Addis Ababa University (Since 1950)



# THE PROBLEM OF TEACHERS' PERFORMANCE APPRAISAL IN ADDISABABA GOVERNMENT PREPARATORY SCHOOLSOF KOLFEKERANIO SUB-CITY

BY:

ABDI KAWO

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIESOF ADDIS ABABA UNIVERSITY IN PARTIALS FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OFART IN EDUCATIONAL LEADERSHIPAND MANAGEMENT

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

DEPARTMENT OF EDUCATIONAL LEADERSHIPAND MANAGEMENT

June, 2016

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

# THE PROBLEMS OF TEACHERS' PERFORMANCE APPRAISAL IN ADDIS ABABA GOVERNMENT PREPARATORY SCHOOLSOF KOLFEKERANIO SUB-CITY

**BY:**

**ABDI KAWO**

Approved by Board of Examiners

| | | |
|---|---|---|
| Kenenissa Dabi | | 05/07/2016 |
| Chairman, Department Graduate Committee | Signature | Date |
| Yekuno Amlak Alemu (PhD) | Yekuno A | July 1, 2016 |
| Advisor | Signature | Date |
| Dame Abera | | 1 July 2016 |
| Eternal Examiner | Signature | Date |
| [illegible] | | 05/07/2016 |
| Internal Examiner | Signature | Date |

**Declaration**

I hereby declare that this thesis is my original work and have not been presented for a degree in any other university and all sources of material used for the thesis have been acknowledged.

Name: Abdi Kawo

Signature _____

Date June 6, 2016

This thesis is submitted for the examination with my approval as the University advisor of the candidate.

Name: YekunoamlakAlemu (PhD)

Signature _____

Date June 6, 2016

## Acknowledgements

First of all my greatest and heartfelt thanks go to my advisor Dr. YekunoamlakAlemu for his scholarly comments and unreserved guidance in preparing this research. His friendly approach, his kindness and positive attitude ingiving assistance are his remarkable characters which I will never forget in my life.

I also extend my heartfelt thanks to my wife BisharaGedafew for her contribution and encouragement to carry out and to accomplish this thesis work.

I express my heartfelt thanks to Mr. AbdlmejiedHussein in particular for his support both in material and moral.

Finally, I would like to thank all teachers, principals, vice principals and sub city supervisors for their willingness and support during data collection process regarding with this study. And I also would like tothank KolfeKeranio Sub City Education Office for permitting and helping me during data collection.

**Table of Contents**

Acknowledgements ..... i

List of Tables ..... v

Acronyms ..... vi

Abstract ..... vii

CHAPTER ONE; INTRODUCTION ..... 1

1.1 Background of the Study ..... 1

1.2 Statement of the Problem ..... 3

1.3 Objective of the Study ..... 5

1.3.1 General Objective ..... 5

1.3.2 Specific Objectives ..... 5

1.4 Significance of the Study ..... 6

1.5 Delimitation of the Study ..... 6

1.6 Limitation of the Study ..... 7

1.7 Operational Definition of Terms ..... 7

1.8 Organization of the Study ..... 8

CHAPTER TWO; REVIEW OR RELATED LITERATURE ..... 9

2.1 Definition and Concepts of Performance Appraisal ..... 9

2.2 Performance Appraisal Theories ..... 10

2.3 Appraisal Methods and Instruments ..... 11

2.4 Types of Performance Appraisal ..... 12

2.4.1 The Appraisals Process ..... 14

2.4.2 Problems Undermining Staff Performance Appraisals ..... 15

2.5 Teachers' Performance Appraisal in Ethiopia ..... 16

2.5.1 Appraisal Practices and the Involvement of Teachers in Schools ..... 17

2.5.2 The Appraisers of Teachers Performance in Kolfe Keranio Sub-City ..... 18

2.6 Teachers' Perceptions Towards the Appraisal ..... 19
2.7 Conceptual Frame Work of the Study ..... 20
CHAPTER THREE; RESEARCH DESIGN AND METHODOLOGY ..... 21
3.1 Research Design ..... 21
3.2 Target Population and Source of Data ..... 21
3.3 Samples and Sampling Technique ..... 22
3.4 Instruments of Data Collection ..... 22
3.4.1 Questionnaire ..... 23
3.4.2 An Interview ..... 23
3.4.3 Document ..... 23
3.5 Procedures of Data Collection ..... 23
3.6 Method of Data Analysis ..... 24
3.7 Ethical Consideration ..... 24
CHAPTER FOUR; PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA ..... 25
3.3 Demographic Characteristics of the Participants ..... 25
3.4 Statistical Analysis of the Responses of the Respondents ..... 28
3.4.1 Attitude of Principals on Teaching Staff Performance Appraisal ..... 28
3.5 Current Teachers' Performance Appraisal Practice on Teaching Staff Performance Appraisal ..... 32
3.5.1 Teachers' perception on Teaching Staff Performance Appraisal ..... 36
3.5.2 Analysis of Pearson correlations of the independent variables over the dependent variable ..... 42
CHAPTER FIVE; SUMMARY, CONCLUSION AND RECOMMENDATION ..... 43
5.1 Summary ..... 43
5.2 Conclusions ..... 45
5.3 Recommendations ..... 47

References ..... 49

Appendix ..... 1

## List of Tables

Table 1 sample of schools, supervisors, principals and teachers. ..... 22
Table 2 demographic profile of the respondents ..... 26
Table 3 respondents view on principals' attitude towards teachers' performance ..... 29
Table 4 current performance appraisal practices with respect to teachers' performance. ..... 33
Table 5 Teachers' perception on Teaching Staff Performance Appraisal ..... 37
Table 6 .Correlation Matrix between the Independent Variables and Dependent Variable ..... 42

## Acronyms

| | |
|---|---|
| MBO | Management by Objectives |
| MoE | Ministry of Education |
| OECD | Organization for Economic Cooperation and Development |
| PTSA | Parents, Students and Teachers Association |
| ROTPA | Result-oriented Teacher Performance Appraisal |
| SPSS | Statistical Package for Social Scientists |
| NBPTS | National Board for Professional Teaching Standards |
| TPA | Teachers' Performance Appraisal |
| TALIS | Teaching and Learning International Survey |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

## Abstract

*The purpose of this paper isto assess the problems of teachers' performance appraisal at KolfeKarenio Sub City. The researcher was interested in finding the problems of teachers' appraisal because the researcher is a principal and saw the teachers unhappy because of the appraisal. Descriptive survey design was used to conduct the study. All the 216 teachers working in the three preparatory schools were included in the study using stratified sampling for principals and teachers. Moreover 12 principals as well as 3 supervisors were also involved in the study. Accordingly, 216 questionnaires were distributed for 216 teachers and interview was held with 12 principals and 3 supervisors. The quantitative data gathered through questionnaire was analyzed and interpreted using appropriate analysis and presentation techniquessuch as percentage, frequency distribution table. In addition to this, the data gathered through interview were analyzed qualitatively. The findings of data analysis indicated that school leadership, especially non participatory decision making attitude of principals and partiality during appraisal period was the problem observed from principals side. On the other hand, the conclusion of the study indicated that, in KolfeKeranio Sub-City, teaching staff performance appraisal is negatively influenced by the attitude extreme involvement of principals and current practice of appraisal process as well as perception of teachers. Based on the findings and conclusions of the study, the following recommendations are forwarded for concerned bodies; Appraisal process should include all concerned bodies including representative of parents and Teachers as well as students. Training should be provided for raters to increase their awareness.*

# CHAPTER ONE

# INTRODUCTION

This chapter dealt with the presentation of background of the study following brief description ofstatement of the problem, objective of the research and research questions with brief explanation of significance, scope, definition of operational terms and organization of the study.

## 1.1 Background of the Study

Reform efforts in education in developing countries have mostly aimed at making education an effective vehicle for national development. Governments and education policy makers have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed and that limited funds allocated to the sector have maximum impact (World Bank, 1988; UNESCO, 1996). It is often asserted that children's future, and within the development of the Nation State, depend, to a large extent, on the education system and the skill and dedication of its teachers. Perryton (2000) reminds that; good education demands good teachers and yet in many countries (particularly the developing countries) teachers remain poorly educated, poorly paid and all too often poorly regarded. As moves for greater accountability and quality delivery gain momentum in the public and private sectors, attempts to assess the performance of teachers in a number of different countries have been made. Ethiopian teachers were also assessed for performance in teaching.

Traditionally in Ethiopia and other developing countries, unfair appraisal has long flourished based on impulse, prejudice and incorrect or inadequate data. The government, parents, non-governmental organizations and donors recognize that although major strides have been made in education, there are serious shortcomings in the education system (Abagi&Odipo, 1997). There was a rapidly increasing national debate on the quality of teaching and learning and a feeling that a more effective teacher appraisal program would lead to this quality.

In Ethiopia, teachers' performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process.

Appropriate appraisal schemes have the potential to improve the professionalization of teaching, the effective management of schools, the quality of education provided for the students, the professional development of teachers as well as satisfying legitimate demands for accountability (Ingvarson&Chadbourne, 1994). They further indicated that; the most important purpose of a school was to provide children with equal and enhanced opportunities for learning; the most important resource a School has for achieving that purpose is the knowledge and skills of its teachers; and the most important strategy for maintaining and improving that resource was a career development process of teacher evaluation and professional development.

According to Bureau of Education over the years, teachers' appraisal in Addis Ababa preparatory Schools has been mainly inspectorial, achieved through occasional inspection of schools and teachers by school inspectors as a result principals and supervisors are seen as a rivalry by the teachers.

Moreover; Riesom (2014) in his study of, staff performance appraisals of Secondary School teachers, he has tried to see the attitude of teachers and principals towards performance appraisals. Participation of teachers in developing the criteria for performance appraisal and appropriateness of appraisal system is mandatory. He further showed on his findings that the majority of teachers and principals have low attitude towards performance appraisal and teachers were not participated in criteria development for appraisals. Teachers did not participate in the practice of formative evaluation conducted by the school principal and vice principals. However, the study was conductedin the central zone of Tigray region Secondary Schools.

This paper tried to assess the problems related to the performance appraisal of teachers at KolfeKaranio Sub-City Preparatory Schools, and tried to bridge the gap to which those studies didn't address particularlyat this educational level.

Employee performance appraisal, whereby a superior evaluates and judges the work performance of subordinates, is one of the most common management practices being utilized in many organizations in Ethiopia. On the other hand, Over 90 percent of large organizations worldwide employ some performance appraisal system and over 75 percent of state employment systems require annual performance appraisal (Locker & Teel, 1988; Murphy & Cleveland, 1991; Seldon, Ingraham & Jacobson, 2001). The widespread use of performance appraisal can be attributed to

the belief by many managers and human resource professionals that performance appraisal was a critically needed tool for effective human resource management and performance improvement (Longenecker& Goff, 1992). The assumption appears to be that an effectively designed, implemented, and administered performance appraisal system can provide the organization, the manager, and the employee with a plethora of benefits (Cascio, 1987; Coens& Jenkins, 2000). In spite of its widespread use, or perhaps because of it, the practice of formal performance appraisal continues to come under considerable scrutiny and criticism. Performance appraisal is one of the most widely researched areas in organizational psychology (Murphy & Cleveland, 1991).

Researchers have developed and practitioners have implemented various changes to the evaluation criteria, rating instruments, and appraisal procedures in an effort to improve the accuracy and perceived fairness of the process (Banks & Murphy, 1985). However, in spite of the attention and resources applied to the practice and dissatisfaction with the process still abounds and systems are often viewed by employees as inaccurate and unfair (Church, 1985). Nakimera (2001) studied the effect of appraisal systems on the quality of teaching and found out that there was no significant relationship between appraisal systems used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools. In addition, Gillen (1996) observed that feedback from performance appraisal can be most beneficial to people at work where it is regular and timely because this helps the employees to set the linkage between their efforts and results and later be able to take corrective actions. Moreover, Tigist (2010) has tried to address teachers' performance appraisals in Addis Ababa high Schools; that were not Specify the educational level as well as the Sub-City. Furthermore, Tigist (2010) indicated that teachers participation in the development of performance appraisal criteria was low, majority of raters were not competent and the criteria was lack of objectivity and reliability as well as was not related to teaching learning process. However, the study by Tigist was limited to the high School level but not for Preparatory Schools level.

## 1.2 Statement of the Problem

There are different challenges and problems related to teachers' appraisal. There is a halo effect in the appraiser when the appraiser assigns the same rating to all traits regardless of an

employee's actual performance on these traits. The problem often occurs with employees who are especially friendly (or unfriendly) toward the supervisor. For example, an unfriendly employee often be rated as unsatisfactory for all traits rather than just for the traits "gets along well with others."

According to Melaku (2010:39)many raters have a central tendency when filling in questionnaires or ratings. For example, if the rating scale ranges from one thought seven, many raters will tend to avoid the highs (six and seven) and lows (one and two) and put most of their check marks between three and five. On a graphic raring chart, this central tendency could mean that all employees are simply rated "average." This restriction can seriously distort the evaluation, making them all most use less for promotion, salary, or counseling purposes. Principals often forget or underminepast performance of teachers, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistakes instead of evaluating employee based on the cumulative performance.

Principals differ in their rating styles some manager's rate harshly others easily. The lack of uniform standard is un fair to employees, who can become confused about where they stand, it is also unfair to organization, since it makes it difficult to decide which teachers should be rewarded.Some principals rate each teacher by difficult standards andexpectation. A low performance but motivated employee for example, might be rated higher than atop performing but seemingly indifferent employee. These all are the challenges faced in evaluating the teachers.

A study was conducted by Hilina(2011) which is delimited to look major causes of teachers' turnover in selected secondary schools in Addis Ababa city Administration. A study conducted in Tigray Eastern Zone high schools showed the Dimensionality and Reliability of Teachers' Performance Evaluation in Eastern Zone High Schools, Tigray National regional State, Ethiopia. More specifically if identified the dimensional pattern of the teachers' evaluation questionnaire and assessed the general reliability of the questionnaires. It didn't study about the challenges especially related to the principals.

A study conducted in Botswana showed PedzaniMonyatsi, Trudie Steyn and GerritKamper (2006) showed the importance of teacher's evaluation in the effectiveness of teaching learning process.

According to Bureau of Education 2014/15 report 700 teachers were left teaching profession; one of the reasons for this turnover rate might be inappropriate staff performance appraisal

Therefore, in order to address such gaps this study considered the problems of appraisal practices as a factor for influencing the quality of teaching staff in Preparatory Schools in KolfeKarenio Sub-City. Hence; it was possible to raise and answer the following basic research questions that might enable the researcher to assess the problems related to performance appraisals of teaching staff; and hence this study attempted to answer the following basic research questions:-

1. How is teachers' performance appraisal practiced in secondary schools?
2. What major factors affect teachers' performance appraisal?
3. To what extent does teachers' performance appraisal affect their work, motivation, and school performance?

## 1.3 Objective of the Study

### 1.3.1 General Objective

To assess problems of teachers' performance appraisalof teaching staff in KolfeKarenio Sub-City government preparatory schools.

### 1.3.2 Specific Objectives

To the objective, which is stated as a general objective of the study, it is break dawn in to small fragments as follows: Hence the specific objectives of this study were to:

1. To assess how teachers' performance appraisal is practiced in government preparatory schools of KolfeKeranio sub-city.
2. To assess the major factors that affect teachers' performance appraisalin government preparatory schools of KolfeKeranio sub-city.

3. To examine to what extent teachers performance appraisal affect their work, motivation, and school performance.

## 1.4 Significance of the Study

First and for most this study is significant to the teachers who got appraised every time by the school principals and supervisors. The teachers working in government schools shall be seen extra from personal attitudes. The attitudes of the principals and the supervisors towards or against the teachers may affect the performance of the teachers not to be seen based on criteria. This study showed such gaps and hence the study is significant for the teachers. It is the start of the action.

Second of all this study is significant to the ones who appraise the teachers' performances. It provides opportunity for enhancement of teachers' performance appraisals within the Government Preparatory Schools of KolfeKarenio Sub-City. So that it gives an insight for principals and other stake holders about teachers performance appraisals and its impact on teachers involvement in instructional process and decision making as a result institutional goal attainment could be accelerated. It is believed that the findings would also increase the awareness of the school administrative and supervisors towards the impact of teacher's performance appraisal on teachers' encouragement to accomplish their job.

Third of all this study is significant to the government of Ethiopia to enact proclamations and strategies to appraise the teachers' performances away from personal attitudes. It also helps to set critical performance appraisal procedures which cannot be affected by what the supervisors' or the principals' attitudes are.

Finally, it could help other researchers pursuing problem in the area of teachers' performance appraisals in detail.

## 1.5 Delimitation of the Study

Although the problem of teachers' performance appraisal might be observed at all educational level and in all Sub-Cities of the City Administration, but in order to make it manageable; the

scope of this study was limited for KolfeKarenio Sub-City. The other reasons for limiting the area of the study to one sub city is the time and financial constraint. Moreover, this study is limited to government preparatory School level, since the private Schools are already competitive due to business oriented model among them and the problem is more observed in Government Schools.

This study is delimited in study variables too. The study focuses not the necessity of the appraisal. It instead focused on the challenges faced during teachers' performance appraisal, the practices performed during the appraisal and the effects of the appraisal.

## 1.6 Limitation of the Study

The findings of this study were confined for KolfeKarenio Sub-City it might not be generalized for all sub-cities of Addis Ababa. It might be the limitation of this study. On the other hand, all the respondents did not return the questionnaire on time. But the researcher coordinated the school principal to collect the questionnaire.

## 1.7 Operational Definition of Terms

The following are some key operational terms with their respective meaning used in this study.

Appraisal-is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance

Performance Appraisal- The process of evaluating how well employees do their job compared to a set of standards and the communication of that information to the employee.

Preparatory School- School, the purpose of which is preparation of students for entrance to another educational institution

Secondary Schools Range-from grade 9 to 12 with two cycles. First cycle, 9-10, and second cycle, 11-12.

## 1.8 Organization of the Study

This study in its first chapter begins with introduction part of the study by indicating the gap it is going to bridge. Chapter two tries to elaborate the definition of performance appraisals and problems of teaching staff performance appraisals with exhaustive review of different sources. The third chapter dealt with the methodology; it includes different techniques of data collection including, sampling and the design of the study. Chapter four presents the result of the study that includes analysis of data and discussions of the results. The last chapter summarizes the findings and give conclude the conclusion of the study based on the findings. Finally, based on the conclusion and findings of the study, recommendations will be forwarded under this chapter.

# CHAPTER TWO

# REVIEWOF RELATED LITERATURE

This chapter presents the review of literature relating to the problems of performance appraisal from different perspectives. The theoretical review and conceptual framework are also presented.

## 2.1 Definition and Concepts of Performance Appraisal

According to Pennington and Edwards (2000: p. 163) performance appraisal is systematic review of the performance of staff on a written basis at regular time intervals and holds appraisal interviews at which staffs have the opportunities to discuss performance issues, past, present and future, on one –to- one basis, with their immediate line manager. Mathis & Jackson (1997: p. 343) also defined performance appraisal as "The process of evaluating how well employees do their job compared to a set of standards and the communication of that information to those employees." Employees need feed - back on their performance as a guide to know their strong side and weak side for their future performance behavior.

Different scholars give different names to performance appraisal; it is also called employees rating, employee evaluation performance review, performance evaluation and result appraisal.

As most scholars agree that the term appraisal in this sense means the evaluation of the performance or potential of employees. Performance appraisal is an integral part of management function. In other words employees performance appraisal is part had parcel of any organizational management activates. Other scholars like, Werther and Davis (1982:233) define performance appraisal as "The process by which an organization evaluate employees' job performance." Systematic and accurate performance evaluation can clearly indicate where the weakness or the short comings of the employee's performance are the result of the performance appraisal is useful to make compensation, placement, training development and career guidance decisions to be more effective. In short performance appraisal serves as a quality control check on employees and personal development performance (Werther, Davis, 1982:233).

William (1993:388) also described that when performance appraisal is done properly, it can give a benefit to employees, supervisors, the human resource development and finally the organization itself in this regard, as noted by Werther& Davis (1982) without an effective appraisal system decisions regarding to subordinate promotion, transfers, salary increment and lay off will be subject to trial and error. Performance appraisal can be conducted both informally and formally. Informal appraisal tends to take place an ongoing basis like formative evaluation within the organization. But systematic and formal appraisal of an individual employee is likely to occur at certain intervals throughout that person's history of employment just as summative evaluation. In general performance appraisal is both periodic (summative) and ongoing process (formative).

Accordingly, this paper tries to analyze problem of teaching staff performance appraisal which is more of summative one that takes place once or twice in a year.

## 2.2 Performance Appraisal Theories

Performance Appraisal is defined by different scholars of human resource management in different time. Therefore, some theories of those scholars have been discussed as follows. According to Longenecker (1997) performance appraisal is two rather simple words that often arouse a raft of strong reactions, emotions, and opinions, when brought together in the organizational context of a formal appraisal procedure. Most organizations throughout the world regardless of whether they are large or small, public or private, service or manufacturing, use performance appraisal, with varying degrees of success, as a tool to achieve a variety of human resource management objectives. Organizations use different tools and have a number of goals for performance appraisals, often resulting in some confusion as to the true purpose of performance appraisal systems. However, at its core, the performance appraisal process allows an organization to measure and evaluate an individual employee's behavior and accomplishments over a specific period of time (Wiese & Buckley, 1998).

Regardless of the definition or the specific components included, performance appraisal in most organizations including schools is formal, structured, and required. The process is generally defined to include an interview between the rater and appraises as well as performance documentation required by the formal evaluation system. One descriptor left out of most definitions is that performance appraisal is often dreaded by participants (Folger and Lewis,

1993). Folger and Lewis (1993) also suggest that performance appraisals typically engender the same degree of enthusiasm as paying taxes.

## 2.3 Appraisal Methods and Instruments

According to Erasmus (2005) there are many appraisal methods and instruments that can be used for appraising employee's work performance including schools such as:

Rating scales: Graphic rating scales focus on employee behavior and outcomes. The scale is developed by selecting various characteristics that relate to the specific job. The appraiser rates the employee in terms of a number of defined work or personal qualities by placing a tick somewhere along a line from the highest to the lowest score. A non-graphic rating scale is more valid than a graphic scale. The employee is ranked in terms of a brief description relating to each point on the scale.

Comparative methods: Ranking: This is the simplest appraisal method. The appraiser ranks employees according to merit (from best to worst). Ranking is usually embedded with an assessment of overall performance. This instrument is popular when a large number of employees are involved. The final ranking of each individual employee is determined by the number of times he/she is judged to be better than other employees. Forced distribution requires supervisors to spread employees' evaluations in a prescribe distribution. The categories are chosen from a certain percentage of workers assigned to a group. The supervisors place employees in classifications ranking from poor to excellent. Paired comparison refers to a series of pairs of comparison. Each worker is compared with every other worker in a selected group. The number of times each individual is preferred is calculated, and a performance rating index is determined based on the number of times an employee is rated higher than his/ her peers.

Critical incident: This technique focuses on the continuous recording of job behavior to reflect performance of employees in terms of success or failure. It is a time-consuming method, usually describing the strengths and weaknesses of the employees. Essay method: This method requires a written report to evaluate the strengths or the weaknesses of the workers. It's also a time-consuming method that depends on the rater's writing skills and is reliant on comprehensive

reporting. Specific points of discussion have to be addressed in the report which, too, is a time-consuming method.

Management by Objectives (MBO): This method that has been mentioned before is a motivation driving skills. It provides a goal-setting phase, based on the formation of long term organizational objectives (Erasmus, 2005).

Accordingly; graphic rating mechanisms is the one assumed to be practiced at KolfeKarenio Sub-City. Hence; this paper tries to assess its appropriateness and problems related to teaching staff performance appraisals during the implementations of the mentioned or other performance appraisal types in detail.

## 2.4 Types of Performance Appraisal

Casio (1995) states that; the fundamental requirements for any rater are that an adequate opportunity be made available for performance to be observed over a reasonable period of time. Once the performance appraisal method has been developed, the next step is to determine who will perform the assessment function and where to get the feedback from. There are five parties who can do the appraising that include Self-appraisal, Supervisor's appraisal, Subordinate's appraisal, Peer appraisal and Persons outside the immediate work environment.

Self-appraisal: Self-appraisal is justified where there are strong reasons to believe that the employee/teacher himself is in the best position to observe and evaluate his/her own methods of work and outcomes (Cummings & Schwab, 1973).

Self-appraisal gives a chance for the employee/teacher to look at his/her strengths and weaknesses, the achievements, and judge his/her own performance. (Cascio,1995) suggested that the opportunity to participate in the performance management process, particularly if appraisals are combined with goal setting and the chance to add value to the organization, improves the employee's motivation and reduces defensiveness during the evaluation interview.

Self-appraisals tend to be more lenient and more biased, and are probably more appropriate for counseling and development than for employment decisions.

Supervisor's appraisal: The supervisor's appraisal focuses on the employee's responsibilities and the actual performance is rated by the supervisor, because the supervisor is the person who most familiar with the subordinate's performance and also is in the best position to observe the employee's behavior and his/her performance (Cascio, 1995

Subordinates' appraisal: Subordinates' appraisal gives a chance to judge the employee on capabilities such as communication and motivational skills. Subordinates know how well a supervisor delegates, organizes and plans. The information for subordinate's appraisal can provide a sense of morale within the unit and is an indicator of the respect the staff has for the supervisor. Subordinates' ratings can assist management in identifying individuals who are promotable because of their skills in managing people (Latham &Wexley, 1943).

Peer appraisal: Peers' feedback can help to assess employees' abilities to work in a team, be co-operative and sensitive towards others. The judgment of peers can provide a perspective on performance that is different to that of the supervisor (Cascio, 1995). According to Latham and Wexley (1943), the high reliability of peer appraisals is a function of at least two factors. First, reliability is affected positively by the daily interaction among peers. Peers have a comprehensive view of an employee's job performance development. Peer coaching where written and verbal feedback is provided to the observed teacher by the observer teacher who acts as coach, reinforcing correct instructional skills and identifying incorrect behaviors according to the standards of a prescribed model of instruction. Peer coaching requires teachers to judge one another's performance which ultimately can cause interpersonal problems.

Peer observation, which eliminates the element of judgment is another form of peer appraisal. The role of the observer teacher is to provide specific feedback on some aspect of teaching that has been chosen in advance by the observed teacher. This feedback is in the form of observed objective data that has been recorded by the observer and which the observed teacher critically reflects upon during the post-observation conference

Among these, supervisor's appraisal and subordinates' appraisal are the types of appraisal practiced at KolfeKarenio Sub-City. Therefore; it is important to assess the problems related to teaching staff performance appraisals in implementing the aforementioned performance appraisals techniques.

### 2.4.1 The Appraisals Process

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

1. Pre appraisal meeting: this is mainly done for the purpose of creating common understanding and agreement of objectives between the evaluators and the evaluated ones. This should be scheduled from the first week of the academic year up to the end of the program.
2. Task observation and data collection: all tasks given to the staff members should be observed, collected, analyzed. The tasks can be the teaching learning process in the class room at committee or staff meetings and the like. However the class room observation should occupy a prominent position in the process of data collection.
3. Post appraisal conference: post appraisal conference is a sensitive position that requires wise approach in the appraisal process. This dialogue or discussion gives staff members to criticize and comment on performance feedbacks presented by the evaluator. This helps to set targets and increase future performance.
4. Follow-up and discussion: the following discussion has three main advantages. (1) A remedial approach: this is important that to evaluate clear specific and objective feedback. In this approach the evaluator and the evaluated ones jointly find ways on how feature difficulty could be tackled. (2) Maintenance approach: both evaluator and evaluate ensure strengths and skills of the evaluated in relation to satisfactory level of performance and job satisfaction to be continued. (3) Developmental approach: this is staff professional development and merit pay. When staff numbers successfully accomplished the performance targets of the organization they can get professional development and merit pay.

Among the above mentioned once there appraisal meeting and task observation and data collection are the processes mainly practiced at KolifeKaranio Sub-City Education office.

### 2.4.2 Problems Undermining Staff Performance Appraisals

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

1. The Halo effect problem is when the appraiser assigns the same rating to all traits regardless of an employee's/teachers actual performance on these traits. The problem often occurs with employees who are especially friendly (or unfriendly) toward the supervisor.
2. The central tendency problem is the problem of not rating lows and/or highs. For example, if the rating scale ranges from one thought seven, many raters will tend to avoid the highs (six and seven) and lows (one and two) and put most of their check marks between three and five.

According to Melaku (2010) there are other types of raters' errors of evaluation such as recent behavior bias. Under recent behavior bias: evaluators often forget or undermined past performance of employees, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistakes instead of evaluating employee based on the cumulative performance. James and Edward in (1992) also added the following appraisal errors by raters.

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

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

According to Melaku (2010) there are problems of evaluation regarding performance appraisals. These are (I) Staff members view appraisal as arbitrary and a mechanism of fault finding due to

this they tend to frustration and anxiety and (ii) Because of the negative attitude of some staff members resist to accept performance appraisal results. Such mistakes are common for many managers, therefore; this study tried to assess this problem in scientific manner with evidence based inquiry whether such mistakes committed or not at KolfeKarenio Sub-City during performance appraisal of staff.

## 2.5Teachers' Performance Appraisal in Ethiopia

According to Yilma (2007), in Ethiopia teachers' performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function was largely remained unchanged. Berhanu (2006) reported that, since 1996, in Ethiopia in addition to administrative evaluation, students and parents' evaluation of teachers' performance has been in effect at elementary and Secondary government Schools. The evaluation criteria of the near past of teachers' evaluation system comprised performance appraisal criteria. In these criteria, how work is done is given much emphasis than what work is done.

Graphic rating type of performance appraisal had been employed to appraise the overall teachers' performance. As described by Robbins and Decenzo (1988) in the graphic rating scale, the individual employees is assessed not only on the quality and quantity of work but also includes personal traits, such as cooperation, loyalty, reliability and job enthusiasm, which have positive or negative impact on employees' performance. The major objectives of the past teachers' evaluation as stated by MoE (1980; as cited in Atsede, 1991) were: (I) to provide education opportunity, salary increment, promotion and reward to effective teachers. (ii) To identify inefficient teachers' and arrange in service training to help them minimize their weakness (iii) To develop positive proportional attitude and (iv) To take proper measure on teachers' who do not improve their performance after taking in service training. (v) To measure the attainment of the objectives of the educational process.

Later, in 1996 the MoE added a new process of performance appraisal which was career ladder plan, which helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied by proportional salary increment. The current training manual of ROTPA criticizes past teachers' performance appraisal (MoE, 1996) as, "...

the past teachers' performance appraisal had been done by committee and there is no responsible body to be accounted for appraisal errors done." In addition to this, the past teachers performance appraisal was highly subjective and teachers were appraised for years in such kind of appraisal system. (FCSC, 2004; as cited in Berhanu, 2006) the 1996 performance appraisal was substituted by evaluation system which is called ROTPA. Hence the following points were described as the objectives of ROTPA: Ensuring that managers and employees are fully performing to their level best as expected of them in terms of quantity, quality, time and cost, identifying strengths and weakness at organizational level, department group, and individual level with intention of improvement in the fourth coming performance period, identifying the need assessment for development and training both for the managers and employees, providing performance based payment or incentive for the managers and employees and making decision on management and employees' matter that is based on tangible documents and concrete facts.

### 2.5.1 Appraisal Practices and the Involvement of Teachers in Schools

Appraisal practices can measure a variety of things. They are sometimes designed to measure the quality of teaching in schools, the participation of teachers in school activities. Musoke (2003) found out that confidential reports were the commonly used methods of appraisal practice in that they provide more feedback on the involvement of teachers in school administration. However, Musoke (2003) did not put into perspective other appraisal practices like; appraisal interviews(and interview prepared to evaluate a subordinate or teacher by his or her principal or employer), management by objective and graphic rating scale which are also effective in determining the effectiveness of the educational system.

Although, Musoke (2003) observed that confidential reports were the commonly used appraisal practices in schools, Kakande (2004) found out that for an appraisal system to be declared useful and valid in a school setting, first and foremost it should be able to emphasize key aspects in regards to the involvement of teachers in school administration. These aspects include the teachers' regularly participating in staff meetings, the teachers participating in counseling and guidance of students and peers and also the teachers ensuring a democratic students' leadership through regular, free and fair elections among others. Kakande (2004) is in agreement with Cardy (2003) who found out that performance appraisal practices involves performance assessment of

an individual in relation to the objectives, activities, outputs and targets of the job over a specific period of time. However, in regards to a school setting, the appraisal exercise should be aimed at helping teachers to grow professionally by enabling them express their concerns, realize their weaknesses and helping the teachers to overcome such weakness.

In addition, since Cardy (2003) stressed that appraisal practices helps teachers to grow professionally is in line with Onzoma (2002) who found out that positive feedback from the performance appraisals had the strongest and most consistent effect on the teachers' willingness to involve them in school administration where the principle is open, facilitative, supportive and collaborative. Rao & Narayana (1997) pointed out that when properly conducted, performance appraisals do not only let the employee know how well they are performing but also influences the employee future level of effort, activities, results and task direction towards their involvement in organizational administration.

However, Okello (1997) does not agree with Onzoma (2002) were he stresses that there was no significance correlation between the appraisal practices used and the employees' organizational administration. He asserted that feedback from the performance appraisal system is hardly given as well as a high degree of confidentiality is not exhibited in the process. Ssenabulya (2006) agrees with Okello (1997) who also did not find a significant relationship between appraisal practices used in organizations and the employees' involvement in organizational administration. Ssenabulya (2006) contended that employee involvement in organizational administration would only be achieved if the appraisal practices were transparent, open- ended and participatory.

Therefore; the participation of teachers in decision making as well as in developing the instrument of rating will be assessed in this study with special focus to teachers' participation in performance appraisals of teaching staff of preparatory Schools at KolfeKaranio Sub-City since most teachers didn't accept the result that they are given after rating.

### 2.5.2 The Appraisers of Teachers Performance in KolfeKeranio Sub-City

William (1993) explained that "evaluators believe that evaluating staff performance should not depend on single formally designed evaluators, the superior or the immediate superior." In

addition to the superior or the immediate superior, student appraisal, peer/ colleague appraisal and self-appraisals are also important for valid and reliable performance appraisal of staff.

At KolfeKaranio Sub-City student appraisal and superior/director as well as supervisors appraisal are commonly practice one, therefore; this paper tries to assess the problems related to performance appraisals during these bodies at this Sub-City. In case of superior appraisal the key person for evaluating staff performance is the immediate superior. The immediate superior has a good opportunity to supervise and observe subordinates performance, due to this position and knowledge of instructional objective. In the case of students appraisal the key person to evaluate are students because of their unique position in class room and their proximity to the teachers' performance in the class room can have ideas about the qualities of effective teaching and can evaluate their teachers based on the class room performance.

## 2.6 Teachers' Perceptionstowards the Appraisal

Different studies on evaluating the effectiveness of performance appraisal focuses on teachers' perceptions of the effect of the appraisal process on their motivation and practice. Lustick& Sykes' (2006) evaluation of the NBPTS found teachers involved in the certification process went on to apply what they had learnt in the classroom and had a newfound enthusiasm for teaching and learning. The OECD's Teaching and Learning International Survey (TALIS) which involved 90,000 secondary teachers and principals across 24 countries found that the greater the emphasis placed on a specific aspect of teaching in the feedback offered through the performance appraisal process, the greater the impact teachers believed it had on their teaching (OECD, 2009a). This provides useful insight into the formative aspects of appraisal and the extent to which teachers believe the process assists in developing their practice.

This indicates that the involvement of teachers is critical to implement and make the process more of effective; accordingly, in this piece of study the overall involvement of teachers at KolfeKaranio in staff performance appraisals will be assessed.

## 2.7 Conceptual Frame Work of the Study

From the above literature review the following conceptual frame work was developed.

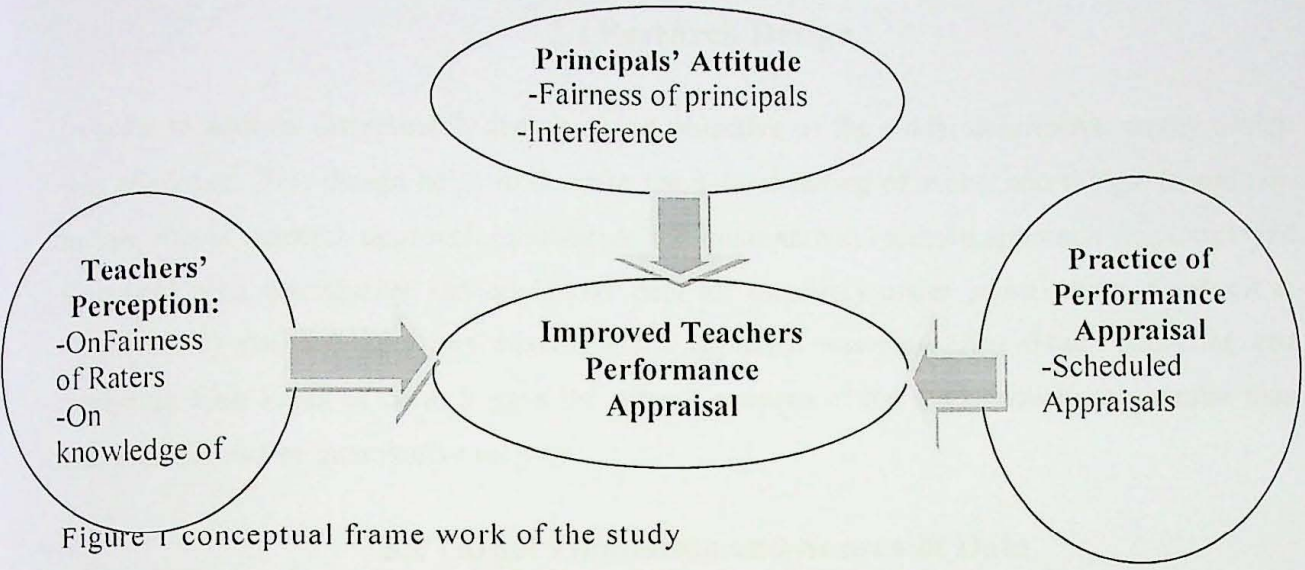



Figure 1 conceptual frame work of the study

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

This chapter presents the design of the study, sampling technique, source of data, data collection instrument, reliability and validity of the instrument, method of data analysis and ethical considerations.

## 3.1 Research Design

In order to address the research questions and objective of the study, descriptive survey design was employed. This design helps to describe the natural setting of events and things. In addition to this, mixed research approach (qualitative and quantitative) research approach was employed to collect both quantitative and qualitative data for the study under investigation. Creswell & Clark (2007) also indicated that mixed method approach was more than simply collecting and analyzing both kinds of data; it gave the overall strength of the study which was greater than either qualitative or quantitative method.

## 3.2 Target Population and Source of Data

The study area is KolfeKeranio Sub-city. One sub city was chosen because it would be difficult to address more than one sub city at a time by a single researcher due to time and managerial constraints. Currently KolfeKarenio Sub-City was divided into 15 'woredas'. There were three government preparatory Schools. Due to manageability all of the three Schools namely; Ayer Tena Preparatory School, KolfeKaranio Preparatory School and Millennium Preparatory School with 216 total numbers of teachers and 12 principals as well as the three supervisors, supporting these Schools. Hence, the information gathered from these participants through questionnaire and interview were the primary source of the data for this study. Furthermore, the documents such as previously studied researches and Annual abstracts of Education Bureau were serving as secondary data sources of the study.

## 3.3Samplesand Sampling Technique

This study was mainly focused on Preparatory Schools. Due to its manageability all the three preparatory Schools of KolfeKarenioSub-city were selected. Moreover, the target population for this study was 216 teachers of the three preparatory Schools in KolfeKarenio Sub-City, 12 principals of these three preparatory Schools and the three supervisors supporting these Schools. All 216 teachers, 12 (four from each school) principals in these three Schools and the three supervisors were included in the study, as indicated in the table below

TABLE 1 SAMPLE OF SCHOOLS, SUPERVISORS, PRINCIPALS AND TEACHERS.

| Sub-City | Selected Preparatory Schools | | Total Population |
|---|---|---|---|
| KolfeKeranio | Ayer Tenaprep | T<br>P | 76<br>4 |
| | Millennium Prep | T<br>P | 73<br>4 |
| | Karanio Prep | T<br>P | 67<br>4 |
| | Supervisors | sup | 3 |
| | Total | | 231 |

## 3.4Instruments of Data Collection

Two data collecting instruments (questionnaire and interview) were employed. These instruments were appropriately used to elicit relevant information for the study under investigation.

### 3.4.1 Questionnaire

A questionnaire having three parts and a total of five items assessing demographic profile, attitude of principals about the problems of performance appraisal of Teachers, the extent of current performance appraisal practices of teaching staff at KolfeKarenio Sub-City, extent of Teachers' perception of in performance appraisal of teaching staff were developed by the researcher from Addis Ababa University.

### 3.4.2 An Interview

An interview was conducted with the objective of collecting relevantinformation aboutproblems of teachers' appraisal. Since, it is particularly useful for getting the story behind the participant's experiences. The interviewer can pursue in depth information around the topic. Even though there are different types of interview implementation the researcher for current study was held face to face interview both with principals and supervisors.

The interview has 10 items; all of them prepared by the researcher from Addis Ababa University focusing on problems related the teachers' appraisal.

### 3.4.3 Document

In addition to questionnaire and interview, document was used to substantiate the information gathered by the questionnaire and interview. Documents like, Annual abstracts of Education Bureau, Standards of Secondary and Preparatory Schools in Addis Ababa (Education Bureau, 2013). In addition to this, apromotion policy of teachers from Education Bureau were also assessed and used as secondary data sources.

## 3.5Procedures of Data Collection

The researcher had gone through the following steps, to collect relevant data. First step was getting permission from the school director. After getting the permission the researcher distributed 20 questionnaires for 20 teachers (taking 10% of the total sample that used for the grand data collection for the purpose of pretest and editorial. After some editorial work and correction, 216 copies of actual questionnaires were prepared and distributed for sample teachers.

Furthermore, an interview was held with principals and supervisors in order to enrich the data collected through questionnaire.

## 3.6 Method of Data Analysis

Descriptive statistics was used to present demographic variables using percentages and frequencies based on the survey.Mean value and standard deviations were also used to describe characteristics of the sample changing the five point in to three point characteristics since three score point characteristics. Qualitative data gathered through interview was embedded to strengthen quantitative explanation of the findings.

## 3.7 Ethical Consideration

An official letter was taken to the concerned bodies /institution or organization/ written by Addis Ababa University by the Department of Educational Planning and Management to inform the issue.

Based on the letter the researcher has secured permission and began establishing rapport with the concerned bodies for the successful accomplishment of the study. Moreover, the cover page of the questionnaire was clearly indicated and provided adequate information regarding confidentiality of data for the respondents as well as the procedures of filling out the questionnaire were also indicated.

# CHAPTER FOUR

# PRESENTATION,ANALYSIS AND INTERPRETATION OF DATA

This Chapter dealt with presentation, analysis and interpretation of the data gathered from the participants through questionnaires and interview. The questionnaires were distributed to a total of 216 teachers of Preparatory Schools of KolfeKeranio Sub City. Among the distributed questionnaires 203 (93.98%) were filled by the participants and returned.

The data collected were categorized in to two main sections. In the first section, respondents' demographic characteristics were analyzed and in the second section, data gathered from questionnaires and interviews were analyzed to see the problems of appraisal at KolfeKeranio Sub City Preparatory Schools. The analyses and discussions of the major findings were presented under each table. Therefore, in the first part of data presentation the demographic characteristics were analyzed and tabulated. The second part of the analysis had presented the data from questionnaires collected; its analysis was given using mean value, standard deviation.

## 3.3 Demographic Characteristics of the Participants

The demographic variables were presented using descriptive statistics in the following tables using frequency and percentages:

TABLE 2 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

| Characteristics | Items | Respondents | |
|---|---|---|---|
| | | Number | Percentage % |
| **Gender** | Male | 147 | 72.4 |
| | Female | 56 | 27.6 |
| | Total | 203 | 100 |
| **Age of the respondents** | 21 – 25 | 35 | 17.2 |
| | 26-30 | 97 | 47.8 |
| | 31- 35 | 36 | 17.7 |
| | 36-40 | 16 | 7.9 |
| | 41 -50 | 12 | 5.9 |
| | 51 & above | 7 | 3.5 |
| | Total | 203 | 100 |
| **Educational status** | MA/MSC | 87 | 42.86 |
| | BA/BSC/Bed | 116 | 57.14 |
| | Total | 203 | 100 |
| **Years of Experience** | 0-5 | 56 | 27.6 |
| | 6-10 | 92 | 45.4 |
| | 11& above | 55 | 27 |
| | Total | 203 | 100 |
| **Number of promotion** | 0(No promotion) | 25 | 12.3 |
| | 1-3 times | 112 | 55.2 |
| | 4-6 times | 29 | 14.3 |
| | 7 times | 37 | 18.2 |
| | Total | 203 | 100 |

As shown in table 2 above, among the participants, the largest proportion was male composition that constituted about 147(72.4%) whereas 56(27.6%) were female populations. Therefore, this indicates that gender difference was observed in upper educational level. Age is studied because it is related to attitude.

On the other hand, regarding to age composition, the larger group was categorized under the age group of 26-30 which constituted about 97(47.8%) out of 203, and the age group 31-35 that

constituted about 36(17.7%) out of 203 was the second larger of the age category. Whereas out of 203 participants, about 35(17.2%) were aged between 21-25. 16(7.9%) were aged 36-40, 12(5.9%) were aged 41-50 and 7(3.5%) of the participants were aged 51 and above.

Therefore, from this age data one could see that, most of the teachers at preparatory level were young and energetic enough; it brought a great opportunity in attaining organizational goal if they were treated well. One of the key elements of well treatment for these young teachers was applying appropriate performance appraisal. If the appraisals had been properly measuring their work, they wouldn't have been demotivated. So, the school principals should be aware of it, as they were the front line actors during appraisal process. Hence, the work of each and every teacher should be kept properly and acknowledged well.

As shown in Table 2 above, regarding to educational level of the teachers, majority of them were BA/BSC/Bed holders; it constituted about 116(57.14%) of the total population. While 87(42.86%) were MA/MSC holders. This analyzes the teachers' qualification indicated that the Education Bureau of Addis Ababa didn't attain its standard that is required to be filled by every preparatory school with MA/MSC holders.

On the other hand, with respect to teaching experience of the participant teachers; majority of them were with 6-10 years' experience which constituted about 45.4% (92 out of 203), the second largest group, 0-5 years' experience constituted about 27.6% (56 out of 203) and the rest 27% (55 out of 203) served for 11 and above years. Since the majority of the teachers were with the work experience years of 6 to 10, there was a need for more capacity building for young teachers, it was shown that 73% (148 out of 203) were with 10 or less years' experience much consideration should be given for capacity building works to motivate the young teachers, and to maintain the turnover and let them love the profession.

With respect to teachers' qualification, from the above analysis of teachers' qualification, there was still a lot of work to be done by Education Bureau to meet the minimum requirement of preparatory school teachers' qualification standard which demands MA/MSC in every subject (Addis Ababa Education Bureau, 2013).

The above Table 2 revealed that 25(12.3%) of teachers were not promoted and newly deployed; whereas 112(55.2%) of them were promoted one to three times; 29(14.3%) of them were promoted four to six times and 37(18.2%) of them were promoted seven and above times.

According to Educational Bureau, newly deployed teachers promoted after two years' service, the remaining teachers with a work experience more than 3 years were promoted in every three years', from the above analysis majority of the teachers were promoted one to three times. This indicated that most of the preparatory school teachers in KolfeKeranio Sub-City were below 10 years' service since promotion of teachers in government schools took place every three years (Addis Ababa Education Bureau, 2014).

## 3.4 Statistical Analysis of the Responses of the Respondents

This section of the analysis mainly tried to present the response of the participants using percentage, mean and standard deviations as well as t-test.

### 3.4.1 Attitude of Principals on Teaching Staff Performance Appraisal

Teachers' performance appraisal was influenced by a number of factors. Among these factors; principals' attitude was one of the variables to be assessed in this study. Hence, the following table tried to present respondents view on principals' attitude towards teachers' performance.

TABLE 3 RESPONDENTS VIEW ON PRINCIPALS' ATTITUDE TOWARDS TEACHERS' PERFORMANCE

| No | Items | Agree | | Neutrals | | Disagree | | Total | | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | | |
| 1 | Principals' attitude about appraisal is positive. | 150 | 73.9 | 26 | 12.8 | 27 | 13.3 | 203 | 100.0 | 3.40 | 1.24 |
| 2 | The impact of principals on teachers' appraisal is low. | 86 | 42.4 | 33 | 16.3 | 84 | 41.4 | 203 | 100.0 | 3.08 | 1.30 |
| 3 | Principals might not perceive their role very well during staff appraisal. | 92 | 45.3 | 53 | 26.1 | 58 | 28.6 | 203 | 100.0 | 3.50 | 1.16 |
| 4 | Principals play critical role during staff appraisal. | 139 | 68.4 | 34 | 16.7 | 42 | 20.7 | 203 | 100.0 | 3.72 | 1.07 |
| 5 | Staff appraisal is influenced by the extent of principals' involvement. | 141 | 69.3 | 30 | 14.8 | 32 | 15.7 | 203 | 100.0 | 3.75 | 1.06 |
| 6 | Principals influence the committee during performance appraisal rating. | 120 | 59.1 | 52 | 25.6 | 31 | 15.3 | 203 | 100.0 | 3.55 | 1.13 |
| 7 | Principals biased for teachers; who are their friends; even if they didn't complete their task properly. | 108 | 53.2 | 44 | 21.7 | 51 | 25.2 | 203 | 100.0 | 3.70 | 1.08 |
| 8 | Principals Influence students during appraisal rating. | 121 | 59.6 | 29 | 14.3 | 53 | 26.1 | 203 | 100.0 | 3.32 | 1.16 |
| 9 | The role of principal during appraisal is not as such expected. | 120 | 59.1 | 40 | 19.7 | 43 | 21.2 | 203 | 100.0 | 3.12 | 1.14 |

- Mean value range: (<2.5 low, 2.5-3.5 medium, >3.5 is high)

For the table above three point rating is used because the two ratings from each side vary only in degree of feeling or agreement or disagreement.

In the above Table 3, nine items were presented to respondents to share their view on principals' attitude. Accordingly, item 4, 5,6 and 7 were strongly provoking the view of respondents on principals attitude towards performance appraisal of teachers; whereas, item 1, 2, 3, 8 and 9had moderate mean value; and relatively weak items toprovoke respondents view. Existence of no statistical differences among the respondents confirmed similarity of responses within the four items on the five rating scales.

Table 3above also revealed that performance appraisal of the teaching staff was influenced by the attitude of principals. From the response rate of the respondents for item 5, it was observed that 141 (69.3%) of the respondents agreed for the item "the staff appraisal was influenced by the extent of principals' involvement". Moreover, this was also assured by comparing the mean value of all items under principals attitude, i.e., the mean value for the item "the staff appraisals was influenced by the extent of principals involvement"

On the other hand, among the respondents; 30(14.8%) of them replied that they neither agreed nor disagreedbut chose to remain neutral; whereas 32(15.7%) of them replied that they disagreed on the item that stated "the staff appraisals was influenced by the extent of principals involvement". It was only one third of respondents who remained as neutral and disagreed on the same item whereas more than two third of them agreed with item 5. Therefore, this indicated that the majority of participants believed that extent of principals' involvement had an influence on staff appraisal.

The other item with the highest mean value was item 4 which presented as, "principals played critical role during staff appraisal" it had highest mean value =3.72; this indicated that participants believed that principals were played either negative or positive role during staff appraisals. Moreover, among the respondents 139(68.4%) of the participants were agreed with the item that "principals played critical role during staff appraisal" while 34(16.7%) of them were responded as neutral for the same item. The rest 42(20.7%) of participants were replied as disagreed for the same item. It was also an indication that the principals' attitude was influenced the appraisal performance of the teaching staff. In addition to this.

Similarly, the principals' attitude toward teachers' performance appraisal was assessed by asking the item "principals biased for teachers; who were their friends, even if they didn't complete their

task properly." Among the respondents more than half 108 (53.2%) of them responded that they agreed with the item provided for them. This also indicated that principals' attitude was one of the factors during teachers' appraisal.

On the other hand, 44(21.7%) of them were countedasneutral neither agreed nor disagreed while 51(25.2%) of them reflected that they disagreed with the item. Furthermore, the mean value of the item "principals biased for teachers; who are their friends, even if they didn't complete their task properly" was 3.70 which was the third largest mean value among other item with this category and its deviations from the normal distribution line was (SD=1.08).

The fourth item with the largest mean value was "Principals influence the committee during performance appraisal rating". The response rate of the respondents for this item was agreed by 120 (59.1%) of the participants, while, 52(25.6%) of the participants replied neither agreed nor disagreed but remainedneutral and 31(15.3%) of them responded as disagreed. Moreover, its' mean value was 3.55 with standard deviations (SD=1.13). It indicated that principals had the potential to affect teachers' appraisals either positively or negatively.

Moreover, one of my informants from KarenioMedihanialem Preparatory School informed that:

*"Teaching staff appraisal is affected by principals' carelessness, friendship and religion biases. He further explained that if the school principals carelessly handle the appraising process or get biased by friendships as well as religious affiliation, it will bring conflict among the staff and the administration."($P_2$, 14$^{th}$March, 2016)*

The analysis of principals' attitude towards teaching staff performance indicated that principal's attitude was an influencing factor for teaching staff performance appraisal. This finding was also consistent with the previous finding of William (1993: p.67) explained that "evaluators believed that evaluating staff performance should not depend on single formally designed evaluators, the superior or the immediate superior."

In addition to the superior or the immediate superior, student appraisal, peer/ colleague appraisal and self-appraisals were also important for valid and reliable performance appraisal of staff.Melaku (2010) also indicated that, other type of rater's errors of evaluation such as recent

behavior bias. Under recent behavior bias: evaluators often forget or undermined past performance of employees, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistaken instead of evaluating employee based on the cumulative performance.

## 3.5Current Teachers' Performance Appraisal Practice on Teaching StaffPerformanceAppraisal

Other than the influence of principals' attitude on teachers' performance appraisal; the influence of current performance appraisal practices was also assessed. Hence, the following table tried to show the respondents' view on current performance appraisal practices with respect to teachers' performance.

TABLE 4 CURRENT PERFORMANCE APPRAISAL PRACTICES WITH RESPECT TO TEACHERS' PERFORMANCE.

| No. | Item | Response Rate | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | | Neutrals | | DA | | Total | | M | SD |
| | | N | % | N | % | N | % | N | % | | |
| 1 | Partiality in performance appraisal practices of teaching staff at KolfeKarenio Sub-City negatively affect teachers' moral. | 121 | 59.6 | 50 | 24.6 | 32 | 15.8 | 203 | 100 | 3.61 | 1.14 |
| 2 | Currently unscheduled performance appraisal practices of teaching staff at KolfeKarenio Sub-City might affect teachers' job satisfaction. | 117 | 57.6 | 46 | 22.7 | 40 | 19.7 | 203 | 100 | 3.45 | 1.18 |
| 3 | Teachers are negatively influenced by unscheduled performance appraisal practices of teaching staff. | 128 | 63.1 | 36 | 17.7 | 39 | 19.2 | 203 | 100 | 3.68 | 1.13 |
| 4 | Currently performance practices of teaching staff at KolfeKarenio Sub-City focus on paper work rather than considering students' performance. | 118 | 58.2 | 35 | 17.2 | 50 | 24.7 | 203 | 100 | 3.54 | 1.36 |
| 5 | Currently performance appraisals are carried every quarterly; based on teachers portfolio. So it might help to increase teachers' trust on the administration. | 109 | 53.7 | 38 | 18.7 | 56 | 27.7 | 203 | 100 | 3.26 | 1.23 |
| 6 | Currently The raters are not well aware of Teaching staff burden. This affects teaching staff performance appraisal. | 113 | 55.7 | 55 | 27.1 | 35 | 17.2 | 203 | 100 | 3.59 | 1.19 |
| 7 | Currently students and their parents are also included in the committee; while they are not well aware of the burden we teachers' face. This affects job satisfaction. | 104 | 51.3 | 46 | 22.7 | 53 | 26.1 | 203 | 100 | 3.40 | 1.28 |
| 8 | Teachers are not invited during appraisal rating it might affect our trust on the administration. | 112 | 55.2 | 45 | 22.2 | 46 | 22.7 | 203 | 100 | 3.50 | 1.20 |

In the above table 6, eight items were presented to respondents in order to reflect their view on current teachers' performance appraisal practice. Accordingly, item 1, 3, 4 and 6 were strongly intensifying the view of respondents on current teachers' performance appraisal practice. Whereas; item 2, 5, 7 and 8 were with moderate mean value; and relatively weak items to growing respondents view. The occurrence of no statistical differences among the respondents confirmed similarity of responses within the four items on the five rating scales.

Table 6 above revealed that currently, teachers were influenced by unscheduled performance appraisals. From the response rate of participants for item 3, it was observed that, 128 (63.1%) of the respondents agreed for the item "Teachers were negatively influenced by unscheduled performance appraisal practices of teaching staff."Moreover, this was indicated by comparing the mean value of all items under current teachers' performance appraisal practice. i.e. the mean value for the item, "Teachers were negatively influenced by unscheduled performance appraisal practices of teaching staff, "With (mean value=3.68) was the largest value among other items mean value. Besides, its deviation from the center of the normal distribution of the data (parabola) was very small amount in relation to others since its standard deviations (SD=1.13) which was the least value among others.

Hence, it was indicated that unscheduled performance appraisal practices of teaching staff influence teachers' appraisal at KolfeKeranio Sub-City Preparatory Schools. Moreover, the analysis of the independent t-test on staff appraisal indicated that there was statistical significance between the independent variable, current unscheduled performance appraisal practices of teaching staff and the dependent variable (teaching staff performance appraisal). It was indicated using the t-test for the item "Teachers were negatively influenced by unscheduled performance appraisal practices of teaching staff."; where differences among the respondents on the five rating scales for item 3 was significant at alpha level less than 0.005($P<0.05$).

Whereas, 36(17.7%) of them responded neither agreed nor disagreed on the item. On the other hand, 39(19.2%) of them disagreed for the same item. Therefore, the current unscheduled teaching staff appraisal might affect teachers trust and consistency about the performance appraisals. Besides, the mean value of this item among the other item in this category was the

greatest one (mean value=3.68 with standard deviations 1.13). Hence, unscheduled staff performance appraisal negativelyaffected the teaching staff performance appraisal.

The second item with the highest mean value was item 1 that was presented as, "Partiality in performance appraisal practices of teaching staff at KolfeKarenio Sub-City negatively affected teachers' moral". It had highest mean value =3.61; this indicated thatpartiality in teaching staff performance appraisal at KolfeKarenio Sub-City negatively affected teachers' moral.

Moreover, among the respondents 121(59.6%) of them agreed for this item; whereas 50 (24.6%) of the participants were reserved from saying neither agreed nor disagreed. The rest 32(15.8%) of participants were replied as disagreed for the same item. Moreover, this was indicated by relating the mean value of all items under current teachers' performance appraisal practice. i.e.; the mean value for the item, "Partiality in performance appraisal practices of teaching staff at KolfeKarenio Sub-City negatively affected teachers' moral"with (mean value=3.61) was the largest value among other items mean value.

Besides, its deviation from the center of the normal distribution of the data (parabola) was very small amount in relation to others since its standard deviations (SD=1.14) which was the least value among others. Hence; it was indicated that, partiality in performance appraisal practices of teaching staff at KolfeKarenio Sub-City was negatively affected teachers' moral" In addition, it was also indicated using the t-test for the item "partiality in performance appraisal practices of teaching staff at KolfeKarenio Sub-City negatively affected teachers' moral".

In similar way, the third item with largest mean value was item 6; it was presented as "currently the raters were not well aware of teaching staff burden. This affected teaching staff performance appraisal." For this item majority, 113(55.7%) of the participants responded as agreed on the item and 55(27.1%) of them responded by saying neither agreed nor disagreed. On the other hand, 35 (17.2%) of the respondents were disagreed for the same item.

Therefore, currently the raters were not well aware of teaching staff burden. This affected teaching staff performance appraisal. Besides, the mean value of this item among the other item in this category was the third greatest one (mean value=3.59 with standard deviations 1.19). Hence, low awareness of raters negatively affected the teaching staff performance appraisal.

The fourth item with largest mean value was item 4, it was presented as "currently performance practices of teaching staff at KolfeKarenio Sub-City focus on paper work rather than considering students' performance." Since, majority 118(58.2%) of them were responded as agreed on this item and 35(17.2%) of them were said neither agreed nor disagreed.

On the other hand, 50(24.7%) of them responded as disagreed for the same item. Therefore, currently the teaching staff appraisal was unscheduled: this in turn affected teachers trust and consistency about the performance appraisals. In addition to this, the mean value of this item among the other items in this category was the fourth greatest one (mean value=3.54 with standard deviations 1.36). Hence, Current performance practices of teaching staff at KolfeKarenio Sub-City, that focused on paper work rather than considering students' performance negatively affected the teaching staff performance appraisal.

Furthermore, one of my key informants Millennium Preparatory School informed that:

*Some teachers perceive that Teaching staff appraisal is affected by raters, they assume that parents and students are not aware how to rate their performance. He further explains that some teachers also blame the school principals, that they focus on frequent report and paper work but they don't consider teachers effort for students result. ($P_3$, 16$^{th}$March, 2016)*

Therefore, the finding of this study was contrast with the finding of Cardy (2003:p:82) who found out that performance appraisal practices involved performance assessment of an individual in relation to the objectives, activities, outputs and targets of the job over a specific period of time. Whereas at KolfeKarenio appraisal process focus on simply amount of paper or report that the teacher submitted to the office.

### 3.5.1 Teachers' perception on Teaching Staff Performance Appraisal

Other than the influence of principals' attitude and current appraisal practice; the influence of teachers' perception on teaching staff performance appraisal was also assessed in this study. Hence, the following table tried to show briefly the respondents' perception with respect to teachers' performance.

Table 5Teachers' perception on Teaching Staff Performance Appraisal

| No | Items | Response Rate | | | | | | | | M | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | | Neutrals | | DA | | Total | | | |
| | | N | % | N | % | N | % | N | % | | |
| 1 | I think teachers perception about performance appraisal of teaching staff might be low that is why most teachers are weak in documentation of their job. | 101 | 49. | 51 | 25. | 51 | 24.9 | 203 | 100 | 2.90 | 1.34 |
| 2 | Teachers' perceive the evaluation system of performance appraisal as excluded their representative, this affect trust on School management. | 113 | 55. | 50 | 24. | 40 | 19.7 | 203 | 100 | 3.74 | 1.08 |
| 3 | Some teachers might think the management of the School is biased during the performance appraisal of teaching staff it might demotivated them. | 110 | 54. | 50 | 24. | 43 | 21.2 | 203 | 100. | 3.70 | 1.13 |
| 4 | Teachers perceive performance appraisal of teaching staff as it has no significant effect on their life. | 105 | 51. | 45 | 22. | 53 | 26.1 | 203 | 100. | 3.57 | 1.16 |
| 5 | Some Teachers perceive performance appraisal of teaching staff might be insignificant for them; that is why most teachers are weak in documentation of their job. | 84 | 41. | 63 | 31. | 56 | 27.6 | 203 | 100 | 3.88 | 1.02 |
| 6 | Teachers formally agreed and involved in developing the performance appraisals objectives and standards to be performed. | 100 | 49. | 53 | 26. | 50 | 24.6 | 203 | 100 | 3.14 | 1.23 |
| 7 | Staff performance appraisal objectives, criteria and standards are clear to all teachers. | 99 | 48.8 | 47 | 23.2 | 57 | 28.1 | 203 | 100 | 3.32 | 1.18 |
| 8 | The majority of teaching staff have no trust in current appraisal; that is why they give low attention to document their work. | 106 | 52.2 | 45 | 22.2 | 52 | 25.6 | 203 | 100 | 3.65 | 1.15 |
| 9 | Teachers are distrust with current appraisers'; that is why they isolated with their own from committee during appraisal season. | 108 | 53.2 | 45 | 22.2 | 50 | 24.7 | 203 | 100 | 3.83 | 1.01 |
| 10 | Most of currently deployed teachers are younger and not give attention for staff appraisals. | 96 | 47.3 | 39 | 19.2 | 68 | 33.5 | 203 | 100 | 3.36 | 1.20 |

In the above table 5, ten items were presented to respondents to share their view on teachers' perception on performance appraisal. Accordingly to, item 2, 3, 4, 5, 8 and 9 were strongly inciting the view of respondents on teachers' perception in performance appraisal. Whereas; item 1, 6, 7 and 10 were with moderate mean value; and relatively weak items; to stimulate respondents view on teachers' perception in performance appraisal.

Hence, the existence of no statistical differences among the respondents ratified similarity of responses within the six items on the five rating scales. The above table 7 also shown that performance appraisal of the teaching staff was influenced by the perception of teachers' in performance appraisal. From the response rate of the respondents for item 5, it was observed that 84 (41.4%), of the respondents agreed for the item "some teachers perceive performance appraisal of teaching staff was insignificant for them; that was why most teachers were weak in documentation of their job.".

Moreover, this was also assured by associating the mean value of "some teachers perceived performance appraisal of teaching staff was insignificant for them; that was why most teachers were weak in documentation of their job." with(mean value=3.88) was the largest value among other items mean value. Besides; its deviation from the center of the normal distribution of the data (parabola) was very small amount in relation to others since its standard deviations (SD=1.02) which was the least value among others.

Hence; it was indicated that teachers perception of performance appraisal influenced teachers' appraisal at KolfeKeranio Sub-City Preparatory Schools. Moreover, the analysis of the independent t-test on staff appraisal indicated that there was statistical significance among the independent variable, teachers' perception and the dependent variable (teaching staff performance appraisal).

On the other hand, among the respondents; 63(31%) of them replied that they neither agreed nor disagreed but remain neutral; whereas 56(27.6%) of them replied that they disagreed on the item that stated "some teachers perceived performance appraisal of teaching staff was insignificant for them; that was why most teachers were weak in documentation of their job. "Therefore, this indicated that teachers' perception of performance appraisal had an influence on staff appraisal.

The other item with the highest mean value was item 9that was presented as, "teachers were distrusted current appraisers'; that was why they isolated with their own from the committee during appraisal season." with highest mean value =3.83; this indicated that participants were distrusted on their raters this negatively influence teaching staff appraisals.

Moreover, among the respondents 108(53.2%) of the participants were agreed with the item that "principals played critical role during staff appraisal" while 45(22.2%) of them were responded as neutral for the same item. The rest 50(24.7%) of participants were replied as disagreed for the same item. It was also an indication that the principals' attitude was influenced the appraisal performance of the teaching staff.

Similarly, item 2, that was presented as "teachers' perceived the evaluation system of performance appraisal as excluded their representative, this affected their trust on school management." Was the thirditem that askedto assessteachers' perception onteaching staff performance appraisal?

Among the respondents, majority, 113 (55.6%) of them agreed on item 2. This indicated that teachers' perception was one of the factors that affected the performance appraisal. Furthermore, the mean value of this item was 3.74 which was the third largest mean value among other item with this category and its deviations from the normal distribution line was (SD=1.08).

Furthermore, it was indicated using the t-test for the item "teachers' perceived the evaluation system of performance appraisal as excluded their representative, this affected their trust on school management.", it showed statistically significant differences among the respondents on the five rating scales for item 2 at alpha level 0.005($P<0.05$).On the other hand 50(24.6%) of them were responded as neutral, i.e.; neither agreed nor disagreed for the same item. While 40(19.7%) of them reflected their feeling as disagreed for the same item. Therefore; teachers' perceptions on the evaluation system of performance appraisal was the factor that influence the teaching staff performance appraisal.

The fourth item with the largest mean value was item 3 that was presented as "teachers might think the management of the school was biased during the performance appraisal of teaching staff it might demotivate them."The response rate of the respondents for this item was agreed by 110

(54.2%) of the participants, while, 50(24.6%) of the participants replied neither agreed nor disagreed but remain neutral and 43(21.2%) of them responded as disagreed. Moreover, its' mean value was 3.70 with standard deviations (SD=1.13). It indicated that teachers assumed the management of the School was biased during the performance appraisal of teaching staff; this in turn demotivated them.

Among the respondents 106(52.2%) of them agreed for this item, whereas 45(22.2%) of the participants were reserved to say neither agreed nor disagreed rather they remain neutral. While 52(25.6%) of the respondents were disagreed on the same item. In addition to this, the mean value of this item in this category was also the fifth large one (mean value=3.65 with standard deviations 1.15). This indicated that teachers' perception towards appraisal was low and they do not trust the school administration; due to this, they were not willing to document and file their work.

Moreover, the analysis of the t-test for the item "the majority of teaching staff had no trust in current appraisal; that was why they gave low attention to document their work." This was showed that there was statistically significant difference among the respondent on the five rating scale for item 8 at alpha level 0.05($P<0.05$).

In the same way, item 4 was the sixth item with the larger mean value, which was presented as "teachers perceive performance appraisal of teaching staff as it had no significant effect on their life." Among the respondents 105(51.7%) of them agreed for this item, whereas 45(22.2%) of the participants were reserved to say neither agreed nor disagreed, rather they remain neutral. Whereas, 53(26.1%) on the same item. In addition to this, the mean value of the item in this category was the greatest one (mean value=3.57 with standard deviations 1.16). This also indicated that teachers' perception towards appraisal was low and did not trust the school administration; due to this they were not voluntary to document and file their work.

This indicated that teachers' perception towards appraisal was low and they do not trust the school administration; due to this, teachers perceived performance appraisal of teaching staff had no significant effect on their life. Moreover, the analysis of the t-test for the item "teachers perceive performance appraisal of teaching staff as it had no significant effect on their life." This

was revealed that there was statistically significant difference among the respondent on the five rating scale for item 4 at alpha level 0.05($P<0.05$).

Moreover, one of my interviewee from Ayer Tena Preparatory School informed that:

*Some teachers perceive that teaching staff appraisal is the only job of principals and they assume that principals are the only person that decides on their promotion. As a result they do not trust us and show unwillingness to document their activity; this is manifested as; when we ask them to show their work, they prefer to debate and dialog with us to cover their carelessness in documentation not only this they also think it as the oppressed mechanism for principals to revenge them which is out of reality. He further explains that even some teachers don't think it as a significant for their future life. ($P_1$, 15hMarch, 2016)*

In the interviews, one of my interviewee from KolfeKarenio Sub-City Education Office painted a bleak picture about the appraisal process when he declared that, the current system of appraisal was effective

*... In that it opens up both the appraiser and appraise to talk about the strong and weak points and see a way forward, and this might bring healthy environment and smoothen the teaching learning activity; instead that when the weaknesses were identified and to them some teachers perceive as their appraiser are biased and assume that they are mistreated by their appraiser. He further demonstrated that, some teachers do not trust their appraiser, since they assume that except their peer nobody threat them equally and genuinely, they assume both school principals and supervisors are biased while evaluating them.(S, 17$^{th}$March, 2016).*

Furthermore, the above finding was found to be consistence with, the study of Kim Wan. (1998) he concluded in his study that, the effectiveness of appraisal, as measured by teachers' perceptions of the formative outcomes, was predicted by teachers' formative attitudes towards appraisal, the appraisal procedures, and feedback. Teachers were more likely to benefit from appraisal if they perceived the appraisal as helping them grow professionally. (Kim Wan., 1998)

### 3.5.2 Analysis of Pearson correlations of the independent variables over thedependent variable

The analysis of Pearson correlation was also used to identify the correlation between the independent variables;principal attitudes, current practice of appraisal and teachers perception with performance appraisalat alpha level 0.05. It was indicated in the following Table 6

TABLE 6 CORRELATION MATRIX BETWEEN THE INDEPENDENT VARIABLES AND DEPENDENT VARIABLE

| Independent Variables | Dependent Variable | |
|---|---|---|
| | Performance Appraisal | |
| | Pearson correlation | Sign.(2tailed) |
| Principals Attitude | 0.696 | 0.000* |
| Current practice of appraisal | 0.435 | 0.000* |
| Teachers perception | 0.852 | 0.000* |

*Significance at alpha level 0.05

- The range for Pearson correlation r, (<2.45 is low, 2.45-3.45 is average, >3.45 is strong).

The analysis of the Pearson correlation indicated that the independent variables principal attitudes, current practice of appraisal and teachers perception were correlated at alpha level 0.05 with performance appraisal. It was indicated using Pearson correlation. Furthermore, teachers' perception was strongly correlated with teachers' performance appraisal.

# CHAPTER FIVE;

# SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter of the study deals with the summary of the major findings of the study. On the basis of these findings, conclusions were drawn. Finally, recommendations which were assumed to be operational were also forwarded.

## 5.1 Summary

The purpose of this paper was assessing the factors that affect teachers' performance appraisal inKolfeKeranio Sub City. According to, the following research questions were raised and analysis was done based on the research questions.

1. How is teachers' performance appraisal practiced in secondary schools?
2. What major factors affect teachers' performance appraisal?
3. To what extent does teachers' performance appraisal affect their work, motivation, and school performance?

Descriptive survey design was used to conduct the study. Hence, to assure representativeness all 216 teachers were included in the study using one stage cluster sampling and 12 principals as well as 3 supervisors were also included in the study from three preparatory schools. 216 questionnaires were distributed for 216 teachers and interview was held with 12 principals and 3 supervisors. The quantitative data gathered through questionnaire was analyzed and interpreted using appropriate statistical tools like percentage, mean, standard deviation. In addition to this the data gathered through interview was analyzed qualitatively.

The findings of data analysis indicated that principals 'attitudeespecially bias of principals based on friendship, religion affiliation and other relationships were some manifestations during appraisal, extremely involvement of principals during appraisal carried by committee whereas with respect to current appraisal practices; unscheduled appraisal process, raters' low awareness and focusing on paper work only rather than teaching and learning process were the current influencing factors of teaching staff appraisal.

Similarly, with regard to teachers' perception; misunderstanding of appraisal process, poor habit of documentation, distrust on school management and misunderstanding of the significance of performance appraisal were also the misperception factors that influences the appraisal process.

## 5.2 Conclusions

The data interpretation of findings reminded to draw the following conclusions from the presentation and the interpretation as well as from the data analysis, the following conclusions were drawn:

The teachers' appraisal in the sub city under study has no any regulation significance. According to the current policy of Ethiopia,Education and Training Policy (1994), set out a very clear criteria to appraise the teachers' performance. But the principals deviate these criteria and appraise the teacher by their own way and criteria. Relationship and friendship come to their mind before the education policy of the country

Staff appraisal is influenced by the extent of principals' involvement; Principals influence the committee during performance appraisal rating; Principals biased for teachers; who are their friends; even if they didn't complete their task properly; Principals Influence students during appraisal rating; The role of principal during appraisal is not as such expected.These attitudes of principals negatively affected the practices of teaching staff performances appraisal at KolfeKeranio Sub-City. Majority of participants indicated that principal'shad the potential to influence students as well as parents during teaching staff performance appraisal. Similarly, partiality due to religious affiliation and friendshipof the principals with teachers during the appraisal process was also an influencing factor of performance appraisal. It was also indicated that extremely involvement of principals during appraisal carried by committee was also a factor to influence teachers' performance appraisals.

Currently, inKolfeKeranioSub-Citythe appraisal processes carried on annually and sometimes unscheduled appraisalprocesses were held, this in turn made teachers' to distrust on the appraisal process. Moreover, the appraisal focusedonly on paper work rather than the core teaching and learning activity.

The appraisal process brought about different effects. Teachers lost believe in teaching, hate working as a teacher since most of the teachers perceived that the performance appraisal was insignificant for them as a result, they were not documenting their work properly; on the other hand, teachers did not trust the school management as genuine body that evaluated them based on

their work; it became difficult for them to take the appraisal as a real performance measurement. Besides, raters' low awareness about performance appraisals was also an influencing factor on teachers' performance appraisals.

To summarize, in KolfeKarenio Sub-City, teachers' performance appraisal was influenced by the attitude of principals and current practice of appraisal process as well as perception of teachers.

## 5.3 Recommendations

Based on the analysis of this study and conclusion that has been drawn, the following recommendations wereforwarded.

It was found that the attitudes and extreme involvement of principals negatively affected the practices of teaching staff performances appraisal at KolfeKeranio Sub-City. Currently, the government implemented the policy to involve parent and students to rate teachers' performance. The principals of the schools and the supervisors rounding the schools or any separate organized body for the purpose of teachers' performance appraisal may coordinate teachers themselves, students and parents in ration the teachers' performance. So, by increasing the involvement of representatives of teachers', parents' and students' the involvement of principals could be reduced and actualization of policy will be reached.

Currently, unscheduled appraisal process is one of the major factors that influenced the teaching staff appraisal process. It would be better ifa concerned body such as ministry of education through its agents organized for the appraisal of teachers only should enforce the appraisal process to perform on its schedule, as indicated in the analysis currently the government performed that performance appraisal took place twice a year, in the middle of the year and at the end of the year. The principals and the supervisors including the teachers who are appraised every timewould better take action to perform according to the government policy so that the government policy up on the teachers' appraisal will be implemented properly.

Teachers' perception was also one of the factors that influenced performance appraisal, therefore, to increase teachers trust on performance appraisal process, it is better to give them training for raters, making transparency, including teachers' representative and providing training for teacherson the importance of performance appraisal might increase the teachers' perception. It is better if the training is prepared and provided by the government immediately before the evaluation periods of the teachers.

Above all it would be better for the government, the teachers who are appraised every time, the principals and all the stalk holders of the teachers' performance appraisal if a separate chained and a well-trained professionalized body under ministry of education is organized for the purpose

of the teachers' appraisal. This would work best, because it will be free of bias due to friend ship, and the principals' negative or positive attitudes.

## References


*Abagi, O. and Odipo, G (1997). Efficiency of primary education in Kenya: situational analysis and implications for educational reform, discussion paper, 004/97, Institute of Policy Analysis Research, Nairobi.*

*Addis Ababa Education Bureau. (2013). Standards of Secondary and Preparatory Schools in Addis Ababa.*

*Aduda,D. (2000).Teaching jobs ban to be lifted, Black Board, The Daily Nation,6April1-2.Appleton,S., Bigsten, A. and Manda, D.K. (1999). Educational expansion and economic decline: returns to education in Kenya, 1978-1995, Working Paper, 90, February, Centre for the study of African Economies, University of Oxford.*

*AtsedeBeyene (1991). An investigation of the relationship between students and of teachers and evaluation of teachers by principals and department heads (unpublished master's thesis). Addis Ababa University.*

*Bach, S. (2000). From performance appraisal to performance management in Bach, S. and Sisson, K. (Eds), Personnel Management: A Comprehensive Guide to Theory and Practice, Blackwell Publishers, Oxford, 241-63.*

*Beer, M.(1981). Performance appraisal: dilemmas and possibilities, OrganizationalDynamics, 9 (4), 24-37.*

*Best, J. W. &Kanh, J. V. (2003). Research in education. (9th ed.). USA: Pearson Education, Inc.*

*BerhanuMoyata (2006). Implementation of Result-oriented teachers' performance Appraisal, as perceived by principals and teachers (unpublished master's thesis) Addis Ababa University.*

*Brophy, J.E. (1973). Stability of teacher effectiveness, American Educational Research Journal, 10 (3) 245-52.*

*Cascio, W.F. (1995). Applied Psychology, in Personnel Management. New Jersey: Prentice Hall, Inc.*

*Evertson, C.M. and Holley, F.M. (1981). Classroom observation. In Millman, J. (Ed.), Handbook of Teacher Evaluation, Beverly Hills, CA: Sage Publication, 90-109.*

*Folger, R., and Lewis, D. (1993). Self-appraisal and faireness in evaluations. In R. Cropanzano (Ed.), Justice in the workplace: Approaching fairness in human resource management (pp.107-131). Hillsdale, NJ: Lawrence Erlbaum*

*Gitlin, A. and Smyth, J. (1989). Teacher Evaluation: Educative Alternatives, Falmer Press, Lewes.*

*Gary Dessler. (1985). Management Fundamentals (4th Ed.) Apprentice –Hall Company Inc, Reston Virginia.*

*Hattie, J. and Clinton, J. (2001).The assessment of teachers, Teaching Education, 12 (3) 279-300.*

*Hattie, J.A.,Jaeger, R.M. and Bond, L. (1999).Persistent Methodological question in Educational testing, Review of Research in Education, 24. (1), 393- 446.*

*Ingvarson, L. and Chadbourne, R. (Eds), Valuing Teachers' Work: New Directions in Teacher appraisal, ACER, Melbourne, 11-45.*

*Inter-Agency Commission (1990). Final Report, World Conference on: Education for All:Meeting Basic Learning Needs, Jomtien.*

*Iwanicki, E. and Rindone, D. (1995). Integrating professional development, teacher evaluation, and student learning: the evaluation of teacher evaluation policy in Connecticut, in Teacher appraisal 415 Duke, D. (Ed.), Teacher Evaluation Policy: From Accountability to Professional Development, State University of New York Press, Albany, NY, 65-98.*

James A.F and R. Edward (1992). Annotated Instructors Management (5th Ed.) Virginia.

MelakuYimam. (2010).Resource Management in Education (set Reader) EDPM College of Education Addis Ababa University: Ethiopia.

Merriam, S.B. (1998). Qualitative Research and Case Study Applications in Education,San Francisco, CA: Jossey- Bass Publishers.

Millman, J. and Darling-Hammond, L.(Eds) (1990). The New Hand book of Teacher Evaluation, London; sage Publications.

Musoke, J. J. (2003). Assessing the effects of staff appraisal system on organizationperformance: A case study of New Vision printery. Unpublished masters (of Management) dissertation, Uganda Management Institute, Kampala, Uganda

Murphy, J. (1987). Teacher evaluation: A comprehensive framework for supervisors. Journal of Personnel Evaluation in Education, 1, 157-180.

Lustick D., & Sykes, G.(2006). National board certification as professional development: What are teachers learning? Education Policy Analysis Archives, 14(5), 1-43. http://dx.doi.org/10.14507/epaa.v14n5.2006

OECD (2009a).Creating effective teaching and learning environments: First results from TALIS. Paris: OECD.

Odhiambo, G.O. (2003). Teacher Appraisal; and its Significance for the Development of a Quality surance Culture in Kenyan Secondary Schools, (unpublished PhD thesis), University of New England, Armidale.

Perraton, H. (2000). Open and Distance Learning in the Developing World: London, Rutledge.

RiesomTeweldemedhin (2014). Practices of Result-Oriented Teachers' Performance Appraisal in Secondary Schools of Central Zone ofTigray Region. MA Thesis Unpublished AAU.

*Robbins, S.P. and Decenzo, D.A (1988). Personnel Management New Jersey: prentice Hall, Inc.*

*Rosenshine, B. (1970). "The Stability of Teacher Effects on Student Achievement", Review of Educational Research, 40 (5), 647-62.*

*Rosenshine, B. and Furst, N. (1971). Research in Teacher Performance Criteria, in Smith, B.O. (Ed.),Research in Teacher Education: A Symposium, Prentice-Hall, Englewood Cliffs, NJ, pp. 37-72.*

*Scriven, M. (1988).Duty-based teacher evaluation, Journal of Personnel Evaluation, 1 (4), 319-334.*

*Shavelson, R.and Russo, N.A. (1977). Generalize ability of measures of teacher effectiveness, Educational Research, 19 (3), 171-83.*

*TigistMateferia (2010) The Current Practice and Problems of Teachers' Performance Appraisal in Government High Schools of Addis Ababa. MA Thesis Unpublished AAU.*

*Valentine, J.N. &Allyn& Beacon (1992).Principles and Practices for Effective Teacher Evaluation, Boston, MA.*

*Veldman, D.J. and Brophy, J.E. (1974). Measuring teacher effects on pupil achievement, Journal of Educational Psychology, 66( 1), 319-24.*

*Wells, P. (1989). Policy developments in the United States of America, in Lokan, J. and McKenzie, P. (Eds).Teacher Appraisal: Issues and Approaches, ACER, Victoria, 25-32.*

*Werther W., B. & Davis J., K., (1996), Human Resources and Personnel Management,fifth edition, lrwin Mc Graw – Hill.*

*Wiese, D. S., & Buckley, M. R. (1998). The evolution of the performance appraisal process. Journal of Management History, 4(3), 233-249. http://dx.doi.org/ 10.1108 /13552529810231003*

*William, M.F. (1993). Human Resource and Personal Management. Singapore: McGraw Hill, Inc.*

*World Bank (1988).Education in Sub-Saharan African Policies of Adjustment, Revitalization and Expansion, World Bank, Washington, DC.*

*Wragg, E.C., Haynes, G.S., Wragg, C.M. and Chamberlin, R.P. (2000).FailingTeachers: London, Routledge.*

*Yilma (2007). Practices of Teachers' Performance Appraisal the case of SNNPRS (unpublished Master's thesis) Addis Ababa University.*

አዲስ አበባ ዩኒቨርሲቲ
አዲስ አበባ፣ ኢትዮጵያ

ADDIS ABABA UNIVERSITY
Addis Ababa, Ethiopia

College of Education and Behavioral Studies
Department of Educational Planning and Management

Date: January 28, 2016

**To Whom It May Concern**

ABDI KAKIO is MA student in the Department of Educational Planning and Management. He/she is currently undertaking his/ her Thesis writing to complete the program in the department.

The problems of teaching staff performance appraisal in Addis Ababa preparatory schools of kolefe karanio Subcity.

This is, therefore, to kindly request you and your office to cooperate and support him/her to use any references and assistance in your good office.

Thank you

for Hussien Kedir (PhD)
Chairman, Department of Educational Planning and Management

☎ 251-11-1239700
✉ A.A.U 1176
Fax
E. Mail edpm@aau.edu.et

# Appendix

## Apendix I

**Addis Ababa University**

**School of Graduate studies**

**College of education and behavioral studies**

Department of Educational planning and Management/Leadership

Questionnaire to be Filled by Teachers

General Direction

The purpose of this Questionnaire is to collect information about the practices of teaching staff appraisal performance at KolfeKarenio Sub-City Preparatory Schools.

The information from this questionnaire is used to analyze and see the practices of Teaching staff appraisal at KolfeKarenio Sub-City Preparatory Schools and not transferred to anybody else, accordingly its confidentiality is kept save. Therefore, you are kindly request to give genuine information.

Note: No need of writing your name in the questionnaire.

Thank you in advance for your devotion of time!!

**Abdi.kawo@yahoo.com**

**Part I. Back ground information**

Direction: Please give your response by putting "(✓ )" mark inside the box or by writing appropriate answer where needed.

Name of the School _____

Sex. 1. Male ☐ 2. Female ☐

Age _____

Year of service _____

5. Educational level

1.MA/MSc 2. BA/BSc/Bed

6. Number of times you get promotion _____

**Part II. Questions related to the practices teaching staff appraisal at KolfeKarenio Sub-City Preparatory Schools**

Please Read the statements carefully and put "(✓)" mark corresponding to the numbers that indicate your agreement level of your response for each statement.

5=Strongly Agree 4=Agree 3= Undecided2=Disagree 1=Strongly Disagree

| No | Items related to attitude of principals about the practices of performance appraisal of Teachers | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1.1 | Principals' attitude about appraisal is positive. | | | | | |
| 1.2 | The impact of principals on teachers' appraisal is low. | | | | | |
| 1.3 | Principals might not perceive their role very well during staff appraisal. | | | | | |
| 1.4 | Principals play critical role during staff appraisal. | | | | | |
| 1.5 | Staff appraisal is influenced by the extent of principals' involvement. | | | | | |
| 1.6 | Principals influence the committee during performance appraisal rating. | | | | | |
| 1.7 | Principals biased for teachers; who are not friend of them even if they did their task better. | | | | | |
| 1.8 | Principals influence students during appraisal rating. | | | | | |
| 1.9 | The role of principal during appraisal is not as such expected. | | | | | |
| | Items related to the extent of current performance appraisal practices of teaching staff at KolfeKarenio Sub-City | | | | | |
| 2.1 | Current performance appraisal practices of teaching staff at KolfeKarenio Sub-City are carried out annually. This might affect teachers' moral either positively or negatively. | | | | | |
| 2.2 | Currently at KolfeKarenio Sub-City performance appraisal practices of teaching staff is implemented unscheduled; This might affect teachers' job satisfaction. | | | | | |
| 2.3 | Teachers are negatively influenced by unscheduled performance appraisal practices of teaching staff. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.4 | Currently performance practices of teaching staff at KolfeKarenio Sub-City focus on paper work rather than considering students' performance. | | | | | |
| 2.5 | Currently performance appraisals are carried every quarterly; based on teachers portfolio. So it might help to increase teachers' trust on the administration. | | | | | |
| 2.6 | Currently The raters are not well aware of Teaching staff burden. | | | | | |
| 2.7 | Currently students and their parents are also included in the committee; while they are not well aware of the burden we face. | | | | | |
| 2.8 | Teachers are not invited during appraisal rating it might affect our trust. | | | | | |
| | Items related to extent of Teachers' perception of in performance appraisal of teaching staff | 5 | 4 | 3 | 2 | 1 |
| 3.1 | I think teachers perception about performance appraisal of teaching staff might be low that is why most teachers are weak in documentation of their job. | | | | | |
| 3.2 | Teachers' perceive the evaluation system of performance appraisal as excluded their representative it might affect trust on School management. | | | | | |
| 3.3 | Some teachers might think the management of the School is biased during the performance appraisal of teaching staff it might demotivate them. | | | | | |
| 3.4 | Teachers perceive performance appraisal of teaching staff as it has no significant effect on their life. | | | | | |
| 3.5 | Some Teachers perceive performance appraisal of teaching staff might be low that is why most teachers are weak in documentation of their job. | | | | | |
| 3.6 | Teachers formally agreed and involved in developing the performance appraisals objectives and standards to be | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | performed. | | | | | |
| 3.7 | Staff performance appraisal objectives, criteria and standards are clear to all teachers. | | | | | |
| 3.8 | The majority of teaching staff have no trust in current appraisal; that is why they give low attention to document their work. | | | | | |
| 3.9 | Teachers are uncomfortable with current appraisers'; that is why they isolated with their own from committee during appraisal season. | | | | | |
| 3.10 | Most of currently deployed teachers are younger and not give attention for staff appraisals. | | | | | |

**Part III. Open ended items.**

Please respond the following open ended items; the items may give opportunity to respond multi response; that you are not satisfied with the above items.

In your opinion to what extent do principals' attitude and involvement affect teaching staff performance appraisals? Please list at least more than three reasons.

Please list some constraints that associate with the current teaching staff appraisal system

Please can you mention some factors associate with the level of teachers' perception towards current teaching staff performance appraisals?

**Appendix B**

**Addis Ababa University**

**School of Graduate studies**

**College of education and behavioral studies**

**Department of Educational planning and Management/Leadership**

**An interview guideline to be presented for Principals and Supervisors at KolfeKarenio Sub-City**

1. How often do you involve in appraisal performance of staff?
2. Do you have a regular Schedule to administer appraisal performance of staff?
3. How do you perceive the importance of appraisal performance of staff?
4. What are threats for you during the implementation of appraisal performance of staff?
5. To what extent do the current performance appraisal practices affect teaching staff at KolfeKarenio Sub-City?
6. To What extent does the perception of Teachers' affect performance appraisal of teaching staff at KolfeKarenio Sub-City?
7. Who develop the criteria for teaching staff performance?
8. Who is responsible to set the task like key, major, specific and additional during criteria development?
9. How do you appraise senior and newly deployed teachers?
10. If you have post discussion with your appraise how do you include teachers comment

# አዲስ አበባ ዩኒቨርሲቲ

## የምረቃ ጥናት ትምህርት ቤት

## የትምህርትና የባህሪ ጥናት ኮሌጅ

## የትምህርት እቅድና አስተዳደር መምሪያ ዲፓርትመንት

## በክ/ቀ/ክ/ከ ለርዕሰ መምህር፣ ለም/ርዕሰ መምህር እና ለክ/ከተማ ሱፐርቫይዘሮች ቀረበ ቃለ-መጠይቅ መመሪያ

የዚህ ቃለ መጠይቅ ዋነኛ አላማ በክ/ቀ/ክ/ከተማ ባሉ የመሰናዶ ት/ት ቤቶ የመማር ማስማር አፈፃፀምን ለመመዘን ነው። ከዚህ ቃለ መጠይቅ የሚገኙ መረጃዎችን በመጠቀም በክ/ቀ/ክ/ከተማ ባሉ የመሰናዶ ት/ት ቤቶች ያለውን የአፈፃፀም ምዘና በመቀመር ሲሆን ሚስጢራዊነቱም እንደተጠበቀ ነው። ስሆነም ትክክለኛና እውነታን መሰረት ያደረገ መረጃ በመስጠት እድትባበሩኝ በአክብሮት እጠይቃለሁ።

ጊዜዎን ሰውተው ፍቃደኛ ስለሆኑ ከልብ አመሰግናለሁ።

1. ምን ያህል ጊዜ የሰራተኞችን አፈፃፀም በመመዘን ትሳተፋለህ?
2. የሰራተኞችን አፈፃፀም የምትመገንበት ቋሚ ፕሮግራም አለህ?
3. የሰራተኞች አፈፃፀም ምዘና አስፈላጊነት እዴት ትመለከተዋለህ?
4. የሰራተኞች አፈፃፀም በምትመገንበት ወቅት ምን ስርዓቶች ይኖሩታል ትላለህ?
5. በአሁን ወቅት በክ/ቀ/ክ/ከተማ ያለው የሰራተኞ አፈፃፀም ምዘና በሰራተኞ ላይ ያሳደረው ተጽዕኖ እስከ ምን ድረስ ነው?
6. በክ/ቀ/ክ/ከተማ በሰራተኞች አፈጻጸም ምዘና ላይ የመ/ራን አመለካከት ተጽዕኖ እስከ ምን ድረስ ነው?
7. የሰራተኞችን አፈጻጸም መመዘኛ መስፈርት ማን አዘጋጀ?
8. መስፈርቶች በሚዘጋጁበት ወቅት ዝርዝር፣ ዋና፣ ቁልፍና ተጨማሪ ነጥቦ ዙሪያ ኃላፊነት የተሰጠው ለማን ነው?
9. ነባርና አዲስ መምህራንን እንዴት ትመዝናለህ?
10. ከምዘና በኋላ ውይት ስታደርጉ የመምህራንን አስተያየት እንዴት አካተትክ?

## Appendix C

$P_1$- Principal from Ayer Tena Preparatory School

$P_2$-Principal from KarenioMedehanialem Preparatory School

$P_3$- Principal from Millennium Preparatory School

S-Sub-City Supervisor

**Appendix D**

**Pilot Test Result**

This section presents the Pilot Test Result of the items reliability Statistics Accordingly; the Cronbach's Alpha value of the items is 0.758 which is almost accepted value to measure the intended objectives.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .758 | 32 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| 1.1 principals atitude about apparisal is positive | 93.2000 | 131.314 | -.195 | .767 |
| 1.2 the impact of principals on teachers appraisal is low | 94.9333 | 113.210 | .565 | .733 |
| 1.3 Principals might not perceive their role very well during staff appraisal | 94.6000 | 129.686 | -.080 | .769 |
| 1.4 principals play critical role during staff appraisal | 94.1333 | 140.410 | -.484 | .790 |
| 1.5 Staff appraisal is influenced by the extent of principals' involvement. | 94.8667 | 118.838 | .399 | .744 |
| 1.6 Principals influence the committee during performance appraisal rating. | 94.4000 | 112.400 | .567 | .732 |
| 1.7 Principals biased for teachers; who are not friend of them even if they did their task better. | 95.4667 | 113.410 | .531 | .735 |

| | | | | |
|---|---|---|---|---|
| 1.8 Principals influence students during appraisal rating. | 95.0000 | 107.714 | .709 | .721 |
| 1.9 The role of principal during appraisal is not as such expected. | 94.8667 | 118.838 | .284 | .751 |
| 2.1 Current performance appraisal practices of teaching staff at KolfeKarenio Sub-City are carried out annually. This might affect teachers' moral either positively or negatively. | 94.6667 | 121.381 | .202 | .756 |
| 2.2 Currently at KolfeKarenio Sub-City performance appraisal practices of teaching staff is implemented unscheduled; This might affect teachers' job satisfaction. | 94.0000 | 121.571 | .257 | .752 |
| 2.3 Teachers are negatively influenced by unscheduled performance appraisal practices of teaching staff. | 94.4667 | 121.695 | .208 | .755 |
| 2.4 Currently performance practices of teaching staff at KolfeKarenio Sub-City focus on paper work rather than considering students performance. | 94.4000 | 114.686 | .476 | .738 |
| 2.5 Currently performance appraisals are carried every quarterly; based on teachers portfolio. So it might help to increase teachers' trust on the administration. | 94.3333 | 127.238 | .015 | .765 |
| 2.6 Currently The raters are not well aware of Teaching staff burden. | 94.2667 | 124.352 | .206 | .754 |
| 2.7 Currently students and their parents are also included in the committee; while they are not well aware of the burden we face. | 94.6667 | 115.238 | .724 | .732 |
| 2.8 Teachers are not invited during appraisal rating it might affect our trust. | 94.7333 | 112.352 | .616 | .730 |
| 3.1 I think teachers perception about performance appraisal of teaching staff might be low that is why most teachers are weak in documentation of their job. | 94.4667 | 123.124 | .248 | .752 |
| 3.2 Teachers' perceive the evaluation system of performance appraisal as excluded their representative it might affect trust on School management. | 93.8000 | 125.314 | .177 | .755 |
| 3.3 Some teachers might think the management of the School is biased during the performance appraisal of teaching staff it might demotivate them. | 94.4000 | 126.829 | .060 | .761 |
| 3.4 Teachers perceive performance appraisal of teaching staff as it has no significant effect on their life. | 94.6667 | 122.524 | .204 | .755 |
| 3.5 Some Teachers perceive performance appraisal of teaching staff might be low that is why most teachers are weak in documentation of their job. | 94.4000 | 122.257 | .236 | .753 |
| 3.6 Teachers formally agreed and involved in | 94.2000 | 133.171 | -.284 | .772 |

| | | | | |
|---|---|---|---|---|
| developing the performance appraisals objectives and standards to be performed. | | | | |
| 3.7 Staff performance appraisal objectives, criteria and standards are clear to all teachers. | 94.0667 | 115.924 | .582 | .736 |
| 3.8 The majority of teaching staff have no trust in current appraisal; that is why they give low attention to document their work. | 94.3333 | 112.952 | .613 | .731 |
| 3.9 Teachers are uncomfortable with current appraisers'; that is why they isolated with their own from committee during appraisal season. | 94.3333 | 112.381 | .639 | .730 |
| 3.10 Most of currently deployed teachers are younger and not give attention for staff appraisals. | 95.0000 | 119.000 | .343 | .747 |
| 1. Do you think Teaching Staff performance appraisal can better appraise teachers performance? | 96.5333 | 127.124 | .105 | .758 |
| 2. Do you think Criteria for Teaching Staff performance is designed and operated based on teachers | 96.5333 | 133.981 | -.396 | .772 |
| 3. Do Teacher participate in categorizing tasks under Key, Major, Specific and Additional? | 96.1333 | 119.552 | .485 | .743 |
| 4. If your response for Q3 above is No. Who is responsible to categorize the tasks? | 95.4667 | 129.124 | -.051 | .765 |
| 5. Do teachers participate in revising unachievable performance standards/Goals? | 96.4667 | 133.267 | -.334 | .770 |

# የሁለተኛ ደረጃ ትምህርት ስታንዳርድ

ታህሳስ 2005ዓ.ም.

አዲስ አበባ

- በብሬል የተጻፈ የመደበኛ ትምህርት መጽሐፍ ኮፒ
- አባከስ
- ቴሪኮርደርና ካሴት
- የታይኘ መኪናና የቴኘሪኮርደር መለዋወጫ
- ነጭ ብትር/ዘንግ
- ሞጽት የተሳናቸው ለንባብ የሚረዱበት መሣሪያ /

**መጠነኛ የዕይታ ችግር ላለባቸው**

- በቅርበት የሚያሳይ ቴሌቪኘርን
- አቮርሄድ ኘሮጀክተር
- ትላልቅ ስኒል
- ባለ ትልቅ መስመር ወረቀት
- አጉሊ መነጽር
- ለማንበቢያ የሚረዳ
- የታይኘ መኪናና ቴኘሪኮርደር

**መስማት ለተሳናቸው**

- መሣሪያዎች መንቀሳቀሳቸውን የሚያመለክት ብርሃን ማሣያ መሣሪያ፡
- የማስጠንቀቂያ ደወል ለመተካት እንደባትሪ ያለ ነገር እንዲታይ ማድረግ በክፊል ለሚሰሙት ድምጽ አጉሊ መሣሪያ መጠቀም ለምሳሌ ረዳት የመስሚያ መሣሪያ፡
- የታይኘ መኪና፡

**መጠነኛ የእይታ ችግር ላለባቸው ተማሪዎች የሚያስፈልጉ ማቴሪያሎች**

- የዕይታ መሣሪያዎች፤ ብርሃን አስተላለፊ ወረቀት ፊልሞች ካብሽን፤ ስላይድ ፊልሞችና ቻርት ለማሳያ አስፈላጊ ናቸው ::

## 4.7. የተማሪ መፅሐፍት ጥምርታ

– የተማሪ መጽሃፍት ተሚልቶ መግኘት ለትምህርቱ ጥራት እጅግ ወሳኝ ሚና አለው፡፡ በመሆኑም በሁለተኛ ደረጃ ት/ቤት የተማሪ መፅሃፍ ጥምርታ አንድ ለአንድ መሆን አለበት።

## 4.8. የተማሪ ክፍል ጥምርታ

- የተማሪ ክፍል ጥምርታ ለትምህርት ጥራት ያለው ፋይዳ ከፍተኛ በመሆኑ፡ ከ9ኛ –12ኛ ክፍል የሚማሩ ተማሪዎች በአንድ ክፍል 40 /1:40/ ይመደባሉ፡፡

4.9. **የሰው ኃይል ምደባ**

- የትምህርት ሥራ በጥራትና በተፈለገው መንገድ ሊካሄድ የሚችለው ት/ቤቱ በየትምህርት ዓይነቱ የሚሰጡ ትምህርቶች ለደረጃው የሰለጠኑ መምህራን እንዲሁም ድጋፍ ሰጪ ሠራተኞች በጥራትና በበቂ ሁኔታ አሟልቶ ሲገኝ ነው። ስለሆነም
- በ2ኛ ደረጃ የመጀመሪያ እና ሁለተኛ ሳይክል የሚመደቡ መምህራን ዲግሪ ያላቸው ሆነው የማስተማር ሥራ ፈቃድ የተሰጣቸው ይሆናሉ።
- አንድ የሁለተኛ ደረጃ ት/ቤት ለሚከተሉት መሰረታዊ የሥራ መደቦች ብቁ መምህራንና ሠራተኞች ሊኖረው ይገባል፡፡

4.9.1 **የመምህራንና ሠራተኞች ተፈላጊ የትምህርት ደረጃ**

| ተ.ቁ | የሥራው መስክ | ብዛት | ለሁለተኛ ደረጃ /9-12/ የትምህርት ደረጃ | | |
|---|---|---|---|---|---|
| | | | 1ኛ ሳይክል /ከ9ኛ-10ኛ/ | 2ኛ ሳይክል /11-12/ | ምርመራ |
| 1 | ርዕሰ መምህር | 1 | ኤም.ኤ/ኤምኤስ ሲ/አማራጭ/ | ኤም.ኤ/ኤምኤስ ሲ | ከሰለጠኑበት ትምህርት በአንዱ በትምህርት አስተዳደር ሆኖ የርዕመም/ር ሥልጠና የወሰደ/ች |
| 2 | ምክትል ርዕሰ መምህር | 1 | ኤም.ኤ/ኤምኤስ ሲ | ኤም.ኤ/ኤምኤስ ሲ | ከሰለጠኑበት ትምህርት በአንዱ በትምህርት አስተዳደር ሆኖ የርዕመም/ ሥልጠና የወሰደ/ች |
| 3 | መምህር | | ቢ.ኤ/ቢ.ኤስሲ | ኤም.ኤ/ ኤም.ኤስሲ | እንደ የክፍሉ ብዛት የሚታይ ሆኖ እስከ 18 ክፍለ ጊዜ ይይዘል፡፡ |
| 4 | የካውንስሊንግ | 1 | ቢ.ኤ/ቢ.ኤስሲ | ቢ.ኤ/ቢ.ኤስሲ | በትምህርት ሳይኮሎጂ |

| ተ.ቁ | የሥራው መስክ | ብዛት | ለሁለተኛ ደረጃ /9-12/ የትምህርት ደረጃ | | |
|---|---|---|---|---|---|
| | | | 1ኛ ሳይክል /ከ9ኛ-10ኛ/ | 2ኛ ሳይክል /11-12/ | ምርመራ |
| | ባለሙያ | | | ወይም በላይ | የተመረቀ/ች |
| 5 | አስተዳዳርና ፋይናንስ | 1 | ቢኤ | ቢኤ | በትምህርት አስተዳደር ወይም በማኔጅመንት የሰለጠነ/ች |
| 8 | ሂሳብ ሠራተኛ; | 1 | ዲፕሎማ | ዲፕሎማ ወይም በላይ | በሂሳብ አያያዝ የተመረቀ//ች |
| 9 | ገንዘብ ያዝ | 1 | ዲፕሎማ | ዲፕሎማ | በሂሳብ አያያዝ የሰለጠነ/ች |
| 10 | ንብረት ክፍል ኃላፊ | 1 | ዲፕሎማ | ዲፕሎማ | በንብረት አያያዝ የሰለጠነ/ች |
| 11 | ፀሐፊ | 1 | ዲፕሎማ | ዲፕሎማ | በሴክሬታሪያት ሳይንስ የሰለጠነ/ች |
| 12 | የተማሪዎች መረጃ ኃላፊ | 1 | ዲፕሎማ | ዲፕሎማ | በመዝገብ አያያዝ የሰለጠነ/ች |
| 13 | የቤተ መጻሕፊት ኃላፊ | 1 | ቢኤቢኤስሲ | ቢኤቢኤስሲ | በላይብረሪ ሳይንስ የሰለጠነ/ች |
| 14 | የላብራቶሪ ቴክኒሻን | 1 | ዲፕሎማ | ዲፕሎማ | በሳይንስ ትምህርት የሰለጠነ/ች |
| 15 | ጽዳት ሠራተኛና ተላላኪ | 1 | 12ኛ | 12ኛ ክፍል ትምህርት ያጠናቀቀ/ች | እንደ ተማሪውና ክፍሉ ብዛት የሚወሰን |
| 16 | የጥበቃ ሠራተኛና አትክልተኛ | 4 | 12ኛ | 12ኛ | እንደ ተማሪውና ክፍሉ ብዛት የሚወሰን |
| 19 | በቀይ ሚካቀል የሰለጠነ | 1 | በቀይ ሚካቀል የሰለጠነ | በቀይ ሚካቀል የሰለጠነ | እንደተማው ብዛት የሚጨመር ይሆናል |