grievance procedure should be available? (Example, written rebuttal may be attached to the evaluation form, appeal may be made to the superintendent).

G) What effect will evaluation have on salary increase? (Example, a teacher with an excellent rating may receive a double step on the salary schedule; an employee may receive a merit increase in addition to a steep increase on the salary schedule).

The final steps in evaluation process are analysis of the result of that has been obtained though employee evaluation to determine if division objective are being met. In analyzing these procedures, it is important to realize that evaluation of all employees is a continual and ongoing process.

2.8 Appraisers' of Teachers' Performance

As of past several years teachers had been appraised by three parties namely school management body, representative of parents and students. Recently this system of teachers appraisal (by parents and students) have highly been criticized with notion that students and parents lack skill for doing such decisive rating which would have impact on teachers career development (Birehanu, 2006:31). Because of this reason that, currently school management, chaired by principal is responsible for carrying out teachers' performance appraisal.

It also pointed out that ,Appraisal system require skill and individual accountability rather than group accountability ; and thus the highest responsibility is left to the

principals .More especially ,the school managerial body in charge of rating teachers performance comprise of the principals(having the highest accountability and responsibility),vice principal, department heads and unit leaders(OECBB,1997:15)

2.9 Benefit and Initiatives of Teachers' Performance Appraisal

Our own experience of appraisal schemes leads us to agree that successful schemes do have results which are often remarkably beneficial, for individuals, departments and the whole school.

Appraisal can bring about renewable of motivation, more effective classroom teaching, improved relationship with pupils and colleagues, more openness and sharing of ideas and problems, and a general improvement in the atmosphere of the school.

As Mathis and Jones (1987) stress that one of the valuable benefits is that a well conducted appraisal offered teachers the opportunity to have their contribution valued and appreciated. The fact that self-esteem is boosted is felt by many teachers to be of great importance. Recommendation can be considered to be as important as financial rewards. Another benefits described by teachers is that appraisal process offers them the opportunity to discuss and reflect, on a one-to-one basis, their individual concerns. This is a situation which does not often apply in busy schools, and often it is the introduction of an appraisal system which affords the first opportunity for many years to talk frankly about their own performance and constrains up on it.

The appraisal process can increase the sense of belonging to a school, department, especially if the process is two-way and the teacher can feel that he or she has a valued contribution to make towards the policy making. Another benefit is that references can be written from a more informed view point. They are likely to be more open, in that the teacher can read and predict the contents, since he or she is aware of what can be placed to him or her credit (Mathis and Jones 1987).

From the management point of view, the appraisal process can greatly enhance the level of institutional awareness, information about staff feelings, achievements, strengths and difficult, constraints and problems can mean increased sensitivity to the working atmosphere and improvement in decision making and communication.

Furthermore, as to Monday et.al (1991) stated in Kibire (2005:14) that, every functional organization will benefit from performance evaluation to achieve better control system and have identified the following seven uses of performance appraisal in human resource function area.

Human resource planning: Performance evaluation is potential source of information about the weakness and strength of workers. This is helpful to describe the promote ability and potential of employee.

Recruitment and selection: Gives opportunity to prove applicant responses obtained through interview, validity selection test and so on.

Training and development: Because performance identifies deficiency of workers performance that adversely affects organizational potential, it helps for line managers to determine and create training.

Career planning and development: Is the systems, which are advantages for identifying employee's weakness and strength for better achievement of desired objectives. This identification information is useful for subordinate counseling, assisting them in developing and implementing their career plans.

Assessment of employee potential: Improved potential according to Schemehorn (1989:432) for an individual employee benefit section; to communicate concerns, ideas, needs, and plans to supervisor; to develop on the organization management. The organization in its part benefits from improved performance evaluation thought increase predictability of performance for better decision on different administrative matters and to get good information for training and development.

Internal employees' relation: - Performance appraisal is useful to maintain in the self esteem of productive workers and to protect ignorance of deficiency in a person's performance which is hindrance of individual opportunity to improve his/her potential.

Compensation program: - Is a common understanding of any mangers to design and implement better performance appraisal system and reward the productive workers and teams.

2.10 Components Appraised during Teachers' Performance Appraisal

The concept classroom management of Appraisal as John Mathis and Jeff .Jones (1989:3) states that, as a means of enhancing the professional development of stuff that this program was formulated. Members of the profession cannot realistically enter teaching and remain in it possibly without frequently up dating this professional knowledge and skill. So, the appraisal of professionals should focuses on teaching and learning related duties as well as professional and personal competence.

In supporting this Lontokjr, R. (2007:4) suggested that teachers' performance is judged based on knowledge of contents , knowledge delivery method, understanding students needs, ability to use technology as tool in the class, communicating with stockholders, ability to use standard course instruction and assessment, ability to disaggregate and use students achievement and data in planning instruction and

In our cause ,in Ethiopia secondary school teachers were appraised by using of appropriate teaching strategies and teaching aids ,coverage of semester and annual plan, participation in co-curricular and other related tasks, provision of student centered lesson, student achievement data, teachers portfolio, provision of additional academic support for girl students and slow learners, participation in teaching learning process meetings and conferences, pedagogical and laboratory work participation, daily attendance , provision of tutorial for students (Tigist 2010:32)

2.11 Major Performance Appraisal Problems

Problems can occur at any stage in the evaluation process. All types of teachers' performance appraisal method have their own common pitfall in apprising the employees. There is no error free appraisal model or techniques, as each have its own strength and weakness.

Concerning major problems hampering the successful implementation of the appraisal system John E. Olivar (1985: 449) identifies the following appraisal barriers.

Lack of standard: Without standards, there can be no objective evaluation of results, only subjective guess or feeling about performance.

Irrelevant or subjective standard: Standards should be shed by analyzing the job out puts to ensure that standards are job related.

Unrealistic standards:- Standards are goals with motivating potential. Those that are reasonable but challenging have eh most potential to motivation.

Poor measures of performance: Objectivity and comparison require that progress towards standard or accomplishment of standards be measurable.

Rater error: Rather errors include rather bias or prejudice, hale, effect, constant error, central tendency, and fear of confrontation.

Poor feedback to employee: Stands and/or rating must be communicated to the employee in order for the performance evaluation to be effective.

Negative communication: The evaluation process is hindered by communication of negative attitude, such as inflexibility, defensiveness, and a non-developmental approach.

Failure to apply educational data: Failure to use evaluation in personnel decision making and personnel development negates the primary purpose of performance evaluation.

The problems of staff performance appraisal are related to the design and operation of the appraisal system, skills and competence of evaluators, and perception of employees about performance appraisal. The design and operation of a system of performance appraisal can be blamed if its purpose and criteria are not clearly defined, specified and communicated; and if its process fails to operate effectively Melaku (2010:40)

2.11.1 Problems with the Appraisers

Performance appraisal process and results often prove infective mainly because appraisers lack the required knowledge and skills in and commitment to appraisal. Common appraisers' errors are:

A) **The Halo effect**: This is when appraisers tend to take a single aspect of the employee's performance to influence the entire appraisal. Appraisers fail to

discriminate the various dimensions of an employee's job (Mc Cormic and Irgen 1982:77).

B) **Central Tendency Error**: This is tendency of appraisers to erroneously rate all staff members within a narrow range of appraisals results regardless of the actual performance differences existed among them. This is the case when all the appraise are rated near the middle by the appraiser (Rue and Byars, 1990:214). Appraisers do this for fearing of resistance from lower roles.

C) **Constant error**: Appraisers vary in their perception of rating staff members' performance. Some are lenient of easy raters, rating employees' performance extremely high and some are serve or thought rates, rating employees' performance extremely low.

D) **Recent behavior bias**: Many appraisal results suffer subjectivity because evaluators often forget or are not concerned about the cumulative past performance of workers. The raters remember the recent behavior more and being influenced by these in judging the entire performance of the rates.

E)**Similar to me error**:- It is the case when the appraiser consider certain behaviors as "wrong" and others as "right" from his/her own personal point of view and uses these as appraisal criteria (Melaku,1992:37). The evaluator in this cause judges more favorably the performance of those staff members who appear to be similar in the behavior to him.

F) **Contrast error**: This error often occurs in the sequencing of rating; or when the performance of a staff member is taken as a reference to rate the performance of others.

G) **Personal bias:** A rater may exhibit biases related to his/her employee's personal characteristics such as race, religion, gender, age and others.

H) **Leniency error**: This goes to the ability of making judgment among appraises on a single item (Zewdneh, 1985:172).

The foregoing evaluators' problems in carrying out appraisal process are only a few but commonly existent in almost all schemes of apprising staff performance. These problems are behaved to be significantly reduced if appraisers are offered proper

orientation and training in the purpose and criteria of performance appraisal, and in the techniques of task observation, data collection and analysis, conferencing, target setting, and reporting (Melaku 2010:40).

2.11.2 Problems with the Appraises

According to Millaman stated in (Birehanu 2006:18), the acceptance of evaluation depends heavily upon evaluates perception of the evaluators authority, expertise, professionalism, sensitivity, trust, and worthiness. efficient and effective performance. If evaluators are not use of evaluation reports related to their employment, lack of favorable perception of teachers about a system of performance appraisal may cause barriers in the process of its operation.

Staff members' anxiety and frustration almost certainly stem from an appraisal system that they regard as arbitrary, imposed and faultfinding. Staff members' Negative attitude towards performance appraisal may also result from their doubt about the validity, reliability, and utility of performance feedback and rating presented by appraisers. Many employees complain about being rated without any single task observation, or of quick observations or visits. As a result, they often question evaluators' competence in and commitment to performance appraisal; and consequently tend to lose trust and consequently tend to lose trust and confidence in their evaluators; and often resist accepting evaluation result (Millaman, 1981).

Another appraisal problem is evaluates' reaction to positive and Negative appraisal result. Most staff members have difficulty in facing up to evolutional involving negative feedback about their performance that often develops in them a sense of tension, frustration, anger, friction, and anti-organization feelings and action. In general, undesirable evaluates' perception about performance appraisal often stems from infrequent and quick observation, inadequate opportunity for them to participate in the design and operation of the system, and unfavorable attitude towards evaluators (Millaman, 1981).

2.12 How to Minimize Appraisal Problems

Understanding the problem is a big step towards avoiding it. Each of the techniques used in the implementation of performance appraisal has its own advantage and

disadvantage. Since, all techniques of appraisal have their own limitations; different scholars cited different methods of minimizing appraisal problems. Richard Miller (1974: 43) Dessler (1988:514) has forwarded some mechanisms to minimize the appraisal problems.

2.12.1 Develop positive Attitude Among Appraises

There are five things you can do here. First, be sure to evaluate subordinate's performance frequently, even if the formal appraisal takes place only once or twice a year. If the person is doing well, the feedback gives him or her opportunity to improve and means there won't be any surprises when the formal appraisal rolls around. Four other things; first make sure it is clear that you are familiar with the performance of the persons being apprised this is when critical incidents can be useful. Second make sure, there is agreement between employee and subordinate concerning their job duties. Third, ask for the subordinates' performance weakness. Finally, keep in mind that subordinates who participate in developing the appraisal tools also react more favorably to the resulting appraisal interview (Dessler.1988).

2.12.2 Training of the Appraises

Deferent scholars agree that, training and development of appraisers can reduce or minimize appraisal error. The effectiveness of any evaluation program of the employee depends on appropriate ongoing training of the appraisers. In this regard, Benton 1992 and Amuel (1998) in (Yilma 2006) states that, management must provide the training essential to acquire the skill needed. In fact as the put it, not only the appraiser who need training on how to appraise the subordinates but the subordinates being rated must get training on how the supervisors rates them. Giving training about the rate and the rater develop consensus of determining the dimension and performance standards.

As Ronlad, W. Rober (2009) states that, there are methods of developmental training are commonly used on large scale throughout.

1. **On-the-job training**-most training takes place on the job; on the probability this method is an effective means of training. Besides being the easiest form of training

or organizing, it is also least costly to operate and makes employees feel immediately productive.

2. **Off-the job training**: refers to various kinds of programs, such as lecture, seminars, workshops, case studies, programmed instructions and simulations.

3. **Apprenticeship training**: - The oldest from form of training in which trainee understudies a master work for given period of time or until the trainee acquires the necessary skills.

It is quite possible; of course, that rating by a trained and unbiased person sometimes may be valid and as what Anderson (1990) has tried to explain a valid evaluation might be exceedingly helpful for the guidance, promotion and improvement of teachers.

2.12.3 Training of Appraisers

Training of raters to eliminate rating errors such as halo, leniency, and central tendency can improve their effectiveness as appraisers. One method of training that help to minimize the rating errors of evaluators is staff development program. The objective of staff development program is helping teachers and other employees to overcome deficiencies that affect their job performance (Ronald W. Rober (2009:216).

All administrators warder from time to time about how they will be able to continue meeting the multiple challenges of their job, but school principals are particularly vulnerable because they are on the front line (Reducing Battle Fatigue-or (James Olivar in Ronald.W. Rober 2000). It is stuff development for school principals which significantly addresses these problems.

2.12.4. Teachers Development programming

Appraisal of teachers could be done for deferent purposes out of which primary goal is to encourage and promote professional improvement through staff development program which also improve the performance of teachers' performance in instruction.

According to Rober (2000) two types of programming can meet the development needs of staff. The first is the traditional vehicle, which includes, workshop

conferences, and seminars that usually focus on a single topics and attempts to transmit a given body of information on such issues as new legislation or drug abuse.

The second type of program is taking a more personalized approach to staff development program. For staff which emphasizes acquiring knowledge skill that either help principals with their job or enhance their personal development. Programs that emphasize the principals' job could include developing performance objectives and personal growth program emphasize on methods of communicating verbally and in writing, stress management or time management.

2.13 Types of Staff Development

Many studies concerning the ever-changing role of the school principals have identified the following major area as appropriate for principals' development programs.(Rober 2000)

1. Instructional skills: To effectively evaluate supervise their instructional process, which include providing curriculum leadership and securing instructional resource.

2. Management skill: To establish job objectives and be able to assess the needs of the staff. To be capable of budgeting and reviewing priorities in the efficient use of scarce resources.

3. Human relation abilities: To establish an open, two-way system of communication between teachers and other members of the community. To develop a method of involving staff in school based decision making process. To create atmosphere of trust in the school that encourages the staff and students performance to the best of their abilities.

4. Leadership skills: Thought a plan of staff development, to keep current with advances in the field of education parents and other publics.

5. Self understanding: To develop a plan of self improvement through evaluation by school based publics. Whatever an individual principal identifies as the area of personal need, a perquisite for success is commitment.

In many organizations it is natural that all the systems and methods of apprising employees have their own limitations. Regarding this Dessler 2005 in (Yilma 2009:18) has forwarded some solution to minimize appraisal problems.

1. Learn and understand the potential problems and the solution (Like clarifying standards) understanding the problem can help the appraiser to avoid it during appraisal period.

2. Use the right appraisal tool. Each tool has its own porn and cons. For example the ranking method of appraisal can avoid central tendency error, but has another limitation.

3. Train supervisor to reduce rating such as halo, leniency and central tendency.

4. Dairy keeping is worth the effort, it is possible to reduce the adverse effects of appraisal problems by having raters compile positive and negative critical incident as they occur during ongoing activities.

2.14 Teachers' Performance Appraisal in Ethiopia.

In Ethiopia teachers performance appraisal was started since 1930s and its main purpose was to control and inspect the instruction process of which later on changing its name to supervision and continued to operate (Yilma, 2007:46).The major objective of the past teachers performance appraisal as stated by MOE(1980:68)cited in Atsede (1991,46-48) were to provide educational opportunity, salary increment promotion and reward to effective teachers which was highly subjective instrument of graphic rating scale and cannot measure teachers performance objectively. The past teachers performance appraisal had been done by committee and there is no responsible body to be accounted for appraisal error done.

Tigist (2010, 80-82) states that, department heads students and parents were involved in the appraisal system of teachers performance appraisal system of teachers performance in the past appraisal system. However, this participation of parents and students in TPA was criticized in the assumption that students and parents do not have required skill and knowledge of appraisal process. The reason indicated for this was students and parents were lack of adequate training and experience.

Later, in 1996 the MOE add new purpose of past performance appraisal as career ladder plan which helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied with proportional salary increment (Yilma 2007:47).

FCSC (2004) as cited by Birehanu (2006) describe the objective of currently implemented TPA system ROTPA as to identify strength and weakness at school level, department, group and individual level with intention of improvement in the coming performance period, identifying the need assessment development and training for both principals and teachers, providing performance based payment for principals and teachers in addition to making decisions on principals and teachers matter that is based on tangible documents and concrete facts.

All types of performance appraisal have its own strength and weakness and also provide not to be out of difficulties with different nature hindering its effectiveness. These problems are related to the design and operation of the appraisal system, skill and competence of evaluators and perception of teachers about teachers' performance appraisal (Tigist 2010:33)

The training manual document of ROTPA method currently practiced has its own merit and demerits. Creating transparence and measurable standard that ensure accountability to what is done, developing tasks on the basis of agreement between teachers and principals, correlate individual plan with school plan and promote culture of discussion and participation which is a core of experience exchange among teachers and principals were some merits of ROTPA currently practiced in general secondary schools.

However, principals and teachers may not be able to prepare specific and measurable time based objective, complexity of agreement targets between teachers and principals and focusing on results leads to undermining of behavioral dimensions were some of the demerits of ROTPA method. This method is favored above all for its objectivity in appraising ones performance when compared to the past appraisal system, which is more subjective and rater is influenced by bias and prejudice (Birehanu 2006:49)

In relation to general secondary schools, the above problems of performance appraisal are usual. However these can be minimized by using different techniques .Different scholars cited different methods of reducing appraisal errors. According to Dssler (2005:329-330) learn and understand the potential problems of the solution for each like clarifying standards use the right appraisal tools, train appraisers to reduce ratting errors and dairy keeping is worth effort. Lack of clarity and specificity on purposes and criteria the manner in which the appraisal will going to be implemented ,including who will be the appraisers ,when and how frequently to appraise are some of the design related problems of teachers performance appraisal(Melaku,1996:30).

In general, to make appraisal system more effective using objective criteria, proper following of the appraisal process and appropriate methods by appraisers who trained in and committed al appraisal had a significant benefit for achievement of school objective and improvement of teachers' profession.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

The research method employed in this study was descriptive survey based on the nature of data which enables the researcher to examine Teachers' Performance Appraisal system in General Secondary Schools of Jimma Zone. Descriptive survey often used to organize and monitor the implementation of specific decision or new procedure and to evaluate the result of that procedure (Sarantakos 2005:147). Descriptive survey is relevant to show current situation and also important to gather data from large number of respondents at a particular time.

Furthermore, the descriptive survey method also assumed to enable the researcher to find the solution for existing problems of teachers' performance appraisal system in General secondary School. To describe quantitative data that were collected through questionnaires to answer the basic questions, descriptive survey was found to be relevant and appropriate.

3.2. Sources of data

Both primary and secondary source of data were used. The primary data were obtained from school principals, teachers' and supervisors. They are the main participants in the implementation of teachers' performance appraisal in General secondary school. Secondary data were collected from classroom performance observation checklist, teachers' performance appraisal documents and reports.

3.3. Sample Size and Sampling Techniques

The study was conducted in Jimma Zone. It focuses on six randomly selected woredas out of eighteen which constitutes 33% of the total population of woredas in the Zone. To make the study manageable, six General Secondary Schools out of 14 schools totally found in the woredas were selected using simple random sampling technique to give equal and independent chance since all of the woredas has more than one General secondary schools. This constitutes 42% of the total population of schools found in the selected woredas. Concerning determining types and number of

respondents, the groups of respondents were teachers, principals and supervisors who implements current teachers' performance appraisal at school level.

However, Practices of teachers' performance appraisal, number of teachers and school principals (both head and vice) as well as number of General Secondary Schools are not uniform in all over the woredas. So, different sampling techniques were used.

All sample schools have two principals each except Kersa and Manna which have three each. Therefore all the 14 principals heading the six sample schools were involved in the study. One supervisor from each of the six sample woredas also involved in the study. So purposive sampling was used to include all 14 principals and 6 supervisors since they are involved in operating teachers' performance appraisal in general secondary schools. Out of the 224 total teachers across the six selected schools, the researcher determine and include almost half 112(50%) of the teachers, because as stated by Cohen (1994, 107) "The larger the sample the better the study". So, these teachers were selected using simple random sampling to give equal chance of selection of the sample. The school selected was the following.

Table 1 Types and Size of Sample Respondent.

No	Woreda	Schools	population	sample
			Teachers	Teachers
1	L/Genet	L/Genet	40	2o
2	Kersa	Serbo	49	25
3	Gomma	Gembe	14	8
4	L/seka	Atinago	29	14
5	Dedo	Dedo	49	24
6	Manna	Yebu	43	21
total	6	6	224	112

3.4 Data Gathering Instruments

Relevant quantitative and qualitative data from teachers, principals and supervisors were collected using questionnaire, interview and document analysis.

3.4.1. Questionnaire

In order to secure information questionnaire consisting 36 items was developed by researcher based on the review literature and administered among112 teachers and 14 principals. In order to have data which have clearly interpretable meaning in some sort of quantitative sense, the closed ended questionnaire items were constructed in

the form of likert scale and level of agreement indicated on five point rating scale ranging from very high to very low and strongly agree to strongly disagree . Open ended items were designed in the way that enables respondents to freely express their ideas.

3.4.2 Interview

Interview which support questionnaire was developed by researcher based on literature review were employed in the study to collect data from supervisors. One supervisor from each WEO was selected purposively since they have responsibility in developing school plan at woreda level and easily manageable to conduct interview. After the objective of the study was informed and reaches at consensus, the interview which consists six items was conducted once separately. Interview is important to find out what is or on some ones else's mind (Best and Khan 2005). Interview is also commonly used instrument for data collection especially on matters concerning staff. Gubrium and Holistein (2001:67) also states that, interview is a useful instrument to generate useful and often crucial information.

This instrument also helps the researcher to have more relevant and valid information for triangulating and supplementing the quantitative data gathered through questionnaires. It is with this assumption the interview is selected as data gathering instrument for this study.

3.4.3 Document Analysis

Documents like performance report checklists, classroom observation checklists; teachers' portfolio, self and peer evaluation checklist, and feedbacks were observed and needed to gather information in addition to questionnaire and interview. These documents were selected in the assumption of their direct relation with the information about teachers' performance in the school with regard to teaching learning process.

3.5 Procedure of Data Collection

During the process of data collection both closed and open ended questionnaires and interview items were prepared in order to collect information from respondents. To ensure its content validity and relevance the questionnaire developed by researcher

were tested at Biftu Nonno General Secondary School of Jimma Zone as pilot test that is not included in the sample of the study on ten teachers and two principals which are selected through available sampling techniques.

Participants of the pilot test were informed about the objective of the pilot study and how to evaluate and give feedback regarding the content validity of the question items, its lengthy and layout. Then, based on the important feedback and suggestion forwarded, the questionnaires were improved and necessary corrections were made before they were administered to subjects of the study. As result of these seven questions were modified and three others were deleted because of lack of clarity and redundancy.

Finally, after adjustments were made questionnaire were distributed to 112 teachers and 14 principals. The topics included in the instrument are characteristics of respondents, purpose of teachers' performance appraisal, appraisal criteria, skills and knowledge of principals, appraisers of teachers' performance, problems of TPA and interventions to problems of teachers' performance appraisal system.

3.6 Method of Data Analysis

To examine the Teachers' performance Appraisal system in selected General secondary schools of Jimma Zone, questionnaire, interview and document analysis was used. Data gathered through questionnaire has two parts; the first part is related to factual information that is about the background of the informant. The second part of the questionnaire is related to basic research questions. These data obtained were tabulated and expressed by using statistical tools Percentage, mean score and weighted mean score to describe what portion of subject agreed or disagreed on given items.

Chi-square(X^2) test was also employed to detect whether there is statistically significant difference or not between the opinions of teachers and principals on the given items. Interview conducted with selected subjects, open ended questions answered by respondents and document like performance report checklist, classroom observation checklists were discussed qualitatively.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the results of the study. The analysis consists of two parts. The first section was about presentation and analysis of the characteristics of respondents and the second part deals with the presentation, analysis and discussion of the findings.

4.1. Characteristics of Respondents

The data were collected from sample schools using questionnaires, interview and document analysis. A total of 126 copies of questionnaires had been distributed to 112 teachers and 14 principals of the sample schools. Out of these, 105 teachers and 13 principals completed the questionnaire and returned. The characteristic of these respondents are presented in terms of their sex, work experience, qualification, and leadership experience of principals.

Table 2 Respondents by Sex and Qualification

Item		Teachers (No= 105)		Principals (No=13)	
		No	%	No	%
sex	Male	94	89.5	12	92.3
	Female	11	10.5	1	7.87
	Total	**105**	**100**	**13**	**100**
Qualification	Diploma 12+2/10+3	8	7.6	-	-
	BA/BSC	97	92.4	11	84.6
	MA/ MSC	-	-	2	15.4
	Total	**105**	**100**	**13**	**100**

As indicate in Table 2, 94 (89.5%) of the teachers and 12 (92.3%) of principals are male respondents. Females representation in this study were 11(10.5%) of teachers and 1(7.7%) of principals. From the total number, both teachers and principals, 106

(89.8%) and 12 (10.2%) are male and female respondents respectively. However, the sex discrepancies mentioned have insignificant effect to the study as performance appraisal is almost not sensitive or independent of sex when compared to variation between responses from teachers and principals.

As indicated in the Table 2, 11(84.6%) principals and 98 (93.3%) teachers were first degree holders. On the other hand, 7 (6.7%) teachers are diploma holders and only 2 (15.4%) principals held MA/MSC degree. It would, therefore, be possible to infer that majority of the sample schools were managed by personnel who did not fulfill the requirements set by MOE that supports general secondary schools should lead by MA holders. Besides, there are also eight 8(7.6%) teachers who were assigned in teaching profession were also below requirements.

Table 3 Respondents Work experience in Service year

No	Items	Respondents					
		Teachers (n= 105)		Principals (n=13)		Total (n=118)	
		No	%	No	%	No	%
1	Below 5 years	12	11.4	-	-	12	11.4
2	6 – 10	23	22.0	3	23.1	26	22.0
3	11 – 15	32	30.5	2	15.4	34	29.0
4	16 – 20	24	22.8	5	38.5	29	24.0
5	21 and above	14	13.3	3	23.0	17	14.0
Total		**105**	**100**	**13**	**100**	**118**	**100**

With regard to work experience , the largest proportion of teachers falls in intervals of 11 – 15 and 16 – 20 years experience of which constituting 32(30.5%) and 24(22.8%) of the total sample; while, those with experience below 5 years and above 21 constituting 11.4% and 14% of the total sample. Those principals group falling in

interval of 16 – 20 years of experience comprises of 38.5% of the total sample. Other go between 6 – 10 and 11 – 15 years of experience makes sample proportion of 23.1%, and 15.4% respectively.

From mentioned representation in terms of work experience, it would be possible to infer that both the teachers and principals were sampled from service intervals of years and experience above 5 years which enables them to be familiar with the performance appraisal system and can provide the researcher necessary information about teachers performance appraisal.

4.1.1 Principals by Field of study

Concerning field of study, four principal and five of them had academic background of language and social science, while two principals had natural science educational background respectively. On the other hand, two principals were graduated from Educational management that is there was very small number specialized with requirement. Generally eleven principals who constitute 84.6% were academic subject graduates. This implies that most of the sample schools appraisal system was managed by principals with different academic backgrounds. However, with the already discussed duration of experience and diversification of specialization they can provide valid information for the study.

4.1.2. Principals by year of leadership experience

As far as principals' year of leadership experience, eight principals had 1-5 years leadership experience and five of them had 6-10 years of leadership experience in the sample schools. From this one can say that majority of the General secondary school principals had few years of leadership experience. This may show that most of the principals are not experienced to the appraisal process which may in turn have an impact on effective implementation of teachers' performance appraisal process due to lack of experience.

4.2 Presentations, Analysis and Discussions of Findings

Table 4 Purpose of Teachers' Performance Appraisal

No	item	Respondents												MS	WMS
		Teachers							principals						
			SA	A	UD	DA	SD	MS	SA	A	UD	DA	SD		
1	To identify teachers success and failure in teaching	NO	-	-	7	91	7	2.0	-	-	3	10	-	2.2	2.02
		%	-	-	6.7	86.7	6.7		-	-	23.1	76.9	-		
2	To improve professional quality of teachers	No	2	24	6	66	7	2.47	-	3	-	10	-	2.46	2.46
		%	1.9	23	5.7	62.5	6.7		-	23	-	76.9	-		
3	To reward outstanding performance	No	4	60	2	17	22	3.06	2	6	-	4	1	3.0	3.05
		%	3.8	57	1.9	16	21		15	46	-	31	7.7		
4	**To provide feedback**	NO	-	15	-	78	12	2.74	-	3	7	-	3	2.78	2.75
		%	-	14	-	74	11		-	23	54	-	23		
5	**To identify training needs**	NO	5	61	4	28	7	3.27	2	6	-	4	1	3.30	3.27
		%	4.8	58	3.8	27	6.7		15	46	-	31	-		
6	For management Decision	NO	10	64	-	20	13	3.4	1	7	1	4	-	3.88	3.39
		%	9.5	61	-	19	12		7.7	54	7.7	31	-		
7	To fulfill Administrative formality	NO	26	64	2	7	6	3.94	-	12	1	-	-	3.95	3.94
		%	25	61	1.9	6.7	5.7		-	92	7.7	-	-		
8	To assign teachers	NO	10	64	-	18	13	3.38	1	7	1	4	-	3.38	3.38
		%	9.5	61	-	17	12		7.7	54	7.7	31	-		
9	To take corrective measure	No	12	-	3	90	-	2.37	-	2	1	10	-	2.38	2.37
		%	14	-	2.9	85.7	-		-	15	7.7	76.9	-		
Average Mean Score								2.95						2.9	

NB: *SA=5, A=4, UD=3, D=2, SD=1*

MS=Mean Score *WMS=Weighted Mean Score*

Regarding item 1 of Table 4, 98 (93.3%) teachers and ten principals disagreed that the current system of TPA mainly serving to identify teachers strength and weakness in the teaching learning process that is used to gather information about teachers in order to improve individual performance and take corrective action on the short comings.

Referring to item 2 of Table 4, 83 (79.04%) teachers and ten principals disagreed that the current system of TPA is serving to improve the quality of instruction, while three principals Agreed and 6 (5.7%) teachers undecided on the item. This implies that, one of the major tasks of TPA in General secondary school which is to improve quality of instruction is not satisfactory achieved.

A question regarding to the purpose of TPA mainly serving in recognizing and reward outstanding teachers was also raised. Accordingly 64 (60.95%) teachers and eight principals agreed that better achievement of teachers' performance should be rewarded to recognize teachers' effort and to motivate them for better performance results. However, this was denied by 39 (31.14%) of teachers and 5(38.46%) of principals which is contrary to the purpose of TPA currently serving in schools.

Three principals and 90 (83.71%) teachers disagreed that TPA used to provide feedback on teachers ongoing performance, while 15 (14.28%) teachers and three principals agree about this item that helps teachers to make comprehensive self-assessment based on the stated goals. Concerning the identification of training needs for classified incompetent teachers as main purpose of TPA currently serving were supported by 66 (62.85%) of teachers and eight principals. This revels that the aim of TPA is serving to provide training to teachers by identifying training needs. However 35(33.3%) teachers and five principals disagreed this purpose which is contrary to the main purpose of TPA that states appraisal of teachers should be made mainly to identify teachers training need for continuous improvement,

As can be seen from table 4, to document performance defaults for management decision as main purpose of TPA were supported by 74 (70.47%) teachers and eight principals, while 33 (31.42%) teachers and four principals disagreed on the item which may used managerial decision regarding performance pay, tenure, assignment and the like.

Pertaining to item 7 of tables 4 majority of respondents 90(85.74%) teachers and 13 (100%) principals agreed that TPA mainly serving to fulfill administrative formality since officials demand it every semester of the year, however this item were not supported by 13 (12.4 %) teachers. To assign and promotion of teachers as the main purpose of TPA were supported by 74 (70.47%) teachers and eight principals that administrators need when making decision, relative assignment and promotion. Finally to take measure on incomplete teachers as the main purpose of TPA was supported by 14 (13.3%) teachers and two principals; in the contrary 90 (85.71%) teachers and ten principals disagreed on the measure should be taken on incompetent teachers based on the performance result as the main purpose of TPA.

In general as indicated in the Table 4 above both groups of respondents clearly reported that, the summative purpose of TPA include; to fulfill administrative formality with weighted mean score (3.94),for management decision as revealed by weighted mean score (3.39), assigning and promoting teachers with weighted mean score (3.38), provide service training with weighted mean score (3.27), and to reward outstanding performance confirmed by weighted mean score (3.27) were the principal purpose of TPA which currently serving in the school.

On the other hand, the second major purpose of TPA perceived by both groups of respondent was that the formative or developmental purpose of TPA, i.e. to provide feedback with weighted mean score (2.75), to improve the quality of teachers instruction reveled with weighted mean score (2.46), to take measure on incompetent teacher with weighted mean score (2.37) and to identify teachers success and failure in teaching learning process confirmed by weighted mean score (2.02).This contradicts to Keno (2009:48) finding.

Open ended questions also conducted to both respondents to report other purpose of TPA currently serving in their schools. Accordingly the respondents reported that; to make decisions on teachers' career structure, for control of teachers, to assign teachers to upgrade their educational level that accounts teachers efficiency as one criterion were listed as some of the purpose of TPA currently serving in their school. The respondents also indicate that identification of training need during appraisal is not followed by training practically.

Table 5 Groups Appraising Teachers' Performance

No	Item	Response					
		Teachers (n=105)		Principals (n= 13)		Total (n=118)	
		n	%	n	%	n	%
1	Principals	82	79.61	9	69.23	91	86.6
2	Vice Principals	79	75.23	12	92.3	91	86.6
3	Department head	56	53	11	84.6	67	63.8
4	Unit leaders	21	20	10	76.9	31	29.5
5	School supervisors	14	13.3	-	-	14	13.3
6	Students	5	4.76	1	1.6	6	5.7
7	Parent representatives	1	0.95	-	-	1	0.95

Table 5, respondents were asked to identify individuals involved in apprising teachers' performance. As indicated above 82 (79.62%) teachers and nine principals identify principals as appraisers of teachers' performance. The involvement of vice directors in teachers' performance appraisal was identified by 79 (75.23%) teachers and twelve principals. The involvement of department heads and unit leaders in apprising teachers performance was identified by 56 (53%) and eleven teachers and principals respectively. On the contrary 5(4.76%) teachers and one principal identify the involvement of students in teachers' performance appraisal. The involvement of parents in teachers' performance appraisal is identified by one teacher.

Accordingly, both the teachers and principals responded that the involvement of students and parents on TPA were very low. As to MOE (1997 E.C) students and parents are not skilled to carry out such a decisive appraisal which could have impact on teachers career development, so as such the highest responsibility is left to principal and vice principal with collaboration of department heads and unit leaders. This is supports by Tigist (2010) finding which states that currently teachers were appraised typically by principals and department heads.

Table 6, Principals' skill and Knowledge to Appraise TP as Reported by Teachers.

No	Items	Scale for Responses 5= Very High ; 4=High; 3= Medium; 2=Low 1= very low										
		5		4		3		2		1		MS
		n	%	n	%	n	%	n	%	n	%	
1	Developing appraisal criteria	-	-	-	-	6	5.7	82	78	17	16.2	1.89
2	Communicating performance defaults	-	-	-	-	20	19.0	67	60	18	71.1	2.02
3	Reducing appraiser errors.	-	-	2	1.9	14	3.3	76	72	33	31.4	2.00
4	Collect on going performance data	-	-	-	-	12	11.4	73	69	20	19.0	1.93
5	Administrating the overall evaluation process	-	-	4	3.8	17	16.2	71	67.6	13	12.4	2.11

NB:Ms= Mean Score

Questionnaires were developed and distributed to teachers to check whether the principals were skillful and knowledgeable to appraise teachers objectively. The degree of agreement concerning the perception of teachers about principals knowledge and skill in appraising teachers performance in table 6 was inferred as, the mean values less than 1.5 is very low; from 1.5 to 2.49 is low; from 2.5 to 3.49 is medium; from 3.5 to 4.49 is high; and above 4.5 is very high.

As Table 6 depicts, 99 (94.2%) teachers responded that, principals skill in developing TPA criteria was low, and 6 (5.7%) of them responded as medium. The mean score for this item (1.89) also supports this conformity. The skill and knowledge of principals in communicating performance defaults, 75 (77.1%) teachers reported that principals did not have adequate knowledge and skill while the remaining 20 (19.0%) of them responded as medium. Also the mean score 2.02 confirm the fact.

With respect to principals skill in reducing appraisal errors large number of teachers about 89(84.8%) reported as low, while 14 (13.3%) and 2 (1.9%) of them respectively reported as medium and high which is confirmed by mean score 2.00. Regarding principals skill and knowledge in understanding how to collect, organize and documenting ongoing performance evaluation data, majority of teachers, 93 (88.0%) responded as low, only 12 (11.42%) of them responded as medium. This is confirmed by mean score (1.93). For principals skill and knowledge in administrating the overall implementation of TPA, 71(67.6%) and 13(12.38%) teachers responded as low and very low respectively, while 17 (16.19%) responded as medium and only 4 (3.8%) responded as high .This was supported by mean score(2.11).

Lewis (1982) indicates that teachers have right to be appraised by competent, experienced and helpful appraisers. However the analysis revealed that, the principals how have responsibility to run teachers performance appraisal in the study area didn't have adequate knowledge and skill in administering teacher's performance appraisal system effectively.

Additional questions were raised to teachers if other principals skill and knowledge problems in implementing performance appraisal system. Most of the teachers reported that lack of commitment and self confidence to appraise teachers, unwillingness of principals to accept constructive criticisms, lack of skill to arrange grievance procedures and lack of skill in establishing procedures needed to implement appraisal process are the major principals skill and knowledge problems in implementing performance appraisal system.

4.2.1 Principals involved in training on TPA

Questions were raised whether the principals have taken any training related to the effective implementation of teachers' performance appraisal system. Accordingly, the majority of principals ten of them reported that they did not provided in training related to TPA. In this case, the majority of principals were made to be involved in challenging task of TPA without having knowledge of how to carry out the appraisal process effectively and efficiently. Untrained observers cannot see adequately, fails to control biases, do sample events, and produce inadequate records (Harris, 1986:127)

Interview conducted with supervisors also supports that the Woreda Education Office didn't arranges training and orientation program for principals and teachers on techniques of TPA and related issues concerning the implementation of effective teachers performance appraisal system.

Table 7, Groups Developing and Determining Appraisal Criteria

No	Items	Level of respondents agreement: Strongly agree (5) Agree (4) Undecided (3) Disagree (2) Strongly disagree (1)											
		Teachers (n= 105)					MS	Principals (n=13)					Ms
		5	4	3	2	1		5	4	3	2	1	
1	Principals	18	87	-	-	-	4.17	3	10	-	-	-	4.2
2	Vice principals	16	82	-	7	-	4.39	4	9	-	-	-	4.07
3	Teachers	-	-	7	91	7	2.34	-	-	3	10	-	2.2
4	School board	-	-	2	16	87	1.4	-	-		-	13	1.0
5	WEO experts	-	14	-	78	13	2.74	-	5	-	7	1	2.7

NB: Ms=Mean Score

The degree of agreement concerning the conformity of teachers and principals about parties developing and determining appraisal criteria in Table 7 was interpreted as the mean value less than 1.5 is strongly disagree; from 1.5 to 2.49 is disagree; from 2.5 to 3.49 is undecided; from 3.5 to 4.49 is agree; and about 4.5 is strongly agree.

The mean value of item one and two were in the range of Agree. That means both of the respondents teachers and principals confirmed the participation of principals and vice principals in the development and determining appraisal criteria were high. Item 3 and 4 have the mean value of 2.0 and 1.4 of teachers and 2.2 and 1.0 of principals respectively. This shows that in the sample schools the involvement of teachers in developing and determining appraisal criteria was low. This practice is not agreed with the principles of current TPA system, where performance plans, objective standards are set on the bases of mutual agreement between apprises and appraisers (FCSC, 1996:12).

The training document revealed that teachers should participate in designing of the appraisal criteria for their appraisal. Commonly agreed goals must be set at school level by involving teachers in action plan development. Moreover they should discuss freely to agree on the developed criteria. Whereas items 5 of Table 7 indicate, the mean value occurred in the range of undecided. That means teachers and principals did not decided about the participation of Woereda educational office experts in developing teachers' performance appraisal.

A despite minor discrepancies as to who developing performance criteria for apprising teachers' performance, majority of the respondents from both groups have assured that setting of such criteria and standards has been duty of directors and vice director. Respondents from open-ended question confirmed that, once the performance plans were roughly prepared the school heads had been a trend of discussing up for teachers at an agreement for implementation. The information obtained during document analysis also confirms this practice.

The response of the school supervisors to the interview questions also indicated that the criteria were drafted and formulated by Woreda Education office where the principals invited to participate at limited levels and provides orientation to develop the criteria. However, teachers were involved mostly in the implementation process.

Table 8, Perception of Respondents on the Objectivity of the Appraisal Criteria

No.	A Objectivity		Respondents										X^2
			Teachers (n=105)					Principals (n=13)					
			5	4	3	2	1	5	4	3	2	1	
1.	Realistic to be implemented	No	23	20	5	30	27	-	2	1	7	3	5.3
		%	21.9	13.0	4.8	28.6	25.7	-	15	7.7	53.8	23.1	
2.	Related to educational objective	No	6	9	56	16	18	2	1	7	2	2	1.8
		%	5.7	8.6	53.3	15.2	17.1	15.4	7.7	53.8	15.4	15.4	
3.	Measure teachers competence	No	16	20	12	34	23	-	1	-	8	3	5.04
		%	15.2	19.0	11.4	32.4	21.9	-	7.7	-	61.5	23.0	
4.	Measure teachers participation in additional task	No	14	27	6	37	21	-	3	2	7	1	9.0
		%	13.3	25.7	5.7	35.2	20	-	23.0	15.4	53.8	7.7	
5.	Measure teachers relationship	No	14	22	11	38	10	-	-	2	9	2	4.6
		%	13	20.9	10.5	36.2	19.0	-	-	15.4	69.2	15.4	
6.	Related to teachers duties	No	3	12	15	59	16	1	-	2	8	2	2.01
		%	2.85	11.4	14.3	56.2	15.2	7.7	-	15.4	61.5	15.4	
B.	**Reliability of TPA criteria**												
7.	Appropriate to decide on teachers career structure	No	4	60	10	18	13	1	9	-	1	2	8.62
		%	3.8	57.1	14.3	17.1	12.4	7.7	69.2	-	7.7	15.4	
8.	Appropriate to take corrective measure	No	12	25	10	40	18	2	3	1	5	2	0.64
		%	11.4	23.8	9.5	38.0	17.1	15.4	23.0	15.4	38.5	15.4	

At α=0.05 and 4 degree of freedom critical x^2 value 9.94

Appraisers and appraises in these case principals and teachers were asked to examine the extent of relevance of TPA in use to appraise teachers performance. Questionnaire was administered to both groups. Each of the items were rated as very high (5), High (4), Moderate (3), low (2) and very low (1).

Based on the response given above by the two groups percentage and chi-square (x^2) were computed as follows.

As indicated in table 8 majority of the respondents 57(54.3%) teachers and ten principals responded that the objectivity of the appraisal criteria to measure weather the appraisal criteria was realistic to be implemented by teachers at school level were low.

In item 2 of table 8, 56 (53.3%) teachers and seven principals have rated that the extent of appraisal criteria currently serving in the school related to educational goal and objective assigned by schools was medium. Moreover, 57 (54.3%) teachers and eleven principals indicated that the objectivity of the appraisal criteria to measure teachers' competence in teaching was low.

On the other hand 58(55.23%) teachers and eight principals reflected that TPA criteria to measure teachers' participation in co-curricular and additional tasks were low.

With respect to extent of current appraisal criteria objectivity to measure teachers' relation with colleagues and students, 58(65.24%) teachers and eleven principals have rated low. This implies that the current appraisal criteria were found to be not objective to promote teachers-student and teachers-administration relationship in the school under the study. Though, 75(71.4%) teachers and ten principals rated that the objectivity of appraisal criteria to measure whether the criteria was related to duties and responsibilities of teacher was also poorly objective.

Accordingly, as the respondents of both group reported that the criteria in use currently were not related to duties and responsibilities of teachers and realistic to be performed by teachers. Therefore, respondents have perceived that the criteria were not highly objective to generate objective data on performance of teachers.

In response to item 7 of the same table, 64 (60.9%) teachers and ten principals rated the reliability of the evidences obtained through appraisal criteria to decide on teachers rank in the career structure was high; Moreover, 58(55.23%) teachers and seven principals indicated that the reliability of the evidence obtained through appraisal criteria to take corrective measure on undisciplined teachers behavior was poor. From the data analysis one can understand that majority of teachers and

principals have unfavorable mind-set towards the reliability of TPA criteria to obtain data to decide on disciplinary action on teachers.

To identify whether there is significant difference or not between the response of teachers and principals with regard to the objectivity and reliability of appraisal criteria the chi-square test was computed

Null Hypothesis (Ho): There is no statistical significant difference between teachers and principals with regard to objectivity and reliability of TPA criteria.

Alternative Hypotheses (Ha): there is statistical significance difference between responses of teachers and principals with regard to objectivity of TPA criteria.

As noted on the above table for all items, the calculated value of Chi-square is less than the tabled value 9.49 with 4 degree of freedom α=0.05 level of significance. Hence, the null hypothesis' (Ho) is accepted. This implies that, there is no significant difference between the response of teachers and principals regarding objectivity and reliability of TPA criteria.

Table 9 Components to be Appraised during TPA

No	Item	Response	Respondents					
			Teachers (n = 105)		Principals (n= 13)		Total (n=118)	
			n	%	n	%	n	%
1	Providing student centered lesson	Yes	100	95.2	10	76.9	110	93.2
		No	5	4.8	3	23.1	8	6.8
		Total	105	100	13	100	118	100
2	Using appropriate teaching method	Yes	99	94.3	11	84.6	110	93.2
		No	6	5.7	2	15.4	8	6.8
		Total	105	100	13	100	118	100
3	Coverage of semester and annual plan	Yes	101	96.2	10	76.9	111	94.0
		No	4	3.8	3	23.1	7	5.9
		Total	105	100	13	100	118	100
4	Classroom management	Yes	36	34.3	7	53.8	43	36.4
		No	69	65.7	6	46.2	75	63.5
		Total	105	100	13	100	118	100
5	Student achievement data	Yes	83	79.1	12	92.3	95	80.5
		No	22	20.9	1	7.7	23	19.5
		Total	105	100	13	100	118	100
6	Provision of tutorial class for slow learners	Yes	97	92.4	12	100	109	92.4
		No	8	7.6	-	-	8	6.8
		Total	105	100	13	100	118	100

In table 9 school principals and teachers were asked about the components that were appraised during TPA.101 (96.2%) teachers and ten principals indicated that coverage of semester and annual plan of the course was highly considered during TPA, while ten principals and 100 (95.2%) teachers showed that the provision of student centered can take higher consideration during TPA. Furthermore, using appropriate teaching method and teaching aid were identified as components to be appraised by 99(94.3%) of teachers and eleven principals.

On the other hand item 5 of Table 9, 83(79.1%) teachers and twelve of principals responded that student's achievement data also can be considered in appraisal of teachers' performance. Were as, 36(34.3%) teachers and seven principals declared that classroom management during lesson as component to be appraised during TPA.

As illustrated on item 6 of table 9 all of the principals and majority of teachers 97(92.4%) asserted that teachers were appraised by their provision of tutorial class for slow learners. The study revealed that almost all of the variables identified about

components that were appraised during TPA, coverage of semester annual plan, providing student centered lesson were an important variables which had influence on the appraisal of teachers' performance. Though, others were also accepted as important variables by both respondent groups. From data it is clear that the above variables were the focus areas on which appraisal of teachers' performance mainly depend on.

As Tigist (2010) states that, Ethiopia secondary school teachers were appraised by using of appropriate teaching strategies and teaching aids, coverage of semester and annual plan, participation in co-curricular and other related tasks, provision of student centered lesson, provision of additional academic support for girl students and slow learners, pedagogical and laboratory work participation, daily attendance, provision of tutorial for students.

As indicated by majority of both respondents in the open ended question and document analyzed from teachers' performance appraisal reports, teachers were also appraised on the provision of continuous assessment, participation and implementation of CPD, Conducting educational research and number of tutorial class they were provided for female students and low achievers.

Table 10 Source of Challenges for Principals in Implementing TPA System

No	Item	Response	Respondents					
			Teachers (n= 105)		Principals (n= 13)		Total (n= 18)	
			n	%	n	%	n	%
1	Lack of knowledge and experience to appraise teachers	Yes	92	87.6	11	84.6	103	87.2
		No	13	12.4	2	15.4	15	12.8
		Total	105	100	13	100	118	100
2	Lack of effective guideline for appraisal	Yes	80	76.2	10	77.0	90	76.3
		No	25	100	13	100	118	100
		Total	105	100	13	100	118	100
3	Lack of separated evaluation criteria	Yes	70	66.7	8	61.5	78	66.1
		No	35	43.3	5	38.5	40	33.9
		Total	105	100	13	100	118	100
4	Appraisers reliance during evaluation	Yes	94	89.2	3	23.1	97	82.2
		No	21	11.8	10	76.9	31	27.8
		Total	105	100	13	100	118	100
5	Resistance of teachers	Yes	69	65.7	9	69.2	78	66.1
		No	36	34.3	4	30.8	40	33.9
		Total	105	100	13	100	118	100
6	The complexity of appraisal system	Yes	89	84.8	12	92.2	101	85.5
		No	16	13.2	1	7.8	17	14.5
		Total	105	100	13	100	118	100
7	Lack of structured document for appraisal	Yes	67	63.8	4	30.8	71	60.5
		No	38	36.2	9	69.2	47	39.5
		Total	**105**	**100**	**13**	**100**	**118**	**100**

In Table 10, school principals and teachers were asked to identify source of challenges for principals in implementing TPA. Accordingly, majority of respondents,

92(87.6%) teachers and eleven principals replied that, principals' lack of knowledge and experience to apprise effective TPA were one of the sources of challenges. Lack of separate evaluation criteria for beginning and experienced teachers was reported to be by 80(76.2%) teachers and ten principals as source of challenge. Concerning principals reliance on teachers relation during evaluation as source of challenge were reported by majority of teachers 94(89.2%) and few principals which accounts three out of total thirteen principals.

With regard to the complexity of teachers' performance appraisal system as source of challenge for principals to implement TPA were reported by 89(84.8%) and twelve teachers and principals respectively. Finally, lack of structured teachers portfolios and relevant document for teachers' performance appraisal as source of challenge for principals was confirmed by 67(63.8%) teachers and four principals.

Thus, from the above data it is possible to understand that majority of respondents from groups reported that lack of knowledge and experience of principals, the complexity of teachers performance appraisal system and appraisers reliance on teachers relation during evaluation were the primary source of challenges for principals to implement effective TPA.

From an open-ended item on source of challenges for principals, both respondents identified that; less experience of principals in school leadership, lack of inadequate training provided for principals, the principals were not certified in Educational administration, burden of work load and level of education of principals below requirement for General secondary school principals with Masters in Education (MED) and first degree for teacher were forwarded as source of challenges for principals in implementing TPA. During document analysis conducted in study area there was no organized individual teachers' portfolio which enables to show the ongoing change regarding teachers' performance and relevant manuals for management decision about teachers' performance appraisal were also inadequate.

Table 11, Factors Affecting realization of TPA System.

No	Item	Teachers (n= 105)		Principals (n= 13)	
		No	%	No	%
1	Lack of appraisers experience and knowledge	94	91.3	12	92.3
2	Poor communication between teacher and principals	74	70.5	7	53.8
3	Low participation of teachers in developing criteria	98	79.0	11	84.6
4	High performance not followed by reward	83	92.4	10	76.9
5	Lack adequate training given	97	92.4	13	100
6	Less use of various tools for collecting information (data)	76	72.4	9	69.2
7	In appropriateness appraisal criteria	75	71.4	8	61.5

In Table 11, respondents were asked to identify factors affecting implementation of TPA. Accordingly, low participation of teachers in developing appraisal criteria, lack of adequate training given to principals and teachers as well as lack of appraisers experience and knowledge for teachers' evaluations were the major problems identified by both groups of respondents. This is confirmed with 93.3%, 92.4% and 91.3% teachers, and 84.6%, 92.3% and all of principals respectively.

As noted in TPA manuals, teachers should equally participate with principals in developing the appraisal criteria. The current TPA involves the teachers when the criterion is developed. The teachers and principals reach consensus and mutually set performance goals to develop the appraisal criteria. When teachers participate in setting school goals and develop the criteria, their commitment and devotion of their job would be enhanced.

High performance appraisal not followed by rewarded and positive reinforcement and less use of varies source for collecting information about teachers performance were the next major problems selected by both respondents which accounts 83% and 76%

for teachers; 76.9% and 69.2% for principals respectively. Some principals may not use adequate data collection instruments to document teachers' ongoing activities. To avoid such problem, it is better if many rates are used to appraise teachers' performance.

Inappropriateness of evaluation criteria to teachers' duties and responsibilities was another appraisal problem selected by both groups of respondents which account 71% teachers and 61.5% principals respectively. This might result from lack of validity and reliability of the appraisal criteria. Principals and teachers who were accounted for 70.5% and 53.8% respectively identify poor communication between principals and teachers as teachers' performance appraisal problem. Regarding communication, there must be a transparency between principals and teachers.

Ongoing feedback given to the teachers helps them improve their performance by identifying their strength and weakness in teaching learning process. From the data on the above table the appraisal system has several problems which may affect to the effectiveness of appraisal process in government high schools of Jimma Zone.

Respondents were also asked to specify other problems incorporated in conducting TPA. Majority of respondents identify poor administration and lack of prior preparation for teachers appraisal, less arrangement of pre and post appraisal discussion, lack of giving timely feed back to teachers, lack of adopting the implementation of teachers performance appraisal in line with existing school condition, the influence of principals by biases, lack of commitment and self confidence of principals to appraise teachers effectively were listed as groups of constraints to promote teachers performance appraisal effectively.

Table 12, Methods of Minimizing Problems Related to TPA

No	Item	Response	Respondents												
			Teachers(n= 105)									Principals (n=13)			
			5	4	3	2	1	MS	5	4	3	2	1	MS	WMS
1	Rewarding better Performance based on genuine evidence	No	60	22	18	5	-	4.3	7	5	-	1	-	4.38	4.34
		%	57	21	17	4.8	-		54	39	-	7.7			
2	Providing training for principals	No	93	7	5	-	-	4.83	11	2	-	-	-	4.83	4.83
		%	89	6.7	4.8	-	-		85	15	-	-	-		
3	Fully participation of teachers on the development of TPA criteria	No	76	18	10	1	-	4.6	9	2	1	-	-	4.3	4.45
		%	72	17	9.5	0.9	-		69	15	7.7				
4	Giving timely feed back to teachers	No	9	65	16	14	1	3.63	5	6	2	1	-	4.76	4.74
		%	8.6	62	15	13	0.9		39	46	16	7.7			
5	Provide training to teachers	No	85	12	8	-	-	4.73	10	3	-	-	-	4.76	4.74
		%	81	11	7.6	-	-		77	23	-	-	-		
6	Linking the evaluation to pay system	No	7	15	21	55	7	2.61	1	7	1	4	-	3.38	2.99
		%	6.7	14	20	52	6.7		7.7	54	7.7	31	-		
7	Arraigning grievance procedure	No	5	61	4	28	7	3.27	2	2	6	2	3	3.07	3.17
		%	4.8	58	3.8	27	6.7		15	15	40	15	23		

NB: MS=Mean Score, WMS=Weighted Mean Score

To examine the methods of intervention to minimize problems related to teachers' performance appraisal, questionnaire was administrated to both teachers and principals. Each of items in each groups were rated as strongly agree (5), agree (4) undecided (3), disagree (2), and strongly disagree (1).

As depicted in Table 12, majority of respondents from both groups supported that, providing training for principals and teachers which helps under taking the technical

aspect of TPA in addition to classification of major issues in TPA to lesson problems which comes as result of confusion and misunderstanding was one of the major method for intervention. The weighted mean score of these items 4.83 and 4.74 justifies the above discussion.

As can be seen from Table 12, participating teachers on the development of TPA criteria to minimize TPA problem was supported by 89.5% (72.4%) strongly agree and 17.1 % agree) teachers and 84.6% (69.2% strongly agree and 15.4% agree) principals; whereas giving timely feed to teachers on their performance as possible was supported by 70.6% (8.6% strongly agree and 62% agree) teachers and 84.7%(38.5% strongly agree and 46.2% agree) of principals, (30.6%) found to be at the middle and 21% disagree the item from both groups.

As indicated in table 12, 78.1% (57.1% strongly agree and 21% agree) teachers and 92.5 %(54% strongly agree and 38.5% agree) principals supported that rewarding better performance based on genuine evidence is one method of intervention to minimize TPA problem. With, regard to arranging grievance procedure for teachers, if the teachers disagreed with the evaluation results was supported by 62 %(4.8% strongly agree and 58% agree) teachers and 30.8 %(15.4% strongly Agree and 15.4%Agree) of principals. 50% found to be at middle and 49% disagreed the item from the total respondents. Linking the evaluation to pay system is supported by only 21% teachers and 61.7% principals as method of intervention.

Finally, the analysis revealed that majority of the listed variables was accepted by respondents as to minimize TPA problems. Moreover, majority of respondents confirmed that, providing training to teacher and principal with weighted mean scores 4.83 and 4.74, full participation of teachers on the development of TPA criteria and rewarding better performance based on genuine evident with weighted mean score 4.45 and 4.34 were the top intervention that should be taken to solve problems related to implementation of TPA and to have skilled appraisers and appraises.

In conclusion, the data collected from supervisors through interview and open-ended questions from respondents describe the measure that could be taken to make the implementation of TPA more effective were; provide alternative method to evaluate teachers, organize and document teachers portfolio in structured way, improve and facilitate better ways of communication between teachers and principals, creating and

developing self confidence to evaluate teachers honestly, creating awareness by providing orientation, accepting constructive criticisms and facilitate experience sharing between begging and experienced teachers.

This finding add various optional methods of minimizing problems related to teachers performance appraisal that was forwarded by Dessler since 1988.These mechanisms identified by this author were developing positive attitude among appraises, training of appraises and appraisers and promoting professional improvement through staff development programs.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

Based on the data presented, this last chapter of the study deals with the summary of the major finding of the study, conclusion reached at, and the recommendation forwarded for the findings.

5.1 Summary

The main purpose of this study was to examine Teachers' Performance Appraisal System in Government General Secondary Schools of Jimma Zone, Oromia National Regional State. To this effect, questions addressing the issue related to TPA system such as purpose of TPA, characteristics of TPA criteria, competence of principals, factors affecting TPA and the ways to alleviate them were posed.

1. What are the major purposes of teachers Performance Appraisal currently operating in General secondary schools?

2. To what extent the appraisal criteria appropriate enough to measure teachers' performance?

3. To what extent are principals' skillful to appraise teachers performance?

4. What are the factors that affect Teachers' performance Appraisal in General Secondary Schools of Jimma zone?

The study used descriptive survey method and was conducted in Government General secondary Schools of six woredas of the zone selected on the basis of simple random sampling techniques. Simple random sampling technique was also employed to select teachers, while purposive sampling technique used to select principals and supervisors. To address the above basic questions raised, closed ended along with open-ended questionnaire was prepared and administered to 14 principals and 112 teachers after pilot-tested and correction have been made. Among these, 105 teachers and 13 principals totally 118 respondents filled and returned the questionnaires.

Moreover supportive data were collected through interview from six woreda supervisors and document analysis at school office. Then the data were presented in

tabular form tallied and analyzed using statistical analysis such as percentage, mean score, weighted mean score and chi-square test. Based on the data analyzed, presented and discussed, the following major findings were obtained.

1. The study of TPA purpose suggested that both teachers and principals reported the current TPA as summative (administrative) purpose i.e., to fulfill administrative formality, management decision, assigning and promotion of teachers, to reward outstanding teachers performance and to identify training needs. Most of respondents agreed that the formative (developmental) purpose i.e., to improve the quality of instruction for identifying teachers success and failures and to take measure on incompetent teachers were considered as the secondary concern of TPA in General Secondary Schools . The results of weighted mean score also confirm that the main purpose of TPA was similarly perceived by teachers and principals'.

2. It was revealed that the teachers performance appraisal in general secondary schools was mainly accomplished by principals and vice principals in which department heads and unit leaders have supportive role in the overall evaluation process which allow them to conduct evaluation procedures and to provide data to appraisers. This was supported by 86% of the total respondents (see table 5). These appraisers were relatively supposed to be better in terms of skill and experience in TPA and assigned by principle.

3. Regarding principals' skill and knowledge in implementing TPA effectively, majority of respondents assured that, the skill and knowledge of principals in developing objective appraisal criteria, collecting and organizing ongoing performance evaluation data, reducing appraisers' error, and communicating performance defaults were low. Similarly, the skill and knowledge of principals in administering the overall evaluation process is low. The mean scores with these items confirm this fact.

4. Concerning the participation of principals in any training program about current TPA_practiced, it was found that only two principals had participated in training program. The extent to which WEO monitor and follow up the effective implementation of TPA to provide training were also low as indicated by supervisors from interview.

5. With regard to individuals developing and determining appraisal criteria majority of the respondents from both group have assured that setting of such criteria and standards has been the sole responsibility of directors and vice directors based on the performance plan which were prepared at woreda education office level. This is confirmed with mean score 4.2 and 4.07(see table 7). However, teachers were oriented and involved only in the implementation process.

6. The finding of the study indicates that the objectivity of performance appraisal criteria to measure teachers competence , teachers relation with colleague and students reality of criteria to be implemented by teachers as well as related to teachers duties and responsibility were low. Similarly, the reliability of the criteria to take corrective measure on undisciplined teachers was low. While the reliability of performance appraisal criteria to decide on teachers rank and career structure was moderate which is confirmed by chi-square test.

7. Both groups of respondents believed that provision of student centered lesson, provision of tutorial class for slow learners, provision of continuous assessment, coverage of semester and annual plan, participation and implementation of CPD, using appropriate teaching methods and participation of teachers in additional and co-curricular tasks were the main important variables and to be appraised during TPA as it was confirmed large portion of respondents (see table 9).

8. Regarding source of challenges for principals in implementing teachers performance appraisal majority of respondents indicated that lack of effective guidelines and manuals, lack of knowledge and experience to appraise teachers, appraisers reliance on teachers relation the complexity of TPA system and lack of separated criteria for beginning and experienced teachers were some of sources of challenges of principals during implementation of TPA process as reported by large portion of respondents.

9. As reported by both teachers and principals, the major problems encountered in appraising the performance of general secondary school teachers were found to be low participation of teachers in developing appraisal criteria, lack of adequate training given to principals and teachers, lack of appraisers experience and knowledge, high performance appraisal not followed by reward and positive reinforcement which is supported by large portion of respondents.

10. The result of the study depicted that training of principals and teachers, full participation of teachers in developing appraisal criteria, giving timely feedback to teachers, arranging grievance procedure for teachers, rewarding better performance based on genuine evidence and developing performance criteria related to teachers' job were some of measures that should be taken to tackle poor implementation of TPA. The weighted mean score with 4.83 to 2.99 confirms this fact.

5.2 Conclusion

Based on the findings obtained, it can be concluded that teachers and principals consider the recent TPA primarily serving summative (administrative) purpose. Administrative purpose helps managerial decision making about matter such as promotion, performance pay, and assignment of teachers and hence improve the performance of school. On the other hand developmental purpose of TPA helps teachers to improve quality of instruction by doing so improve the students' achievement. Therefore this giving unequal attention for both summative and formative appraisal leads to unsuccessful achievement of teachers' performance appraisal purposes.

From the finding report, both administrative and developmental purpose differs in purpose, process, criteria and procedures. But from the performance description check- list employed, it was observed that both purposes were stated in the same check-list. Hence, the existence of these two purposes in one check-list leads to confusion and misunderstanding of teachers about TPA. So, they should be stated in separate checklist.

Regarding individuals appraising teachers' performance the sole responsibility was left to principals and vice principals, while department head and unit leaders have supportive role in providing data for appraisal process. The skill and knowledge of principals in developing effective appraisal criteria and organizing ongoing performance data and administering the overall appraisal process were low. Therefore, principals seem questionable being biased to teachers' activities and behavior of teachers. Thus, one can conclude that the result of TPA might be affected being appraised by unskilled appraisers which in this case principals.

The finding of the study indicate that majority of principals how run TPA process in the school were incompetent. One of the reasons is that majority of principals assigned to run the school were degree holders which were below requirement. Even those individuals who assigned to play a principal role had not had Educational Administration background and have less or similar qualification and experience with teachers (see table 2 and 3). Moreover, they were not exposed to any training with regard to the mechanics of TPA and its system. Hence, principals would have been susceptible to commit appraisal errors of any kind since they would have no necessary background about the system administers TPA process effectively.

The finding of the study revealed that teachers' participation in designing TPA criteria was low. This non-involvement of teachers' in development of performance appraisal criteria may result in teachers feeling of uncooperativeness, low commitment and adversely teachers' performance which possibly contributed to those teachers dissatisfaction with their performance.

From the finding obtained the criteria currently implemented in general secondary schools lack objectivity, reliability and cannot measure teacher's competence in teaching learning. Therefore, the criterion against which teachers' performance has been measured was regarding to be considerably too weak to generate accurate and objective evidence. Hence, lack of objectivity and reliability were the defects observed on the current teachers' performance appraisal criteria in general secondary schools of the Zone.

On the basis of the finding obtained concerning the factors affecting TPA, it is possible to conclude that low involvement of teachers in development of TPA criteria , lack of adequate training given to principals and teachers , lack of principals knowledge and experience ,inadequate rewarding system ,low understanding how to collect and documenting ongoing performance evaluation data and un appropriateness of performance criteria to teachers duties were found to be the main factors that affect teachers performance appraisal system in general secondary schools of study area. Hence, the teachers' performance appraisal system currently implemented in general secondary schools seems ineffective to achieve its purpose due to the above hindering factors.

Based on the major finding concerning technique of minimizing problems related to TPA, it is possible to conclude that providing adequate training for both teachers and principals, enhance full participation of teachers when appraisal criteria is developed, rewarding better performance based on genuine evidence, giving timely feedback to teachers on their performance , arranging grievance procedure for teachers if the teachers disagree with the evaluation result and scheming appropriate ways by which the WEO monitor and follow up the realization of effective TPA were various measures that ought to be taken to minimize problems coupled with teachers performance appraisal system in general secondary schools of the Zone.

5.3 Recommendation

On the basis of the findings obtained and conclusions reached at, the following suggestions are forwarded.

As indicated in the finding, the study revealed that the purpose of current TPA system of sampled school primarily serve were summative (administrative) purpose, while its developmental purpose was to limited extent. Therefore to make TPA as a source to develop teachers' professional competence and motivate teachers to obtain their commitment, educational management bodies in hierarchy need to give equal emphasis to both formative and summative appraisal.

Formative appraisal and summative appraisal are considered to differ in purpose, procedure, criteria and type of information involved. Hence, it is suggested that appraisers out to separate and treat both summative and formative appraisal in to different performance checklists

At school level, principals may possibly forming appraisal committee organized from ethical and experienced teachers of each department to develop effective appraisal criteria and appraise teachers' performance objectively.

The finding of the study proved that principals who run TPA in the school under the study were lack skill and experience to appraise teachers' performance objectively. Therefore, it is suggested that the Woreda Education Office recruit and assign qualified and experienced principals who have background knowledge of Educational Management and also Zone Education Bureau collaboration with Oromia Education

Bureau be required to upgrade the educational level of already assigned principals through in service education.

The Regional Education Bureau and Zonal Education Office with collaboration of higher Education institute out to prepare special training programs at zonal level for zonal education supervisors, school principals and department heads which mainly focus on mechanics of TPA. And those trainees in turn should prepare training for teachers'. This participatory approach enhances teachers' responsibility and commitment.

As the finding revealed that the TPA criteria currently serving to appraise teachers' performance were lack objectivity and reliability to measure performance of teachers. It is therefore, recommended that more emphasis ought to be given to professional approach appraisal system in which the stockholders full participated to revise and develop appraisal criteria.

Woreda Educational Office experts should facilitate and provide training for school supervisors and principals on mechanics of TPA, the purpose of the system, formulation of criteria, organizing performance data and standards against which the teachers' performance is being judged.

As the study proved that, teachers' participation in the developing, reviewing and improving of TPA criteria implemented in the school was low. This contradicts what was stated in the performance appraisal principles. So, the Regional and Zonal education office ought to follow up the practice of TPA and conduct workshop for awareness raising purpose and creating common understanding among officials of woreda and school principals.

As the study indicates one of the major factors that affect the implementation of effective TPA was lack of necessary skill and knowledge of principals. Hence, to alleviate such problems necessary support should be given from both teachers and WEO for principals to practice TPA effectively.

Principals are supposed to delegate their authority to share their responsibility during appraisal process and the school needs to be give attention for effective implementation of appraisal system by facilitating the participation of teachers in planning and setting objectives as well as appraisal criteria.

The school should arrange rewarding system for teachers in accordance with their performance based on genuine evidence collected, organized and documented from ongoing appraisal data.

Appraisers ought to provide timely feedback for both poor and good performing teachers which might be good opportunity to suggest means for achieving established objectives including support to be provided by principals and school.

Two-way communication information should flow between teachers and principals to create strong awareness of school plan and performance criteria to be used for appraisal of teachers.

Principals ought to consider context of the school system and experienced appraisers such as peer and self appraisal to minimize appraisal bias .Peer and self appraisal helps to give additional information for taking right decision and also increase teachers understanding of measuring their own performance.

Finally the Zone and woreda educational office be supposed to be conduct inclusive research on the area thoroughly to examine the current teachers' performance appraisal system in Government General secondary Schools of Jimma Zone for its proper implementation and its contribution to the attainment of educational and school objective, besides teachers also committed to accept and implement the system.

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Appendices A

Addis Ababa University

School of Graduate studies

Department of Educational Planning and Management

Questionnaire to be Filled by General Secondary School Teachers and Principals.

Dear Respondent,

This questionnaire is prepared to gather information for a research on the Teachers Performance Appraisal System in General Secondary Schools of Jimma zone, Oromia National Regional state, The objective of the study will be realized only when you sincerely participate in giving valid and reliable information through this questionnaire. At the outset, I would like to assure you that your response will be used only for academic purpose and kept confidential. Thus, please be honest, confident and objective while filling the questionnaires. The researcher kindly requests your sincere response and acknowledges your cooperation to greater excellent.

In responding to the questionnaire, please note the following.

- No need of writing your name on this form.
- Make a check mark (✓) in the space provide for questions with options and multiple choices.
- Write precise and genuine response on the given space for open-ended questions.
- Put a mark ✓ in the box adjacent to the items given.

Part I. Background Information

Direction: For the following items give your response in the Space provided

1. Name of the Schools _____

2. Sex: Male ☐ Female ☐

3. Age ☐

4. Academic qualification; M.A/MS ☐ Degree ☐ Diploma ☐

5. Experience in terms of service year ☐

6. Field of specialization _____

7. Year of leadership experience (for principals) _____

Questionnaire

Part II. Purpose of Teachers performance appraisal

Key: strongly agree (5), agree (4) neutral (3), Disagree (2), strongly disagree (1).

No 8	Purposes of TPA	5	4	3	2	1
a	To identify teachers success and failure in teaching learning.					
b	To improve the quality of teachers in teaching					
C	To recognize and reward outstanding teachers performance					
d	To provide feedback to teachers concerning their performance					
e	To provide service training for classified incompetent teachers					
f	To document performance default for management decision					
g	To fulfill administrative formality, because officials demand it every semester					
H	To assign, transfer and promotion of teachers.					
I	To take measure on incompetent teachers					

9. Please specify other purpose of teacher's performance appraisal in your school.

a)_____

b)_____

c)_____

Part III. Individuals Evaluating Teachers Performance

10. Who evaluate (appraise) teachers in your school? (More than one answer is possible)

A) Head teacher (principal) ☐ B) vice principals ☐

C) Department heads ☐ D) unit leader ☐

E) School supervisor ☐ F) Students ☐

G) Parent's representative ☐ H) Woreda education office expert ☐

Part IV Appraisers Skill and Knowledge

KEY: Very High= 5 High = 4, Medium= 3 , Low= 2 Very Low = 1

No		**Response**				
11	**Principals competence to:**	5	4	3	2	1
A	Developing appraisal criteria					
B	Communicating performance defaults					
C	Reducing appraiser errors					
D	Understanding how to collect, organize and documenting ongoing performance evaluation data.					
E	Administrating the overall evaluation process					

12.Specify other appraisers skill and knowledge problems in implementing performance appraisal in your school

a._____

b._____

c._____

13. Did you participate in Teacher's performance evaluation before?

Yes ☐ No ☐ I don't know ☐

14. Had you been given any traning or orentation about effective Teachers Performance Appraisel?

Yes ☐ No ☐ I don't know ☐

Part V Groups Developing and Determining Appraisal Criteria for Implementation of Performance Appraisal

Key: 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), 1(strongly disagree)

No 15	Groups developing appraisal criteria	Response				
		5	4	3	2	1
A	Principal					
B	Vice principals					
C	Teachers collective set criteria					
D	School board (committee) set criteria					
E	Woreda Educational office experts set criteria					

16. Please list down if any other parties who develop and determine performance appraisal criteria in your school.

A_____

B_____

C_____

Part VI Characteristics of Teacher's Performance Evaluation Criteria

Please, show your opinion by putting a check mark "✓" in the column concerning the performance appraisal criteria in your school using rating scale; Very high (5), High (4), Moderate (3), low (2), very Low (1)

No 17	Characteristics of appraisal criteria	Response				
		5	4	3	2	1
A	Related to educational goal and objectives assigned by school					
B	Realistic to be implemented by teachers					
C	Related to the duties and responsibility of teachers in teaching					
D	Measure Teachers competence in teachers learning					
E	Measure Teachers relationship with peers and students					
F	Measure Teachers participation in co-curricular and additional tasks					
G	Appropriate to decide on teachers rank in the career structure					
H	Appropriate to take corrective measure on undisciplined teachers					

Part VII Components to be appraised during Teacher's Performance Appraisal

No 18	Components appraised during TPA	Response		
		Yes	No	Not sure
A	Providing student centered lesson			
B	Using appropriate teaching method and teaching aids			
C	Coverage of semester and annual plan of the course			
D	Classroom management			
E	Students achievement data			
F	Provision of tutorial class for slow learners			

19. Please list down if any other component that are appraised during Teachers Performance Appraisal in your school

A_____

B_____

C_____

Part VIII Source of challenges for principals in implementation of Teachers' Performance Appraisal

20. Which 0f the following are the source of challenges for principals in implementation of teachers performance appraisal?

20.1 Lack of Knowledge and experience to appraise teacher's performance

Yes ☐ No ☐ I don't Know ☐

20.2 Lack of effective guide lines and manuals for appraisal;

Yes ☐ No ☐ I don't Know ☐

20.3 Lack of Separate evaluation criteria for beginning and experienced teachers;

Yes ☐ No ☐ I don't Know ☐

20.4 Appraisers reliance on Teacher relation during evaluation

Yes ☐ No ☐ I don't know ☐

20.5 unwillingness or Resistance of teachers

Yes ☐ No ☐ I don't know ☐

20.6 The complexity of Teachers performance appraisal system;

Yes ☐ No ☐ I don't Know ☐

20.7 Lack of structured teachers portfolio and relevant document for teachers' appraisal; Yes ☐ No ☐ I don't Know ☐

20.11 Please list down if any other source of challenges that principal faced in the implementation of teachers performance appraisal in you school.

a) _____

b) _____

c) _____

Part IX. Problems related to implementation of Teacher's performance appraisal

No		Response		
21	**Problems in implementing TPA system**	Yes	No	Not sure
A	Lack of appraisers experience and knowledge for teachers evaluation			
B	Poor communication between evaluator and teachers			
C	Low participation of teachers in developing appraisal criteria			
D	High performance appraisal is not followed by reward and positive reinforcement			
E	Lack of adequate training given to evaluators and teachers			
F	Less use of varies source (tools) for collecting information about teachers performance			
G	Evaluation criteria are not related to teachers duties and responsibilities			

22. Please specify any other implementation related problems in Teachers' performance appraisal in your school

A)_____

B)_____

C)_____

Part X. Methods of Minimizing Problems Related to Teachers' Performance Appraisal.

Please put a check mark "✓" in the column which mostly matches to your response concerning ways of minimizing problems related to Teachers' Performance Appraisal by using rating scale; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), strongly disagree(1).

No 23	**Methods of minimizing TPA problems**	**Response**				
		5	4	3	2	1
A	Reward better performance based on genuine evidence					
B	Providing training for evaluators					
C	Full participation of teachers on the development of teachers performance appraisal criteria					
D	Give timely feedback to teachers on their performance as possible					
E	Training to teachers					
F	Linking the evaluation to pay system					
G	Arrange grievance procedure for teachers, if the teachers disagree with the evaluation result.					

24. Please specify any other methods used to reduce problems related to teacher's performance appraisal in your school.

A)_____

B)_____

C)_____

Appendices B

Addis Ababa University

School of Graduate Studies

Department of Educational Planning & Management

Interview Guide Question for Supervisors

The aim of this interview is to investigate the Teachers' Performance Appraisal system, the implementation status and measures that should be taken for better implementation of Teachers' Performance Appraisal.

1. Who develop and determine teachers' performance Appraisal criteria under your General Secondary school?
2. Did the Education Office provide adequate training or orientation for principals and teachers on the overall implementation of teacher's performance appraisal?
3. To what extent the implementation of teachers' performance appraisal administered as required?
4. How the education bureaus monitor and follow up the effective implementation of teachers' performance appraisal at school level?
5. What are the major problems encountered during the implementation of current Teachers' performance appraisal system?
6. What are strategies (Methods) should be introduced to alleviate the problems with teacher's performance appraisal?

Document Analysis

The documents which are analyzed during data collection are;

1. The structural and components of teachers' portfolio
2. Self and peer evaluation checklists & reports
3. Performance report checklist
4. Class room observation check lists and
5. Certificate or rewards provided for outstanding performance teachers
6. Appraisers of teachers' performance.

Declaration

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been fully acknowledged.

Name: Fekadu Megerssa Gemmeda

Signature: _____

Date of Submission: 1/11/05

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

Name: Ato Melaku Yimam

Signature: _____

Date of Approval: _____