

**AN ASSESSMENT OF TEACHERS' ATTITUDE TOWARDS THE
PERFORMANCE APPRAISAL SYSTEM OF SECONDARY SCHOOLS IN
JIJIGA ZONE, SOMALI REGIONAL STATE**

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Acronyms

AAU	Addis Ababa University
CRO	Classroom Observation
E.C	Ethiopian Calendar
FDRE	Federal Democratic Republic of Ethiopia
MBO	Management by Objectives
MOE	Ministry of Education
PA	Performance Appraisal
TPA	Teachers' Performance Appraisal

Abstract

The main purpose of the study was to investigate teacher's attitude towards performance appraisal system and its components in Jijiga Zone secondary schools, in Somali Regional State. To this end, a descriptive survey method was employed. The study was conducted in five purposefully selected government secondary schools. Stratified sampling was used to select 157 sample participants from the total population by categorizing the total population(264 teaching staffs) in to two: i.e. appraisees/teachers/ that contain 195 teachers and appraisers/10 principals (including vices), 14 unit leaders, and 45 department heads total of 69 members/. Forty one appraisers were taken using simple random sampling. This study include all 39 female teachers using judgmental/purposive sampling, whereas, simple random sampling was used to select representative male 77 teachers based on their ratio/proportion of teachers in each school. Questionnaires, interviews, and document analysis were used to collect data. The data gathered through questionnaires were presented using frequency, and percentages then, inferences were made using independent sample t-test, correlation, and regression. Information obtained via interview, open-ended questions and document analysis were discussed qualitatively as per their thematic pattern. Based on the analysis the study renders the following results; TPA is widely used for administrative purposes, thus developmental purposes are hardly served by the current TPA system. It may be said that, TPA was not used to improve quality of education. Criteria used were not formulated with involvement of teachers, not related with educational objectives and realistic to be performed teachers; its objectivity to attain major purposes was also low. So, it may be concluded that, the reliability and validity of the criteria was low. Pre-appraisal discussions were done once at the beginning of a new academic year, in general school level. Post-appraisal meetings were usually at the end of the year. Therefore, feedbacks were not given immediately after appraisal. Principals were mostly responsible for appraising teachers' performance, inter personal relationships between appraiser and appraisee was not good, lack of trust for appraiser, and biases were observed. Moreover, lack of managerial skills and training on appraising were among findings of the study. It is recommended that woreda and zone education officials should create awareness about the benefit of TPA for teachers' professional growth for both appraisers and appraisees, and how to conduct it. School principals should develop criteria based on school objectives and set attainable performance targets together with teachers and carry out TPA with the involvement of many raters and teachers portfolio. Besides, mentors, department heads, principals, supervisors, unit leaders, or colleagues are suggested to make CRO as frequently as possible and feedbacks should be given immediately after appraisal. The principles of fairness, equity, and sound teachers relation must underpin the process of TPA so that collegiality and supportive environment can be created.

CHAPTER I

1. THE PROBLEM AND ITS APPROACH

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

1.1 Background of the Study

The realizations of organizational objectives are highly determined by the skill and ability of work force or human capital. It is not just only financial and technological capital that provides companies with the competitive edge, but what matters most is people, or human capital. According to Bontis et al (1999: 391–402), Human capital represents the human factor in the organization; the combined intelligence, skills and expertise that give the organization its distinctive character. The human elements of the organization are those that are capable of learning, changing, innovating, and providing the creative thrust which if properly motivated can ensure the long-term survival of the organization. This shows that, human resources are the most important assets of an organization. Therefore, these work forces should be acknowledged, updated, and motivated and this responsibility lies on the shoulder of the management system. To develop, encourage, and evaluate the effectiveness of employees, organizations come up with a system of performance appraisal (PA).

“Performance appraisal is a formal system of periodic review and evaluation of an individual’s job performance” (Mondy & Noe, 1990). It represents a formalized process of worker monitoring and is intended to be a management tool to improve the performance and productivity of workers (Brown and Heywood, 2005). Employee commitment and productivity can be improved with performance appraisal systems according to (Brown and Benson, 2003). PA helps in measuring and evaluating performance of the employees in an organization. Supporting this Werther & Davis, (1996) suggested that, good or bad performance throughout the organization indicates how well the human resource function is performing. PA helps in identifying proficiency gaps present in the employees and in recognizing praiseworthy

employees based on their work. This in turn is a base to design an effective reward system for organizations.

✓ Similar to other public organizations, teachers PA process is designed to promote teacher development, to provide meaningful appraisals that encourage professional learning and growth, and to identify opportunities for additional support where required. Appropriate explanation and supervision of performance lead to higher job satisfaction and professional commitment amongst teachers. Commitment to teaching is a function of teacher's attitude towards performance appraisal system (Rahman, 2006). Moreover, PA data enables educational administrators; to help with career planning, training and development, pay increases, promotion and placement decisions. Besides this, it helps to assess the success of recruitment, selection, placement, training, and development programmes.

✓ Previously, as Lucio and McNeil stated in Melaku's (1992:2) teachers performance appraisal (TPA) system was made closely monitored and in controlled manner to check whether teachers were using standard instructional strategies, where teachers were considered as instruments. Moreover, the data obtained were used for promotion, transfer, and salary increment. However, gradually, TPA becomes a means to professional development that aimed attaining educational purposes. TPA in Ethiopian schools was also introduced in 1937 E.C. having the purpose of inspection according to Melaku (1992:5) whereas, recently it is designed for developmental and administrative purpose. If it is done properly in line with rules and regulations, it can bring teachers loyalty, satisfaction, credibility, commitment, and success on teaching learning process. Supporting this idea Spector (1996), "Performance leads to satisfaction, people who perform well are likely to be benefited from that performance, and those benefits could enhance satisfaction."

To the contrary, TPA in some schools and educational institutions are being performed inappropriately. Even sometimes, it manipulated by the whims of some powerful individuals to attack or favor whom they like or dislike. This is against its purpose and consequently results dissatisfaction, mistrust, hatred, partiality, disintegration, loss of commitment, and team spirit. As West and Bollington stated in Melaku (1992:4), if TPA is done in unstructured and chaotic manner it tends to bring dissatisfaction among teachers, can be a source of disagreement between appraisers and appraisees, and erroneous performance data that leads to biased

decision. Therefore, TPA should be made in transparent, comprehensive, legal, and in such a way, that satisfies both the appraisers and appraisees.

Hence, this study was intended to assess, teachers attitude towards existing teachers performance appraisal system being used in secondary schools; its practice and major impediments. How principles and procedures of TPA were being implemented and how teachers perceived the process. At the end, endeavours were made to look for ways of solving problems manifested.

1.2 Statement of the Problem

Performance appraisal or evaluation of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Stiggins and Bridgeford, 1985; Wright et al., 1997). The performance appraisal system can have a significant impact on the attitudes and behaviours of teachers, which in turn affect the performance of teachers and the learning outcomes of students. However, teachers' appraisal process is problematic and has been criticized as ineffective for improving instructional quality of teachers (Danielson and McGreal, 2000; Frase and Streshly, 1994; Lavelly et al., 1992). Problems associated with teacher appraisal include the tension between formative purposes and summative purposes of appraisal, the lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative perceptions of teachers towards the appraisal system (Darling-Hammond et al., 1983; Lane, 1990; Peterson, 2000).

Even though appraising performance has long been acknowledged as vital for individual and organizational success, it has proved to be a sensitive and multifaceted task to accomplish. Especially, if it is done with Unskilled hand, the consequence would be worse. PA can be subjected to various errors, these problems may emanate from the appraisees, the appraisers or from the design and operation of the process.

It is vivid that the very result of teaching learning process is at the hands of teachers. Their effort plays fundamental role to social, economical, and technological development of the country. But the relation they have with administrative personnel, the recognition they got from

higher officials, the satisfaction they have from their job, the training and development opportunity given to them have potential impact on the success or failure of educational goals. TPA is among potential activities done in the school to help proper enforcement of educational objectives. Performance appraisal must become part of organizational culture, and that achieving such culture requires educational administrators and staff to work closely together, identifying bottlenecks and acting on them. This in turn has led to looking more closely at staff needs and ensuring that staff members get all the necessary support and they feel valued for what they contribute. Therefore, considering the potential impact of TPA, it has to be done skilfully with the mutual agreement of appraisers and appraisees.

According to the study made on teachers' performance appraisal in Oromia region, the system of teachers' performance appraisal is not in a position to achieve the intended objective of teaching and ensure students' learning; this is due to a number of management related; teacher related and school related problems. For instance, teachers were observed to be reluctant to readily admit negative feedbacks or lower ratings and there were defences, confrontations, and conflicts with principals or appraisers, as stated in Endale (2010:4). Endale himself also made study on TPA in the secondary schools of Wolaita Zone (SNNPR). Accordingly, Lack of validity and reliability of criteria, inadequate classroom observation, less participation of school supervisors (department heads and unit leaders) in the process, the absence of pre and post-appraisal meeting; more emphasis on the administrative purposes than developmental, and lack of training on teachers' performance appraisal schemes were found to be the major factors that affect TPA.

While teaching in Jijiga University, the researcher had the opportunity to get in touch with with teachers upgrading themselves in summer program. Besides the researcher has given some selected secondary school teachers in the zone training on teaching methodology and classroom management. These situations helped the researcher to notice problems regarding TPA, i.e. trainings are given without need assessment, learning opportunities are given to get a degree and to raise their salary, and promotions are given for obedient teachers for principals. Generally, teachers learning are not to improve quality of education. Based on, the above problems found in other areas and the researcher's observation, while living in Jijiga Woreda, the researcher was initiated to investigate teachers' feeling for secondary school performance appraisal system in the same Zone.

Consequently, the objective of this study was to see teachers' attitude towards the main components; purpose, process, criteria, problems, and teachers' reaction towards the existing teachers' performance appraisal system being used in government secondary schools of Jijiga Zone. Therefore, to undertake this study the following leading questions were formulated;

1. How do Jijiga zone secondary school teachers' perceive the purpose of teachers' performance appraisal?
2. What is the attitude of Jijiga zone secondary school teachers' towards the current performance appraisal criteria?
3. What is the opinion of Jijiga zone secondary school teachers towards teachers' performance appraisal procedure?
4. To what extent do the appraiser-appraisee relationships influence the proper implementation of performance appraisal process in Jijiga zone secondary schools?

1.3 Objectives of the study

1.3.1 General Objective

The main objective of this study was to evaluate the attitude of teachers towards performance appraisal practices with specific reference to such major components of the performance appraisal as standard setting, performance rating process, feedback and appeal process in particular.

1.3.2 Specific objectives

- To assess teachers' attitude towards the purpose of teachers performance appraisal according to policies and in practice.
- To assess teachers' attitude towards performance appraisal criteria.
- To observe teachers' opinion for pre-appraisal discussions.
- To examine teachers' perception for post appraisal meetings.
- To examine teachers' view for classroom observation practices.
- To see how information/evidence for TPA is obtained.

- To see how teachers witness appraiser-appraisee relationship.
- To investigate reaction of teachers for TPA results and how performance feedbacks are given.
- To propose solutions for bottlenecks of TPA system assumed to resolve the pitfalls identified.

1.4 Significance of the Study

The result of this study may serve Jijiga Zone secondary schools to see and check their TPA process. A better understanding of teachers' attitude towards practice, impact, and problems related with teacher's performance appraisal are vital issues for designing appropriate teachers performance appraisal strategies as well as interventions. Therefore, the outcome of this study may serve as a source of additional information, which may have significant use to policy makers and planners during the designing, and implementation of teacher's performance appraisal. Besides, the study has forwarded important recommendations for betterment of the future TPA and suggestions for appropriate methods if practiced, and it is expected that it can serve as a springboard for researchers to conduct further study in this area.

1.5 Delimitation of the Study

Even though the existing system of TPA is working at all levels of government schools all over the country, this study was carried out on Jijiga Zone secondary schools to see the current system of TPA; especially, secondary school teachers, principals, vice principals, unit leaders and department heads in kabrybayh, Harshin, Tefere Ber(Awbare), and Jijiga Woreda. This zone was chosen for the study because the issue under investigation was to the best knowledge of the researcher besides the issue is new and un-researched in this zone. This situation kindled the mind of the researcher to conduct the research on this area. In issue, this study was delimited to evaluate the attitude of teachers towards performance appraisal practices with specific reference to such major components of the performance appraisal as standard setting, performance rating process, feedback and appeal process in particular.

1.6 Limitation of the Study

Lack of cooperation of respondents and their willingness to complete the questionnaires on time were the major obstacles. It would have been better if all questionnaires were returned. The documentation process in some schools was not good, so the researcher could not access satisfactory information about teachers' performance appraisal process in document form hence; it puts minor influence on the information obtained. Although the researcher assured as the information they provide will be kept confidential, some participants' did not give their open response about TPA process. They might perhaps be frightened as their open response can spoil their relationships with principals, woreda and zone education officials or due to other reasons. These conditions put limitations to compare and look in depth in to each and every school teacher appraisal process, it would have been best if individual schools appraisal process was seen in this study.

1.7 Operational Definition of Key Terms

- **Appraiser:** refers to secondary schools principals, vice principals, unit leaders, and department heads involved in appraising the performance of teachers MOE (2006).
- **Appraisees:** refers to secondary schools teachers whose performance is subject to appraisal MOE (2006).
- **Secondary schools:** are Ethiopian school systems with grade of 9 to 10.
- **Performance appraisal:** is the process of evaluating how well teachers do their jobs compared with a set of standards and communicating that information to those teachers, and also ideally involves establishing a plan for improvement (Mathis and Jackson, 1997)
- **Performance documentation** -- A letter, memo, completed form, or note on which the supervisor indicates the extent to which the employee is currently meeting expectations and provides evidence to support that conclusion.
- **Woreda:** a division or area marked off, developed for administrative purpose with defined authority, responsibility and with estimated population size of about 100,000 (FDRE proclamation no.7/1992).
- **Zone:** The level of government administration that is below region, and above woreda.

1.8 Organization of the Study

The study comprises five chapters. In the first chapter are the background of the study, the general and specific objectives, the research questions, the significance, the scope and limitations of the study are presented. Review of related literature presented in chapter two, it provides the basic literature on various theories and scholars assumptions related with performance appraisal and, specifically teachers' appraisal with the aim of laying down the theoretical basis underpinning this study. Besides, it includes summary of past research works on performance appraisal. Chapter 3 discusses and in a way justifies the methodology used for the study. Chapter 4 discusses the presentation, analysis, and interpretation of the findings under general themes in line with basic questions. Finally, the last chapter (chapter 5) concludes by summarizing the findings and giving recommendations.

CHAPTER II

2. REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This chapter serves as the foundation for the development of this study. An overview of the meaning of PA, summary of studies on PA, purposes of PA and its relation with performance effectiveness, PA and its impact on job satisfaction, methods, procedures, and its effect on employee's effectiveness are dealt. Performance appraisal also known as employee evaluation, is significant to the functioning of an organization as well as to the improvement of employees. The organization needs to rate its employees. Employees need to have their work reviewed so that they may be acknowledged and rewarded when appropriate. The implementation of an effective PA program, however, is complicated by the difficult task of obtaining a truly fair and accurate appraisal of an employee's performance.

2.2 Meaning and Concept of Staff Performance Appraisal

Performance appraisal may be defined as the process of evaluating a staff member's worth or quality in terms of the requirement of the job; that is to know how well a member performs assigned organizational activities. It is a process whereby the strengths and limitations of a staff member are identified or defined. Aswathappa (2002), defined performance appraisal as a formal, structured system of measuring and evaluating an employee's job related behaviours and out comes to discover how and why the employee is presently performing on the job and how the employee can perform effectively in the future so that the employee, organization and society all benefit. Ivancevich (2004) also defined performance appraisal as an activity used to determine the extent to which an employee performs work effectively. As Milkocich and Boudreau (2006) performance appraisal is the process that measures employee's performance and it involves deciding what to assess, who should make the assessment, which assessment procedure to use, and how to communicate assessment result. Performance appraisal is the process by which employees are assessed for purpose of enhancing their development or formulating an administrative decision as Wexley and Klomovski (1990) cited in <http://gmr.mapn.ro>. Here, PA is considered as a managerial tool for facilitating administrative decision related to human resource.

Performance appraisals in the field of education refer to the process of a supervising educator observing and evaluating the performance of a teacher. These supervising educators are usually department heads or administrative faculty principals or vice principals according to Ontario Teachers' Performance Appraisal Technical Requirements Manual 2010. Performance appraisals are usually structured in such a way that the teachers are being observed receives valuable feedback on both strengths and weaknesses in their teaching approach, allowing his/her to increase their effectiveness.

To sum up, performance appraisal is an activity through which an organization ensures that its employees are performing the assigned tasks in a manner that can enhance organizational effectiveness.

2.3 Teachers' Performance Appraisal in Ethiopia

Teachers' performance appraisal in Ethiopia has started in the 1930s' and its main intention was to control and inspect the instructional process soon after, it continued to operate by changing its name to supervision and its function by large remain unchanged (Berhanu, 2006). Nevertheless, this approach has been changed from the time when 1999 E.C to an appraisal approach related with MBO that is result oriented TPA. There was also a system of TPA by parents and students. This has been highly criticized with the view that students and parents be deficient in skill for doing such a crucial rating, which could have an influence on teachers' career development. Teacher's performance appraisal requires skill and individual responsibility; and as a result, the uppermost accountability is left to the principal (Berhanu, 2006). Thus, the school management body headed by the principal is in charge of appraising teachers' performance. The management body consists of the principal who have the highest responsibility and accountability, while vice principal, department heads and unit leaders help the principal by providing information concerning the teachers' performance in the teaching learning process of the school.

2.4 Summary of Research Works on Performance Appraisal

To the best knowledge of the researcher, the first local research undertaken on TPA was, “Appraiser-Appraisees perception of teacher performance appraisal in senior secondary schools of Addis Ababa” conducted by Melaku Yimam (1992). This exploratory study was designed to identify the major problems of the current system of TPA operating in senior secondary schools of Addis Ababa; and hence, to discover if relations exist between appraisers and appraisees in perceiving the problems thus identified. Purpose and criteria of TPA, skill and competence of appraisers, timing, and frequency of appraisal and process and procedures involved in appraisal were sought. A survey questionnaire was developed and distributed to a sample of 154 appraisers and 356 appraisees drawn from 13 senior secondary schools of Addis Ababa. The finding of the study showed that the two groups perceived the primary purpose of a system of TPA to be formative than summative. Both the effectiveness of the system in achieving its purposes, and the level of satisfaction of appraisers and appraisees with the criteria was rated a little more than average. Majority of subjects revealed, as there was no pre or post appraisal meetings held. Appraising performance is more of done by assistant principals and department heads though the later ones are more preferred, according to the result. However, the confidence they have on appraisers was low. Generally, the level of satisfaction of appraisers and appraisees with the operating system of TPA was below average.

Secondly, **“Teacher appraisal: a lesson on confusion over purpose”** by Robert Gratton (2004) in New Zealand schools. This study was undertaken to ascertain the teachers’ perceptions of the purpose of the appraisal system in use at a large urban secondary school, and how these perceptions affect its implementation. The outcome of the study was intended to provide feedback to the school management for review of the appraisal system. Data was collected by document analysis, the use of a survey questionnaire and interviews. For the questionnaire, a random sample of 30 staff (about one-third) was invited to participate. The questionnaire contains questions seeking teachers’ perceptions of the purpose of appraisal from the Ministry of Education and school’s point of view, how they acquired these perceptions, and the teachers’ opinion of what they thought the purpose ought to be. The main finding from the study was that the teachers had no clear sense of purpose for the appraisal system and

consequently had little commitment to it. The general view from the teachers was that appraisal in this school was of little value and wasted otherwise valuable time; it is ineffective.

“Teacher appraisal: the experiences of Kenyan secondary school teachers” done by George O. Odhiambo (2005) is also a research reviewed. The purpose of this study was to explore and evaluate the current state of teacher appraisal in Kenyan secondary schools and make recommendations for improving the system based on both informed research into Kenyan teachers’ experiences and perceptions of appraisal and good practices in other countries. The research set out to explore the strengths and weaknesses of the appraisal schemes operating in Kenyan secondary schools, to investigate the attitudes of secondary school teachers towards performance appraisal and to make a recommendation as to how a more effective alternative system can be implemented in the country’s secondary schools. Regarding the design/methodology/approach, the study adopted a qualitatively oriented case study using multiple cases and drawing on multiple methods of data collection. The findings of this study indicate that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal is to be used to improve the quality of teaching and education in Kenya. In this study, it was found that teacher appraisal is not basically done to improve teachers’ efficiency and, hence, to improve quality teaching.

“Satisfaction with performance appraisal system (PAS)” by Jill Cook and Alf Crossman (2004) was also another research observed. The objective of the research was to investigate if differences in satisfaction could be linked to the role played in the PAS. The data were collected via questionnaire distributed to all staff through the Distal internal post system. Three hundred eighty two usable questionnaires were returned. The questionnaire comprised a series of statements followed by a five point rating scale with strongly agree (5) to strongly disagree (1). The result obtained in this research was there is no intrinsic difference in satisfaction level linked to role in administering a PAS and that the source of satisfaction and/or dissatisfaction with the PAS was not equally attributable to all aspects of organizational justice.

2.5 Performance Appraisal and its Purposes

The purposes of performance appraisal in teaching is: to identify the short comings and take remedial action, promoting research on teaching process, motivating the staff, enhancing professional career development, ensuring that students have been provided quality instruction, and to recognize outstanding teachers performance, Davies and Ellison (1994), Webb and Norton (1999) Duke(1995), and Gold (2000). Webb and Norton (1999) and Duke (1995) classified performance appraisal as formative and summative.

Formative Performance Appraisal: According to Duke (1995), the formative appraisal system is an organization appraisal designed to provide feedback to the person being evaluated for the purpose of self-improvement. Formative evaluation helps to develop communication skill between the appraisee and appraiser and thereby take corrective action or remedial action on the shortcomings revealed in the performance process. Lewis (1982) also pointed out that; formative appraisal is used to gather specific information about each teacher's strengths and weaknesses in order to improve individual performance.

Summative Performance Appraisal: may be defined as an appraisal that is conducted at the end of the activities set within specified time interval and designed to assess terminal behaviours or overall performance (Webb and Norton, 1999). Its objective is not to improve or take remedial action to the shortcomings seen during ongoing performances; rather it is more used for managerial decisions on employee promotion, tenure, merit pay, termination etc. In the same way, Ivancevich (1983) state summative appraisal as judgmental and comparative; besides, it is formal, infrequent and focuses only on the person being appraised. The individual being appraised does not participate in judging his behaviour face-to-face with the superior as the case of formative appraisal. The employee may only be informed of the result or decision. However, in the case of result-based performance appraisal, the employee directly involves when the superior judge his performance.

Generally, the appraisal of a staff performance is expected to provide answers to many questions in managing human resource in all organizations, including school systems. However, to summarize, the appraisal of teachers may serve the following main objectives according to Melaku (2002):

Knowing and improving the quality of teachers: staff performance appraisal serves to guide human resource development. A process helps in clearly knowing the teacher's strengths and weaknesses, and becoming a basis for improving his performance on the job.

Making administrative decisions: a systematic teachers' performance appraisal provides information that is of great importance for making decisions on: their salary increment, promotion, discharge, layoff, and transfer. Promotions transfer and demotions are usually based on past or anticipated performance. Thus, promotions are a reward for past performance.

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

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

2.6 Criteria of Teachers Performance Appraisal

Performance Appraisal does not take place in an ad hoc manner rather it follows structured/systematic approach. The essential features of systematic appraisal is the accurate measurement of performance because it attempts to reduce, if not altogether eliminate, human bias and prejudice (injustice) by means of a system that is subject to impartial review and check. It demonstrates effective measurements related to the job than personal traits. Performance criteria represent the specific activities involved in the job, which an employee is expected to perform effectively (Melaku 2002). Valentine (1992) as cited by Webb and Norton (1999) describe criteria as, the job related behaviours expected of the teacher, administrator, or other staff member. Consequently, they portray three kinds of criteria for teachers' performance appraisal plans:

The first is trait or attribute criteria; the assumption in using this criterion is that, there are definable traits that are essential for good performance and describe what the employee is, rather than what he/she does. Personal trait such as aggressiveness, patience of the stress, creativity, self-confidence, adaptability leadership, personal integrity, emotional balance, and

enthusiasm can affect the teaching-learning process positively or negatively. Ginsberg and Berry 1990 as cited by Webb and Norton (1999) wrote that, "Although most schools do not rely heavily on trait criteria today, some trait criteria such as dependability and personal appearance are still found in many appraisal systems. There are also other personal qualities, which affect the teaching-learning process, for instance, personality, appearance, sociability, cooperation, and the likes.

The second is result based criteria, the rationale for this approach is that, teachers and appraisers should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives have been accomplished. Goal-setting theory suggests that, appraisal criteria and performance goals should be clear and understandable to motivate the appraisee; otherwise, the appraisee would not know what to work towards (Locke and Latham, 2002). Besides, these objectives should be attainable in relation with this, teachers that are evaluated based on criteria that cannot be affected by their actions are likely to be frustrated, demoralized, and critical of the system (Stiggins and Bridgeford, 1985).

The third is performance based criteria, according to this criterion; teachers' and administrator's behaviour to do specific tasks should be appraised or assessed.

Generally, these three types of criteria are not mutually exclusive. Therefore, there is a trend to have an appraisal system to use them by combining in a situation where necessary. Hence, this study has tried to examine whether the appraisal criteria is clear to teachers and their perception towards it.

2.7 The Performance Appraisal Process

Often in practice, appraising the performance of teachers has been regarded as a process of observing, analyzing, and judging teachers' performance. According to Ontario Teachers' Performance Appraisal Technical Requirements Manual 2010 page 29-30 regarding performance appraisal steps, a systematic process of teacher performance appraisal comprises the following major steps; a pre-appraisal meeting, task observation and Data collection, post-appraisal conference and target setting and follow-up Discussion.

The Pre-Appraisal Meeting

The pre-appraisal meeting is the preparatory stage in the process of teacher performance appraisal. This initial is crucial aimed at establishing common understanding and agreement between teachers and their appraisers. To this end, the school principal should schedule a pre-appraisal meeting to all teachers and appraisers in the first weeks of the academic year. This is done to review and decide with them on; (A) the purpose of the appraisal program, (B) the criteria against which their performance will be measured, (C) the timing and frequency of the classroom observation, (D) the techniques that will be employed in gathering performance data and (E) the appraiser that will be involved in evaluating teachers' performance.

In general, the primary objective of pre-appraisal meeting should focus on establishing teacher acceptance and agreement to voluntarily take part in the appraisal process. The appraiser and the teacher use pre-observation meeting to:- make certain that the expectations for the appraisal process are clearly understood; promote a collegial atmosphere in advance of the classroom observation; identify exactly what is expected during the lesson to be observed; discuss the teacher's plan for the classroom observation period; identify the expectations for student learning that are the focus of the lesson; discuss the unique qualities of the teacher's class of students; discuss how the teacher's performance will be assessed, including a review of the competencies that will form the basis of the teacher's performance appraisal; and set the date and time for the classroom observation.

Task Observation and Data Collection

Classroom observations provide evidence of a teacher's actual instructional performance, including presentation of content, class structures, students' engagement in learning and assessment of student learning. These aspects of performance also relate to the elements and components in standards, planning and preparations, classroom environment, and instruction (Hunter, 1996).

The process of collecting teachers' performance data can take place anywhere any time during the academic year. In this case, appraising teachers' performance can be carried out not only in the classroom but also at a committee or staff meeting, in a school club, in a group activity, at a concrete held in the appraisers office, etc. However it should be, noted that classroom observation should occupy a prominent position in the process of data collection on teachers'

performance. Classroom observation, as a technique of performance data collection helps to identify both weakness and strengths of a teacher in his/her teaching task performance objectively.

Classroom observation is expected to help in providing teachers with objective feedback on their teaching performance, and hence, to assist them improves their professional competence. It is also expected to be conducted as frequently as possible depending on the time and resource constraints with which the school operates. To assess teachers' skills, knowledge, and attitudes, each appraisal must include at least one classroom observation. For the purposes of the performance appraisal, each teacher must be observed in an instructional setting. All formal observations lasts minimum of 30 minutes, and are followed by a post observation dialogue within 10 working days.

Post-Appraisal Conference and Target Setting

Post-appraisal conference occupies a particular sensitive position in the appraisal process. It is at this stage that a teachers' total contribution to the school is discussed, appraised, and valued. The teacher will also have the opportunity to criticize and comment on performance evidences presented by the appraiser. He will also have the chance to supply additional data that he feels that the appraiser has omitted.

In general, the teacher exercises his/her right to appeal against unjustified performance ratings during the post-appraisal conference. Post-appraisal conference, as it is sensitive and anxiety producing to both teachers and appraisers should be handled carefully and systematically. The following requirements are recommended to be fulfilled.

- A. Post-appraisal conference should take place immediately after classroom observation before appraisal causes anxiety and frustration in the teacher.
- B. Prior to the actual post-appraisal conference, the appraiser should analyze, evaluate performance data collected, and carefully identify the critical performance areas, which have been met by the teacher, which are not, and why.
- C. The focus of post-appraisal conference should be the teacher's performance in the defined job areas. That is, both the teacher and the appraiser should be aware that

negative as well as positive feedback to the teacher should be performance oriented rather than comments on personality traits (behaviour).

- D. The final aspects of post-appraisal conference should focus on setting future performance targets. Both the appraiser and the teacher should leave the conference with mutually identified, clearly understood and agreed up on plan of action, including how this will be performed.

In general, post-appraisal conference, when done properly, encourages appraisers and teachers jointly solve performance problems and develop in them common understanding about what was and will be observed and appraised.

Follow Up Discussion

Following the post-appraisal conference, the next step in the appraisal process is the follow up. It is at the follow up stage that performance targets set during the post-appraisal conference are worked on, supported, and monitored. For the follow-up stage to be successful, three approaches are suggested to be adopted.

First, in a remedial (corrective) approach, an appraiser is expected to give the teacher clear, specific, and objective feedback why the teacher is, including what, how, and why the teacher is having trouble in carrying out performance target. In such an approach, the appraiser and the teacher jointly find out ways and means by which the difficulty realized could be tackled.

Second, in a maintenance approach, both the appraiser and the teacher can ensure that performance strengths and skills currently realized in the teacher are sustained so that satisfactory levels of performance and job satisfaction can be continued.

Third, in a developmental approach, professional development and personal growth of the teacher are further enhanced. In this approach, after ascertaining that the appraisee/teacher has successfully accomplished performance targets set in the post-appraisal conference, the appraiser and the teacher discuss and set new challenging target areas, which are necessary for the latter to achieve self-as well as school development.

2.8 Principles of Performance Appraisal

Many scholars concerning teachers' performance appraisal provide varieties of principles.

Accordingly, Stows and stoops (1981) pointed out the following principles.

- 1) *In the evaluation of teachers' performance, information should be collected from a variety of sources. One-man evaluation (usually the principal) may not give dependable information.*
- 2) *Each teacher should be given a copy of performance appraisal. Therefore, teachers should understand the reasons for and methods of the evaluation scheme before any secret of evaluation are done.*
- 3) *Trained appraisers should carry out evaluation.*

Melaku (2000) has also enumerated the following principles of teachers' performance appraisal.

- A. *Principle of effective communication- effective two-way communication between teachers and appraisers is essential for the successful operation of teachers' performance appraisal schemes.*
- B. *Principle of Appraisers' Training- Teachers' performance appraisal requires adequate competence in human, technical, and conceptual skills through pre and in-service training. However, appraisers with little or no training in teachers' performance appraisal commit appraisal errors, which ultimately result in subjectivity of appraisal results.*
- C. *Principle of teachers' participation- Teachers should be involved in the design and operation of the system.*
- D. *Principle of contextual factors- school factors like availability and adequacy of instructional materials, relevance of the curriculum, appropriateness of the school time table, the size of the class and the type of students in the class room can influence his/her performance effectiveness.*

The main reason for appraising performance is to enable employees to use their effort and ability so that organizations achieve their goals and consequently their own goals. Employee commitment and productivity can be improved with performance appraisal systems Brown and Benson, (2003). Appropriate explanation and supervision of performance lead to higher job satisfaction and professional commitment amongst teachers. Commitment to teaching is a function of teacher's attitude towards performance appraisal system Rahman, (2006).

Teacher performance appraisal can be directly related to the increased effectiveness of teachers because teachers are being observed and monitored for weaknesses, as well as supported in fixing those weaknesses. If the appraisal system is approached with a degree of professionalism that is not compromised and if the teacher is supported in making the changes necessary for addressing the area of weakness, performance appraisals can significantly help schools in retaining excellent educators who strive for improvement. This in turn benefits the students of that school, with far-reaching outcome for society.

Teachers who participate in developing the appraisal system are more likely to be aware and accepting of performance expectations, better understand the appraisal process and outcomes, and be more committed to the appraisal system. In relation with this, various researchers, advocate greater teacher involvement in the development of the appraisal procedures and criteria so that the evaluation process can be a more constructive process that promote the professional development of teachers (Mo et al., 1998; Stiggins and Bridgeford, 1985; Valentine, 1992). Involving teachers in developing the appraisal system increases the chances that the appraisal system will better meet the needs of teachers and that realistic performance expectations will be established. Increased participation in the appraisal process is positively related to satisfaction with and acceptance of the appraisal system Cawley et al., (1998). For that reason, examination regarding how participation of teacher in the development of the appraisal system affects teacher attitudes and behaviours is essential.

2.9 Performance Appraisal Methods

Appraisal techniques may be categorized according to the type of criteria used; trait-oriented methods (for example trait scales); behaviour-oriented methods (for example critical incidents, BARS) and results-oriented methods (MBO). Alternatively, techniques may be classified according to the main purpose that the procedure serves, namely: comparative purposes (relative standards) and developmental purposes (absolute standards) (Fisher, et al., 1996). Different organizations may use numbers of different appraisal methods to assess employees' job performance. The choice of the appraisal method may be varied depend on the usefulness of the method to the intended purpose or the interest of the appraiser. Appraisers may prefer absolute performance standards for the job instead of comparing an employee's performance with that of colleague. Absolute standards facilitate comparison of employees from different

departments. The assumption is that performance is measured on a number of specific dimensions so that employees can be given more helpful feedback than is generated by comparative procedures. Checklist may be also used as a simple rating method in which the appraiser is given a list of statements or words, and asked to check statements representing the characteristics and performance of each appraisee. Although this method does not really lend itself to diagnostic feedback, it has the advantage of being behaviourally rather than trait-based, and has acceptable reliability and controls for some rating errors, for example the halo error. A rater writes a narrative description about an employee's strengths, weaknesses, past performance, potential, and suggestions for improvement. This method of PA depends heavily on the objectivity of the appraiser. The format of the report may be left entirely to the discretion of the rater, or certain specific points of discussion may have to be addressed. This is generally a time-consuming method, the success of which is very much dependent on the writing skills of the raters.

The Result-Oriented Method/MBO/: it is a result-oriented process rather than activity-oriented, and is based on the premise that performance can best be measured by comparison of actual results to plans or expected result. This method consists of the following phases (Kumar and Mittal, 2001). As they stated, first, the appraiser and the appraisee get together and jointly discuss the objectives to be accomplished during a predetermined appraisal period and the performance standards needed to reach those objectives. Secondly, during this appraisal period, continuous communication occurs between the appraiser and appraisee for frequent discussions about problems and progress and if any updating or modifications are needed either in the goals or in the performance standards. Finally, at the end of the period, the actual results are compared with the pre-determined objectives to see if these have been met or not. Based on this analysis, the goals and the objectives for the next appraisal period are discussed, mutually agreed upon and set. Because the objectives are set in advance and related to the job, the appraisal is also fundamentally job-related which can be more objective.

2.10 Appraisers-Appraisees Relationship and Trustworthiness of Appraiser

Prior research suggests that the relationship between teachers and their appraisers, and the credibility of appraisers are critical to an effective appraisal (Chow et al., 2002; Duckett, 1991; Mo et al., 1998). It is important that teachers trust their appraisers and have a good relationship

with their appraisers so that teachers will view the appraisal process as constructive and regard critical feedback positively (Duke and Stiggins, 1986; Stiggins and Bridgeford, 1985). Besides, the appraiser must be viewed as competent, capable of evaluating the teachers, and unbiased for the evaluation outcomes to be perceived as reliable and useful for providing feedback to improve teacher performance (Duke and Stiggins, 1986; McNamara, 1995; Natriello, 1990). Teachers who are critical of appraisals are often concerned that their appraisers do not possess the necessary skills to conduct effective evaluations, lack sufficient opportunities to observe and evaluate their performance in the classroom, and are biased (Stiggins and Bridgeford, 1985; Frase and Streshly, 1994). This study tried to examine the relationship between teachers and their appraisers' relationship as well as the attitude of teachers' towards relationships.

It is necessary to examine the fairness of the appraisal system and its outcomes because an appraisal system has to be viewed as fair and just by appraisees to be effective (Greenberg, 1986). Cardy and Dobbins (1994:54) argued that with "feelings of unfairness in process and inequity in evaluations, any appraisal system will be doomed to failure." Teachers are more likely to accept and use appraisal systems that they perceive to be fair. Prior studies find that teachers respond negatively to unfair appraisal systems that are overly subjective, evaluate teachers on criteria that are not related to instructional quality, do not protect the due process rights of teachers, and provide assessments that do not reflect actual performance (Huddle, 1985; Stiggins, 1986; Stiggins and Bridgeford, 1985). Therefore, fairness is one thing that needs consideration.

2.11 Who Should Appraise the Performance of Teachers?

Educators believe that evaluating teachers' performance should not depend on a single formally designated appraiser-the superior (the principal or his assistant, or the department head). They rather see the value of peers, students, and self-appraisal as important sources of teacher performance data. Such a multiple appraiser approach is valuable particularly when used under conditions of interpersonal trust and confidence. According to Chatterjee (1995), those who have the opportunity to observe performance, those who have the ability to translate observation into useful assessments; and the motivation to provide useful performance evaluations, can do effective appraisals. This being the case, the following are responsible for employee's performance appraisal:

Superior Appraisal: A multitude of survey studies have confirmed that in almost all school systems, the key person accountable for appraising teachers' performance is the principal or his delegates-assistant principals or department heads. The reason is that the principal, by the virtue of his position, has a good opportunity to observe, interpret, and analyze teachers' performance in light of school objectives, and hence, links effective performance with rewards. Appraisal by immediate supervisor according to Cascio (1992) is the most widely used source of appraisal information because the supervisor is probably most familiar with each individual's performance and has had the broadest opportunity to observe the individual and he is probably best able to appraise the appraisees' performance in light of the organization's overall objectives.

Peer Appraisal: In peer appraisal system teachers should be encouraged to invite colleagues in to their classroom for the purpose of assisting them in gathering appropriate information which will be useful in inquiring into their teaching, their students learning, and providing the third eye (Armstrong, 2001). Colleague can serve as source of a teacher's performance data not only because of their frequent contacts to each other but also because of their interdependence to accomplish common instructional objectives. For the approach to work effectively it is desirable for the peers to trust each other and evaluation should not be seen as means for pay rises and promotions rather as a means to improve work performance.

Student Appraisal: Appraisal teachers' performance by their students is another form of classroom observation. There is a strong assumption that students, because of their unique position in the classroom, and their proximity to teachers' classroom performance, have their own ideas about the qualities of a good teacher and an effective teaching. In this regard, Wossenu (2005) Pointed out that, unlike parents, students are in the position of observing the classroom performance of the teacher every school day. The use of students' judgment on teachers' performance is valuable because it is students who know when they have been motivated to learn; and who feel that they have undergone changes in behaviour. Students' performance feedback to teachers can, therefore, motivates good teaching and developing a feeling of recognition in teachers.

Self-Appraisal: the appraisee is usually asked to assess his or her own weaknesses and strengths as well as areas of improvement (Thomson and Christopher, 2000). Comprehensive self-appraisal can serve as a vehicle of teachers' professional improvement. If used genuinely

and appropriately by both teachers and appraisers, self-appraisal enhances early involvement of teachers in the appraisal process, reducing their senses of defensiveness and complaints about appraisal. If employees understand the objectives they are expected to achieve and the standards by which they are to be evaluated, they are in the best position to appraise their own performance Mondy & Noe, (1990).

Parents' Appraisal: According to MOE, (2006) parents and community must be involved in the planning and appraisal of teachers in the school. Harris, (1986) also suggested that, parents have an impact on the motivation of students, teachers and the teaching-learning process with the current emphasis upon the community-school relationships and upon school use of community resources. Furthermore, according to MOE (2006), the participation of parents has an enormous role in intensification of community participation and the MOE has already point out the parents' responsibilities as follows:

- 1. Appraise the efficiency of teachers and appropriate attendance of students, and extend the necessary support in this regard.*
- 2. Ensure that teachers are offering the lessons and appropriate attendance of students, and extend the necessary support in this regard.*
- 3. Ensure that teachers are offering the lessons after undergoing the necessary preparation make available themselves at their respective work places regularly and extend the necessary academic support to students.*
- 4. Construct additional classes to avoid congestion.*
- 5. Fulfill the educational materials that are in short supply.*
- 6. Take the necessary measures against those teachers and educational professionals who do not discharge their duties properly and set a bad example.*

Combinations: In recent years, for example, there has been a growth in multi-source feedback Kettley, (1997:1) where individuals receive feedback from different sources including peers, subordinate staff, customers and self. Where feedback is received from 'all round' a job, this is referred to as 360° appraisal or feedback. The growth in such approaches is based on the view that feedback from different sources allows for more balance and objectivity than the single view of a line manager.

2.12 Problems of Staff Performance Appraisal

2.12.1 Problems with the Design and Operation of the Appraisal Program

The design and operation of the system of performance can be blamed if its purpose and criteria are not clearly defined, specified, and communicated; and if its process fails to operate effectively. Mutual understanding about the purpose of the appraisal program should be established between teachers and evaluators, unless teachers may incline to view performance appraisal as a reward-punishment situation and as somewhat threatening, punitive, of little help, and not in their interests. The literature on teacher appraisal also recommends that the appraisal process and criteria should be clearly communicated to and understood by teachers Darling-Hammond et al., (1983). Another important area of problem in teachers' performance appraisal is the criteria against which their performance is measured. Teachers that are evaluated based on criteria that cannot be affected by their actions are likely to be frustrated, demoralized, and critical of the system Stiggins and Bridgeford, (1985).

Criteria used to evaluate performance of teachers needs to be validity and reliable. A set of performance criteria is said to be valid if it accurately measures what it is meant to measure. The validity of an appraisal process heavily depends on its comprehensiveness in assessing teaching quality as defined by the criteria. Reliability in performance criteria means consistency, that is, two or more evaluators should agree on what a teacher is and is not doing well. Performance appraisal criteria should encourage performance appraisal 'rather than person appraisal' in order to generate accurate and objective appraisal results. Besides, teachers should be given the opportunity to participate in the process of determining the design and operation of the system. Lack of meaningful participation on the part of teachers and evaluators will result in malfunctioning of the appraisal scheme.

2.12.2 Problems with the Appraisers/Evaluators

Performance appraisal process and results often prove ineffective mainly because appraisers lack the required knowledge, skill, and commitment to appraisal. Some of the errors that appraisers commit are when an appraiser fails to discriminate the various dimensions of teacher's job, they tends to take a single aspect of the teacher's performance to influence the entire appraisal. Another problem is a tendency of appraisers' to erroneously rate all teachers within a narrow range of appraisal results regardless of the actual performance differences

existed among teachers. When an appraiser has inadequate performance evidence about teachers, he hesitates to discriminate their levels of performance; and ultimately tends to rate every teacher above average. In relation with this, McGregor (1957) stated managers are reluctant to criticize or to make negative judgments on an individual's performance, as it could be de-motivating, leading to appraisees' accusations of lack of managerial support and contribution to an individual's poor performance. Many appraisal results suffer subjectivity because appraisers often forget or are not concerned about cumulative past performance of teachers. As a result, appraisal result of a teacher is determined only by evidence obtained just before appraisal rather than by the average behaviour. Problems may also occur when appraiser considers certain behaviours as "right" and others as "wrong" from his/her own personal point of view and uses these as appraisal criteria (Melaku, 1992). This is an erroneous tendency of an appraiser, who judges more favourably the performance of those teachers, who appear to be similar in the behaviour to him. Appraiser's personal bias and favouritism can greatly influence appraisal results particularly if he expects teachers to behave in a manner he thinks appropriate and acceptable.

2.12.3 Problems with the Appraisees/Teachers

For a system of teacher performance appraisal to function well, it is of paramount importance that teachers regard it as potentially valuable to improve teachers and teaching. If the objective of an appraisal system is to change and improve the competence of teachers, it is very important to consider teachers' perception of the appraisal system rather than simply imposing on them the required rules of behaviour. Lack of favourable perception of teachers about a system of performance appraisal may cause the following barriers in the process of its operation.

- ✓ Teachers' anxiety and frustration almost certainly stem from an appraisal system that they regard as arbitrary, imposed, and faultfinding.
- ✓ Teachers' negative attitude toward performance appraisal may also result from their doubt the validity, reliability and utility and performance feedback and ratings presented by appraisers. Many teachers complain about being rated without any single task observation, or of quick classroom visits. As a result, they often question appraisers' competence in and commitment to appraisal; and consequently tend to lose trust and confidence in their appraisers; and often resist accepting appraisal results.

Another appraisal problem is teachers' reaction to positive and negative appraisal results. Most teachers have difficulty in facing up to appraisal involving negative feedback about their performance that often develop in them a sense of tension, frustration, anger, friction, and anti-organization feelings and action. Some teachers, who have developed a negative attitude toward the design and process of the appraisal program, whether their performance is rated high or low, do not improve their performance, but they will give up, or do not bother about performance ratings. In general, undesirable teachers' perception about performance appraisal often stems from infrequent and quick classroom observation, inadequate opportunity for them to participate in the design and operation of the system, and unfavourable attitude toward appraisers.

2.13 Legal Consideration in Performance Appraisal

To provide information that can serve the organization's goals and that complies with the law, a performance evaluation system must provide accurate and reliable data. The reliability to generate accurate and reliable data is enhanced if a systematic process is followed. According to Ivancevich (2004), the following six steps can provide the basis for such a systematic process:

- 1. Establish performance standards for each position and the criteria for evaluation.*
- 2. Establish performance evaluation policies on how often, when, and who should rate.*
- 3. Have rater greater data on employee performance.*
- 4. Have raters (and employees in some systems) evaluate employees' performance.*
- 5. Discuss the evaluation with the employee.*
- 6. Make discussion and file the discussion.*

Performance appraisal data as stated earlier are used to make many important human resource decisions (e.g. pay, promotion, training, transfer, and termination). The appraisal system is a common target of legal disputes by employees involving charges of unfairness and bias. An employee may seek the legal resource to obtain relief from a discriminatory performance appraisal. Every organization is guided by the rules and regulations of the federal and or state agencies of its respective country. In this respect, the federal civil service commission is the agency in charge in Ethiopian context.

According to article 31 of the federal civil servants proclamation:

A. The purpose of performance appraisal shall be:

- 1. To enable civil servants effectively discharge their duties in accordance with the expected level, quality standards and time expense;*
- 2. To evaluate civil servants on continuous basis and identify their strengths and weaknesses with a view to improve their future performance;*
- 3. To identify training needs of employees;*
- 4. To give reward based on results;*
- 5. To enable management to make its administrative decisions based on concrete evidence.*

B. Performance evaluation shall be carried out in a transparent manner.

C. The agency shall issue directives on performance evaluation.

The legal aspects of performance appraisal shall be given due attention because failure to comply with policies and regulations results in penalties that can be easily avoided by performing performance appraisal activities by taking in to consideration the legal issues.

CHAPTER III

3. RESEARCH DESIGN AND METHOD

3.1 Research Method

Descriptive survey was the type of research method employed to carry out this study. This type of method is appropriate for the purpose of this research as it enables to investigate, describe, and interpret the status, practice, problems, and perceptions of teacher's performance appraisal. As Koul (1998:403) has emphasized, the descriptive survey method is "at times the only means through which opinions, attitudes, suggestions for improvement of educational practices and instruction, and other data can be obtained." As noted by Rea, Louis, and Richard Parker (1997:5), the survey method offers an opportunity to reveal the characteristics of institutions and communities by studying individuals who represent these entities in a relatively unbiased and scientifically rigorous manner. Therefore, survey was perceived to be the appropriate method to gather data from dispersedly located secondary schools of Jijiga zone. Both quantitative and qualitative data gathering methods were used to collect relevant data for the study. Qualitative research in principle as mentioned by Rubin (1995) focuses on gaining meaning and insight into the area of interest. It is associated with "face-to-face" contact with people, together with verbal data and observations as Rubin (1995). Quantitative method uses techniques that gather measurable data. Thiétart et al. (2001) suggested a combination of qualitative and quantitative approaches by using a sequential process.

3.2 Sources of Data

The data used for the study were collected from both primary and secondary sources. While data obtained via interview and questionnaire were taken as primary data where as documents were taken as secondary sources. The subjects of this study were teachers who are working in Jijiga Zone Secondary Schools. Jijiga Zone has six woreda i.e. kabrybayh, Harshin, Awebere (Tefere Ber), Gursum, Babele and Jijiga Woreda itself. Among these woreda, Gursum and Babele have no secondary schools where as all the rest have two secondary schools each. While Jijiga High School and Sheik Abdi Selam Secondary School are in Jijiga Woreda, Hartishek and Abdul Majid Hussein are found in kabrybayh Woreda. In Awebere (Tefere Ber), Lefeysa secondary School and Awebere Secondary School exists. The other Woreda is Harshin this

Woreda has also two secondary schools Lankerta and Harshin secondary Schools. Sample schools from each woreda were used as source of data.

3.3 Sample Size and Sampling Technique

To select sample schools from Jijiga zone purposive/judgemental sampling was used. This was done to include schools that have well-organized and structured teacher's performance appraisal system. It was expected that new schools might not have as such well organized and deep-rooted appraisal information. In addition, most new schools were not convenient for transportation and security. To this end, Hartishek Secondary School, Awebere Secondary School, and Lankerta Secondary Schools were not incorporated in the study. Both schools in Jijiga Woreda i.e. Jijiga secondary School and Sheik Abdi Selam Secondary School, and one secondary school from each woreda, that means, Lefeysa Secondary School from Awebere Woreda, Harshin Secondary School from Harshin Woreda and Abdul Majid Hussein Secondary School from Kabrybayh Woreda were included in this study. Therefore, five schools were taken for the study from the four woredas with secondary schools in the zone. The following table summarizes selected secondary schools and their total number of teachers.

Table 1. Total Teaching Staff of the five Selected Secondary Schools

Woreda	School	No Teaching Staffs & their Ratio				
		Male	%	Female	%	Total
Awbare	Lefeysa 2 nd ry School.	36	87.8	5	12.2	41
Harshin	Harshin 2 nd ry School.	18	85.7	3	14.3	21
Jijiga	Sheik Abdi Selam 2 nd ry School	66	80.5	16	19.5	82
	Jijiga Secondary School	71	85.5	12	14.5	83
Kabrybayh	Abdul Majid Hussein 2 nd ry Sch.	34	91.9	3	8.1	37
Total		225	85.2	39	14.8	264

Source: Jijiga Zone Education Office

The total numbers of teaching staff working in the five sample schools in the Zone are about 264 including principals, out of this 225 (85.2%) are males and 39 (14.8%) are females.

To decide the total sample size from the whole population, Raosoft Sample Size Calculator found in website <http://www.raosoft.com/samplesize.html> was used because it was widely used and easy to use, and it suggests as 157 is recommended sample size for 264 population size with 5% margin of error and 95% confidence level. Krejcie, Robert V., Morgan, Daryle W.

Measurement, (1970) suggests 155 sample size for 270 population. Therefore, 157 samples were taken from 264 populations.

After determining 157-sample size, stratified sampling was used to select sample participants from the total population (five schools). Strata were created by categorizing the total population(264 teaching staffs) in to two: appraisees/teachers/ that contain 195 teachers and appraisers/10 principals (including vices), 14 unit leaders, and 45 department heads total of 69 members/. Based on their ratio 41(26%) appraisers were taken using simple random sampling (lottery method) from 69 members this was done to give equal chance for members. Whereas, to select sample 116(74%) teachers from appraisees group, this study followed two approaches one was including all female teachers using purposive/judgmental sampling, because they are small in number and it was best to include all of them to increase their proportion. The other was using simple random sampling (lottery method) to select representative male teachers based on ratio/proportion of teachers in the school. This sampling could give equal chance for them to be selected for the study.

Fig. 1 Sampling Steps

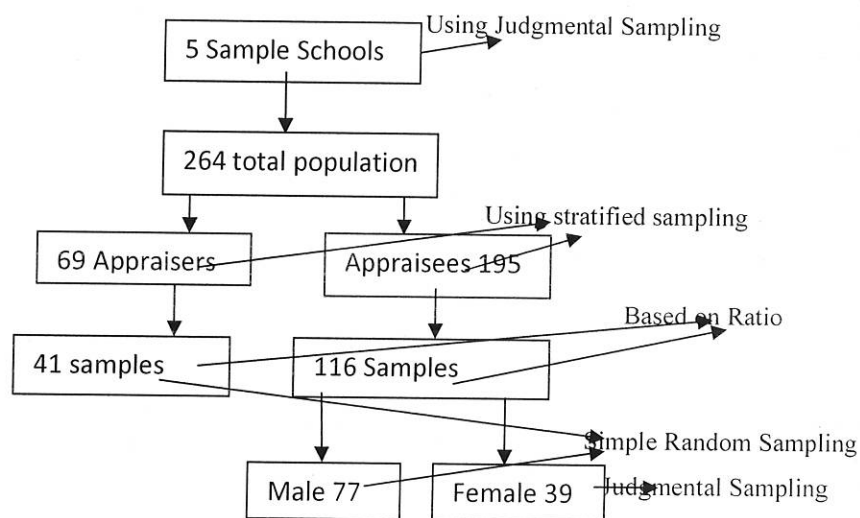


Table 2. Sample Size of Respondents across Selected Schools

School	Appraisers			Total	Appraisees			Total
	Principals	Unit Leaders	Dep't Heads		Male	Female	Total	
Lefeysa Secondary. Sch.	1	1	5	7	11	5	16	23
Harshin Secondary. Sch.	1	1	5	7	3	3	6	13
Sheik Abdiselam Sec. Sch.	2	2	6	10	25	16	41	51
Jijiga Sec. Sch.	1	2	6	9	28	12	40	49
Abdul Majid Hussein Sec. Sch.	1	2	5	8	10	3	13	21
Total	6	8	27	41	77	39	116	157

Generally, 157 (59.5%) samples were used for the study among this 118 about 75.16% were males and 39 about 24.84% were females samples.

On the other hand, to select sample participants for interview from the total population purposive sampling was used. To make the research manageable, two principals, two vice-principals, three unit leaders and six department heads from sample schools were included purposely because these groups are school administrators according to MOE(2006) and they have the responsibility of appraising performance of teachers. Moreover, these group members were expected to have the required information. However, these participants were not included in the administration of the questionnaire.

3.4 Instruments of Data Collection

Questionnaires, interviews, and document analysis were main instruments used to collect data from respondents.

A. Questionnaire

The questionnaire was used as quantitative tool for collecting the data related with the issue under study as it enables to reach the dispersedly located sample schools easily and in a short time. Questionnaire that incorporate both open and close ended item was prepared and administered for sample teachers, principals, vice principals, unit leaders and department heads, as they are very suitable for obtaining varieties of opinions from large population within a short span of time. Most questions were of close-ended items in seven categories in the form of Likert scale, because, it presumes the existence of an underlying (or latent or natural)

continuous variable whose value characterizes the respondents' attitudes and opinions. Likert scale is a method that would produce attitude measures that could reasonably be interpreted as measurements on a proper metric scale, in the same sense that we consider grams or degrees Celsius true measurement scales (Uebersax, 2006). When a Likert scale is used to measure attitude, its usual or standard format consists of a series of statements to which a respondent is to indicate a degree of agreement or disagreement using the following options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree Gerald Albaum (1997).

Jacoby & Matell (1971) examined the issue of number of response alternatives to be provided; since there was no effect on the use of categories these researchers concluded that as little as two or three categories could be used. For this research, items were presented in three scales and five scale items. Five scale items were used for items that seek how strongly the person feels about the idea in the items. Whereas, three scale items (agree, undecided, disagree) were used to ask participants agreement on items that are considered as facts, when it is not necessary to ask respondents how strongly they agree on the idea. In relation with this, Mager & Kluge (1987) Likert scale can be presented in two-stages; the first stage asks whether there is agreement or disagreement with the statement, and the second stage then asks how strongly the person feels about the answer provided in the first stage. In addition, three open-ended items was also included to let participants express what they feel and perceive.

The questionnaire enabled to collect data of respondent's biographical information and teachers' attitude towards purpose of TPA, criteria for TPA, procedures of TPA, reaction of teachers towards TPA. Care was taken while designing the questionnaires and framing of each question to maximize opportunity for complete and accurate communication of ideas with the respondents. In order to establish the 'content validity' and 'face validity' of the questionnaires, the draft questionnaires constructed was submitted to professionals and friends related to the field for comments, and then it was given to the advisor for final comment. Some items considered not suitable were selected and some modifications were made based on their comments and judgment. In order to make the questions more understandable, attempt was made to provide clear directions on the questionnaires regarding mode of reaction.

Piloting the Questionnaire

Before the final administration of the questionnaire, pilot testing was made within one i.e. Jijiga Secondary School randomly selected 30 teachers to establish reliability of the proposed questionnaire. The response rate was 24(80%) and these teachers were not involved latter. The questionnaire had seven sub-scales some of them have different categories under them. The purpose of this group of participants was to check consistency of respondents' answers, clarity of language, and the format of the questionnaire, to verify understanding of the intent of each statement in the questionnaire and to obtain response to completeness of question for interpretation.

The reliability of the questionnaire was computed by means of the Cronbach Alpha. The entire questions in the questionnaire were found to be useful for the intended purpose, some minor structural and grammar modifications were made. Even though questions on frequency and kind of classroom visit in CRO unfold lower reliability, they were taken with phrasing change.

B. Interview

Semi-structured interview was used, because it gives flexibility for both the interviewer and interviewee, besides it is suitable for novice researchers. This tool was used to gather data from selected principals, deputy principals, unit leaders, and selected department heads of sample schools on how performance appraisal was being done and problems related with it. Each of them was interviewed separately on mutually agreed time and place, frequently in schools. To avoid communication barriers, interviews were conducted in Amharic, and transcribed in to English. The information obtained was then crosschecked with those obtained from other sources.

C. Document

All available documents guidelines, policies, recorded appraisal results, and information that have direct relation with performance appraisal were collected and used. Using varies instruments was believed to increase the reliability of the information obtained via triangulation this in turn helped to make reliable conclusion.

3.5 Procedure of Data Collection

The researcher travelled to Woreda towns where schools are found to hire enumerators. The researcher then gave the enumerators a one-day briefing on the purpose of the study and the meaning of the question items in the questionnaires, on how to establish rapport with respondents, on the general procedures of administering the questionnaires. Then the enumerators were travelled to the schools, introduced him/her to the school's authorities, briefly explained the purpose of his/her visit, and were asked for cooperation by showing letter written from AAU they get from the researcher. Having the will of school administrators, enumerators selected samples using simple random sampling. Each enumerator gave a briefing to teachers on the objective of the study and verbal directions on how to respond to the questions in addition to the written ones on the questionnaire. As soon as the questionnaires were completed, the enumerators, checked their completeness, collected them, and returned to the zonal town (Jijiga) where he/she handed them over to the researcher. All respondents who filled the questionnaires independently and their verbal consent were ascertained prior to administration. During his stay in the zonal town, the researcher made regular monitoring of the progress of data collection by contacting the enumerators through telephone and in physical. The researcher was also made a visit to schools. This time, the researcher himself gathered relevant documents and interviewed selected principals, deputy principals, unit leaders, and randomly selected department heads from each school.

3.6 Method of Data Analysis

The collected data through the identified instruments were analyzed in a way to answer the basic questions. Demographic characteristics were summarized using frequencies and percentages for all variables including: age, sex, educational level, year of service, and field of study. Respondents' agreement obtained through questionnaire regarding the attitude of teachers towards teachers' performance appraisal system, and its major components are presented using frequency, and percentages

Independent-sample t-test was used to detect as to whether there was statistically significant difference between appraisers and appraisees in perceiving, purpose, criteria, procedures, appraisal-appraisee relationship, and appraisees reaction to performance ratings. Another

technique used was correlation, this helped to see how, and to what extent two variables are linearly related so, to check if relation exists between (Purpose of TPA according to policy and practical purpose of TPA), (Practical purpose of TPA and TPA criteria being used), and (appraiser-appraisee relationships and teachers' reaction to performance ratings) this technique was used. Multiple regression analysis was computed to examine the independent and the combined effects of the four independent variables (criteria of TPA, practical purpose of TPA, Appraiser, and Appraiser-Appraisee Relationship) on the variance of the predicted variable (overall acceptance of TPA system). The coefficient of multiple determinations between the four independent variables (R^2 .1234) was computed to investigate how much of the variability of acceptance of TPA was explained by the four independent variables. Moreover, from a linear multiple regression equation, the standardized regression coefficient (beta weight) was determined to compare the effect of each independent variable had on the variability of overall acceptance of TPA system. To employ the above used techniques a powerful statistical tool SPSS was used. In addition, information obtained via interview, open-ended questions and document analysis were discussed, and presented qualitatively as per their thematic pattern with questionnaire results.

CHAPTER IV

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains two parts. The first part illustrates characteristics of respondents, which includes personal and professional characteristics, and the second part presents the analysis and interpretation of data collected.

4.1 Demographic Characteristics of the Respondents

Out of the 157 questionnaires distributed to sample participants 118 useful questionnaires were returned, which is about 75.16% response rate. The following table shows demographic information of respondents.

Table 3. Demographic Information of Respondents

RESPONDENTS									
No	Characteristics	Subgroup	Appraiser (N) =26	Appraisee (N) =92	Total	%	Missing	Total	%
1	Sex	Male	25	67	92	77.9	0	118	100
		Female	1	25	26	22.0			
2	Age of respondents	Below 25	6	20	26	22.0	0	118	100
		26-35	6	30	36	30.5			
		36-45	12	36	48	40.7			
		46-55	2	6	8	6.8			
3	Present post	Principal	2	—	2	1.7	0	118	100
		Vice principal	4	—	4	3.4			
		Unit Leader	10	—	10	8.5			
		Department Head	10	—	10	8.5			
		Teacher	—	92	92	78			
4	Year of service	Below 5 years	15	27	42	35.6	2	118	100
		6-10 years	0	12	12	10.2			
		11-15 years	0	6	6	5.1			
		16-20 years	4	22	26	22			
		21-25 years	3	13	16	13.6			
		Above 26	4	10	14	11.9			
5	Academic Qualification	12+1 college Level	0	2	2	1.7	2	118	100
		12+2 college Level	2	10	12	10.2			
		BA/BED/BSC	24	78	102	86.4			
6	Field of study	Languages	2	28	30	25.4	2	118	100
		Social sciences	8	22	30	25.4			
		Natural sciences	14	34	48	40.7			
		Psychology	2	4	6	5.1			
		Vocational/technical Education	0	2	2	1.7			

Table 3 reveals appraisers and appraisees demographic characteristics; regarding sex and age of respondents, most of the respondents were males, which is about 77.9% and females accounts about 22.1%. Most respondents about 48 that are 40.7% were between the ages of 36-45. To the contrary, there was no respondent above the age of 55. From this information, it can be observed that even though respondents' sex distribution shows gender discrepancies, participants were represented well from different age categories. Besides, 78% of respondents were between age of 26 and 55. This may demonstrate as most of respondents were matured enough to give the required information.

Most participants were teachers in their present post, which is about 92(78%), and the information they provide would be dependable and logical since TPA directly affects them. Besides, school administrators according to MOE (2006) encompass 26(22%) of the response i.e. 2(1.7%) principals, 4(3.4%) vice principals, 10(8.5%) unit leaders, and 10(8.5%) department heads. Although most respondents about 35.6% were below 5 years of service, relatively proportional representatives were used from different service year categories. In their academic qualification, most of them were BA/BED/BSC holders, which counts 102(86.4%) whereas there was no MA/MED/MSC holder among respondents. Regarding their field of study, Natural science graduates were about 48 (40.7%); languages 25.4%, social science 25.4%, psychology 5.1%, and vocational/technical graduates were about 1.7%.

Therefore, the information obtained from these respondents both appraisers and appraisees enable to make promising generalizations about the population. Because respondents have the expected experience and better understanding of the various issues related with teacher's performance appraisal system in secondary schools of the zone.

4.2 Major Findings of the Study

This part deals with the presentation, analysis, and interpretation of data on teachers' attitude towards implementation of TPA in secondary schools of Jijiga Zone. To this end, responses obtained via Questionnaire, interview, and documents on purposes of TPA, criteria of TPA, procedures of TPA, observation of teachers' classroom performance, sources of data in rating TPA, post appraisal meeting, appraiser-appraisee relationships, and teachers' reaction for TPA are analyzed accordingly. The indicators of each factor were selected and presented to the respondents to be rated on likert scale, which is a five point (strongly agree=5 to strongly

disagree=1) and three point (3 agree to 1 disagree). For analysis, in addition to percentiles, the mean scores of appraisers and appraisees were used and interpreted for five point likert scales as (0.5-1.49=strongly disagree, 1.50-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, and ≥ 4.50 =strongly agree), and the mean score of three point likert items were interpreted as (≤ 1.49 =disagree, 1.50-2.49=undecided, and 2.50-3.0=agree).

Percentages, independent sample t-tests, Pearson Correlations, and Regression were used to analyze responses. Independent sample t-test was used to check whether there is difference between the means of samples was statistically significant due to respondents' position; that is appraisers and appraisees. In the analysis, the calculated (obtained) t-value was compared with the table value (t-critical=1.960) at $\alpha=0.05$ level of significance and $df=118$.

4.2.1 Teachers' Attitude towards the Purpose of performance Appraisal

Teachers' attitude for the purposes of TPA in Jijiga zone secondary schools are dealt by comparing according to policy and what is done in practice. Responses obtained via questionnaire are presented, analyzed, and interpreted in conjunction with interview.

Table 4. Teachers' Attitude towards Purpose of TPA in Policy (Theoretically)

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA(5)		A(4)		UD(3)		D(2)		SD(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	To improve quality of education	86	72.9	26	22	4	3.4	0	0	2	1.7	4.69	4.54	0.99
2	To identify teachers training needs	40	33.9	60	50.8	8	6.8	0	0	4	3.4	4.17	4.18	0.77
3	For salary increment	42	35.6	28	23.7	20	16.9	14	11.9	10	8.5	3.31	3.79	1.67
4	For promotion	44	37.3	50	42.4	10	8.5	6	5.1	4	3.4	3.84	4.18	1.54
5	For transfer	28	23.7	42	35.6	20	16.9	18	15.3	2	1.7	3.42	3.70	1.09
6	To select for higher education	42	36.6	48	40.7	14	11.9	8	6.8	6	5.1	4.00	3.93	0.26
7	To motivate/reward	50	42.4	26	22	22	18.6	8	6.8	10	8.5	3.65	3.90	0.856

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

As table 4 demonstrates, 72.9% strongly agree and 22% agree in sum 94.92% respondent, express their agreement, as the purpose of performance appraisal is to improve the quality of education. Another most important purpose of teachers' performance appraisal in teachers' attitude is to identify teachers training need, 84.75% with 33.9% and 50.8% strong agreement and agreement respectively. Besides, 59.3% agree as its purpose is for teachers' transfer with

23.7% strong agreement and 35.6% agreement. Participants also expressed their level of agreement regarding TPA according to policy, for salary increment 59.32% (35.6% strongly agree and 23.7% agree), for promotion 79.66% (37.3% strongly agree and 42.4% agree), to select for higher education 76.27% (36.6% strongly agree and 40.7% agree), and to motivate/reward teachers 64.4% (42.4% strongly agree and 22% agree). The mean result of both appraisers and appraisees prove that they strongly agreed ($m > 4.50$) as TPA should be done to improve quality of education. In addition, appraisers and appraisees agreed on items 2, 4, 5, 6, and 7, while on item 3 appraisees agreed and appraisers undecided.

Further statistical analysis was used to test significant difference in responses. Thus, an independent sample t-test at $\alpha = 0.05$ level of significance and $df = 118$ shows that, the calculated t-values for the seven items (0.99, -0.077, -1.67, -1.54, -1.09, .26, -.856) are less than the table value (t-critical = 1.960), $p > 0.05$. This implies that, there is no statistically significant difference in attitude of two categories of respondents with regard to the expected purpose of TPA or theoretically.

Therefore, it may be dependable to say, according to most appraisers and appraisees attitude TPA should be used for both formative and summative purposes. In other words, developmental decisions like training and development needs or judgments on salary increment, promotion, or transfer are expected to be entertained using TPA in policy/theoretically. Chandan, (1999) supports as the purposes of TPA is to improve school performance, for promotion, demotion, transfer and for identifying training need.

Table 5. Actual Purpose of Teachers Performance Appraisal

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA(5)		A(4)		UD(3)		D(2)		SD(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	To improve quality of education	22	18.6	32	27.1	26	22	34	28.8	0	0	3.20	3.41	0.79
2	To identify teachers training needs	14	11.9	35	29.7	17	14.4	36	30.5	14	11.9	2.80	3.04	0.84
3	For salary increment	22	18.6	16	13.6	34	28.8	28	23.7	14	11.9	2.69	3.13	1.55
4	For promotion	28	23.7	44	37.3	14	11.9	22	18.6	8	6.8	3.07	3.61	1.94
5	For transfer	14	11.9	50	42.4	32	27.1	14	11.9	2	1.7	3.07	3.67	2.97
6	To select for higher education	20	17	31	26.3	22	18.6	28	23.7	15	12.8	3.07	3.12	0.15
7	To motivate/reward	28	23.7	38	32.2	14	11.9	20	16.9	14	11.9	3.46	3.40	0.17

[Note: SA = Strongly Agree, A = Agree, UD = undecided, D = Disagree, and SD = Strongly Disagree]

(M₁ = mean of appraisers, M₂ = mean of appraisees, t = t-value calculated)

Table 5 above presents participants' response about major purposes of TPA in practice. Improving quality of education got 45.7% (18.6% strongly agree, and 27.1% agree) respondents' agreement. Using TPA for teachers transfer is supported by 54.3%, with 11.9% strong agreement and 42.4% agreement. The purpose of TPA according to 42.6% (11.9% strongly agree and 29.7% agree) is for assessing teachers training needs. Besides, 32.2% (18.6% strongly agree and 13.6% agree) responded as it is used for salary increment, 61% (23.7% strongly agree and 37.3% agree) is used for promotion, 43.3% (17% strongly agree and 26.3% agree) for selecting teachers for higher education, and 55.9% (23.7% strongly agree and 32.2% agree) is used to motivate/reward teachers. The respondents count percentile shows above 50% only on items 4, 5, and 7. While the mean score are undecided for items 1, 2, 3, 6 and 7, and agreements were found from appraisees' on items 4, 5.

The statistical analysis used to test the existence of significant differences in responses shows significant difference between appraisers and appraisees on item 5 because the result of an independent sample t-test at $\alpha=0.05$ level of significance and $df=118$ shows that, the calculated t-value is 2.97, which is greater than the table value and $p=0.004$. Whereas, other items (1, 2, 3, 4, 6, and 7) an independent sample t-test at $\alpha=0.05$ level of significance and $df=118$ shows that, the calculated t-values for the items (0.79, 0.84, 1.55, 1.94, 0.15, and 0.17) are less than the table value (t-critical= 1.960), $p>0.05$. This entails that, there is no statistically significant difference in the attitude of the two categories of respondents with regard to the current purpose of TPA.

The interview reveals that, there are problems in acquainting the precise purpose of TPA to teachers. It could be the reason why there are lacks of consensus and similar understanding among teachers to the precise purpose of TPA. This may be due to lack of proper orientation about the purpose of the appraisal scheme. However, Valentine (1992) strongly argues that explaining how the evaluation system is developed, its basic philosophy, and purpose is the starting point for developing acceptance for the system among staff. According to participants, although they claimed, as there is a national policy on purpose and implementation of TPA, the implementation is subjected to mal-utilization because the policy gives room for principals to put into practice it according to school realities. Therefore, this condition might put the implementation of TPA to some extent depends on the school principals. Nonetheless, Goal-setting theory suggests that appraisal criteria and performance goals should be clear and

understandable to motivate the appraisee; otherwise, they would not know what to work towards (Locke and Latham, 2002).

From the above discussions, it looks as if improving quality of education, assessing teachers' training/development needs, and selecting teachers for higher education are not basic concerns of the current TPA in Jijiga zone secondary schools. However, TPA of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Wright et al., 1997; Stiggins and Bridgeford, 1985). This may indicate that the current practice of performance evaluations does not give due regard for developmental purposes. Whereas, most respondents agreed on items that contains summative purposes even if teachers' salary increment is not widely done based on TPA results. Therefore, it may be concluded that, TPA is used more for summative/administrative purposes, like promotion, reward, and transfer e.t.c than developmental purposes. Although the long-term impact of teacher appraisal on teacher performance depends on how far it is integrated with staff development (Iwanicki and Rindone, 1995).

The Relationship Between Policy/Theory of TPA and its Practical Purpose

Policies are guidelines for practices, since then it is good to check the correlation between participants' attitude towards policies of TPA and its actual purposes. To vis a vis the relationship between teachers' attitude towards purpose of TPA according to policy and what is done in practically, correlation was made. The results of the correlation, interpretation and conclusions are given below.

Table 6. Correlation between Purpose of TPA Theoretically and its Practical Purpose

	Mean	Standard deviation		TPA Purpose According to Policy/Theory	Practical Purpose of TPA
TPA Purpose According to Policy/Theory	27.3559	3.87965	Pearson Correlation	1	-0.029
			Sig. (2-tailed)		0.754
			N	118	118
Practical Purpose of TPA	22.3051	5.05104	Pearson Correlation	-0.029	1
			Sig. (2-tailed)	0.754	
			N	118	118

The correlation matrix in Table 6 above indicates that, there is no correlation between TPA purpose according to policy/theoretically and the current purpose of TPA at $r(118) = -0.029$, $p > 0.01$). There is negative correlation but the p-value is large, if the P value is large, the data do not give you any reason to conclude that the correlation is real, but this is not the same as saying that there is no correlation at all (H.J. Motulsky, Analyzing Data with GraphPad Prism, 1999:135). From this result therefore, it may be possible to say that there is negative correlation between purpose of TPA according to policy, and what is actually done in practice. This point up, purposes of TPA expected to be implemented according to policies are not properly implemented and in practice.

Consequently, it may be concluded that, there are inconsistencies with in theories of TPA and what is practically done in Jijiga Zone secondary schools, so TPA is not serving what teachers expect it to serve.

Table 7. Attitude of Teachers towards TPA as to whether it is Serving its Purpose or not

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee(N=92)										Means		T-Test
		SA(5)		A(4)		UD(3)		D(2)		SD(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	TPA serving its purpose	12	10.2	34	28.8	44	37.3	16	13.6	10	8.5	2.76	2.82	0.22
2	Done for the sake of appraisal (not for purpose)	8	6.8	28	23.7	32	27.1	32	27.1	16	13.6	3.38	3.11	1.06

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

Table 7 illustrates about 39% (10.2% strongly agree and 28.8% agree) of respondents support the idea that current TPA is serving its purpose which is quite below average. The mean also shows below agreement. This looks as if teachers have doubt as the current TPA is serving its purpose. Stronge & Tucker (1999: 356) arguably suggest, 'Evaluation can be an important tool for supporting and improving the quality of teaching, unfortunately, teacher evaluation too frequently has been viewed not as vehicle for growth and improvement, but rather as a formality that must be endured'. In this regard, about a total of 30.5%, feel as TPA is done merely for the sake of appraising/no purpose/ and the mean result for the item in both appraisers and appraisees shows lower than agreement. This may be understood as, TPA is done for certain administrative purpose but not successful.

Additional statistical analysis was used to test significant difference in responses. As a result, an independent sample t-test at $\alpha=0.05$ level of significance and $df = 118$ shows that, the calculated t-values for the two items (0.22, 1.06) are less than the table value (t-critical= 1.960), $p>0.05$. This implies that, there is no statistically significant difference in attitudes of the two categories of respondents with regard to whether the current TPA is serving its purpose or it is done for the sake of appraising.

Hence, it can be concluded that TPA is done for administrative purposes but it is not successful, yet again, it is not in line with the basic principles of TPA since it is chiefly used for administrative purposes in Jijiga Zone secondary Schools.

4.2.2 Attitude of Teachers' Towards the Current Appraisal Criteria

This section looks in to the analysis of teachers' attitude towards performance appraisal criteria in secondary schools of Jijiga zone. To this end, respondents were asked to show their agreement on the current TPA criteria; accuracy of measuring what it intends to measure, its clarity and understandability, attainability of the criteria and its objectivity to attain its purpose. The responses obtained are presented, analyzed, and interpreted below using percentiles and mean scores, and then independent sample t-test was used to see the appraisers and appraisees differences in responses, while correlation was employed to see the relationship between responses for the practical purpose of TPA and the criteria currently being employed.

Table 8. Teachers' Attitude towards the Nature of TPA Criteria

N O	Item	Respondents (N=118)										Means		T-Test
		Appraiser (N=26) & Appraisee (N=92)										M ₁	M ₂	t-value
		SA(5)		A(4)		UD(3)		D(2)		SD(1)				
F	%	F	%	F	%	F	%	F	%					
1	Related with educational objectives	22	18.6	36	30.5	18	15.3	24	20.3	14	11.9	3.33	3.22	0.36
2	Realistic to be performed	20	16.9	19	16.7	20	16.9	36	31.6	21	18.4	2.80	2.51	1.06
3	Set with teachers involvement	11	9.6	14	12.3	29	25.4	33	29	25	21.9	3.23	2.72	1.68
4	Clear and understandable	8	6.8	38	32.2	36	30.2	24	20.3	4	3.4	3.46	3.11	1.56
5	Measure job performance objectively	26	22.0	24	21.1	27	23.7	27	23.7	6	5.1	3.41	3.08	1.07

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

According to the responses in Table 8, the mean of appraisers and appraisees are below agreement on all items even if the individual means are different. Furthermore, about 18.6% strongly agree and 30.5% agree, in sum about 49.1% respondents agreed that the criteria of TPA are related with educational objectives, which is less than average. Thus, it can be inferred that TPA criteria are hardly related with educational objectives. And very small no of respondents about 23.6% agree as criteria of appraisal are formulated with involvement of teachers with 9.6% strong agreement and 12.3% agreement. From this response, it may be said that, teachers are not involved in the formulation of TPA criteria. However, literatures advocate as involving teachers in developing TPA criteria increases the likelihood that the appraisal system will better meet the needs of teachers, and enables to set rational performance expectations. Teacher participation and sense of ownership are crucial to make teacher performance appraisal effective and successful (Nevo, 1994; Avalos & Assael, 2006).

Participants were also asked about how far criteria are realistic to be performed by teachers and only 33.6% (16.9 strongly agree and 16.7 agree) of participants confirm as it is rational to be performed. Therefore, it can be concluded that criteria of TPA used in Jijiga zone schools are not realistic to be performed by teachers. However, Stiggins and Bridgeford (1985) argue that teachers who are evaluated based on criteria that cannot be affected by their actions, are likely to be frustrated, demoralized, and critical of the system. Similarly far less than average participants 39% (6.8% strongly agree and 32.2 agree) agreed on its clarity of the language used. Regarding the objectivity of TPA criteria, 43.1% (22% strongly agree and 21.1 agree) respondents agreed, as it is objective in measuring the job performance of a teacher. Therefore, ambiguousness of the language used, and problems of objectivity in measuring job performance of teachers are also weaknesses of the current TPA criteria.

Further statistical analysis was used to test significant difference in responses. Hence, an independent sample t-test at $\alpha=0.05$ level of significance and $df=118$ shows that, the calculated t-values for the five items (0.36, 1.06, 1.68, 1.56, and 1.07) are less than the table value (t-critical= 1.960), $p>0.05$. This implies that, there is no statistically significant difference in attitude of the two categories of respondents with regard to the nature of TPA criteria.

Table 9. Accuracy of the TPA Criteria for Measuring Purposes and Relationships

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA(5)		A(4)		UD(3)		D(2)		SD(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Teacher-student relationships	12	10.2	38	32.2	12	10.2	34	28.8	16	13.6	3.58	3.12	1.62
2	Teacher-supervisors relation	4	3.4	36	30.5	44	37.3	14	11.9	18	15.3	3.11	2.65	2.17
3	Teacher- teachers relationship	10	8.5	34	28.8	24	20.3	22	18.6	20	16.9	3.69	3.31	0.74
4	Teacher public relationship	16	13.6	40	33.9	30	25.4	10	8.5	8	6.8	3.72	3.36	1.36
5	To Training /development needs	16	13.5	36	30.5	24	20.3	26	22	12	10.2	3.46	2.84	2.32
6	To select for Higher education	18	15.3	38	32.2	20	16.9	24	20.3	16	13.6	3.69	3.06	0.10
7	To decide on Salary increment	18	15.3	32	27.1	24	20.3	18	15.3	20	16.9	2.45	3.24	2.52
8	To decide on Promotion	20	16.9	34	28.8	24	20.3	28	23.7	10	8.5	3.38	3.40	0.05
9	To decide on teachers Transfer	14	11.9	22	18.6	34	28.8	24	20.3	22	18.6	3.00	2.85	0.53

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

According to Table 9 the criteria can measure important teacher-student, teacher-supervisor, teacher-teacher, and teacher-public relationships with 42.4% (10.2% strongly agree and 32.2% agree), 33.9% (3.4% strongly agree and 30.5% agree), 37.3% (8.5% strongly agree and 28.8% agree), and 47.5% (13.6% strongly agree and 33.9% agree) count agreements respectively. While it is objective to identify teachers professional training and development needs is supported by, 44% (13.5% strongly agree and 30.5% agree). Besides, 47.5% (15.3% strongly agree and 32.2% agree) to recommend teachers for higher education, 42.4% (15.3% strongly agree and 27.1% agree) to decide on salary increment, 45.7% (16.9% strongly agree and 28.8% agree) to decide on teachers promotion, and 30.5% (11.9% strongly agree and 18.6% agree) it is objective to decide on teachers transfer. While the percentile shows below average in all items, the mean score of appraisers on items 1, 4, and 6 shows agreement, but it remains below agreement in appraisees. This may lead to generalize TPA criteria do not measure objectively important relationships and purposes of appraisal.

Further analysis was also done to witness the attitudinal difference between appraisers and appraisees in perceiving TPA criteria using independent sample t-test. Independent sample t-

test at $\alpha=0.05$ level of significance and $df=118$ shows that, the calculated t-values for the most items shows no statistical significant difference except item 5. For the items 1, 2, 3, 4, 6, 7, 8, and 9 the calculated t-values are less than the table value ($t\text{-critical}= 1.960$), $P>0.05$.

The information secured through interview revealed that the appraisal criteria used for teachers' evaluation give emphasis more to activities outside the classroom. Activities like number of instructional media made, special support, and make up classes given, annual plans, and lesson plans made, number of meetings attended, and punctuality e.t.c. are more emphasized. Whereas classroom aspects like methodology used, classroom management, knowledge of the subject matter and others are not considered as criteria of TPA. Besides, immeasurable and general criteria such as, teachers' contribution and efforts to bring quality education, role to create quality of learning and contribution, interest and effort of the teacher are included among the criteria in teachers' portfolio. Furthermore, the current teacher's performance appraisal criteria did not discriminate good performers from poor performers.

Thus, based on the data in Table (8, 9) and discussions made it may be concluded that, the validity and reliability of the current TPA criteria is low. So, the appraisal result may be influenced by other factors like the trait of teachers than their job performance. In this respect, Swanepoel (2003) argued that for an appraisal system to be successful and effective it must fulfil certain fundamental requirements, for instance relevance, validity, reliability and it should discriminate appraisees.

The Relationship between the Current Purpose of TPA and Criteria Used

The question here is to what extent are the current TPA criteria and its purposes related. As Natriello (1990: 35) argues in relation to teachers' appraisal, purposes are those reasons for which the evaluation process is initiated; effects are those results of the evaluation process, effects may or may not be related to the initial purposes of the process, but they are always related to the activities or practices undertaken as part of the evaluation process. Based on this, it is possible to say purposes of TPA are means of setting TPA criteria. Founded on this theory correlation was made to see the relationship between current purpose of TPA in practice and TPA criteria being used. Table 10 below presents the correlation result, and then interpretations and conclusions are given.

Table 10. Correlation between Current Purpose of TPA and its Relationship with Current TPA Criteria

	Mean	Standard deviation		Current Purpose of TPA	Current TPA Criteria
Current Purpose of TPA	22.3051	5.05104	Pearson Correlation	1	.680(**)
			Sig. (2-tailed)		.000
			N	118	118
Current TPA Criteria	40.9915	6.52608	Pearson Correlation	.680(**)	1
			Sig. (2-tailed)	.000	
			N	118	118

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

The correlation matrix indicates that there is strong correlation between current purpose of TPA and the current TPA criteria at $r(118)=0.680(**)$, $**p<0.01$). Therefore, practical purpose of TPA done in schools is significantly correlated with the criteria of TPA being used.

This may be inferred that, criteria of TPA used in Jijiga zone secondary schools are not intended to bring change in teachers in line with appraisal theories rather they are mechanisms used to accomplish summative purposes as participants expressed their attitude while dealing with the practical purpose of TPA. In relation with this, Saiyadain and Monappa (1999) teachers' performance appraisal has to be against certain criteria, if a discrepancy between expected and actual performance is pointed out, the question is whether the expected performance was fully defined and communicated to teachers.

4.2.3 Teachers Attitude Towards Performance Appraisal Procedures

Teachers' attitude towards performance appraisal procedures in secondary schools of Jijiga zone is discussed in this section. To this end, respondents were asked to give their agreement on pre-appraisal, classroom observation, and post appraisal processes. And different items in different categories were given and the responses are presented, analyzed, and interpreted below.

4.2.3.1 Teachers Pre-Appraisal Meetings

In this section, attitude of Jijiga zone high school teachers towards number of times pre-appraisal discussions (frequency), discussion points, approach of pre-appraisal meeting/discussion and how open and willing are teachers during pre-appraisal are presented, analyzed, and discussed based on the responses obtained from participants.

Table 11. Frequency of Pre-appraisal Meeting

No	Item	Respondents (N=118)						Means		T-test
		Appraiser (N=26) & Appraisee (N=92)						M ₁	M ₂	t-value
		A(3)		UD(2)		D(1)				
F	%	F	%	F	%					
1	At the beginning of a new academic year	92	77.8	6	5.1	14	11.9	2.50	2.75	-1.68
2	At the beginning of every semester	56	47.5	14	11.9	40	33.9	2.36	2.08	1.32
3	Four times a year/quarterly	13	11	16	13.6	77	65.3	1.23	1.45	-1.39
4	Every month	8	6.8	18	15.3	84	71.2	1.30	1.32	-0.10
5	Based on the request of teachers	11	9.3	28	23.7	73	61.9	1.61	1.39	1.47
6	No pre-appraisal discussion	14	11.9	26	22	64	54.2	1.50	1.52	-0.15

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

According to the response of teachers regarding pre-appraisal discussions, most 77.8% respond as pre-appraisal takes place at the beginning of a new academic year, 47.5% at the beginning of every semester, 11% quarterly, 6.8% every month, 9.3% based on the request of teachers, and 11.9% no pre-appraisal discussion. In addition, the mean of both categories; appraisers and appraisees show agreement only on item one as their mean is greater than the average, whereas, on all items their mean score is below agreement. From the interview, most respondents said that pre-appraisal discussions are done at the beginning of a new academic year while principals introduce plans to be done in the academic year. Participants also added that, "If it is considered as pre-appraisal meeting, principals or vice principals tell us as they will come to classroom for observation."

Additional statistical analysis was used to test significant difference in responses. Consequently, an independent sample t-test at $\alpha=0.05$ level of significance and $df = 118$ shows that, the calculated t-values of all items are less than the table value (t-critical= 1.960) and the p-value is >0.05 . This implies that, there is no statistically significant difference in attitudes of the two categories of respondents with regard to the frequency of pre-appraisal meeting.

Therefore, it may be concluded that pre-appraisal meeting is usually done at the beginning of a new academic year in Jijiga zone secondary schools. In relation with this, Ontario Teachers' Performance Appraisal Technical Requirements Manual 2010, the school principal should schedule a pre-appraisal meeting to all teachers and appraisers in the first weeks of the academic year. Discussions should be made on purpose of the appraisal program, techniques that will be employed in gathering performance data, the timing and frequency of the classroom observation, and criteria against which their performance will be measured etc.

Table 12. Discussion Points of Pre-appraisal

NO	Item	Respondents (N=118) Appraiser (N=26) & Appraisee(N=92)										Means		T-Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Purposes of TPA	18	15.2	30	25.4	14	11.9	41	34.7	9	7.6	2.94	2.76	-0.49
2	Criteria of TPA	24	20.3	46	39	28	23.7	6	5.1	8	6.8	3.76	3.60	0.66
3	Sources and techniques of data gathering	10	8.5	56	47.5	22	18.6	16	13.6	8	6.8	3.30	3.41	-0.46
4	Frequency and length of classroom observation	12	10.2	52	44.1	26	22	16	13.6	6	5.1	3.23	3.48	-1.11
5	Weakness and strength of past TPA	34	28.8	54	45.8	10	8.5	8	6.8	8	6.8	3.92	3.84	0.32

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

Table 12 above reveals discussion points of the pre-appraisal meetings. The result shows that 40.6% (15.2% strongly agree and 25.4% agree) agreed as discussions concentrate purpose of TPA. Criteria of appraisal 59.3% (20.3% strongly agree and 39% agree), sources and techniques of data gathering 56% (8.5% strongly agree and 47.5% agree), frequency and length of classroom observation 51.3% (10.2 strongly agree and 44.1 agree), and weakness and strength of past appraisals got the agreement of 74.6% (28.8% strongly agree and 45.8% agree) respondents. The mean result shows agreement on item 2 and 5, while items 1, 3, and 4 remain undecided. The count frequencies of “sources and techniques of data gathering” and “frequency of classroom observation” are above average the mean shows below agreement. This may be due to participants' undecided response. The interview with respondents showed that there is no separate meeting to discuss only on points of pre-appraisal, but with other agendas, criteria of rating are introduced at the beginning of the year.

From the above discussions, it may be inferred that, even though there is an attempt of introducing criteria and past TPA trends during pre-appraisal meetings, it is not done in an emphasized and coordinated manner. It seems as if those who are responsible for appraising do not give due regard to pre-appraisal meetings.

Further statistical analysis was done using an independent sample t-test to see the attitudinal difference between appraisers and appraisees on discussion points of pre-appraisal meetings. The result shows that, there is no statistically significant difference between appraisers and appraisees attitude on discussion points of pre-appraisal meeting at $\alpha=0.05$ level of significance and $df=118$. The calculated t-values for all items 1, 2, 3, 4, and 5 are less than the table value (t-critical= 1.960), $p>0.05$.

Therefore, it may be concluded that there is no trend of meeting to discuss on why, how, and when teachers' performance appraisal is done. However, literature on teacher appraisal recommends that the appraisal process and criteria should be clearly communicated, and understood by teachers (Darling-Hammond et al., 1983).

Table 13. Approach of Pre-appraisal Meeting

NO	Item	Respondents (N=118) Appraiser (N=26) & Appraisee(N=92)						Means		T-test
		A(3)		UD(2)		D(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%			
1	One to one basis	42	35.6	26	22	40	33.9	2.15	1.97	0.90
2	Department level	68	57.6	28	23.7	16	13.6	2.73	2.38	2.14
3	General school level	88	74.6	6	5.1	16	13.6	2.73	2.63	0.61

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

As shown in Table 13, 57.6% reply as it is done on department basis, 74.6% in general school basis, and relatively small number 35.6% as it is made on one to one basis (appraiser & appraisee). The mean of both appraisers and appraisees shows agreement on item three only where as only appraisers mean show agreement on item two and appraisees mean show below agreement. While both categories mean remain below level of agreement on item one.

This result shows that pre-appraisal meetings are mostly done at general school level, but sometimes discussions are also made on departmental basis. However, meetings on one to one

basis are rare. The interview verifies pre-appraisal discussions usually take place on general school level, at the beginning of a new academic year.

The independent sample t-test analysis shows that, there are statistically significant differences on item 2, where the calculated t-critical is greater than table value and $p < 0.05$. Whereas statistically significant difference was not found between appraisers and appraisees on items 1 and 3, the calculated t-values are less than the tabulated t-values (t-critical = 1.96 at $\alpha = 0.05$ level of significance and $df = 118$), $p > 0.05$. Consequently, it seems as pre-appraisal meetings are done at the beginning of an academic year at general school level where all teachers are held for a meeting.

Table 14. Teachers Participation in Pre-appraisal Meeting

NO	Item	Respondents (N=118) Appraiser (N=26) & Appraisee(N=92)										Means		T-Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Teachers are willing and motivated to participate	5	4.2	25	21.2	14	11.9	58	49.2	10	8.5	2.61	2.62	0.04
2	Openly discuss issues with appraisers	8	6.8	24	20.3	12	10.2	59	50	9	7.6	2.61	2.68	0.28
3	Participate in development of appraisal system (e.g. procedure & TPA criteria)	3	2.5	23	19.5	22	18.6	55	46.6	7	5.9	2.73	2.60	-0.56

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

During pre-appraisal meeting, teachers are willing and motivated as the attitude of 25.4% participants of the study with 4.2% strong agreement and 21.2% agreement. According to the idea of 6.8% strongly agree and 20.3% agree, in sum 27.1% respondents, teachers openly discuss issues with appraisers and 22% (2.5% strongly agree and 19.5% agree) said teachers participate in the development of appraisal system, procedures, and criteria. The mean score also shows below agreement in all items. Both the percentile and mean scores of items 1, 2, and 3 shows that respondents do not support teachers' participation and willingness on pre-appraisal meeting.

Further statistical analysis was also done to see the attitudinal difference between appraisers and appraisees in perceiving teachers participation in pre appraisal meetings using independent sample t-test. Independent sample t-test at $\alpha = 0.05$ level of significance and $df = 118$ shows that, the calculated t-values for all items shows no statistical significant difference. For the items 1,

2, and 3 the calculated t-values (0.04, 0.28, and -0.56) are less than the table value (t-critical=1.960), $P > 0.05$.

Thus, it may be said that teachers' willingness and motivation to participate in the pre-appraisal meetings and their participation in the development of the TPA criteria is very low. This could be due to lack of giving attention for teachers' idea/opinion from principals. In relation with this, various researchers, advocate greater teacher involvement in the development of the appraisal procedures and criteria so that the evaluation process can be a more constructive process that promote the professional development of teachers (Mo et al., 1998; Stiggins and Bridgeford, 1985; Valentine, 1992).

4.2.3.2 Post-Appraisal Meeting

This part of the analysis is to assess attitude of teachers whether post appraisal meetings were undertaken, when discussion take place, the approach and points of discussion between appraisers and appraisees in secondary schools of Jijiga Zone. In this respect, the following item in different categories were asked, and responded as follows;

Table 15. Time of Post-appraisal

No	Item	Respondents (N=118) Appraiser (N=26) & Appraisee(N=92)						Means		T-test
		A(3)		UD(2)		D(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%			
1	Within a week after appraisal	1	0.8	31	26.3	74	62.7	1.11	1.38	-2.42
2	Within a month	6	5.9	20	16.9	82	69.5	1.23	1.31	-0.67
3	At the end of a semester	49	41.5	35	29.7	26	22	2.07	2.42	-1.88
4	At the end of academic year	79	67	19	16.1	12	10.2	2.61	2.59	0.13
5	When teachers request for discussion	7	5.9	22	18.6	77	65.3	1.46	1.32	0.95
6	No post appraisal discussion	14	11.9	26	22.0	64	54.2	2.50	2.52	-0.15

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

Post-appraisal discussion takes place at the end of an academic year according to 67% respondents, while 41.5% respond it is done at the end of a semester. Others, it is done within a month, when teachers request for discussion, within a week after appraisal, and no post-appraisal at all got the agreement of 5.9%, 5.9%, 0.8%, and 11.9% respectively. This result shows as most appraisal results are given at the end of the year and less frequently at the end of the semester, as most agreed. The mean score of individual items prove that agreement was obtained in item 4, "at the end of an academic year", where as in all the rest items the mean

score shows below agreement for both appraisers and appraisees. According to the interview and open-ended question results, participants explained that, appraisal feedbacks are not given immediately after appraisal. Even there is no opportunity to communicate with their appraisers and to ask for clarification on how their performance was evaluated.

The independent sample t-test result shows that, statistically significant difference between the appraisers and appraisees in perceiving time of post appraisal meeting was found only in item 1, for this item the calculated t-value (-2.42) is greater than the tabulated t-value (t-critical=1.960 at $\alpha=0.05$ level of significance and $df= 118$) and $p<0.05$. Whereas, statistically no significance difference was found on items 2, 3, 4, 5, and 6 because, the calculated t-values are less than the table value (t-critical= 1.960), $P>0.05$.

From these results, post-appraisal meetings are done usually at the end of an academic year. Therefore, it may be said that, teachers do not get proper feedback about their performance on time, so the opportunity to know their weaknesses and strengths is almost none. Hence, the endeavour of using TPA to improve teachers' professional skills is low. Regarding when to make post-appraisal meeting, Montgomery and Hadfield (1989) contended post appraisal meetings should take place immediately after classroom observation before anxiety and frustration develop in teachers.

Table 16. Discussion Points of Post-appraisal Meetings

N O	Item	Respondents (N=118)										Means		T-Test
		Appraiser (N=26) & Appraisee (N=92)										M ₁	M ₂	t-value
		SA (5)		A (4)		UD (3)		D (2)		SD (1)				
F	%	F	%	F	%	F	%	F	%	F	%			
1	Weakness/things to be improved	46	39.0	40	33.9	8	6.8	8	6.8	10	8.5	4.00	3.90	0.32
2	Strength of teachers	27	22.9	31	26.3	12	10.2	36	30.5	6	5.1	3.19	3.37	-0.61
3	Both strength and weakness	52	44.1	40	33.9	6	5.1	4	3.4	10	8.5	4.00	4.09	-0.34

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

It looks as if discussion points of post-appraisal focus on both weaknesses and strengths of teachers. The above table shows, 72.9% be of the same opinion as it focus on weaknesses/things to be improved, 74.6% agree as it focus on strength of teachers, and 78% reflect as it focus on both teachers strength and weakness. The mean score shows agreement on item 1, 3, while item 2 shows undecided for both appraisers and appraisees. In contrast, the

interview result shows as post-appraisal discussions usually focus on weaknesses to be improved, even some respondents said, “observations are done to show teachers weakness, their strong side is already their own so no need wasting time for telling them their strength.”

To test differences between responses, further statistical analysis was employed. Accordingly, the independent sample t-test shows that, there is no statistically significant difference in opinions of the two categories of respondents. For items 1, 2, and 3, the calculated t-values are less than the tabulated t-value (t-critical=1.96 at $\alpha=0.05$ level of significance and $df= 118$).

It seems as if there is disagreement on focus of discussion in post- appraising, but it seems rather than appreciating teachers for what they have done, center of attention is on things to be improved/weaknesses. Hence, it may be concluded that post appraisal discussions usually focus on weaknesses of teachers. According to Baird et.al (1990), feedback is the foundation upon which learning and job improvements are based in an organization, thus, the rater must provide appraisal feedback on the results that the employee achieved that meet or exceed performance expectations.

Table 17. Approach of Post-appraisal Discussion

No	Item	Respondents (N=118) Appraiser (N=26) & Appraisee(N=92)						Means		T-test
		A(3)		UD(2)		D(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%			
1	One to one basis	74	62.7	18	15.3	16	13.6	2.73	2.47	1.53
2	Department level	50	42.4	12	10.2	46	39	2.07	2.02	0.24
3	General school level	42	35.6	20	16.9	42	35.6	1.76	2.07	-1.51

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

Post appraisal discussion are done on one to one basis according to 62.7% participants, 42.4% agreed as it is done in department level, and 35.6% agreed as it is done on general school level. The percentile of item 2 and 3 is below average. While the mean score of only appraisers' shows agreement on item one, both categories remain undecided in item 2 and 3. In the interview most responded as post-appraisal feedbacks are mostly given in paper on one to one basis.

From an independent sample t- test analysis, there is no statistically significant difference on the attitude of appraisers and appraisees on approach of post appraisal meeting. For the items 1,

2, and 3 the calculated t-values are greater than the tabulated t-values (t-critical= 1.96 at $\alpha=0.05$ level of significance and $df= 118$).

From the results, it look as if post-appraisal feed backs are given on one to one basis in most secondary schools of Jijiga zone.

4.2.3.2 Classroom Observation

The focus of this part of the analysis is to assess teachers' classroom observation by appraisers in secondary schools of Jijiga zone. Thus, to assess the extent of classroom observation in the schools, respondents were required to respond to the item in table below.

Table 18. Frequency of Classroom Observation

NO	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)						Means		T-test
		A(3)		UD(2)		D(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%			
1	0 times a year	12	10.2	18	15.3	70	59.3	1.50	1.39	0.60
2	1 times a year	71	60.2	12	10.2	23	19.5	2.34	2.48	-0.75
3	2 times a year	44	37.3	26	22.0	34	28.8	1.86	2.15	-1.42
4	3 times a year	40	33.9	22	18.6	38	32.2	1.83	2.07	-1.18
5	4 times a year	42	36.3	18	15.3	42	35.5	2.08	1.97	0.15
6	More than 4 times a year	36	30.5	16	13.6	48	40.6	1.87	1.88	-0.03

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

As indicated in table 18, most respondents about 60.2% replied as classroom observation done one times a year. 10.2%, 37.3%, 33.9%, 36.3%, and 30.5% are counted agreements of respondents 0 times a year, 2 times a year, 3 times a year, 4 times a year and more than four times a year respectively. The mean of both appraisers and appraisees shows agreement on item 2. The data in the table reveals that the frequency of classroom observation in most sampled schools is about one time a year, which is regarded as insufficient.

Further statistical analysis was also done to see the attitudinal difference between appraisers and appraisees frequency of classroom observation using independent sample t-test. Independent sample t-test at $\alpha=0.05$ level of significance and $df =118$ shows that, the calculated t-values for all items shows no statistical significant difference. For these items the calculated t-values (0.60, -0.75, -1.42, -1.18, 0.15, -0.03) are less than the table value (t-critical= 1.960), $P>0.05$.

Therefore, it may be concluded that, adequate classroom observations are not done to obtain sufficient data necessary for TPA in Jijiga Zone secondary schools, because one classroom visits would not be enough for objective and dependable performance data on classroom teaching-learning activities. In this regard, research on teachers' classroom observation shows that more observations are much more likely to help produce stable and generalizable results (Millman and Hammond, 1990).

Table 19. Time Length of Classroom Observation

No	Item	Respondents (N=118)						Means		T-test
		Appraiser (N=26) & Appraisee (N=92)						M ₁	M ₂	t-value
		A(3)		UD(2)		D(1)				
F	%	F	%	F	%					
1	<10 minutes	16	13.6	20	16.9	64	54.2	1.29	1.59	-1.70
2	11 to 20 minutes	32	27.2	26	22.0	44	37.2	1.79	1.91	-0.58
3	21 to 30 minutes	46	39.0	18	15.3	32	27.2	2.09	2.16	-0.32
4	>30 minutes	62	52.5	10	8.5	30	25.4	2.00	2.41	-1.87

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree

(M1= mean of appraisers, M2= mean of appraisees, t= t-value calculated)

As Table 19 depicts, almost 52.5 % agreed that most appraisers conduct classroom observation for more than 30 minutes. According to 39% of respondents, time length of CRO is about 21-30 minutes, while 27.2% and 13.6% say 11-20 minutes and less than 10 minutes respectively. From this result, it is possible to say that average classroom observations done in schools under study take more than 30 minutes. In relation with this, each formal observation must be at least 30 minutes in length according to many literatures. Preferably, the observer should arrive prior to class starting and stay for the entire lesson or class period. As shown in the above table, even if the responses were varied, most agreed as CRO done for more than 30 minutes.

As indicated under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of the t-test are less than that of the table t-value (t-critical = 1.960) at $\alpha = 0.05$ level of significance and $df = 118$. This implies that, there is no significant difference in opinions of the two categories of respondents with regard to the time length of classroom observation.

Therefore, the time length of CRO look as if it is satisfactory, this may be done to compensate the frequency of observation if it is true it seems doing everything at a time which may lead to faulty conclusion.

Table 20. Kind of Classroom Visit

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Announced	30	24.4	34	28.8	12	10.2	20	16.9	10	8.5	3.33	3.56	-0.73
2	Unannounced	10	8.5	32	27.1	18	15.3	30	25.4	18	15.3	3.00	2.78	0.73
3	Use both announced and unannounced visits	22	18.6	28	23.7	24	20.3	16	13.6	14	11.9	3.53	3.17	1.20

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

As Table 20 shows, 24.4% strongly agree and 28.8% agree, in sum 53.2% of respondents agreed that “appraisers notify before they come to class for observation”, 35.6% with 8.5% strong agreement and 27.1% agreement support the item “appraisers suddenly come to classroom.” Besides, 18.6% strongly agree and 23.7% agree, in summation 42.3% replied the existence of both announced and unannounced visits. The mean result shows above agreement in all the items except appraisees mean score of item 2. From this result, it seems that, announced classroom visits are more common in Jijiga zone secondary schools.

According to the independent sample t-test result, there is no statistically significant difference between appraisers and appraisees regarding their attitude towards kind of classroom visit. The calculated t-values of the t-test are less than that of the table t-value (t-critical = 1.960) at $\alpha = 0.05$ level of significance and $df = 118$.

From these results, it may be perceived that, announced visits are more common in Jijiga zone secondary schools. Supporting this, many researchers such as Millman and Darling-Hammond (1990) argue that prior notification is sometimes a contractual obligation and seems desirable because it gives the teacher and appraiser the chance to discuss the intent of the lesson as well as observation procedures and expectations.

4.2.4 Who is making Teachers performance Appraisal?

This part of the analysis is to see teachers’ attitude as to who is making their performance assessment, what kind of performance appraisal criteria is being used, and who gives decisive information for performance appraisal in secondary schools of Jijiga Zone. In this respect,

different items were administered for participants of the study and it is presented and analyzed as follows:

Table 21. Who Appraise Teachers Performance?

No	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)						Means		T-test
		A(3)		UD(2)		D(1)		M ₁	M ₂	t-value
		F	%	F	%	F	%			
1	Principals	99	83.9	10	8.5	2	1.7	2.92	2.85	0.74
2	Unit Leaders	68	57.6	16	13.6	22	18.7	2.66	2.36	1.59
3	Department Heads	73	61.9	27	22.9	10	8.5	2.53	2.58	-0.303
4	Committee	54	45.8	20	16.9	34	28.8	2.41	2.11	1.45
5	Students	14	11.9	23	19.5	73	61.9	1.46	1.46	-0.017

Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

Table 21 illustrates, 83.9% agreed that principals mostly are responsible to make TPA; next to principals department heads got an agreement of 61.9% as they are involved in TPA. Unit leaders, committee, and students are also involved in TPA 57.6%, 45.8%, and 11.9% agreement of respondents respectively. This shows that, appraising teachers' performance is, by and large, the responsibility of principals and vice principals in Jijiga Zone secondary schools. Appraisal by department heads was also practiced though it is not common. Unit leaders' involvement in teachers' performance appraisal was by far below that of principals even department heads. However, the practice of involving students in TPA is not common.

As the response obtained via interview and open-ended questions, most of the responsibility of appraising teachers' performance lay on the shoulder of principals. On the other hand, students are not involved in the process. They consider students, as they are not skilled to undertake such crucial appraisals that have impact on the career development; as a result, they were not participated in the teachers' performance appraisal. However, it seems, as there are still problems, especially the responsibility of appraising teachers by principal alone and not involving students in the current appraisal process. Educators believe that evaluating teachers' performance should not depend on a single formally designated appraiser-the superior (the principal or his assistant, or the department head). They rather see the value of peers, students, and self-appraisal as important sources of teacher performance data.

As an independent sample t-test result reveals, there is no statistically significant difference on the attitude of appraisers and appraisees was found. For the items, 1, 2, 3, 4, and 5 and 11, the calculated t-values are less than the table t-values (t-critical=1.96 at α 0.05 level of significance and df= 118). This implies that, there is no significant difference in opinions of the two categories of respondents with regard to who is appraising teachers' performance.

Table 22. Teachers Attitude towards Source of TPA Criteria:

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Agreed up on written criteria	18	15.3	20	17	26	22	26	22.0	18	15.3	2.66	3.02	-1.16
2	Interest of the appraiser	25	21.2	48	40.7	13	11	10	8.5	8	6.8	3.75	3.42	1.27
3	Interest of the appraisees	8	6.8	24	20.3	28	23.7	22	18.6	20	16.9	2.83	2.76	0.22
4	Standard criteria come from Ministry of Education	36	30.5	38	32.2	18	15.3	8	6.8	8	6.8	3.65	3.84	-0.69

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

Table 22 presents that 30.5% of the respondents strongly agree and 32.2 agree, in sum 62.7% agreed as the criteria used are standards come from MOE. According the opinion of 61.9% (21.2% strongly agree and 40.7% agree), TPA criteria are formulated based on the interest of the appraiser. However, criteria are based on the interests of the appraisees as 30.4% replied (6.8% strongly agree and 20.3% agree), and 32.3% (15.3% strongly agree and 17% agree) agreed that criteria are based on appraiser-appraisee mutual consensus. According to the mean score confirm agreements are obtained from both appraisers and appraisees as standard criteria which come from MOE is used. TPA criteria are formulated according to the interests of appraisers got the agreement of appraisers, while appraisees remain undecided.

Further statistical analysis was also done to see the attitudinal difference between appraisers and appraisees in perceiving sources of TPA criteria using independent sample t-test. Independent sample t-test at α =0.05 level of significance and df =118 shows that, the calculated t-values for all items shows no statistical significant difference. For the items 1, 2, 3, and 4the calculated t-values (-1.16, 1.27, 0.22, and -0.69) are less than the table value (t-critical= 1.960), P>0.05.

This illustrates that, TPA criteria used in the schools primarily come from standards of MOE, but the appraisers highly influence it. Hence, the tendency of the criteria to be manipulated by appraisers looks high. Khim O. Kelly et.al. (2007:42) recommends that, appraisers and appraisees need to agree on the appropriateness of the evaluation criteria and the relative importance of the multiple performance measures.

Table 23. Sources of Appraisal Data:

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Students' evaluation	4	3.4	22	18.6	14	11.9	40	33.9	28	23.7	2.66	3.02	-1.16
2	Teachers self appraisal	20	16.9	28	23.7	22	18.6	24	20.3	14	11.9	3.45	3.42	1.27
3	Peers/colleagues' evaluation	20	16.9	24	20.3	20	16.9	26	22	18	15.3	2.83	2.76	0.22
4	Principals and supervisors	39	33.1	48	40.7	11	9.3	4	3.4	6	5.1	3.65	3.84	-0.69

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁ = mean of appraisers, M₂ = mean of appraisees, t = t -value calculated)

As presented in Table 23, 33.1% strongly agree and 40.7% agree, in sum 73.8% believed that information for TPA is from report of principals and supervisors. This is in line with participants' response for "who is appraising teachers' performance". Because principals are chief appraisers of teachers' performance and similarly the main sources of data for appraising are themselves. Whereas, 37.2% (16.9% strongly agree and 20.3% agree) individuals supported that peer evaluation is source of data.

Teachers own appraisal results are used as evidence as 40.6% of respondents (16.9% strongly agree and 23.7% agree). Whereas students' evaluations are not used as source for TPA because the response reveals only the agreement of 22% respondents, 3.4% strongly agree and 18.6% agree. Wossenu (2005) pointed out that, students are in the position of observing the classroom performance of the teacher every school day. The mean score of both appraisers and appraisees shows agreement only on item 4. As the interview unfolds, teachers' portfolio and daily records by school management bodies are also used as source of data for TPA process.

From an independent sample t-test analysis, there are no statistically significant differences on all items. For the items- 1, 2, 3, and 4, the calculated t-values are less than the tabulated t-

values (t-critical = 1.96 at $\alpha.05$ level of significance and $df = 118$). Therefore, it seems as if appraisers and appraisees have similar attitude towards sources of appraisal data.

Consequently, it may be concluded that, sources of data for appraising teachers' performance emanate from single source. However, multi-source feedback, where individuals receive feedbacks from different sources; including peers, subordinate staff, customers and self is recommended by different scholars like Kettley, (1997:1).

Appraiser, Source of TPA Criteria, and Source of Data

From Table 21, 22, and 23 above, it was perceived that principals play major role in appraising teachers performance, and they have huge role in reshuffling TPA criteria. In addition, principals themselves also gather evidences for TPA. Therefore, it is vital to check the correlation of respondents' attitude towards who is appraising (Table 21), who develops TPA criteria (Table 22), and from whom are data obtained (Table 23). Therefore, correlation was employed and it is presented in the following table.

Table 24. Correlation Matrix among “Who is Appraising Teachers Performance”, “Source of TPA Criteria”, and “Source of Data Appraisal”

	Mean	St. deviation	WHO	EVD	CRI
WHO	12.01	3.83	1		
EVD	9.37	3.48	.721(**)	1	
CRI	10.35	4.05	.539(**)	.496(**)	1

**p < 0.01, n = 110
 WHO = Who is Appraising Teachers Performance,
 EVD = Evidences of Appraisal,
 CRI = Sources of TPA Criteria

As the above correlation matrix indicates who is appraising teachers' performance is strongly correlated with evidences of appraisal, 0.721(**), **p < 0.01. This may be understood that, most of the evidences of appraising teachers' performance emanate from appraisers in Jijiga zone secondary schools. Criteria that are used by appraisers are also strongly correlated with who is appraising teachers' performance, 0.539(**), **p < 0.01, this also shows appraisers have great role in designing performance appraisal criteria. This correlation may indicate that, the role of appraising, collecting data for appraisal and shaping TPA criteria is chiefly on the hands of principals.

4.2.5 Teachers Attitude Towards Appraiser-Appraisee Relationships

This section deals about teachers' attitude towards appraiser-appraisee relationships and teachers' reaction for TPA results in Jijiga Zone secondary schools. In this regard, the items given as question, results, and analysis are given here under. Pearson Correlation was used to see whether appraiser-appraisee relationship influence teachers reaction for TPA results or not.

Table 25. Teachers Attitude towards Appraiser-Appraisee Relationships

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T-Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t-value
		F	%	F	%	F	%	F	%	F	%			
1	Has good interpersonal relation	21	17.8	24	20.3	20	16.9	36	30.5	8	6.8	3.30	3.07	-0.82
2	Appraisers Let teachers ask about performance ratings	16	13.6	22	18.6	24	20.3	39	33.1	8	6.8	2.84	3.03	0.70
3	Are individuals to be trusted	9	7.6	17	14.4	30	25.4	44	37.3	6	5.1	3.16	2.69	-1.95
4	Respond constructively for job-related problems	12	10.2	48	40.7	14	11.9	53	44.9	4	3.4	3.76	3.20	-2.33
5	Helps teachers to improve performance	40	33.9	32	27.1	8	6.8	23	19.5	6	5.1	3.92	3.63	-0.96
6	Are fair/unbiased	4	3.4	8	6.8	15	12.7	60	50.8	16	13.6	2.09	2.30	0.95
7	Are qualified to evaluate	24	20.3	40	33.9	13	11	22	18.6	8	6.8	3.34	3.50	0.56
8	Experienced in appraising	26	22	50	42.4	14	11.9	9	7.6	10	8.5	3.57	3.69	0.45
9	Has an opportunity to observe & evaluate	18	15.3	57	48.3	10	8.5	18	15.3	6	5.1	3.23	3.38	1.83

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t-value calculated)

According to table 25 above, 17.8% strongly agree and 20.3% agree, in sum only 38.1% of respondents replied that they have good interpersonal relationship with their appraisers. Agreement for possibility of asking for performance ratings is below average that is 32.2% (13.6% strongly agree and 18.6% agree), and trust they have with their appraisers is only 22% (7.6% strongly agree and 14.4% agree). Appraisers to some extent seem positive to help appraisees in problems. Because, 10.2% strongly agree and 40.7% agree, in sum 50.9% participants gave their agreement to the statements appraisers respond constructively if they share job related problems and 61% (33.9% strongly agree and 27.1% agree) as they help them to find ways to improve performance.

Fairness of appraisers got only 3.4% strongly agree and 6.8% agree, in sum 10.2% while the appraisers; qualification to evaluate teachers performance, experience of appraising, and opportunity to observe and evaluate appraisees got the agreement of 54.2% (20.3% strongly agree and 33.9% agree), 64.4% (22% strongly agree and 42.4% agree), and 63.6% (15.3% strongly agree and 48.3% agree) participants respectively.

According to the mean scores of appraisers (M_1) and appraisees (M_2), both categories were agreed on item 5 and 8 while the mean scores of items 1, 2, 7, and 9 shows undecided. Appraisees agree on item 3 but it is undecided for appraisers, and on item 4 appraisers agreed and appraisees show undecided. However, the means of both categories show disagreement on item 6.

As an independent sample t-test result reveals, there is no statistically significant difference on the majority of items except items 4, the calculated t-value of this item is (-2.33). For the items, 1, 2, 3, 5, 6, 7, 8 and 9, the calculated t-values are less than the table t-values ($t_{\text{critical}}=1.960$ at $\alpha =0.05$ level of significance and $df= 118$). This implies that, there is no statistically significant difference in opinions of the two categories of respondents with regard to appraiser-appraisee relationship.

From the above results, it may be inferred that, the inter personal relationships between appraiser and appraisee is very low, opportunity to ask for appraisal results is almost difficult, and lack of trust for appraiser and appraiser biases/unfairness are clearly troubles in Jijiga zone secondary schools. Yet again, it seems that it is not possible to say other aspects of appraiser-appraisee relationships are out of problems. Because, items that seek for agreement have got the conformity of a bit more than average participants.

In relation with this, Prior research suggests that the relationship between teachers and their appraisers, and the credibility of appraisers are critical to an effective appraisal (Chow et al., 2002; Duckett, 1991; Mo et al., 1998). It is important that teachers trust their appraisers and have a good relationship with their appraisers so that teachers will view the appraisal process as constructive and regard critical feedback positively (Duke and Stiggins, 1986; Stiggins and Bridgeford, 1985).

Table 26. Teachers Attitude towards Performance Ratings

N O	Item	Respondents (N=118) Appraiser (N=26) & Appraisee (N=92)										Means		T- Test
		SA (5)		A (4)		UD (3)		D (2)		SD (1)		M ₁	M ₂	t- value
		F	%	F	%	F	%	F	%	F	%			
1	TPA is based on work done	26	22	24	20.3	8	6.8	30	25.4	22	18.7	2.73	3.10	-1.11
2	There is transparency in TPA	22	18.6	32	27.1	28	23.7	20	16.9	6	5.1	3.76	3.29	1.83
3	Performance rating is fair	10	8.5	19	16.1	20	16.9	55	46.6	4	3.4	2.53	2.85	-1.30
4	It is possible to challenge unfair PA ratings	24	20.3	46	39	24	20.3	8	6.8	4	3.4	4.26	3.56	3.21
5	Accept TPA results & make efforts to improve	31	26.3	24	20.3	16	13.6	31	26.3	6	5.1	3.88	3.24	2.19
6	Teachers feel obsessed by low ratings and negatively react against their job	8	6.8	52	44.1	20	16.9	14	11.9	10	8.5	3.15	3.38	-0.91
7	TPA should be modified	22	18.6	58	49.2	12	10.2	10	8.5	4	3.4	3.76	3.80	-0.13
8	TPA should be changed	26	22	62	52.5	12	10.2	2	1.7	6	5.1	3.92	3.92	-0.017

(Note: SA= Strongly Agree, A= Agree, UD= undecided, D= Disagree, and SD= Strongly Disagree)

(M₁= mean of appraisers, M₂= mean of appraisees, t= t -value calculated)

From participants response, 42.3% (22% strongly agree and 20.3% agree) as ratings are based on how well teachers do, 45.7% (18.6% strongly agree and 27.1% agree) believe as there is transparency in appraisal process, 24.6% (8.5% strongly agree and 16.1% agree) overall rating is fair. Relatively a bit more than average respondents 59.3% (20.3% strongly agree and 39% agree) said that there is a probability to challenge unfair performance ratings.

While 46.6% (26.3% strongly agree and 20.3% agree) replied as teachers accept TPA results and make efforts to improve them, 50.9% (6.8% strongly agree and 44.1% agree) feel obsessed by low rating and negatively react towards their job. It seems that, there is a tendency of feeling of disappointment for low TPA results. Most employees have difficulty in facing at appraisal result involving negative feedback about their performance, such a feedback often develops in employees a sense of tension, friction, insecurity, embarrassment, frustration, anger, resentment and anti-feelings and actions (Lester and Bittel, 1990).

Significant number of respondents 18.6% strongly agrees and 49.2% agree, in sum 74.5% agreed that their schools needs to change ways of evaluating and rating teachers' job performance, while 67.8% (22% strongly agree and 52.5% agree) their school needs to make adjustments of performance rating system. The mean score shows that there is agreement of both appraisers and appraisees on item 4, 7 and 8, and only appraisers' agreement on items 2 and 5 while appraisees undecided. Whereas, on items 1, 3 and 6 both categories mean score shows undecided.

Further statistical analysis was employed to test significant difference in responses. Thus, an independent sample t-test at $\alpha=0.05$ level of significance and $df=118$ shows that, statistically significant difference was found on item 4 and 5 where the calculated t-values (3.21 and 2.19) are greater than t-critical. For the rest items 1, 2, 3, 6, 7, and 8 (-1.11, 1.83, -1.30, -0.91, -0.13, -0.017) are less than the table value (t-critical= 1.960) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard to teachers attitude towards performance ratings.

These results may show that, there are problems in evaluating what teachers have done, transparency of appraisal process, and most importantly, majority of participants does not support the TPA system being used. As indicated in the literature, teachers are more likely to accept and use appraisal systems that they perceive is fair. Besides, prior studies find that teachers respond negatively to unfair appraisal systems that are subjective, evaluate teachers on criteria that are not related to instructional quality, do not protect the due process rights of teachers, and provide assessments that do not reflect actual performance (Huddle, 1985; Stiggins, 1986; Stiggins and Bridgeford, 1985).

Appraiser-Appraisee Relationship and Teachers Reaction for TPA Results

The appraiser must be viewed as competent, capable of evaluating the teachers, and unbiased for the evaluation outcomes to be perceived as reliable and useful for providing feedback to improve teacher performance (Duke and Stiggins, 1986; McNamara, 1995; Natriello, 1990).

Based on these literatures, it is feasible to conclude, appraiser-appraisee relationship and appraisers' credibility determine as to whether teachers see feedbacks positively or negatively. Thus, it is indispensable to check if relation exists between appraiser-appraisee relationships

and teachers' reaction to performance ratings in Jijiga zone secondary schools. Based on the assumption that, teachers' attitude towards appraiser-appraisee relationship is significantly correlated with teachers reaction to performance results, Pearson Correlation was made and it is presented in Table 27 below.

Table 27. Correlation between Appraiser-Appraisee Relationships and Teachers' Reaction to Performance Ratings

	Mean	Standard deviation		Appraiser-Appraisee Relationship	Teachers Reaction to TPA
Appraiser-Appraisee Relationship	24.7156	6.55898	Pearson Correlation	1	.565(**)
			Sig. (2-tailed)		.000
			N	109	109
Teachers Reaction to TPA	20.1182	5.43136	Pearson Correlation	.565(**)	1
			Sig. (2-tailed)	.000	
			N	109	109

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

The correlation matrix indicates that there is strong correlation between appraiser-appraisee relationship and teachers reaction to TPA at (0.57(**), **.p<0.01). This might imply that, the weak appraiser-appraisee relationship observed influences teachers to react negatively for TPA results in Jijiga zone secondary schools.

Good appraiser-appraisee relationship and trust between teachers and their appraisers and the perceived credibility of appraisers are important factors for ensuring that the appraisal system promotes a collegial and cooperative working environment in schools. However, as explained above appraiser-appraisee relation is not good, this influences teachers perception towards teachers performance ratings because the correlation result in the above table shows that, there is strong positive correlation $r(109)=0.56$, $p<0.01$ between appraiser-appraisee relationship and appraisers credibility and teachers reaction towards TPA results. This entails that, unless teachers have good impression towards inter-personal relationship they might not have positive image for performance appraisal results and improve themselves based on the comments given by appraisers.

4.2.6 Acceptance of overall the Appraisal System

In this part of the analysis, attempts were made to see most determinant factors for the acceptance of TPA system within Jijiga zone secondary schools. For quality teacher appraisal, it is important to look at the ways in which both appraisers and appraisees see the appraisal process and the relationship between them (Chow et al., 2002), the ways in which schools and head teachers put a given policy into practice as well as the nature and the purposes of the appraisal system. Tuytens & Devos (2008) has shown the influence of the principals on teachers' perceptions of a new policy and its implementation on teacher evaluation. Besides, both the content of the evaluation system and the context in which the system will be used have to be taken into account if it is to be effective and successful (Peterson & Comeaux, 1990).

Based on these literatures, it is necessary to look into the most determinant factors that can influence the acceptance of TPA system. So, teachers' attitude for; current TPA criteria, practical purpose of TPA, teachers attitude towards appraiser, and appraiser-appraisee relationships were selected to see to what extent they can influence the acceptance of the overall TPA system. Accordingly, regression analysis was made to examine the linear relationships of the four independent variables and the acceptance level of TPA system.

Table 28. Proportion of Variance in the Four Variables and TPA Acceptance

Source of Variation	Sum of Squares	Df	Mean Square	F	p	$R^2_{y.1234}$
Regression	347162.020	4	86790.505	163.783	.000	.858
Residual	55110.916	104	529.913			
Total	402272.936	108				

As indicated in Table 28, when the overall TPA acceptance was regressed on the four independent variables (Practical purpose of TPA, Criteria of TPA, attitude towards Appraiser, and Appraiser-Appraisee relationship), they contribute to statistically significant level ($F(4, 104) = 163.783, P < 0.000$). And the coefficient of determination ($R^2_{y.1234}$) was found to be 0.858. That is 85.8% of the variation of overall acceptance of TPA was accounted by the four independent variables. Furthermore, the net effect of each independent variable was computed, and compared to denote their relative importance for variation of the overall TPA acceptance.

The standardized equivalent of the b-coefficient (beta weight) or β also computed to make the measurements of the four scales be comparable as they were measured on different scales in different units.

Table 29: The Relative Contribution of TPA Acceptance with the Practical purpose of TPA, Criteria of TPA, Appraiser, and Appraiser-Appraisee relationships

Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	P-value
	B	Std. Error	Beta/ β		
(Constant)	25.653	9.908	-	2.589	.011
Criteria of TPA	2.998	.280	.480	10.726	.000
Practical Purpose of TPA	1.356	.443	.147	3.062	.003
Attitude for Appraiser	5.843	.791	.369	7.383	.000
Appraisal-Appraisee relationship	1.595	.510	.171	3.130	.002

$$\hat{Y} = 25.653 - 0.480 x_1 + 0.147 x_2 + 0.369 x_3 + 0.171 x_4$$

Where: X_1 = TPA acceptance due to Criteria

X_2 = TPA acceptance due to Practical Purpose of TPA

X_3 = TPA acceptance due to attitude for Appraiser

X_4 = TPA acceptance due to Appraiser-Appraisee relationship

As Table 27 indicates, the relative importance of independent variables in contributing variation on the overall acceptance of TPA system was found to be significant with the criteria of TPA, practical purpose of TPA, Appraiser, and Appraiser-Appraisee Relationships at $t(4,104)=10.726$, $t(4,104)=3.062$, $t(4,104)=7.383$, and $t(4,104)=3.130$ respectively at $P<0.05$ level). This shows that the contribution of variability for the overall acceptance of TPA system can be explained 85.8% solely by the four independent variables (criteria of TPA, practical purpose of TPA, Appraiser, and Appraiser-Appraisee Relationship). However, TPA criteria are the most determinant factors for the overall acceptance of TPA system as compared with others. Moreover, other variables that were not considered contribute about 14.2% of the variability of acceptance for TPA system. Hence, to create a positive image for TPA system in teachers mind, working on these variables, especially constructing valid and reliable TPA criteria is crucial.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, major findings of the study are summarized and conclusions based on the findings are drawn. The chapter also includes recommendations forwarded based on the assumption that they could be remedies for problems identified in the study.

5.1. Summary of the Major Findings

The main purpose of the study was to investigate teachers' attitude towards performance appraisal system and its components in Jijiga zone secondary schools. To attain the above objective, the study was guided by the following basic questions.

1. To what extent do Jijiga zone secondary school teachers' have favourable perception towards the purpose of teachers' performance appraisal?
2. What is the attitude of Jijiga zone secondary school teachers' towards the current performance appraisal criteria?
3. What is the opinion of Jijiga zone secondary school teachers towards teachers' performance appraisal procedure?
4. To what extent do the appraiser-appraisee relationships contributed to the proper implementation of performance appraisal process in Jijiga zone secondary schools?

This was with the intent to find out the basic problems that affect the current teachers' performance appraisal system and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to TPA such as purposes, the criteria, and procedures of performance appraisal, appraiser-appraisee relationship, and teachers' reaction towards appraisal results were raised.

Descriptive survey method was employed in this study. To address the research questions raised, important literatures were reviewed. Then, questionnaires, and interview guides were prepared based on the reviewed literature to collect data from the subjects at sample government secondary schools. The questionnaires were subsequently evaluated and checked

by the thesis advisor. Pilot-test was made in order to avoid irrelevant and confusing or unclear statements. Based on comments obtained, necessary corrections and modifications were made before distribution. Regarding the subjects of the study, 157 respondents from five secondary schools were included to gather data via questionnaire. Interview with purposely-selected two principals, two vice-principals, three unit leaders and six department heads, and relevant documents were used to collect data. The questionnaire used includes both close-ended and open-ended questions.

Respondents' agreement obtained through questionnaire regarding the attitude of teachers towards teachers' performance appraisal system, and its major components are presented using frequency, and percentages. Then, inferences were made using different techniques like; independent sample t-test to detect as to whether there was statistically significant difference between appraisers and appraisees in perceiving, purpose, criteria, procedures, appraisal-appraisee relationship, and appraisees reaction to performance ratings. To check if relation exists between (TPA policy/theory and Practice of TPA), (practical purpose of TPA and TPA criteria being used), and (appraiser-appraisee relationships and teachers' reaction towards performance ratings) correlation was used. In addition, Regression was used to examine the independent and the combined effects of the four independent variables (criteria of TPA, practical purpose of TPA, Appraiser, and Appraiser-Appraisee Relationship) on the variance of the predicted variable (overall acceptance of TPA system).

Accordingly, the major findings of the analysis made were summarized here under.

1. Teachers' performance appraisal system in Jijiga zone secondary schools is not serving what teachers expect it to serve. Participants' attitude towards the 'policy/theoretical' purpose TPA and 'what is actually done in their school' was gathered. The collected responses shows that; improving quality of education (94.9%), identifying teachers training or development needs (84.7%), and others, teachers' transfer, salary increment, promotion, to select teachers for higher education, and to motivate/reward teachers independently has got the agreement of above 50% participants. However, in practice, TPA is not done for developmental/formative purposes. Because, highest agreements were obtained from items that contain administrative/summative purposes. TPA

purposes like promotion, teachers transfer, and to motivate or reward teachers 61%, 54.3% and 55.9% agreement respectively while developmental/formative purposes got below 50% agreement.

2. According to the response of 49.1% participants, teachers' performance appraisal criteria are related with educational objectives, which is less than average. Only 23.6% agreed that criteria of appraisal are formulated with involvement of teachers so, it may be said that, teachers are not involved in the formulation of TPA criteria. The criteria are not realistic to be performed by teachers, because no more than 33.6% of participants confirmed, as it is rational to be performed. Besides, only 39% participants agreed on its clarity of the language used in the criteria. Regarding the objectivity of TPA criteria, 43.1% respondents agreed, as it is objective in measuring the job performance of a teacher. Therefore, ambiguousness of the language used, rationality and problems of objectivity in measuring job performance of teachers are also weaknesses of the current TPA criteria. Moreover, TPA criteria cannot measure purposes and important relationships objectively and truthfully.
3. In most secondary schools of Jijiga zone, pre-appraisal meetings are usually done at the beginning of a new academic year according to 77.8% participants. And these meetings slightly focus on the criteria of appraisal (59.3%) and past appraisal results as (74%) participants agreed. Usually pre-appraisal discussions take place at a general school level at the beginning of a new academic year, with other agenda; it is also infrequently done in department level. Unfortunately, the motivation and willingness of teachers for these meetings are low, the response showed only 25.4% agreement.
4. Post-appraisal results are usually given at the end of the year according to 67% participants. The mean score of individual items prove that strong agreement was obtained in item 4, "at the end of an academic year", where as in all the rest items the mean score shows below agreement for both appraisers and appraisees. According to the interview and open-ended question results, appraisal feedbacks are not given immediately after appraisal. Even there is no opportunity to communicate with their appraisers and to ask for clarification on how their performance was evaluated. Regarding, discussion points of post-appraisal focus on both weaknesses and strengths of teachers, according to 78% participants. In contrast, the interview result shows that

post-appraisal discussions usually focus on weaknesses to be improved. These meetings are done on one to one basis according to 62.7% participants' attitude.

5. Classroom observation is done once a year in Jijiga Zone secondary schools according to 60.2% respondents. Hence, adequate classroom observations are not done to obtain sufficient data necessary for TPA. However, the average time length of classroom observation is more than 30 minutes from 52.5 % respondents' agreement. And 53.2% respondents said that announced classroom visits are more common, so it is possible to say, appraisers notify before they come to class for observation.
6. Appraising teachers' performance in secondary schools was, by and large, the responsibility of principals and vice principals according to 83.9% participants. However, the practice of involving students in TPA is almost none 11.9%. Interview proves that, most of the responsibility of appraising teachers' performance lay on the shoulder of principals. While 62.7% agreed as the base of TPA criteria are based on standards of MOE, 61.9% participants agreed that principals have the power to reshuffle these criteria according to school contexts. Data to be used for appraisal are chiefly gathered from reports of principals and supervisors 73.8%. It may be said that, sources of data for appraising teachers' performance usually emanate from single source.
7. Regarding appraiser-appraisee relationship the following findings were obtained; 38.1% of respondents respond as they have good interpersonal relationship with their appraisers, 32.2% agreed the possibility of asking for performance ratings, and trust they have on their appraisers is only 22%, fairness of appraisers also supported by only 10.2% participants. On the other hand, the appraisers, appraisers seem relatively positive to help appraisees in problems. Besides, appraisers qualification to evaluate teachers performance, experience of appraising, and opportunity to observe and evaluate appraisees got the agreement of above 50% participants.
8. According to 42.3% participants' response, ratings are based on how well teachers do, 45.7% believe, as there is transparency in appraisal process, 24.6% agreed that, the overall rating is fair. Relatively more respondents 59.3% said that, there is a probability to challenge unfair performance ratings. While 46.6% replied as teachers accept TPA results and make efforts to improve them, 50.9% feel obsessed by low rating and

negatively react towards their job. In addition to this, significant number of respondents, 74.5% agreed that, their schools needs to change ways of evaluating and rating teachers' job performance, and 67.8% their school needs to make adjustments of performance rating system.

9. Many factors may influence the overall acceptance of TPA system. However, this study tried to look the combined and independent contributions for the acceptance of TPA system with the practical purpose of TPA, criteria of TPA, appraiser, and appraiser-Appraisee relationship. The coefficient of determination (R^2 .1234) was found to be 0.858. The Beta Weights of for the practical purpose of TPA, criteria of TPA, appraiser, and appraiser-Appraisee relationship were 0.147, 0.480, 0.369, and 0.171, respectively. This shows that the effect of TPA criteria is greater than others at ($t=10.726$, and $p<0.05$). Since the effect of all selected independent variables were significant ($P<0.05$), we can say that about 85.8% of the variability of the overall acceptance for TPA was explained by the four independent variables (the practical purpose of TPA, criteria of TPA, attitude towards appraiser, and appraiser-Appraisee relationship).

5.2. Conclusions

1. It may be concluded that, in Jijiga zone secondary schools, TPA results are chiefly used for administrative purposes (promotion, teachers' transfer, to motivate or reward teachers' e.t.c.). This indicates that, the endeavour to improve quality of education using TPA is low, because it is not used for teachers' development, and to improve quality of education. Thus, there is discrepancy in teachers' attitude towards the expected purpose of TPA in policy/theoretically and its purpose in practice, its vital role for teachers' development is almost ignored. This may be due to lack of awareness or attention for TPA from school administrators. The TPA system can have a significant impact on the attitudes and behaviours of teachers, which in turn affect the performance of teachers and the learning outcomes of students. However, the attempt to benefit from TPA is low. In relation with this, performance appraisal or evaluation of teachers is a critical process in schools for raising the competency of teachers and thereby the quality of education (Stiggins and Bridgeford, 1985; Wright et al., 1997).

2. The performance appraisal criteria used in secondary schools of Jijiga zone does not seem as it is related with educational objectives. This shows as there is tendencies of mixing who the appraisee is (personal trait) and what the appraisee does (accomplishment) during appraisal process although objective of TPA is assessing accomplishments. Hence, its objectivity of attaining major purposes looks low. TPA process is also weak to assess teacher-student, teacher-teacher, teacher-supervisor, and teacher-public relationships. Besides, TPA criteria do not look as if it is realistic to be performed teachers, this might be due to the lack of teachers involvement in formulation of the appraisal criteria. Therefore, it may be said that, the validity (contents/requirements included in the criteria) and reliability (dependability of the data obtained through the criteria) of the current TPA criteria is low. So, the appraisal result may be influenced by other factors than teachers' accomplishment like the trait of teachers than their job performance.
3. Pre-appraisal meeting in secondary schools of Jijiga zone are usually done once at the beginning of a new academic year, in general school level. The meeting usually focus on addressing TPA criteria. However, it is difficult to acquaint expectations, and establishing common understanding or agreement between teachers and their appraisers. Teachers look as if they do not have the opportunity to reflect their perception or to influence criteria, procedures, or purposes of the appraisal. Therefore, it may be concluded that there is no trend of meeting to discuss on why (purpose) TPA is done, how (procedures to be followed) it can be done, and when (time) teachers' performance appraisal can takes place well.
4. Post-appraisal results are given usually at the end of the year even if it is rarely given at the end of the semester in Jijiga zone secondary schools. Hence, it is possible to conclude, appraisal feedbacks are not given immediately after appraisal. Therefore, the post-appraisal meeting in the TPA system cannot solve problems related with teachers' performance. Besides, teachers cannot have the opportunity to exercise the right to appeal against unjustified performance ratings during appraisal. It may also kindle frustration in teachers mind. However, scholars suggested that post-appraisal conference should take place immediately after classroom observation before anxiety and frustration in the teacher.

5. Classroom observations in most Jijiga Zone secondary schools are conducted once a year. Hence, it can be said that, adequate classroom observations are not done to obtain sufficient and reliable data necessary for TPA, because one classroom visit would not be enough for objective and dependable performance data on classroom teaching-learning activities. However, the time length of CRO look satisfactory since average classroom observations done take more than 30 minutes, this may be done to compensate the frequency of observation, if it is true it seems, doing everything at a time which may lead to faulty conclusion. Announced classroom visits are also more common. Using announced visits and time length of CRO are positive sides of the TPA system.
6. Principals and supervisors are mostly responsible for appraising teachers' performance in secondary schools of Jijiga zone. Even though department heads and unit leaders are rarely included in the appraisal process, most of the data/information used to rate teachers emanates from principals and supervisors recorded documents. This may be subjected to bias or prejudice. Besides, although TPA criteria used in the schools primarily come from standards of MOE, appraisers may possibly influence it. Hence, the tendency of the criteria to be manipulated by appraisers looks high.
7. It may be inferred that, the inter personal relationships between appraiser and appraisee in Jijiga zone secondary schools seems very low, and the opportunity to ask for appraisal results is almost difficult, besides lack of trust for appraiser and biases/unfairness are clearly observed. Yet again, it is not possible to say other aspects of appraiser-appraisee relationships are out of problems. Therefore, we can conclude that collegiality and cooperative working environments are not yet created via TPA system in Jijiga zone secondary schools.
8. There are problems of objectivity during appraisal in Jijiga zone secondary schools, i.e. evaluating what teachers do (accomplishments); these problems may be related with lack of managerial skills and training on appraising teachers' performance. Besides, lack of transparency in the appraisal process was also observed. These problems may have their contribution for lack of acceptance of for the TPA system, because, majority of participants do not support the TPA system being used.

9. Generally, the appraisal system in use in Jijiga zone secondary schools appeared to be ineffective. Most teachers had no sense of purpose, and some considered it as time-consuming exercise with little return. The perceptions for the purpose of the appraisal system being implemented in the schools are very unclear; most commented on their development objectives indicated superficial or forgotten objectives. The poor documentation in schools also appeared to have contributed to the confusion of the overall TPA process. There are clear indications that much is needed to be done to make the appraisal more effective.

5.3 Recommendations

1. Teachers' performance appraisal may be used for different purposes, for administrative, developmental, or motivational. Primarily, understanding the precise purpose of TPA is crucial. Then, different purposes are better if addressed in different ways because criteria, procedures, and methods are dependent on purposes. Formative and summative purposes are acceptable but should not be together in a single system (Peel and Inkson, 1993; Popham, 1988; Sale, 1997; Walker and Dimmock, 2000).
2. Jijiga zone secondary schools are almost using TPA for administrative purposes. However, if it is properly planned and implemented, it has significant impact on the success of teaching-learning process. Woreda and Zone education officials should set training and induction programs about TPA. Thus, it has to be designed in such a way to enhance the professional development of teachers. This professional development program should focus on appropriate strategy to improve teaching by facilitating teacher learning and change, address each teacher's developmental needs related to the achievement of the school plan and provide opportunities for each teacher to participate in a developmental program supporting his or her personal career ambition.
3. Creating an acceptable TPA system needs valid and reliable TPA criteria; this is possible when all stakeholders actively participate in the formulation and implementation process. Therefore, School principals need to develop TPA criteria with the involvement of teachers because teachers' involvement can enhance acceptance of TPA system and teachers' motivation. It may create smooth relationship and sense of ownership. Besides, criteria has to be in line with educational objectives and realistic to be performed by teachers to

increase its contribution for actual classroom instruction and quality learning. Moreover, the appraisal criteria should focus on teachers' accomplishments than their trait.

4. To improve problems related with procedures of TPA, attention should be given for pre-appraisal discussions, classroom observations, and post-appraisal discussions. Besides, there should be a clear guideline about TPA process given in paper so that teachers can get information when necessary. During pre-appraisal meeting, raters should provide teachers with the necessary information about the purpose, criteria, methods, and procedures of the system to be employed. Similarly, before every classroom observation, the appraiser and appraisee must meet to review focal points of classroom observation. Moreover, mentors, principals, colleagues, or supervisors are suggested to make CRO as frequently as possible and observations should be made by mentors, department heads, principals, supervisors, unit leaders, or colleagues. Then, feedback to the teacher being appraised needs to be given immediately after appraisal, and should be constructive and focused.
5. The principles of fairness, equity, and sound teachers relation must underpin the process of TPA. It is more likely successful to view appraisal more of developmental purpose so that collegiality and supportive environment can be created. Furthermore, improving competence of appraisers via training programs on TPA should be designed with involvement of woreda and zone education offices, and knowledge of TPA should be one requirement to be a leader of a school.

Generally, TPA process can improve teachers' proficiency and quality of education if properly done. Successful teaching requires not just a teaching degree but also a commitment to lifelong learning. Even the best-trained teachers need to keep up with changes in their subject field. So, performance feedbacks can be obtained from lots of sources like; superiors, peers, students and/or self-appraisal. Hence, The Ministry of Education, Zone Education Offices, Woreda Education Offices, and Schools should therefore emphasize the importance of an on-going professional development through appraisal schemes.

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Appendices

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire on the System of Teachers Performance
Appraisal Being Used In Secondary Schools

Dear Respondents,

This questionnaire is prepared to be completed by teaching staffs working in Jijiga Zone Secondary Schools, Somali Regional State. The objective of the questionnaire is to collect information about the practices of teachers' performance appraisal system in schools. The information you provide is valuable for the successes of the research project. Therefore, your genuine response is highly appreciated. Please be honest and objective while filling the questionnaire. The information you give is used only for academic purpose and will be kept strictly confidential.

Thank You in Advance for Your Collaboration!

General Directions:

This questionnaire has three parts: Part I is about your personal information. Do not write your name. Part II is about Performance appraisal practice of your school, what is required is to show the level of your agreement on the given sentences. In Part, III you are expected to write your opinion for the given questions on the space provided.

Part I: Biographical Information (Put "X" mark in the appropriate box)

1. Sex: Male Female

2. Age: ≤ 25 26-35 36-45 46-55 56

3. Present Post:

Principal Assistant Principal Unit Leader
Department Head Teacher

4. Number of Years of Service at Your Present Post:

≤ Five 6 - 10
11-15 16 - 20
21-25 ≥ 26

5. Academic Qualification/Highest Formal Education Attended:

≤ 12 grade 12+2 University/college level
Certificate/TTI BA/BED/B.SC
12+1 college level MA/MED/M.SC
Others please specify _____

6. Field of study you have attended, if you are college/university graduate:

Languages Educational Administration
Social Sciences Pedagogical Science
Natural Sciences Psychology
Agriculture Physical Education
Vocational/Technical Education
Others please specify _____

Part II: The following statements are about teachers' performance appraisal and each statement under different categories has five alternatives. Read each item carefully and put this mark "X" under the alternative that best expresses your feeling about the statement.

Strongly Agree (SA)

Undecided (UD)

Disagree (DA)

Agree (A)

Strongly Disagree (SD)

1. Indicate the level of your agreement on the Major Purpose/s of Teachers Performance:						
A. I think , the Purpose of Teachers Appraisal according to policies is/are:		SA	A	UD	DA	SD
1.	To improve quality of education.					
2.	To identify teachers professional training needs.					
3.	To decide on teachers salary increment.					
4.	To decide on teachers promotion.					
5.	To decide on teachers transfer.					
6.	To select teachers for higher education.					
7.	To motivate/reward teachers in their job.					
B. As I have seen in Practice, the Primary Purpose of Teachers Performance Appraisal in My School is/are:		SA	A	UD	DA	SD
1.	To improve quality of education.					
2.	To identify teachers training needs.					
3.	To decide on teachers salary increment.					
4.	To decide on teachers promotion.					
5.	To decide on teachers transfer.					
6.	To select teachers for higher education.					
7.	To motivate/reward teachers to their job.					
8.	Generally, the current appraisal system set by the school is serving its purpose.					
9.	Teachers' appraisals are done for the sake of fulfilling rules, not for specific purpose.					

2. Indicate your level of agreement on teachers' performance Appraisal Criteria.		SA	A	UD	DA	SD
Teachers Appraisal Criteria are:						
1	Related to educational objectives.					
2	Formulated with the involvement of teachers.					
3	Realistic to be performed by teachers.					
4	Stated in unambiguous language.					
5	Measure job performance of a teacher objectively.					
6	Measure a teacher-student relationship objectively.					
7	Measure a teacher-supervisors relation objectively.					
8	Measure a teacher relationship with other teachers.					
9	Measure a teacher relationship with the public.					
10	Objective to identify teachers' professional training and development needs.					
11	Used to recommend teachers for higher education.					
12	Objective to decide on teachers' salary increment.					
13	Objective to decide on teacher' promotion.					
14	Objective to decide on teachers transfer.					
3. Indicate your level of agreement on Pre-Appraisal Meetings that takes place between the appraiser and appraisees:						
A	Frequency of Pre-appraisal discussions; pre-appraisal discussion takes place:	A	UD	DA		
1.	At the beginning of a new academic year.					
2.	At the beginning of every semester.					
3.	Four times a year/quarterly.					
4.	Every month.					
5.	Based on the request of teachers.					
6.	Pre-appraisal discussions do not take place at all.					

B.	Discussion issues/contents in pre-appraisal meeting include:	SA	A	UD	DA	SD
1.	Purposes of appraisal					
2.	Criteria of appraisal					
3.	Sources and techniques of data gathering					
4.	Frequency and length of classroom observation.					
5.	Weakness and strength of past appraisals					
C	The agenda of Pre-appraisal discussions takes place on:	A	UD	DA		
1.	One to one basis.					
2.	Department level.					
3.	General school level.					
D	In the pre-appraisal discussion teachers:	SA	A	UD	DA	SD
1.	Are willing and motivated to participate.					
2.	Openly discuss issues with appraisers.					
3.	Participate in the development of appraisal system (e.g. procedure & appraisal criteria).					
4	Indicate your level of your agreement on post appraisal meetings/ discussion that takes place between the appraiser and appraisees:					
A	Time of post-appraisal discussions; post appraisal discussion takes place:	A	UD	DA		
1.	Within a week after appraisal.					
2.	Within a month.					
3.	At the end of a semester.					
4.	At the end of academic year.					
5.	When teachers request for discussion.					
6.	No post appraisal discussions at all.					
B.	Discussion issues/contents in post-appraisal discussion with teachers focus on:	SA	A	UD	DA	SD
1.	Weakness/things to be improved.					
2.	Strength of teachers.					
3.	Both strength and weakness of teachers.					

C	Post appraisal discussions takes place on:	A	UD	DA		
	1. One to one basis.					
	2. Department level.					
	3. General school level.					
5	Indicate your level of agreement on Classroom Observation done in your school:					
A.	Frequency of Classroom observation: Classroom observations are done;	A	UD	DA		
	1. 0 times a year					
	2. 1 times a year					
	3. 2 times a year					
	4. 3 times a year					
	5. 4 times a year					
	6. More than 4 times a year					
B.	During classroom observation, appraisers observe teachers in classroom for:	A	UD	DA		
	1. ≤10 minutes					
	2. 11 to 20 minutes					
	3. 21 to 30 minutes					
	4. >30 minutes					
C	When appraisers come to class they:	SA	A	UD	DA	SD
	1. Tell teachers, as they will come for observation.					
	2. Suddenly come to classroom and observe.					
	3. Use both announced and unannounced visits.					
D	Things to be observed during classroom observation is based on:	SA	A	UD	DA	SD
	1. Agreed up on written criteria.					
	2. Interest of the appraiser.					
	3. Interest of the appraisees.					
	4. Standard criteria come from Ministry of Education.					

6		Indicate your level of agreement as to who appraise teachers performance:				
A. Individuals involved in appraising teachers performance are:		A	UD	DA		
1.	Principals					
2.	Unit Leaders					
3.	Department Heads					
4.	Committee					
5.	Students					
B. Evidences used as sources of appraising come from;		SA	A	UD	DA	SD
1.	Students' evaluation.					
2.	Teachers own evaluation/self appraisal.					
3.	Use Peers/other teachers'/colleagues' evaluation.					
4.	Rely on evidences of principals and supervisors.					
C Appraiser-appraisees relationship and appraiser credibility. Appraisers:-		SA	A	UD	DA	SD
1.	Has good interpersonal relation with teachers.					
2.	Let teachers ask him/her questions about performance ratings.					
3.	Are individuals to be trusted.					
4.	Respond constructively if teachers share them job-related problems.					
5.	Helps teachers to understand what they have to do to improve performance.					
6.	Are fair/unbiased.					
7.	Are qualified to evaluate teaching-learning process.					

7. Indicate your level of agreement on Teachers Reaction to Performance Ratings:		SA	A	UD	DA	SD
1.	Performance ratings are based on how well teachers do their work.					
2.	There is transparency in appraisal process.					
3.	Overall I think performance rating system is fair.					
4.	Teachers can challenge unfair performance ratings.					
5.	Teachers usually accept results of performance & make effort to improve them.					
6.	Teachers feel obsessed by low rating and negatively react towards their job.					
7.	I think the school needs to make adjustment of performance rating system.					
8.	I think my school needs to change ways of evaluating and rating teachers' job performance.					

Part III: The Following Questions are provided to write Your Feelings and Opinions. So, Please Neatly Write Your Opinion on the Space Given.

1. Do you think that the performance appraisal process in your school is successful in attaining its purpose?

2. Do you have any comment regarding performance appraisal criteria that your school is following?

3. What kind of problems have you observed in the appraisal process? Can you recommend solutions for problems you have observed?

APPENDIX B

Interview Questions Regarding Teachers Performance Appraisal for Principals, Department Heads, and Unit Leaders

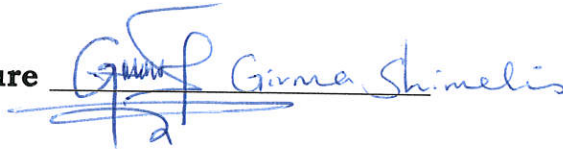
1. Is there a formal teacher's performance appraisal process in your school? For what purpose(s) are TPA used? How many times do teacher appraisals take place?
2. Are teachers involved in setting performance appraisal criteria?
3. Are there pre-appraisal discussions/meetings?
 - A. When and how many times pre-appraisal discussions done?
 - B. What are the agendas of discussions?
 - C. How are discussions done, meaning one to one, in department e.t.c.
4. Are there classroom observations?
 - A. How many times per year or semester?
 - B. For how long do appraisers stay in class to observe?
 - C. Do appraisers announce their classroom visits and what they observe?
5. Are there post appraisal discussions?
 - A. When and how many times?
 - B. What are the agendas of discussions?
 - C. How are discussions done, meaning one to one, in department e.t.c.
6. Who appraise the performance of teachers, do you think the raters have the required knowledge, experience and training that is necessary to rate the performance of teachers?
7. How are teachers performance appraisal evidences gathered?
8. Are you satisfied with the Performance Appraisal system of your School, what about the reaction of other teachers?
9. Is there a need to adjust or else totally change the appraisal process? What comments do you suggest?
10. In your opinion, what do you think are problems related with performance appraisal systems?
11. Can you suggest any possible alternatives for appraising teachers?

Declaration

I, the undersigned, declare that, this thesis is my original work and has not been presented for a degree in any another university and that all sources of materials used for the thesis have been fully acknowledged.

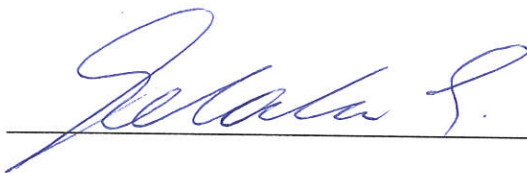
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Signature

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Place and Date of Submission AAU, April 2011

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

 11/04/11

Melaku Yimam

