

THE CURRENT PRACTICE AND PROBLEMS OF
TEACHERS' PERFORMANCE APPRAISAL IN
GOVERNMENT HIGH SCHOOLS OF ADDIS ABABA

BY

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ADDIS ABABA UNIVERSITY
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Acronyms

AA: Addis Ababa

AAEB: Addis Ababa Education Bureau

FCSC: Federal Civil Service Commission

MBO: Management by Objective

MOE: Ministry of Education

ROTPA: Result Oriented Teachers' Performance Appraisal

TPA: Teachers Performance Appraisal

ABSTRACT

The main purpose of this study was to investigate the current practice and problems of teachers' performance appraisal (TPA) in government high schools of Addis Ababa. Information and data needed for the study were collected by presenting five basic questions with regard to TPA purpose mainly serving, extent of relevance of TPA criteria, competence of appraisers and operation of TPA process. Descriptive survey method was used as a method of research. Lottery method simple random and availability sampling technique were employed to select sample respondents and sample schools. Based on the research questions, the literature was reviewed. Survey questionnaire were developed and administered to 214 teachers, 27 principals, 40 department heads and 102 students to gather relevant data on TPA. Interview was also held with 6 principals and 14 parents who were involved on appraisal of teachers' performance in the sample schools to collect additional information. Statistical tools such as percentile, mean score, chi-square and spear- man rank- order correlation were used for analyzing the data. The finding of the study reveals that the current system of TPA has not mainly served for the developmental purposes. Even it served the administrative purposes to a limited extent. However, both summative and formative purposes were found to be inadequate. The appraisal criteria have been found lack of objectivity to evaluate teachers' work. In addition teachers were not involved in the formulation of TPA criteria. Furthermore, there was poor administration of TPA process in the sample schools. It was also found that appraisers lack of competence to appraise teachers' performance effectively, mainly because of lack of training and experience. Time constraint on the part of appraisers, appraisers bias, inadequate classroom observation and appraisal period were also found the major problems of TPA. To redress the problems, it is therefore recommended that appraisal result should primarily use for development purposes of teachers'. Moreover, Appraisal of teachers to be effective both summative and formative purposes should be separated. Adequate and relevant training should be given for appraisers. Teachers should be involved in the formulation of TPA criteria. Furthermore, performance appraisal should be reviewed periodically, self and peer appraisal should be encouraged to minimize appraisers bias and finally, comprehensive research should be conducted on the area to redesign and to implement the appraisal system.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

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

1.1. Background of the Study

A sound appraisal system is very essential if teachers are to offer their best services for the realization of school objectives. This is because performance appraisal decisions have consequences on teachers' compensation, recognition, development, promotion and salary increase.

For teachers performance appraisal to be effective the appraisal method, evaluators' skill, decision using the evaluation results, appraisal period and other aspects must be allied with the objectives and strategies the school is pursuing. Proper and consistent implementation of appraisal procedures must be assured. Continuous monitoring and providing the necessary support for teachers are also important.

Performance appraisal serves a variety of purposes. Regarding to this Chandan (1999: 207) states that, managerial decisions on promotion, transfer, termination, training, improving employee performance are some of the functions under the process of performance appraisal. Other authorities like Mathis and Jackson (1997: 344) classify the purpose of performance appraisal into two broad categories namely, developmental and administrative functions which seem conflicting. The summative purpose emphasizes on current performance in particular job often linked to pay, Selection, promotion, redeployment and dismissal of employees. While the formative one is development through provision of information about performance expectation, feedback and discussion remedial action to meet expectation that have not been achieved.

Thus, if performance appraisal operates appropriately, it contributes to the employee's motivation, development and promotion as well as for the achievement of organizational goals.

As Gold (2000: 311) identifies the purpose of performance appraisal is improving the teaching learning process, promoting research, and motivating staff, enhancing professional career development, ensuring the students have been provided with quality of instruction and recognizing outstanding performers: teachers or principals.

This idea indicates that, in school situation, teachers' performance highly concerned about the professional improvement of the teachers' and hence students learning. Due to this reason, the main purpose of teachers' performance appraisal is to assist the individual teachers to make the best of him-self and contribute to the attainment of educational objective.

On the other hand, a well-designed performance criteria related to instruction can constitute valuable professional development for teachers. Therefore, in order to put teachers best effort performance criteria should be designed carefully. In support of this Yilma (2007: 1) indicates that "...A properly designed performance evaluation criterion serves as a tool for the development of teachers as well as for the attainment of institutional goals."

Moreover Cooper (as cited in Fidler and Cooper, 1992: 54) properly designed appraisal system can help to enhance the quality of education by improving the moral and job satisfaction of teachers. Furthermore, the criteria in appraisal should be clearly defined and accepted by the teachers concerned in the appraisal program.

§ In Ethiopia Teachers' performance appraisal has been introduced since 1930 and its purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and teachers were evaluated by administrators and the purpose by large remain the same (Atsede, 1991: 9).

Since then, different types of performance appraisal approaches have been applied in Ethiopian education system to evaluate teachers' performance. However, none of them have been free of criticism due to different drawbacks they had. The traditional approach of performance appraisal in Ethiopia lacked clearly defined objectives and expected outcomes and such practice is open to personal bias and difficult to measure ones performance contributed to his/her organization (AAEB, 1999: 3 and MOE, 2003: 1). Hence, it was this notion that necessities Ministry of Education introduced result-oriented teachers' performance appraisal, which has been practiced since 2004.

The concept of result oriented performance evaluation has appeared with the aim of improving school performance through developing the decision making authority of lower echelons in the education system. Furthermore, appraisals by results involve mutual goal setting. Besides, it includes measuring performance as part of the process. This means that, result oriented teachers performance appraisal is highly output oriented and working towards measurable objectives.

As MOE (1995: 5-7) the attainment of educational objectives and goals are measured against the major curricular issues such as: coverage of annual curriculum, usage of appropriate teaching strategies and teaching aid, provision of quality lesson aided by laboratories and library references, participation in co- curricular and other related activities, conducting pertinent educational research contribution to foster girls education by providing special academic support, and provision of student centered lesson.

These results also will be measured based on four performance standards, these are: quantity, quality, timelines and cost effectiveness. Furthermore, teachers are expected to be fall under the four performance measurements these are: poor (25-49), acceptable (50-74), very good (75-94) and excellent (95-100) based on their result on key, major and minor tasks (AAEB, 1999: 16 and FCSC, 1995: 12).

Thus, in the current performance appraisal it is not performance process and behavior of teachers that would be appraised. But results of the measurable parts of performance are appraised.

Moreover, professional accountability was introduced through the representation, by the appraisers and key stake holders in the process especially students, staff, parents and governors (Hewton and West, 1992: 38). Furthermore, depending on the results of performance evaluation and year of teaching service, teachers have got the opportunity of going up six stages of carrier ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher (Keno, 2009: 3).

Yet, in the Ethiopian education system, regarding teachers' performance appraisal most teachers complain that the criteria used to appraise their performance are not relevant to their

activities. Teachers may also interpret the appraisal system as a challenge to perform at higher level (Millmar and Darling, 1990: 26).

Moreover, performance appraisal seems to be occasional process with in adequate follow-up, appraisers' knowledge about the notion of evaluation is low, the appraisal process appears to be ineffective and finally, the appraisers seems over loaded by other office works. This may result less improvement in performance.

This study is therefore, intended to assess the current practice and problems of teachers' performance appraisal in selected government high schools of Addis Ababa and to come up with plausible recommendations that will help schools for effective implementation of performance appraisal of teachers.

1.2. Statement of the Problem

Schools have goals, guide lines, operating procedures, and rules that influence the behavior of teachers, students, principals and other members of the school. Among others performance appraisal becomes a function and the guiding principle to measure the performance level of teaching effectiveness (Dessler, 2005: 55). The goal of the teaching learning process is to change the behavior of students. Basically, the accomplishment of this goal depends mainly on the performance of teachers. Therefore, success in schools can be realized when teachers' performance appraisal is successfully done.

However, as it has been observed teachers' performance appraisal has different problems. The appraisers' bias, unrelated ness of performance criteria to teachers job and negative attitude of appraisers to accept negative feedback from their appraisers are some of the problems related to TPA.

In line with the problem related to the design of performance criteria, Performance evaluation activities can fail or malfunction because they are poorly designed. The design can be blamed if the criteria for evaluation are poor, the technique used is cumbersome, or the system is more form than the substance. If the criteria used focus on activities instead of output results, or on the person rather than performance, performance appraisal will be hurt (Glueck, 1982: 374).

Regarding the appraiser problem, even if the system is well designed, problems can arise if the appraisers are not cooperative and well trained. Inadequate training of appraiser can lead to a series of problems in conducting performance appraisal (Ivancevich, 1989, Chruden, 1959: 226).

When we came to the case of teachers performance appraisal in Ethiopia teachers complain that current performance appraisal criteria were not clearly specified, irrelevant criteria were commonly employed, data gathering is often superficial, objectivity is neglected and analytical procedures were largely lacking (Keno, 2009: 5; Berhanu, 2006: 4). Moreover, the following complaints were observed concerning the manner in which the appraisal system was administered:

There was no mutual involvement of principals and teachers in developing the appraisal criteria, beside the difficulty to prepare appropriate performance criteria. Moreover, they complain that inadequate follow-up and feedback mechanism in the process of appraisal. In addition sufficient training was not given for those who are involved in the process. Finally the appraisal result was not valued or followed by any action, either positive or negative (Keno, 2009: 5, and Wondosen, 2007: 6).

From the above discussion one can understand that, the current system of teachers' performance appraisal has several problems. Furthermore, the problem may be related with the development of performance criteria, with the appraiser training and appraisees perception towards the appraisal process. Besides, performance appraisal seems conducted without in adequate follow-up.

Therefore, it is timely and important to see practice and problems of teachers' performance appraisal in high schools of Addis Ababa. Thus, the major purpose of this study is to assess the current practice and problems of TPA in high schools of Addis Ababa with the intention of answering the following basic questions.

1. What are the major purposes that the current system of teachers' Performance appraisal serving?
2. To what extent are the appraisal criteria relevant as perceived by teachers?
3. How competent are the appraisers of teachers' performance ?

4. To what extent of success does the process of teachers' performance appraisal operate?
5. What are the major problems that encountered teachers' performance appraisal?

1.3. Objective of the Study

1.3.1 General Objective

The general objective of this study is to investigate the current practice of teachers performance appraisal in selected high schools of Addis Ababa and to investigate the problems associated with it and finally, to provide possible recommendations that help to alleviate the problems.

1.3.2 Specific Objectives

This study is conducted in pursuit of the following specific objectives:

- To identify the objectivity of the appraisal criteria used to measure teachers' performance
- To investigate how the process of TPA was under use.
- To find out the main purpose of TPA currently serving in high schools of A.A.
- To investigate major problems of TPA.
- To suggest some possible means of improving the practice of TPA.

1.4. Significance of the Study

This study attempted to investigate the current practice and problems of teachers' performance appraisal in high schools of Addis Ababa. So, taking appraisal of teachers in to consideration, this study is believed to make the following contributions:

- It will help to create awareness of the practice and problems of TPA among school administrators, and those who are directly or indirectly concerned with the system and the school community in general.
- It will help to identify major problems of TPA.
- It may help to forward some possible recommendations for future actions on the basis of the findings made.
- The study will serve as a reference material to those individuals who have the desire to carry out an in depth and broad study on the problem.
- It may also encourage others to carry out an in depth study on the problem.

1.5. Delimitation of the Study

To make the study manageable from the existing 32 government high schools in Addis Ababa in the ten sub cities, 10 schools were selected from different sub cities. Content wise the study was also confined to the current practice and problems of teachers' performance appraisal in selected government high schools of Addis Ababa.

1.6. Limitation of the Study

The researcher does not believe that the study is totally free from limitation. Time constraint, uncooperativeness of some respondents in filling the questionnaire and return on time were the factors created some inconvenience on the researcher during her conduct of the study. Furthermore, school principals were busy in a series of meetings that access to them for the interview was really a challenge. Above all time constraint played a great role in limiting the scope and depth of the study.

1.7. Operational Definitions of Terms

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

Appraisees: Secondary school teachers whose performance being judged or appraised.

Appraisers: It refers to those school management bodies in charge of undertaking appraisal of teachers' performance (i.e. members comprising directors, vice directors, department heads, students and parents)

High schools: In Ethiopian education system the school division comprising general secondary education, i.e. grade 9-10.

Performance appraisal: The process of evaluating how well employees do their job compared to a set of standards and the communication of that information to the employees (Mathis and Jackson, 1996: 343.)

Performance: The act of performing, accomplishment, operation of functioning, usually with regard to effectiveness to achieve a desired result.

Result-oriented Teachers' performance appraisal: It is the appraisal method that is used to appraise the employees' performance based on the result achieved not on performance activities or process (Kibre, 2005).

1.8. Organization of the Study

This study consists of five chapters. The first chapter deals with the problem and its approach, the second chapter treats review of the related literature, the third chapter presents the research design and methodology, the fourth chapter deals with presentation, analysis and interpretation of data. Finally, chapter five contains summary, conclusions, and recommendations of the study. Besides, references and necessary documents were attached at the end of the chapters.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of literature which is related to the system of appraising the performance of teachers in high schools. The topics dealt with are definition of TPA, purpose of TPA, process of TPA, criteria of TPA, principle of TPA, methods of TPA, feedback on TPA, characteristics of TPA, appraisers of TPA, problems of TPA and ways of improving problems of teachers' performance appraisal.

2.1 Definition of Performance Appraisal

The term performance appraisal has different definition in different literature. It has been defined by several management scholars, and the following are only few of them. According to Rue and Byars (1992: 480) "... Performance appraisal is a process that involves determining and communicating to employees how they are performing their jobs and establishing a plan for future improvement."

The above definition quite seems to be comprehensive in that it encompasses standard of performance provision of feedback and planning for future improvement on the basis of performance appraisal results. The definition also reveals that appraising the performance of employees is a continuous activity and the means to communicate with employees about past present and future job achievements.

Performance appraisal is a method by which the job performance of an employee is evaluated generally in terms of quality, quantity, cost and time (<http://www.Defn\en.wikipedia.org> Wikipedia encyclopedia, 2009: 1). Reddy (2001: 31) also defines performance appraisal as an instrument through which an employee's performance and capabilities can be matched to the job requirements and career plan over a period of time. Pinnington (2000: 162) in his side defines performance appraisals as the systematic review of the performance of staff on a written basis at regular time interval.

Melaku et al., (2002: 358) on his part defines performance appraisal "...as the process of evaluating a staff member's worth or quality in terms of the requirements of the job; that is

knowing how well a member performs assigned organizational activities. It is a process whereby the strengths and limitations of a staff member are identified or defined.”

As elaborated by the Ethiopian Management Institute (2004: 12) employees performance appraisal is a process of evaluating performance of worker, a process of assisting employees to accomplish their task efficiently and effectively toward the achievement of Shared goals, a continuous process of monitoring performance and a means to reward good performers and the assessment of potentials of employees for development.

The forgoing definitions indicate that, appraisal of employees should be performed continuously in systematic manner demanding adequate knowledge of individual who carry out the appraisal. The definition also emphasizes to pre-determined performance criteria against which the actual performance of employee will going to be compared, indicating the objectivity of performance appraisal in evaluating individuals’ performance. Hence, performance appraisal should be a continuous process rather than annual program. This may give opportunity to feedback results to teachers in order to improve their performance.

On the other side, there are writers who define and explain performance appraisal from administrative point of view as a tool used for decisions concerning pay, promotion and, demotion, which mostly done by comparing the performance of one employee with that of another. The definition given by Winston and Creamer (1997:2) to performance appraisal is, “...a process of assessing and recording staff performance for the purpose of making judgment about staff that led to decision.” Regarding this Ivancevich and Glueck (1989: 321) defined performance appraisal as “... a personnel decision that affects the status of employees regarding their retention, termination, promotion, demotion, transfer, salary increase or decrease, or admission into training program.”

In general the above definitions reveal that, performance appraisal is a process of evaluating the performance of employees to make administrative and developmental decisions.

According to Adesina (as cited in Keno, 2009) “...performance appraisal is the process by which individual teacher effectiveness is determined.”

Finally, Torrington and Taylor (2003: 225-226) define performance appraisal as an important and integral part of human resource management in which organizations use systematically to

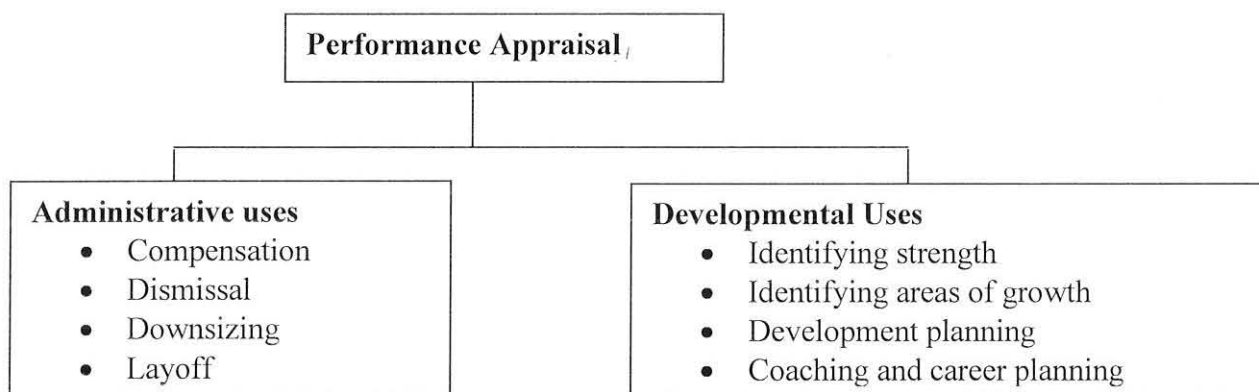
assess employees work performance in line with their organization mission and objective through appropriate means of measurement that best fit to the purpose of appraisal.

To sum up, performance appraisal is part of management function, which must be carried out inline with organizational goals, if appraisal is properly conducted, not only let the teacher know how well he or she is performing, but should also influence their future effort, activities, results and task direction.

2.2 Purpose of Teachers Performance Appraisal

Appraisal has a purpose to serve that has to determine during its design. These purposes may be perceived differently by the participants of the appraisal process. Hence, defining the purpose of a given performance appraisal and communicating to all concerned in relation to what an organization intends to achieve is therefore important. According to (Mathis and Jackson, 1997:344, and Karim, 2009: 4) performance appraisal has two major roles: developmental (formative) and administrative (summative). These roles seem conflicting.

Figure1. Roles for Performance Appraisal



Source: Adapted from Mathis and Jackson (1997: 344) **Human Resource Management**. New York: West Publishing Company

In line with this (Ivancevich 1989: 325, and Hutchinson 1995: 19) identified the following purpose of performance appraisal:

Developmental purpose: It can determine which employees need more training and helps evaluate the results of training programs. It helps the subordinate-supervisor counseling

relationship; and it encourage supervisor to observe subordinate behavior to help employees (Moses, 1990: 39). Similarly Dessler (as cited in Haileselassie, 1999: 171) states that "...performance appraisal in organization helps not only to make personal decision but also to identify employee's development needs and to ensure that those needs are satisfied." This implies that performance appraisal is to help with identifying training needs of employees.

Reward purpose: it helps the organization to decide who should receive pay raise and promotions. It can determine who will be laid off. It reinforces the employee's motivation to perform more effectively. However, Oplatka (2007: 6) indicated that, teachers usually are trapped in their limited opportunity for career advancement.

Motivational purpose: it encourages initiative, develops a sense of responsibility, and stimulates effort to perform better. According to Kelly and Protsik (1997: 495) the accomplishment of goal motivates employees for further commitment when the goals are challenging and achievable. Moreover, employee's evaluation will affect their behavior and well-being. Their behavior includes motivation to work effectively, to go the extra mile for the organization and to stay with the organization (Guest, 2009: 12).

Communication purpose: it is a basis for ongoing discussion between superior and subordinate about job related matters through interaction, the parties get to know each other better. Dessler (as cited in Haileselassie1999: 171) also points out that performance appraisal is beneficial to promote two- way communication between management and employee.

These purposes indicate that how important this human resource activity is to the organization. It is job related and linked to other human resource activities.

With regard to TPA Melaku et al., (2002:358-359) has noted that, teachers evaluated for the following objectives:

Knowing and improving the quality of teachers: staff performance appraisal serves to guide human resource development. It is a process that helps in clearly knowing the teacher's strengths and weakness, and also becoming a basis for improving his/her performance. This implies that, improvement in performance can occur when appraisal of Teachers is properly conducted.

Making administrative decisions: a systematic performance appraisal of teachers provides information of great assistance in making and enforcing about such subjects as promotion, salary increase, discharge, lay off, and transfers.

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

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

Furthermore, Disclaimer (2009: 1) and Norton (1999: 380-381) proposed that, improving teaching and learning process, promoting research on teaching profession, enhancing professional career developments, ensuring that students have been provided with quality instruction and, recognizing outstanding teachers performance as the major objective of appraisal in teaching profession.

In the same way John (1992: 225), Riches and Colin (1989: 193) and Befkadu (as cited in Wessenu 1992) enumerates giving feedback to teachers so that they know where they stand, developing valid data for pay and promotion discussion, identifying strength and weakness, counseling and coach teachers so that they will improve their performance, strengthening appraisee-appraiser relationship and encouraging the acquisition of new skill as outcomes of TPA.

MOE (1996: 10) has also added another importance of teachers' performance appraisal by saying: It helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied with proportional salary increment. Furthermore, Milman and Linda (1990: 150) have identified the following purposes of teachers' performance appraisal:

Professional growth: Foster the professional growth of a teacher

School improvement: Promote school improvement and the enhancement of students' learning

Selection: Ensure that the best qualified teachers are hired

As discussed above, different authors explain purpose of TPA in different ways depending on their center of stress. However, mostly purposes can be set into two broad categories: summative and formative. Summative purpose is data gathering technique to make administrative decisions. On the other hand, formative evaluation is used for growth and development. Generally, evaluation for formative purpose is to assess problem areas and find solution for those problems for future better accomplishment. However, the classification emphasizes the purpose of performance appraisal to be primarily developmental focusing on how employee performance capacity has to be improved, considering the administrative one as secondary.

2.3 The Process of Teachers Performance Appraisal

Performance appraisal is a process containing several logical steps to be followed by the parties involve in the appraisal process (Kirchy 1998: 18). As Jenks M. (992: 118) the basic steps of performance appraisal are: The individual discuss his or her job and job description with the supervisor and they agree on the content of the job, performance targets are established for each responsibility for the coming period, the supervisor and employee meet to discuss the targets and to reach agreement on them, checkpoints are established for the evaluation of progress toward goals and the methods of measuring progress and the supervisor and employee meet at the period to discuss results.

Dessler (2005: 35) on his part describes that; the appraisal process contains three steps: define the job, appraise performance, and provide feedback. Defining job means making sure that you and your subordinate agree on his/her duties and job standards. Appraising performance means comparing your subordinate's actual performance to the standards that have been set: third, performance appraisal requires one or more feedback sessions. Similarly, teachers' performance appraisal will also passes trough different stages In this regard Melaku etal., (2002: 368) points out that, a systematic process of teacher performance appraisal comprises four major steps:

Step 1 Pre-appraisal Meeting: it is crucial aimed at establishing common understanding and agreement between teachers and their appraisers. The primary objective of pre-appraisal meetings should focus on establishing teacher acceptance and agreement to voluntarily take part in the appraisal process.

Step 2 Task Observation and Data Collection: classroom observation should occupy a prominent position in the process of data collection on teachers' performance. It is a technique of performance data collection, helps to objectively identify both weaknesses and strengths of a teacher in his teaching task performance. Millman and Darling (1990) proposed that, Classroom observation leaves out directly systematic evidence about teacher planning, teacher assessment and modification of instructional material, teacher choice and adaptation of instructional methods, and teachers' working, relations with colleagues, parents, and members of the school community

Step 3 Post-appraisal Conference and Target-setting: It is at this stage a teacher's total contribution to the school is frankly discussed, appraised, and valued. The teacher will have the opportunity to criticize and comment on performance evidences presented by the appraiser. Post-appraisal conference, when done properly, encourages and develop in them common understanding about what was and will be observed and appraised.

Step 4 Follow-up and Discussions: It is at the follow-up stage that performance targets set during the post-appraisal conference are worked on, supported and monitored. The appraiser must have credibility with the teacher as someone whose observation, judgment, and comments will be valued.

In addition to these Ontario (2009: 3) suggests that during a teacher performance appraisal one can follow the following steps:

1. Pre-observation meeting to promote professional dialog between the Principal and teacher. A principal must arrange a pre-observation meeting with the teacher.
2. Classroom observation to assess the teacher's skills, knowledge and attitudes
3. Post-observation meeting these meetings provide opportunities for reflection and collaboration to promote growth and improvement

4. Summative report to document the appraisal process. The report is used to assess teachers' overall performance and provide feedback about strengths and areas for growth.
5. A process for providing additional support depending on the outcomes of the appraisal.

Furthermore, result oriented teachers performance appraisal is a process containing several logical steps to be followed. It is a systematic process of planning work and setting objectives, monitoring performance and examining results(Phillip1991: 13).FCSC (1997: 27) elaborated ROTPA as a process including employee rating, taking actions based on performance result in addition to the planning and continuous review of performance. MOE (1995E.C: 7) suggests that the performance plan and its measure are developed at school level, with consideration of realities in the school context.

AAEB (1999E.C) also presents the following components in the process of ROTPA: Planning of works and setting objectives, setting standards, monitoring of performance examining results and Reward better performance

Planning of work and Setting Objectives: is the stage of developing performance criteria against on which teachers' performance going to be evaluated (AAEB, 1999: 2). The base fore individual performance plan is an organization's yearly plan which is derived from the strategic plan. Strategic plan is long term plan consisting of school mission, vision, strategies and objectives prepared based on overall national vision, mission and policies of organization Planning of work is the stage of developing performance criteria against which employees performance going to be evaluated. According to FCSC (1996: 12) and AAEB (1999: 8) the tasks categorized in to key, major and minor tasks.

Key Tasks: critical tasks they must be accomplished for the organization to exist. Key task is should be done properly for the organization to exist. It should be developed from the school strategic plan. Failure in accomplishing these tasks leads the organization to crisis and unsatisfactory performance in alone, will result indetermination that employees overall performance to be unsatisfactory. Key tasks carry minimum of fifty percent of the weight given for all kinds the tasks.

Major Tasks: are important tasks next to key tasks failure in accomplishing these tasks can also cause significant problems to the organization.

Minor Tasks: they are tasks with lower importance that are not included in key and major tasks but they will support the achievement of organization goal

Performance Standards: are expressions that must met for each task at particular level performance Arterly (2001).FCSC (1997E.C: 48) presents the level are very high-top level, high, satisfactory and poor level carrying a rating score 4, 3, 2 and 1 respectively. These standards developed using performance measures quality, quantity, cost and time. According to FCSC(1991: 11) each task should at least be measured with the tree the four measures under each of the four levels..

Monitoring Performance: Individuals actual performance of planned tasks is assessed continuously to give employee support and feedback. Other important activity during monitoring stage of process is data collection, organization and usage (FCSC, 1997E.C: 201-121).The major objective of monitoring performance is that it serve to identify early possible barriers that might appear and soon followed by corrective actions: provision of necessary support for employees that ensure the success of implementing the plan (FCSC1997: 112).

Examining Results: is the stage of reviewing the standards overall performance at scheduled time after certain appraisal period (FCSC, 1999E.C: 12). Fletcher (as cited in Dereje 2007: 23) at this stage individuals are rated by comparing their actual performance against clearly defined and agreed standards that must be supported by evidences. Performance criteria are reviewed modified, progress is discussed and actions are taken in between at the monitoring stage. At this stage organizations also evaluate its improvement.

Action Based on Performance Results: Appraisal result should be followed by negative or positive rewards. MOE (1995:17-18) presents teachers' performance results falls in either of the following rates.

Very High (95-100): a teacher who has done additional tasks. Others could learn from him. He should be rewarded, recognized and promoted.

High (75-95): a teacher who has done activities requiring creativity with minimum cost and time. They should be appreciated and rewarded next to very high power.

Satisfactory (50-75): a teacher in normal circumstances. All tasks are completed according to the minimum requirements expected.

Poor (25-49): a teacher whose performance does not meet the minimum requirements expected. He would be given chance to share experience from skilled teachers to improve his performance, reducing salary if same result is repeated and dismissal if no improvement with his performance.

As noted above, performance appraisal is a step wise process. It is a systematic approach to performance improvement through ongoing process of establishing strategic performance objectives, measuring performance, collecting, analyzing, reviewing and reporting performance data. Therefore, it is essential to follow the process to meet its objective. Moreover, an effective teacher performance appraisal process requires the commitment and shared understanding from participants who are engaged in appraisal.

2.4 The Appraisal Criteria

Key component of any performance appraisal process is the creation of specific performance criteria against which the individuals performance will going to be monitored and evaluated Scott (2001: 1). However, they vary across organizations and the method of performance appraisal used. Web and Norton (1999: 38) define criteria as “the job related behaviors expected of the teacher, administrator, or other staff member.” Similarly, Melaku et al., (1992: 49) has also defines “...performance criteria are statements of standards against which a teacher’s competence in accomplishing teaching activities is measured.” This denotes that, before designing teacher’ performance appraisal systems’ standardizing effective performance criteria is paramount important decision

Mathis and Jackson (1997: 341) classify the types of criteria into three. The first one is trait-based criteria which focus on individuals personal character or trait such as having “good attitude,” or “confidence,” or “cooperative,” and the like which may or may not be correlated with position outcomes and has little to do with specific job. The second one is behavior-based criteria which focus on specific behaviors that led to job success; and finally, result-based

criteria that looks at what the employees has done or accomplished rather than his personal trait or behavior.

In result oriented teachers performance appraisal the performance criteria for teacher is set from the school plan in accordance with teachers work responsibility. Standards of performance for each task set by mutual participation and agreement of appraisees and appraiser.

Whatever type of criteria used, they should be effective to the purpose for which they have been designed. The effectiveness is characterized by their level of validity, reliability, and utility Melaku (1992: 49-50). That is, the extent to which the criteria actually measure what it tends to measure (validity), the extent to which the criteria yield to some results each time it is used (reliability), the utility which refers to the balance between the resources spent in administrating the criterion and advantage gained. Furthermore, the criteria to measure teachers' performance appraisal should be specific and should provide the basis for appraisal the teacher against standards, not against another teacher. Similarly Dull (1981: 266) deals with consistency, validity, appropriateness and comprehensiveness of the appraisal criteria

Consistency refers to the extent to which teachers activities should be congruent with the objective of the school and strategic plan. While, validity refers to the extent to which the content taught or appraisal procedure used are accurate. Moreover, comprehensiveness refers to the extent to which teacher includes all major aspects of the curriculum, the students ability, and learning styles. Appropriateness means the behavior of teachers should be in congruent with the curriculum

Moreover, Dattner (2002: 5) cited performance criteria to be under employees' control, yet challenging, specific but comprehensive enough to cover major areas of employees work responsibility, and subject to change when added. In addition to this Noe et al., (1996: 201) said that performance criteria should be valid, reliable, specific and acceptable to measure the performance of employees.

Thus, performance appraisal criteria measure relevant aspect of performance, consistent to measure performance, accepted by the people who use it and should measure what is expected from the employees. Moreover, the criteria to measure teachers' performance appraisal should

be specific and should provide the basis for appraising the teacher against standards, not against another teacher. To sum up the forgoing descriptions indicates that the development of criteria that indicate successful performance is crucial step in designing a performance appraisal system.

2.5 Principles of Teachers Performance Appraisal

There are key guiding principles which have emerged from research and experience and proved relevant to any system of TPA (Melaku 1992: 2).

Principle of single purpose

This emphasizes the need for the separation of summative and formative purpose of TPA, and the need for establishment of two different appraisal forms to be completed by two different designated appraisers, respectively Gorton (as cited in Melaku 1992: 27).

Principle of effective communication ✓

Effective two way communication between teachers and appraisers is essential for the successful operation of TPA schemes. A full support and commitment of teachers and appraisers can be ensured when they have mutual understanding about purpose, criteria and the process of the appraisal scheme.

Principle of appraiser training ✓

TPA is a complex and sensitive task which requires appraisers' adequate competence in human technical and conceptual skills. Because of lack of adequate pre-and in-service training in skills of appraisal, many appraisers approach the task of TPA with some reluctance, or little about appraisal better than their appraisers Bollington (as cited in Melaku, 1992: 28).

Principle of Teachers participation ✓

TPA will succeed when teachers, who are directly affected by appraisal, are directly involved in the design and operation of the system. Thus, for a system of appraisal to be effective, teacher participation in the formulation as well as implementation of the scheme must necessarily.

Principle of contextual factors ✓

School factors which are beyond the control of teacher can influence his performance effectiveness such as availability of instructional materials, relevance of curriculum, the

physical condition of the classroom, the size of the class, and the type of students in the classroom are few factors which are not within the control of the teacher.

As confirmation to the Melaku's idea Mathias and Jones (1989: 40) on his part suggest the following principles of appraisal:

Principles of Mutual Benefit

The goal of employees is not mostly similar with the goals of the organization. Thus, the appraisal technique must take into account the goal differences between employers and employees, and set appropriate techniques for mutual benefit of both.

Principle of Multiple Sources

Multiple source method encouraged better than method that uses single data sources. Using multiple sources for appraisal technique will increase the objectivity of data.

Principle of Appraisee and Appraiser Training

Adequate and relevant training must be prepared for both the appraisees and the appraiser. Otherwise, personal interpretation can lead managers to misunderstanding of the purpose of the appraisal program.

With regard to result oriented performance appraisal AAEB (1999: 6-7) and, FCSC (1997: 34-39) presents the following basic principles of ROTPA

Results are measured on the basis of achievements of outputs, outcomes and impacts, measures are developed in line with the organizational strategic plan, the objectives should be achieved with available resources, the strategic plan are derived from national and organizational mission, the criteria prepared should be specific, measurable, achievable, tangible, and relevant which could be performed within a specific period of time, and under compelling situations, performance plans could be revised and improved.

The foregoing descriptions shows that for effective teachers performance appraisal to happen in schools there are different principles that should be considered by the parties who will involve in the appraisal process.

2.6 Performance Appraisal Methods

There are many types of performance appraisal methods. The purpose of appraisal and the type of job the appraisee performs however influences the methods of appraisal Graham (1990: 2003). Since performance appraisals employed for various purposes, it requires different methods and approaches Wossenu (1997: 32) Moreover, performance appraisal methods are the means by which organization used in evaluating or assessing the performance effectiveness of their employees. Reddy (1991: 32-36) and Robbins (2006: 296) identified the following methods of performance appraisal:

2.6.1 Traditional Method

2.6.1.1 Trait Based Appraisal

This rating method works mainly by identifying a subjective character trait such as “pleasant and personality,” “initiative” or “creativity” and has little to do with the specific job.

2.6.1.2 Behavior-Oriented Appraisal

This method focuses on employee’s behavior, either by comparing the performance of employees to that of other employees or by evaluating each employee in terms of performance standards. Include in this evaluation system are:

Graphic rating Scales: This method lists a set of performance factors such as quantity and quality of work, job knowledge, cooperation, loyalty, attendance, communication ability honesty, and initiative. The evaluator has gone down the list and rates the employee on each factor using an incremental scale, which usually specifies 5 points (it ranges from “poor” to “excellent”. However, graphic scale, raters more likely use only characteristics that are closely related to the actual performance exclude such as “loyalty.”

Forced Choice: In this method the evaluator must choose from a set of descriptive statements about the employees. The two, three, or four statement items are grouped in a way that the evaluator cannot easily judge which statements apply to the most effective employee.

Essay Evaluation: It is a performance appraisal technique in which an evaluator writes out a description of an employee’s strengths and weakness, past performance, and potential.

However, in this method more a measure of evaluator's writing ability than of employee's actual performance.

Checklist and Weighted checklist: In its simplest form, checklist is a set of adjectives or descriptive statements. If the rater believes that the employee possesses a trait listed, the rater checks the items; otherwise he uses variation of the checklist method is the weighted list. Under this, the value of each question may be weighted more heavily than others.

Critical Incidents: this focuses the evaluators' attention on critical or key behaviors that separate effective from ineffective job performance. The appraiser writes down a record that describes what an employee did that was especially effective or ineffective. But, it is time consuming and lack of quantification.

Behaviorally anchored Rating Scales (BARS): These scales combine major elements from the critical incident and graphic rating scale approaches. The appraiser rates an employee according to items along a numerical scale, but the items are example of actual job behaviors rather than general description of traits.

Confidential Report: It is a descriptive report prepared, generally at the end of every year, by the employee's immediate superior. The report highlights the strengths and weaknesses of the subordinate. The report is not database. The impressions of the superior about the subordinate are merely recorded there. It does not offer any feedback to the appraisees. The appraisee is not very sure about why his rating have fallen despite his best efforts, why others are rated high when compared to him, how to rectify his mistakes, if any; on what basis he is going to be evaluated next year, etc.

Ranking: This method primarily compares one employee with the others resulting in the best being ranked first, than selected the next highest and next lowest and move toward the middle.

Paired Comparison Method: Ranking employees by making a chart of all possible pairs of the employees for each trait and indicating which the better employee of the pair is. However, this could be a complex exercise if the number of employees to be appraised is large.

Performance Test: One approach to evaluation is to design a job performance test or simulation. Depending on how well the employees do on this, they are promoted or their salaries are adjusted.

Field Review Technique: Unlike many of the approaches discussed earlier, the field review uses an “objective” outsider as evaluator. The person to be evaluated and the supervisor are questioned orally by an investigator, who usually is from the personnel department. The personnel evaluator probes and questions the supervisor about the employee, and this results in an overall rating such as outstanding, satisfactory, or unsatisfactory.

2.6.2 Result Oriented Rating Method

Result oriented appraisal emphasizes on what employees produce. Management by objective is a special type of result oriented approach.

Management by Objective

Although the concept is generally attributed to Peter Drucker, it was Douglas McGregor who allied it to performance appraisal. MBO is seen by many scholars as a device for ensuring that employees in an organization overall objectives as identified by the most senior personnel in the organization. Others have seen MBO as emphasizing employee participation, better communication and enhance motivation through clearly identified goals and the achievement of results (Fidler (1989: 192) and Mondy (1999: 351). On this system, the superior and employee to be evaluated jointly set objectives primarily in quantitative terms. The key to this method's success is to clearly define the goals, and then accompany each one with specific standards that measure success (Jenks M. 1992: 116). With MBO, employees are evaluated by how well they accomplish specific goals that have been established by them and their manager. However, this method is time consuming. The emphasis is on objectives mutually arrived at by an employee and his supervisor or manager. As a part of this process, the employee specifies the measures by which accomplishment of such objectives will be determined and outlines an action plan he or she will use to achieve these objectives (Greer 2001: 226).

Schuster and Colin (1989: 192) have identified three structural elements to MBO

Performance goals or targets initiated periodically by the employee, mutual agreement on a set of goals by the employee and his superior after discussion, periodic review by the employee and his superior of the match between goals and achievements. These are the features of MBO which changed the nature of the appraisal process. The appraisal process is then concerned with the performance of employees as demonstrated by the extent to which they have achieved targets to which they were committed.

The appraisal portion of management by objectives involves two steps. First, a set of performance objectives is established for the employee to implement during some future time period. The second step is involves rating the employee's performance at the end of the specified period. Here the focus is on how well the employee met the goals established in the preceding steps (Heneman 1996:155).

Hence, with MBO once an objective is agreed, the employee is usually expected to self-audit; that is, to identify the skills needed to achieve the objective. Typically they do not rely on others to locate and specify their strengths and weaknesses. They are expected to monitor their own development and progress (<http://www.performance appraisal.com/methods htm>).

Advantages

The MBO approach overcomes some of the problems that arise as a result of assuming that the employee traits needed for job success can be reliably identified and measured. Instead of assuming traits, the MBO method concentrates on actual outcomes.

If the employee meets or exceeds the set objectives, then he or she has demonstrated an acceptable level of job performance. Employees are judged according to real outcomes, and not on their potential for success, or on someone's subjective opinion of their abilities.

The guiding principle of the MBO approach is that direct results can be observed, whereas the traits and attributes of employees (which may or may not contribute to performance) must be guessed at or inferred (<http://www.performance appraisal.com/methods htm>).

MBO advocates claim that the performance of employees cannot be broken up into so many constituent parts - as one might take apart an engine to study it. But put all the parts together and the performance may be directly observed and measured. Moreover, Jenks M. (1992: 116) indicates that MBO system offers a structured firm of guidance. Employees know in advance exactly what is expected of them. They also know they will be judged by their accomplishment.

Disadvantages

MBO methods of performance appraisal can give employees a satisfying sense of autonomy

and achievement. But on the downside, they can lead to unrealistic expectations about what can and cannot be reasonably accomplished.

Supervisors and subordinates must have very good "reality checking" skills to use MBO appraisal methods. They will need these skills during the initial stage of objective setting, and for the purposes of self-auditing and self-monitoring.

Unfortunately, research studies have shown repeatedly that human beings tend to lack the skills needed to do their own "reality checking". Nor are these skills easily conveyed by training. Reality itself is an intensely personal experience, prone to all forms of perceptual bias

From the forgoing description even if different methods exist to carryout appraisal of teachers' performance there is no one best performance appraisal method: appropriateness of the method depends up on the purpose of the appraisal and the type of job to be performed. In general, though different methods exist to carryout teachers' performance appraisal, the method to be implemented should be cooperatively planned and agreement should be reached as to the criteria by the concerned parties. Follow up of the procedures is also important.

2.7 Performance Feedback

Employee's feedback on their performance used as a guide to future behavior. Human resource departments also use the information gathered through performance appraisals patterns of bad or good evaluations give feedback about the success of recruitment, selection, orientation, placement, training, and other activities Werther and Davis (1993: 338).Moreover, Cart Wright (2005: 57) states that:

Appraisal feedback tends to be more readily accepted as fair by recipients and lead to more positive reactions when it first, is preceded by a discussion of performance expectation at the beginning of the performance period and by the provision of feedback. Next, it allows the recipient to input his or her views about performance. Third, discuss the rater's rationale for the performance appraisal, and finally is given by a rater who strives to be unbiased and considerate of the teacher's feelings.

Generally once the expected performance has been defined and the employee's performance has been measured, it is necessary to feed that performance information back to the employees so that they can correct any deficiencies. Noe et al., (1996: 225). Moreover, multiple feedback (360⁰ feedback) is important which proves employees with performance feedback from

supervisor, co-workers, peers, customers and reporting staffs if handled properly(Lontok Jr: 2009).

Therefore, feedback is an essential feature of appraisal program. Feedback presuppose that the manager understands the actual requirements of the job, has the ability to perceive and diagnose the short-comings of an employee, that he is motivated and trained to give the feedback, that there exists an enabling relationship between the two, that the employee would not only accept but would take action for modifying developing himself and the all this would result in better performance on the job.

2.7.1 Ways to Improve the Performance Feedback Process (appraisal interview)

An effective manager must possess the ability to provide specific performance feedback to employees in a way that elicits positive behavioral responses. As Noe et al., (1996: 226) the following process increases the potential for a successful performance feedback session.

- a. Feedback should be given every day, not once a year: managers have a responsibility to correct performance deficiencies immediately on becoming aware of them. Employees should receive frequent feedback that already know almost exactly what their formal appraisal will be
- b. Encourage the subordinate to participate in the session: managers can take one of three approaches in performance feedback sessions. In the “tell-and-listen” approach, managers tell employees how they have rated them, and then let the employees explain their side of stones. In the “problem-solving” approach, managers and employees work together to solve performance problems in an atmosphere of respect and encouragement.
- c. Recognize effective performance through praise: one usually thinks of performance feedback sessions as focusing on the employee’s performance problems. This should never be the case. The purpose of the session is to give accurate performance feedback, which entails recognizing effective performance as well as poor performance. Praising effective performance providing reinforcement for that behavior.

- d. Agree to specific Goals and Set a Date to Review Progress: the importance of goal setting cannot be over emphasized. Besides setting goals, the manger must also set a specific follow-up date to review the employee's performance toward the goal. This provides an added incentive for the employee to take the goal seriously and work toward achieving it (Neo et al.1996: 227).

As stated above appraiser tends to be at a focal point of the interaction in the process of teachers appraisal. The more feedback session between appraisees and appraisers, the higher performance appraisal process achievement will be.

2.8 Characteristics of Effective Appraisal Programs

An effective performance appraisal will be consistent with strategic mission of the organization, useful development tool, use administrative tool, legal, viewed as generally fair by employees, and documentation of employee's performance (Mathis and Jackson 1997).

As Lontok Jr (2009) indicated in order to create a climate for effective appraisal it is essential to use multiple evaluators, use multiple data source and methods, provide explicit criteria, use the systematic procedures to enable accurate observations and recording data, have all evaluators trained and communicate give instant feedback when appropriate and allow the teacher to respond.

Similarly, Mpokosal et al. (2008: 55) suggested that , at school level teachers need to be given time to prepare for appraisal to be effective so that they are able to demonstrate their performance in teaching profession. The day to day issues whether they follow their teaching plan should be a matter managed by department heads. The appraisal process should include preparation for both teacher and the one who conduct the appraisal, and finally use the appraisal information.

For an appraisal program to be considered successful it must meet certain technical and legal standards Webb and Norton (1999). The technical standards include validity and reliability; the legal standards are intended to ensure that the system meets substantive and procedural due process requirements and is free from discrimination.

As stated by Adam (1987: 75) appraisal may run annually, every six months, or every three months. The point is that the PA should be set up on a regular basis. Moreover, plan your

performance review carefully and build self-esteem and increase motivation which are helpful for all managers to conduct effective appraisals.

Moreover, Hunt (1992: 226) describes that, separation of the different objectives of appraisal that is (review salary, identifying training needs, etc.) and collecting data for each objective in the most effective way to device for effective appraisal.

The above explanation indicates that appraisal of teachers should be in line with the school objectives and also it is better to use multiple data sources for appraisal. Furthermore, training helps appraisers to use uniform methods of appraisal throughout the organization. Training also reduces biases, promotes accuracy and stimulates participation in the system.

2.9 Appraisers of Teachers

The success and failure of the appraisal system is thus highly tied to the appraisers' knowledge, skill and ability of appraising. So, the appropriate selection and assignment of appraisers is decisive in appraising teachers' performance effectively. Previously appraisal of teachers' performance has been viewed as responsibility of the school principals. However, since principals' appraisal of teachers tends to be biased and insufficient, the best way should be to gather information from various sources as a basis for TPA. This unfolds the necessary of group appraisal.

In this regard educators often concerned that TPA should no longer depend on a single formally designed appraiser Hale and Whitlam (2000: 18) proposed a concept of triangulation which is a process of seeking data or information from at least three independent sources. This will enhance the objectivity of appraisal technique. Cox (1994: 109), states that, "...evidence on teachers performance can be identified from students, colleagues and educational expertise. No single source of information should be regard as definitive." Thus using different sources for constructing performance appraisal system becomes essential.

The immediate supervisor, peers, employees themselves, subordinates, and multi-source appraisers are the most common people and groups who usually do the appraisal Fletcher (2003: 56). Different educators recommend the following are the common appraisers, which can carry out teachers' performance appraisal.

1. School Principals

The key person accountable for appraising teachers' performance is the principal or his delegate's vice principals or department heads. Principals are accessible to have a close observation on teachers' accomplishments and work behavior as an immediate source. This helps them to measure the extent and quality of teachers work accomplishment against pre-established standards. In this regard, Zenebe (1998: 508) has said that for all the appraisers of teacher performance, school principal play dominant role because they are in a better position to obtain first hand information through extensive contacts and conference with teacher. Halon and Mertenos (1980: 79) has the following to say regarding principal appraisal of teachers' performance.

Administrators appraise teachers' performance through classroom observation, review of students learning and feedback from students. Strength of this approach is that classroom observation helps to interpret data from other approaches. But bias due to previous data, over expectation, personal relationships, reasons for observations, own values and favored teaching methods could affect the appraisal processes.

This implies that, principals could be very good appraisers of teachers' performance because of their day to day contact with teachers if they use diversified source and improve their weaknesses. Moreover, they could be the likely person to appraise teachers' performance if fairly done the appraisal process.

2. Peer Appraisal

People working together as equals know one another well and usually understand the scope of the job (Jenks M.1992: 117).Peers are individuals who work with the appraisees in the same work environment and for the achievement of groups' objectives. Colleagues conserve as good sources of teacher's performance data not only because of their frequent contacts to each other but also because of their interdependence to accomplish common instructional objectives. Performance feedback from peers, based on observational data, helps to uncover and observe teachers' attainments, aptitudes, behaviors, and creativity, and to detect and consider the behaviors that a teacher exhibits outside the classroom.

3. Student Appraisal

A student appraisal for their teachers is going to have acceptance on TPA programs very progressively. This is because most educators threatened on the pitfall that student may be unable to understand the techniques and purpose of TPA. Present day there is strong assumption that students, because of their unique position in the classroom, and their proximity to the teachers' classroom performance, have their own ideas about the qualities of a good teacher and an effective teaching. Students who know when they have been motivated to learn; and who feel that they have undergone changes in behavior. Students' performance feedback to teachers can therefore, motivate good teaching and develop a feeling of recognition in teachers. However, students appraisal criticized is that they are biased by variables unrelated to teaching effectiveness. Students may significantly influence such appraisal.

4. Self-Appraisal

Self appraisal process involves both appraisee and appraiser completed nearly identical appraisal forms, discussing them an interview, and filling a single agreed report (Dessler, 2005: 333). Comprehensive self-appraisal conserve as a vehicle of teachers' professional improvement. This enhances early involvement of teachers in the appraisal process, reducing their sense of defensiveness and complaints about appraisal. However, self evaluation may suffer from over inflated assessment and self-serving bias; it can result in low agreement with superiors rating. However, Mathis and John (1997: 350) states that this approach is advantageous over the other in that reduce defensiveness by encouraging the appraisees to think about their own performance and development needs in a focused way and finally, it results in more objective assessment by giving the perspective of two people appraisees and appraiser than if rested on either one alone.

5. Parents Appraisal

The teachers work has direct and indirect, contribution towards the overall economic, social and political development of the locality. Teachers must be awarded for their positive contribution and penalized for their negative contributions towards their socio-economic development and their students' parents are most 'accessible, stakeholders and clients to keep their eye on teachers' performance than any external bodies Donghue and Brien (1995: 405). Besides parents need to be informed about why their help is requested, to understand the

nature of the actual power they have, and to know behavior for participating in the appraisal process.

In government high schools of Addis Ababa teachers had been appraised by three parties in a great extent namely: school management body (i.e. principals and department heads) (60%), representatives of parents (15%) and students (25%).

But parents' appraisals were criticized because they have less information with regard to school objectives and teachers accomplishments. Most parents do not have full information about the activities of teachers.

2.10 What is appraised During TPA?

What is to be appraised in appraisal process is very crucial. According to Lontonk Jr (2007: 4) teachers' performance is judged based knowledge of content area, knowledge of delivery method, understanding the learning process, understanding students' need, ability to use technology as a tool in the class, communicating with stakeholders, ability to use standard courses instruction and assessment, ability to disaggregate and use student achievement data in planning instruction and classroom management

In support to this, Ahmed and Ali (2004: 9) suggested that the appraisal of teachers should focus on performance not on personality. Generally speaking, the appraisal should focus on teaching and teaching-related duties, on-teaching duties, Professional and personal competence. The above discussion indicates that, TPA practices mainly focus on improving teaching-learning process and this will be facilitated by teachers who have a particular responsibility in schools to achieve educational objectives.

In our case, in Ethiopian secondary schools teachers were appraised by coverage of annual plan, using of appropriate teaching strategies and teaching aid, provision of quality lesson aided by laboratories and library references, participation in co-curricular and other related activities, conducting pertinent educational research, contribution to faster girls education by providing special academic support and provision of student centered lesson. Moreover, in some schools teachers' portfolios were also used as a source of information during TPA. A portfolio is an organized, goal driven documentation of professional growth and achieved competence in the complex act called teaching. It is a collection of tangible evidences of the wide range of

activities, knowledge, dispositions, and skills of teachers that possess as growing professional (Campbell 1997: 3).

In conclusion appraisal of teacher conducted by the school administration the principal, deputy principal, department heads, students and parents. They also will consider data collected from the library, pedagogical center, laboratory, departments, and coordinators of co-curricular activities and from different committees under the school administrators' office.

2.11 Sources of Data for Appraisal

Web and Norton (1999: 386) point out that, "multiple sources of data should be used when making the value judgments required for the evaluation of educational personnel." Furthermore, they wrote that, "use of multiple data sources is important, because no one source can tell about what an employee does nor is any single data source appropriate for all employees." Moreover, teachers' portfolio which is a collection of information about teachers' practice can also be used as sources of data for TPA. According to Ibid, classroom observation, co-curricular activities, library documents, departments, students, school committees, parent teacher association committee are the major source of data to be employed by appraisers to be informed how teachers have been discharging their duties. For effective appraisal process the appraiser should monitor continuously teachers' performance to collect relevant data.

2.12 Problems of Performance Appraisal

The effectiveness of any appraisal system relies on the quality and reliability of assessment. However, no system is ideal or without drawback Mullins, (1996: 642). Performance appraisal is an evitable and potentially valuable, but many question its usefulness and value in practice because of the presence of certain problems (Melaku et al., 2002: 391).

Performance appraisal also proved not to be out of difficulties with different nature hindering its effectiveness. These problems are related to the design and operation of the appraisal system, skill and competence of evaluators, and perception of teachers about performance appraisal.

a. Problems with Appraisees

If appraisees are not clear with the important concepts of performance appraisal such as: the purpose, and the criteria they feel uncomfortable and usually view the appraisal as a Zero-sum game in which there must be a winner and a loser Mathis and Jackson(1997: 362).

In addition to problems created because of ambiguity on appraisal purpose and criteria, the effectiveness of appraisal depends on appraisers' perception of appraisers' authority, expertise, professionalism, sensitivity, trust and worthiness (Berhanu, 2006 in Dereje, 2007: 33).

b. Problems Related to the Design and Operation of the system

The design of performance appraisal often contributes to the challenges facing human resource professionals Werther (1993: 344). Lack of clarity and specificity on purpose and criteria, the manner in which the evaluation will going to be implemented, including who will be the appraiser, when and how frequently to appraise are some of the design related problems of the performance appraisal (Melaku 1996: 30).

Failure to participate appraisees and appraiser in the design of the system is another cause for the problem Torrington et al., (2003: 307). Moreover, absence of adequate monitoring and feedback mechanisms followed by appropriate remedial action during the implementation period, which make the process of performance appraisal not to be operate effectively are problems related the operation of the system (Henery 1982: 162).

c. Problems Related the Appraiser

Managers' judgment may be influenced by stereotypes and other personal beliefs or perceptions (Gomez, 1995: 257 and Noe et al., 1996: 224). The common problems related to the appraisers are the following:

Similar to me: is the error we make when we judge those who are similar to use more highly than those who are not. Research has demonstrated that this effect is strong, and when similarly is based on demographic characteristics such as race or sex, it can result in discriminatory decisions. Most of us tend to think of ourselves as effective, and so if others are like us in race, gender, background, attitudes, or beliefs we assume that they too are effective.

Recent behavior bias: appraisers often forgot about the cumulative past performance of employees. As a result performance result of an employee is determined only by evidence

obtained just before appraisal rate than by the average behavior the employees exhibited in his past performance.

Personal bias: if raters like some employees better than others, this can influence the rating they give. A rating lower than he/she also be deserved because the person has qualities dissimilar to the Appraiser.

Contrast error: occurs when we compare individuals with one another instead of against an objective standard. Consider a completely competent performer who works with a number of peers who are outstanding. If the competent employee receives lower-than-deserved ratings because of his or her outstanding colleagues, that is contrast error.

Distributional Errors: are the results of a rater's tendency to use only one part of the rating scale.

Leniency: occurs when a rater assigns high ratings to all employees. **Strictness** occurs when manager gives low ratings to all employees-that is, holds all employees to unreasonable high standards. **Central tendency** reflects that a manager rates all employees in the middle of the scale.

Halo/Horns: These errors refer to a failure to distinguish among different aspects of performance. Halo error occurs when one positive performance aspect causes the rater to rate all other aspects of performance positively. Horns error works in the opposite direction: one negative aspect results in the rater assigning low ratings to all other aspects (Philip 1983: 32).

Furthermore, Heneman (1996: 160) pointed out that unreliability and problems of varying standards are the common rater problems. **Unreliability** is inconsistency in the evaluation of a group of employees by two or more appraisers while **varying standards** will occur when different standards used for employees performing similar jobs. Similarly, Hanson (2005: 1) states that, performing performance appraisal on highly technical people is more difficult and calls for error than doing for employees that are performance routine or production oriented tasks.

Addis Ababa education bureau teachers result oriented performance appraisal document (1999:5) presents the following problems of ROTPA: Measures only results of teachers but it

rejects behavior those leads to those performances. Moreover it needs continuous reviews of task objectives and performance measures which is tedious and tiresome activity.

As clearly stated above, performance appraisal process has different problems. Therefore, serious attention has to be given to minimize these problems in order the performance appraisal process to be effective for improvement of teachers' profession and achievement of school objectives.

2.13. Improving Performance Appraisal Problems

In relation to schools, the above problems of performance appraisal are usual and even more serious. However these can be minimized by using different techniques. Different scholars cited different methods of reducing appraisal errors. According to Dessler (2005: 329-30) learn and understand the potential problems and the solution for each like clarifying standards, use the right appraisal tool, train appraisers to reduce rating errors, dairy keeping is worth the effort.

Therefore, it is possible to reduce the adverse effects of appraisal problems may having raters compile positive and negative critical incidents as they occur during ongoing activities, the results of performance rather than personality traits should be given due weigh, reward accurate performance, and the result of the appraisal particular when they are negative should be immediately communicated to the employees so that they may try to improve their performance. Finally a post appraisal interview should be arranged so that employees may be supplied with feedback solution for the problems of TPA.

Beer (as cited in Riches and Morgan, 1994: 195) contend that separation of evaluation and development that is any concern with pay or promotion should be removed from the main developmental appraisal and choosing appropriate performance data related to job are fundamental to lesson problems related to TPA. Bush and Oduro (2006: 12), and Muijs (2008: 195) further points out that, most school leaders may commit errors due to fact that they do not get adequate training. Therefore, to reduce rater error, training should be given for appraiser the rater to have skills to discriminate good from poor performance and how to provide feedback in a constructive manner. Moreover biases also can be reduced through training, feedback, and proper selection of performance appraisal techniques. The training for appraisers should involve: explaining biases and their cause explaining the role of performance appraisal in

employees' decision. Melaku (1992) on his part suggests that improving validity and reliability of performance criteria, training of appraisers and providing better feedback to make performance appraisal more effective.

In general, to make the appraisal system more effective using objective criteria, proper following of the appraisal process and appropriate methods by appraisers who trained in and committed to appraisal has a significant benefit for achievement of TPA purposes. Hence, appraisers must have the necessary abilities and skills that come from training, education and experience to accurately understand the job requirements of appraisal process and to keep themselves up-to-date because, misunderstanding creates wasted effort which leads to poor administration of TPA process.

In other words, school administrators and those who are engaged in the appraisal process are expected to appraise for the purpose of improving the teaching-learning process and securing constant growth of the individual in order to fulfill the role of the individual teacher rather than threatening teachers. Moreover, School administrators and others who are involved in it should avoid pure subjective judgment instead they need to evaluate them in a professional manner and on the basis of reliable information.

CHAPTER THREE

Research Design and Method

3.1 Research Method

In undertaking this study, descriptive survey method was employed as it was the appropriate method, which enables the researcher to investigate the current practice and problems of TPA in government high schools of Addis Ababa in a wider magnitude. In this regard Kumar (2007: 192) describes that the major purpose of survey method is to tell “what is”? That is, to describe the present problem or phenomenon. This means that, it is highly significant to show current situation. This method is also important to gather data from large number of respondents at a particular time. Moreover, the method also could help to reveal the feelings and views of teachers towards their appraisal. Therefore, the relevance of this method that has designed in this research context is to collect relevant and primary data on the current practice and problems of TPA through designing and administering a questionnaire and interview.

3.2. Sources of Data

Primary and secondary sources of data were used for this study. Primary data were gathered from principals, vice principals, department heads, teachers, students, and parents. Accordingly, 27 principals, 40 department heads, 214 teachers, 102 students and, 16 parents were subjects of the study. Of the 383 copies of the questionnaires administered, 340 were properly filled and returned. Principals, department heads, teachers, students, and parents were considered in the study as a major source of data because they are the main participant in the appraisal of teachers’ performance in high schools of Addis Ababa. Secondary sources were the second hand information which was obtained from various books, reference materials, and other published and unpublished sources.

3.3 Sampling Technique

According to 2007/2008 educational statistics annual abstract of Addis Ababa education bureau, in Addis Ababa City Administration there were 32 high schools. Out of these 10 (31.3%) schools were taken as a sample from each sub city by using lottery method simple random sampling technique. Teachers, Department heads, Students and Parents at school level were also selected through lottery method simple random sampling technique to give equal

chance for all of them in the sample schools. Accordingly, a sampling frame that was a list of names of population was prepared. Then, the sample size was determined and number was placed to the names contained in the sampling frame and mixed well. Following this, the name of the first respondent was registered by removing one from the mixed. This process was continued until sufficient names have been selected. Students and parents were also involved as sources of data because they were the parties involved in appraisal of teachers' performance in high schools of Addis Ababa. Accordingly a total of 214 (31%) teachers, 40 (40%) department heads, 102(20.3%) students, and 16 (36.4%) parents were selected. Concerning principals and vice principals since they are the key persons in schools all 27(100%) were included in the study using availability sampling to obtain sufficient data on the issue related to TPA from them. The schools selected were the following: ✓

Table I. Type and Size of Sample Respondents

No.	Sub city	Schools	Population					Sample				
			Teachers	Principals	Department heads	Students	Parents	Teachers	Principals	Department heads	Students	Parents
1	Kirkos ✓	Shimelis Habte	120	3	10	78	5	37	3	4	16	2
2	Gulele	Entoto Amba	110	3	10	54	5	34	3	4	11	2
3	Bole ✓	Dr.Hadis Alemayehu	42	2	10	55	5	13	2	4	11	2
4	Yeka ✓	Berhan Guzo	55	3	10	75	4	18	3	4	15	1
5	Akaki	Bulbula	77	3	10	60	5	25	3	4	12	2
6	Nifassilk ✓	Ginbot 20	50	3	10	33	3	16	3	4	7	1
7	Addis Ketema ✓	Dilachin	56	2	10	36	5	17	2	4	7	2
8	Lideta	Africa Unite	96	3	10	54	4	30	3	4	11	1
9	Kolfe Keraneo	Keraneo Secondary	26	3	10	18	3	8	3	4	4	1
10	Arada	Meskerem	53	2	10	39	5	16	2	4	8	2
		Total	685	27	100	502	44	214	27	40	102	16

3.4 Data Gathering Tools

Relevant data from principals, department heads, teachers, students and parents were collected using descriptive survey questionnaire and interview.

A. Questionnaire

A questionnaire is an enquiry form of data gathering instrument which respondents answer question or respond to statements in writing and is used to get factual information (Best and Kahn, 2005: 300). Therefore, in order to secure information from many people, a specially developed questionnaire consisting of 33 items was devised in English and distributed to principals, department heads and teachers. Close ended items along with limited number of open-ended items were used. Moreover, questionnaire consisting of 25 items was prepared in Amharic to be filled out by students who were involved in appraisal of teachers in the sample schools. In order to have the data which have clearly interpretable meaning in some sort of quantitative sense, the questionnaire items were constructed in the form of likert scale and the level of agreement was indicated on five point rating scale ranging from very high to very low and strongly agree to strongly disagree (i.e. Very high =5), High=4, Moderate =3, Low=2, and Very low=1) or (Strongly agree=5, Agree=4, Undecided=3, Disagree=2, and Strongly disagree=1).

B. Interview

Interview gives the needed information orally and face to face. Moreover, interviewing is important to find out what is or on someone else's mind (Best and Kahn, 2005: 255). Interview is also a commonly used instrument used for data collection especially on matters concerning staff. Gubrium and Holstein (2001: 9), also states that, interview is a useful instrument to generate useful and often crucial information. Thus, it is with this assumption interview was selected as a data gathering instrument for this study. Therefore, to gather more detailed information from principals of the selected schools and parents who were involved in appraisal of teachers in the sample schools structured interview was employed.

Furthermore, an interview schedule was prepared to interview a total of 10 principals and 16 parents from the sample schools. Before starting the interview, the respondents were informed

about the purpose of the study. Moreover, for the purpose of ethical consideration, they were informed that no harm will come to them as a result of their participation in the study. The interview was conducted on person-to-person bases and it was guided by an interview guide, which was prepared ahead of the interview

PILOT TESTING ✓

After developing the data gathering instruments, Pilot testing was conducted. The purpose of the pilot test is to ensure whether the questionnaire is free from vague and irrelevant item. Thus, in the pilot study one school (Lem Secondary School) that is not included in the sample of the study were involved.

Further more, participants of the pilot test were informed about the objectives of the pilot study, and how to fill, evaluate, and give feedback regarding the relevance of the question items, its length and layout, etc. Based on the suggestion forwarded, the instruments were improved and necessary corrections were made before they were administrated to subjects of the study. Accordingly three items were modified, and one item was deleted. The topics included on the instruments are: Characteristics of the respondents, purpose of TPA, appraisal criteria, process of TPA, appraisers of TPA, competence of appraisers, components to be appraised during TPA, problems of TPA, and interventions to problems of TPA ✓

3.5 Method of Data Analysis ✓

Data collected through questionnaires were tallied, organized and tabulated according to the nature of issues raised on the basic questions. Moreover the collected data were analyzed through employing both descriptive and inferential data analysis methods. Accordingly to analyze and interpret the data the following statistical tools were identified to be appropriate with the purpose of the study.

- ✓ a) Percentage has been employed to analyze various characteristics of the respondents. It has also been used to analyze relevance of criteria to improve teachers work, Parties involved in the development of TPA criteria, training given related to TPA, frequency of TPA, pre and post -appraisal conference, frequency of classroom observation, appraisers follow-up method of teachers performance, parties involved on TPA and perception of respondents on appraisers of teachers

- b) Chi-square test has been calculated to determine the significance difference between the two groups in responding items related to purpose, criteria and process of TPA.
- c) Spearman- rank order correlation coefficient (ρ) was also employed to see the relationship of responses of the two groups with regard to components to be appraised during TPA and interventions need to taken to problems of TPA.
- d) For response rating scale (5, 4, 3, 2 and 1) for problem of TPA it was analyzed using mean score and weighted mean score.

Finally, information obtained through the open-ended question items and interviews were presented and analyzed using content analysis method. For all significant tests carried out in the study alpha value 0.05 was used.

3.6 Procedure of the Study

To get relevant and reliable information on the practice and problems of TPA in high schools of Addis Ababa first a review of related literature was made to develop a theoretical background. Second, the researcher created smooth relationship with school principals in order to make them cooperative for the provision of the relevant information.

In the third stage data gathering instruments were developed and pilot testing was conducted at Lem secondary school on 30 teachers, 3 principals and 15 students. Then, the questionnaire was redesigned based on important feedbacks obtained from the advisor and aforementioned means.

In the fourth stage, the redesigned questionnaire were distributed and collected to gather relevant data from the respondents. Interview was also conducted with school principals and parents who were involved in appraisal of teachers' performance. Finally, based on the collected data, analysis and discussion were made followed by summary, conclusion and recommendations

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA ✓

This chapter deals with the analysis and presentation of the findings collected from ten government high schools of Addis Ababa through questionnaires from principals, department heads, teachers and students. In addition interviews made with principals of the sample schools and parents involved in appraising teachers' performance were included. The data collected through questionnaires were tallied, tabulated and quantified. Along with absolute number frequency and percentage of respondents had been revealed to indicate the characteristics of the study population and to describe what portion of respondents agree or disagree on a given item related to teachers' performance. For responses of rating scale (5, 4, 3, 2 and 1) of TPA problem numerical values of each values of each item were multiplied by corresponding values assigned to the degree of agreement. Then all the scores within the category were added and divided by the number of respondents in each study group to find mean and weighted mean.

In addition, comparative analysis of sample variables of the two group respondents was employed using non-parametric test statistics of chi-square (χ^2) to check the group difference in responding items related to teachers performance appraisal purpose, criteria and process of TPA. Moreover, to see perceptual relationship between responses of the two groups with regard to components to be appraised during TPA and interventions to the problems of TPA Spearman's Rank-order Correlation Coefficient (rho) was computed.

The analysis consists of two parts. The first part presents characteristics of the respondents in terms of sex, age, academic qualification, work experience and field of study. The second part deals with the presentation and analysis of the findings of the study.

4.1 Characteristics of the Respondents

This section presents characteristics of the respondents who responded the questionnaire, and who were interviewed. Both appraisees and appraisers were asked to indicate their background information through questionnaire and interview. In this respect, the collected data were examined to describe characteristics of respondents.

The total populations of the study of government schools are 685 teachers, 100 department heads, 27 school principals and 502 students. Moreover, 44 parents who were involved in appraising teachers' performance were included. Among these 214 school teachers, 40 department heads 27 principals, 102 students and 16 parents were considered as sample respondents out of 383 questionnaires distributed for the sample schools 340 were properly filled and returned. However, 9 of the questionnaires were not completely filled and 34 were not returned at all. Among returned 203 questionnaires were teachers the remaining 137 were school principals, department heads and students. Moreover, interview was conducted with 6 school principals and 14 parents who were involved in appraising teachers' performance in the sample schools.

Table II: Respondents by Sex and age

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=151)	
		No	%	No	%
1	Sex				
	a. Male	166	81.8	113	74.8
	b. Female	37	18.2	38	25.2
	Total	203	100	151	100
2	Age (in years)				
	a. 11-20	-	-	83	55.0
	b. 21-30	150	73.9	5	3.3
	c. 31-40	34	16.7	36	23.8
	d. 41-50	13	6.4	20	13.3
	e. Above 50	6	3.0	7	4.6
	Total	203	100	151	100

Table II reveals that, sex and age distribution of the respondents. As depicted in table II, 166 (81/8%) of appraisees and 113(74.8%) of appraisers were males. While, 37(18.2%) of the appraisees and 38(25.2%) of the appraisers were females. This shows that majority of high school teachers, principals and department heads were males. Although females are given more attention currently, the participation in teaching and administrative area of the sample high schools is low because the above result confirms this fact.

Item 2 of the same table indicates that majority of teachers 150(73.9%) were in the age range between 21 to 30 years. Whereas, 83(55%) of appraisers were in the age range 11 to 20. This

implies that, most appraisees and appraisers are young. This data may show that most of teachers and their appraisers lack the required skill of appraisal process.

Table III: Respondents by Grade Level and Qualification

No	Items	Respondents			
		Appraisees(N=203)		Appraisers(N=151)	
		No	%	No	%
1	Grade level				
	a. 9	-	-	4	2.7
	b. 10	-	-	84	55.6
	c. 12 complete	-	-	7	4.7
2	Qualification				
	a. Diploma	2	1.0	2	1.3
	b. BA/B.Sc	195	96.0	52	34.4
	c. MA/M.Sc	6	3.0	2	1.3
	Total	203	100	151	100

As illustrated on item 1 of table III, only 4(2.7%) of appraisers were grade 9, while 84(55.6%) grade 10. Whereas, 7(4.7%) of appraisers were 12 complete.

Regarding respondents' qualification 2(1%) of appraisees and 2 (1.3%) of appraisers were diploma holders. While, almost all the appraisees 195(96%) and 52 (34.4%) of appraisers have first degree. From both groups a few have second degree. From this it would be possible to assert that the sample seem reliable source of information for the research. They are in good position to understand the questions asked and respond accordingly.

Table IV: Respondents by Field of Study

No	Items	Respondents			
		Appraisees(N=203)		Appraisers(N=151)	
		No	%	No	%
1	Field of study				
	a. Educational management	-	-	2	1.3
	b. Social science	94	46.3	23	15.2
	c. Natural science	91	44.8	21	13.9
	d. Language	18	8.9	10	6.6
	e. Do not have specialization	-	-	95	63
	Total	203	100	151	100

As depicted on table IV only 2(1.3%) appraisers were graduate of educational management that is there was very small number specialized in educational management. while 95(63%) of

appraisers replied that they have no specialization in any area. On the other hand all appraisees who constitute 203(100%) were academic subject graduates that is 94(46.3%) social science 91(44.2%) natural science and the rest 18(8.9%) of teachers were graduates of language study. The data shows that most of the sample schools appraisal process are managed by the people with no professional training This implies that most appraisers had no necessary training for teachers' performance appraisal.

However, the diversification of specialization in different subjects with the already discussed duration of experience can create enough understanding of teachers' performance appraisal practice so that they can provide valid and reliable opinion for the study. So it is possible to get the appropriate information of the current practice and problems of TPA in their schools.

Table V: Respondents by Years of Service

No	Items	Respondents			
		Appraisees (N=203)		Appraisers(N=151)	
		No	%	No	%
1	Years				
	a. 1-5	86	42.3	102	67.5
	b. 6-10	60	29.6	14	9.3
	c. 11-15	32	15.8	16	10.6
	d. 16-20	16	7.9	12	8.0
	e. Above 20	9	4.4	7	4.6
	Total	203	100	151	100

Concerning years of service as shown in Table V shows that 84(42.7%) of appraisees and 102(67.5%) of the appraisers had 1 to 5 work experience. From the data regarding years of service 117(57.6%) of appraisees and 49(32.5%) appraisers had experience above 5 years which enables them to be familiar with the performance appraisal process. From this one can conclude that the highest proportions of the sample school teachers were well experienced. However, majority of appraisers 102(67.5%) had few years of service. This may show that most government high schools appraisers are inexperienced to the appraisal process which may intern have an impact to effective implementation of TPA process.

4.2 Analysis of the Findings of the Study

This part deals with the presentation, analysis and interpretation of the data regarding the current practice and problems of teachers' performance appraisal into six subsections. The

subtopics included in these sections are: Purpose of teachers' performance appraisal, performance appraisal criteria, process of teachers' performance appraisal, components to be appraised during teachers' performance appraisal, appraisers of teachers; and problems of teachers' performance appraisal. The data were analyzed based on the responses obtained from respondents through questionnaire and interview.

4.2.1 Purpose of TPA

Table VI: Opinion of Respondents Regarding Purposes of TPA mainly serving

No.	Purpose		Respondents										χ^2
			Appraisees (N=203)					Appraisers (N=137)					
			SA	A	UD	D	SD	SA	A	UD	D	SD	
1	To improve the quality of education	No	58	19	8	78	40	73	18	15	17	14	44.4
		%	28.6	9.4	3.9	38.4	19.7	53.3	13.1	10.9	12.4	10.2	
2	To enhance teachers' professional competence	No	26	25	3	105	44	66	32	12	19	8	99.1
		%	12.8	12.3	1.5	51.7	21.7	53.7	14.6	9.8	15.4	6.5	
3	To provide feedback to teachers	No	34	21	7	88	53	58	24	15	21	19	55.9
		%	16.7	10.3	3.4	43.3	26.1	27.1	13.2	6.5	32.1	21.2	
4	To decide on teachers' salary increment	No	23	18	5	97	60	12	9	18	56	42	15.8
		%	11.3	8.9	2.5	47.8	29.6	8.8	6.6	13.1	40.9	30.7	
5	To decide on teachers' rank in the career ladder	No	60	56	3	35	49	59	40	12	19	7	32.7
		%	29.6	27.6	1.5	17.2	24.1	43.2	29.2	8.8	13.9	5.1	
6	To identify teachers training needs	No	1	12	15	99	76	24	8	27	49	29	52.5
		%	5	5.9	7.4	48.8	37.4	17.5	5.8	19.7	35.8	21.2	
7	To reward competent teachers	No	14	23	6	102	58	35	53	14	24	11	95.1
		%	6.9	11.3	3.0	50.2	28.6	25.5	38.7	10.2	17.5	8.0	
8	To take disciplinary action on teachers	No	47	33	12	62	49	25	29	14	54	15	13.4
		%	23.2	16.3	5.9	30.5	24.1	18.2	21.2	10.2	39.4	10.9	
9	To promote research on teaching-learning process	No	30	26	18	9	120	12	23	30	25	47	38.9
		%	14.8	12.8	8.9	4.4	59.1	8.8	16.8	21.9	18.2	34.3	

Table VI, deals with the responses of both appraisees and appraisers regarding purpose of teachers' performance appraisal currently serving in high schools of Addis Ababa. To analyze the data five point likert scale of strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1) was used. The data analysis from percentage and chi-square (χ^2) were computed as indicated in the above table were interpreted based on the above classification.

Regarding item 1 of Table VI good number of appraisees 78(38.4%) disagreed that the current system of TPA mainly serving to improve quality of education. This implies that, one of the key task in high schools of A.A which is improving quality education is not satisfactorily achieved. This may adversely affect the effective realization of quality education.

A question regarding the purpose of TPA mainly serving to enhance professional competence of teachers was also raised. Accordingly 105(51.7%) of appraisees disagreed that the current system of TPA serving to enhance teachers professional competence. However, this was denied by 66(53.7%) of appraisers they agreed that the current system of TPA mainly serving to enhance professional competence of teachers. The data discloses that a great number of teachers have responded negatively. Most of the teachers feel that TPA is done not for improvement of their performance. This goes with contrary to AAEB (1999:3) which presents performance appraisal should be done for continuous development of teachers. However, performance appraisal of teachers should be done for ongoing professional development of teachers that is to develop new skills, or at least the ability to use the existing skill in new situations.

Referring to item 3, of Table VI majority of appraisees 88(43.3%) disagreed that the current system of TPA is serving to provide feedback to teachers. This is however, opposed by the majority of appraisers 58(42.3%) who maintained the current system of TPA mainly serving to provide feedback on teachers ongoing performance.

From the data observed in items 1, 2, and 3 it could be inferred that there is a contradiction of idea between teachers and their appraisers with regard to TPA purpose mainly serving in their schools.

In item 4 of Table VI 97(47.8%) of appraisees and 56(40.9%) of appraisers disagreed that the current system of TPA mainly serving to decide on teachers salary increment. From the data it

is clear that majority of the respondents do not have intention TPA mainly serving for salary increase. The reason may be teachers salary will be increased only by career ladder structure when teachers' promote from one ladder to the next in government high schools of Addis Ababa. This means performance related to salary increment was not well practiced in government high schools of A.A.

Pertaining to item 5 on the same Table, majority of the respondents 116(57.2%) of appraisees and 99(72.3%) of appraisers agreed that the current system of TPA mainly serving to decide on teachers rank in the career ladder. Hence performance appraisal is helpful to establish a strong link between career structure and teacher in the sample schools.

Referring to items 6 of Table VI majority of the respondents 99(48.8%) of appraisees and 49(35.8%) of appraisers disagreed that TPA mainly serving to identify teachers training needs. Moreover, good number of respondents 76(37.4%) of appraisees and 29(21.1%) of appraisers strongly disagreed that TPA mainly serving to identify teachers training needs. This reveals that TPA in government high schools of Addis Ababa is not much serving to identify teachers training needs. This implies that, the degree of use of appraisal system to identify teachers training needs may lead to no improvement of performance. This goes contrary to AAEB (1999:8) training document that states appraisal of teachers should be made mainly to identify teachers training needs for continuous improvement which may take a variety of forms including access on the job-learning and off-job training.

Item7 of Table VI indicates that a little more than half of the appraisees 102(50.2%) disagreed that the current system of TPA is mainly serving to reward better performance of teachers. However, 88(64.2%) of appraisers believed that TPA mainly used to reward competent teachers in their schools. This indicates that, in high schools of Addis Ababa teachers' appraisal seems not mainly serving for rewarding better performance results. This is however, in conflict with training document of AAEB (1999:8) that says better achievements of teachers should be rewarded to recognize teachers' effort and to motivate them for better performance results.

Regarding to item 8 of Table VI most of the respondents 111(54.7%) of appraisees and 69(50.4) of appraisers disagreed that TPA used to take disciplinary action based on

performance appraisal result. Hence taking disciplinary action based on performance results was not given consideration in the sample schools by majority of both groups of the respondents.

Pertaining to items 9 of Table VI 120(59.1) of appraisees and 47(34.3%) of appraisers strongly disagreed that TPA serving to promote research on teaching learning process were not encouraged.

In general, as illustrated in table VI both groups of respondents clearly put that the current TPA system in their schools relatively rated low in achieving the developmental purposes that is management decisions were given more emphasis than development.

Moreover, chi-square test was computed to identify whether there is significant difference between the responses of appraisees and appraisers on purpose of TPA mainly serving currently in their schools.

Null Hypothesis (Ho): There is no statistically significant difference between the responses of appraisees and appraisers with regard to the purpose TPA mainly serving

Alternative Hypothesis (Ha): There is statistically significant difference between the responses of appraisees appraisers with regard to purpose of TPA mainly serving

The chi-square test for all items of Table VI with 4 degree of freedom and $\alpha=0.05$ (the two – tailed) level of significance shows that the calculated value of chi-square is greater than the critical table value=9.49. Hence, the null hypothesis (Ho) is rejected. This indicates that, there is a significance difference between the response of teachers and their appraisers on purpose of TPA mainly serving in their schools.

Interview made with school principals and parents who were involved on the appraisal of teachers in the sample schools also indicated that the current system of TPA had contribution in promoting from one rank to the next career ladder and to make decisions on salary increment for teachers based career ladder. This implies that, in practice the main purpose of the current system of TPA in the sample schools seems to make decisions on teachers' career ladder. Hence, performance appraisal for determining training needs and development of teachers should be strengthened in government high schools of Addis Ababa. ✓

Some parents also reported on their interview that, TPA is useful to determine and communicate to teachers how they are performing their jobs and to minimize undesirable behavior in the school and to reward the best performers for an improvement geared to the total instruction.

According to the responses of some principals to the interview questions the school principals said that “the purpose of conducting teachers’ performance appraisal is to crosscheck what is planned and what is achieved which is controlling of teachers activity.”

From the above discussion, we can observe that TPA is serving to make administrative decisions. But appraisal of teachers could be done primarily to encourage and promote instruction improvement. Since TPA purposes focused on formative evaluation, it is possible for identifying and solving different problems schools encountered timely. Moreover, the data analysis indicates that both summative and formative purposes were achieved simultaneously even if summative purposes mainly achieved. This finding is in line with Desslor (as cited in Hialesellassie, 1999) and Gomez (1999: 257) they stated that “...performance appraisal in an organization helps not only to make personal decisions but also to identify employees development needs and to ensure that those needs are satisfied.” However, most scholars suggested that the two purposes should be handled separately because they conflict each other. Summative appraisal is overall assessment of teacher performance made by the administrator in a comprehensive manner either annually or as required by the organization to make decision about personnel. However, formative is to improve the teachers’ instructional skills.

Hence, based on the above data it is suggested that TPA purposes should be primarily formative in purpose for the improvement of teaching-learning process and for the development of individual teacher, to reinforce strengths ,to identify deficiencies, give feedback and the necessary information for changes in future performance. In other words, school administrators and those who are engaged in the evaluation process are expected to evaluate for the purpose of improving the teaching-learning process and securing constant growth of the individual in order to fulfill the role of the individual teacher.

4.2.1.1 Achievements of TPA Purposes

To ensure this both appraisees and appraisers were requested to rate their degree of agreement on TPA purpose in meeting its overall purposes using five point likert scale strongly agree (5), agree(4), undecided (3), disagree (2) and strongly disagree (1)

Table VII: Opinion of Respondents To The overall Achievements of TPA Purposes

No.	Respondents		SA	A	UD	D	SD	χ^2
1	Appraisees (N=203)	No	42	18	16	63	64	9.36
		%	20.7	8.9	7.9	31.0	31.5	
2	Appraisers (N=137)	No	21	13	25	42	36	
		%	15.3	9.5	18.2	30.7	26.3	

Based on the responses obtained, as shown in Table VII, 42(20.7%) of appraisees strongly agree that the overall achievement of TPA purpose in their school and this was confirmed by 21(15.3%) of appraisers. While, 18(8.9%) of appraisers agree that the purpose of TPA achievement in their schools. Whereas, 16(7.9%) of appraisees and 25(18.2%) of appraisers had no opinion whether the overall TPA purposes achieved in their school or not. Conversely, majority of the respondents 63(31.2%) of appraisees and 42(30.7%) of appraisers disagreed the achievement of TPA purpose in their schools. Moreover, 64(31.5%) of appraisees and 36(26.7%) of appraisers strongly disagreed the achievement of TPA purpose in their schools.

From the above data, one can suggest that the overall achievement of TPA purposes in government high schools of Addis Ababa is not satisfactory. This may have an adverse effect to the achievement of school objectives and teachers development.

The discussion made with principals of the sample schools with regard to the extent of achievements of TPA purpose also indicated that the existence of gap in practicing teachers' performance appraisal as required by the system. According to the principals, response one of the main reason is that most of the appraisers that are department heads, principals, students and parents did not get any training to accomplish smoothly the appraisal process.

Furthermore they stated that teachers did not get the necessary feedback to improve their weakness on time. Due to time limitation mostly appraisers do not communicate with teachers to create common understanding about what was and will be observed and appraised.

To identify whether there is significant difference or not in perceiving achievement of TPA purpose between teachers and their appraisers' chi-square test was computed.

Null Hypothesis (Ho): There is no statistical significant difference between the responses of appraisees and appraisers with regard to achievement of TPA purposes

Alternative Hypothesis (Ha): There is statistical significant difference between the responses of appraisees and appraisers with regard to achievement of TPA purposes

The calculated chi-square (χ^2_{obt}) which is 9.36 is less than the critical value 9.49 at $df=4$ and $\alpha=0.05$ (the two-tailed) level of significance. Hence, the null hypothesis is accepted. This implies that, there is no significant difference between the two groups in perceiving the overall achievement of TPA purpose in their respective schools which is moderately achieved.

4.2.2 TPA Criteria

In connection with the current appraisal criteria the study also made to attempt to examine the perception of teachers toward the relevance of TPA criteria used to evaluate teachers' performance. To examine the extent of relevance of TPA criteria in use to appraise teachers' performance a questionnaire was administered to both appraisees and appraisers. Each of the items in each group were rated as very high (5), high (4), moderate (3), poor (2) and very poor (1). Based on the responses given by the two study groups percentage and chi-square (χ^2) were computed as indicated in the following table.

Table VIII: Perception of Respondents on Objectivity of the Appraisal Criteria

No	Item		Respondents										χ^2
			Appraisees (N= 203)					Appraisers (N=137)					
			5	4	3	2	1	5	4	3	2	1	
1	Measure teachers competence in teaching	No	22	41	34	50	56	24	21	32	35	25	8.62
		%	10.8	20.2	16.7	24.6	27.6	17.5	15.3	23.4	25.5	18.2	
2	Measure teachers' relationship with their superior, students and peers	No	26	34	37	45	61	26	29	20	27	35	4.36
		%	12.8	16.7	18.2	22.2	30	19	21.2	14.6	19.7	25.5	
3	Measure teachers' participation in co-curricular activities	No	59	18	20	94	12	38	23	13	51	12	7.01
		%	29.1	8.9	9.9	46.3	5.9	27.7	16.8	9.5	39.4	6.6	
4	Related to the duties and responsibilities of teachers	No	15	57	34	89	8	18	41	25	46	7	5.41
		%	7.4	28.1	17.2	43.3	3.9	13.1	29.9	18.2	33.6	5.1	
5	Realistic to be performed by teachers	No	29	36	35	66	37	31	20	22	35	29	5.48
		%	14.3	17.7	17.2	32.5	18.2	51.7	14.6	16.1	25.5	21.2	

As indicated in Table VIII majority of the respondents 106(52.2%) of appraisees and 60(43.7%) of the appraisers responded that objectivity of the appraisal criteria to measure the teachers competence in teaching was poor. Moreover, more than half of appraisees 106(52.2%) and 62(45.2%) of the appraisers indicated that the objectivity of the appraisal criteria to measure the teachers relationship with their superior, students and peers was also poor. This implies that the current appraisal criteria were found to be not objective to promote teacher-student and teacher-administration relationship in the schools under the study. This is the weakness of result oriented teachers performance appraisal criteria it may measure only performance results and it may ignore behavior of teachers (AAEB, 1999: 4).

However, it is better the non-measurable behavior of teachers should be recognized during appraisal of teachers which has impact to the direct teaching- learning process. Furthermore, as they reported the criteria in use currently are not highly related to duties and responsibilities of teachers and realistic to be performed by teachers. Therefore, respondents have perceived that the criteria were not highly objective to generate objective data on performance of teachers.

On the other hand the same number of appraisees reflected that TPA criteria to measure the teachers' participation in co-curricular activities was also poorly objective.

With respect to extent of the current appraisal criteria related to duties and responsibilities of teachers 96(47.2%) of the appraisees and 53(38.7%) of the appraiser have rated poor. But as it is stated in the literature, there has been clear relationship between criteria and job of teachers'. This may be realized through participation of all the parties who will involve in appraisal process on criteria development.

Furthermore, 103(50.7%) of appraisees and 64(46.7%) of the appraisers have rated extent of appraisal criteria realistic to be performed by teachers was poor. This implies that, teachers' appraisal criteria seem lack objective reality to be performed by teachers.

The responses of teachers and department heads to the open ended questions also indicated that some of the criteria were discouraging rather than promoting teachers professional responsibilities. They also reported that the current appraisal criteria lack objectivity in measuring teachers' professional competence. From the respondents that the respondents gave

on the appraisal criteria of teachers' performance, the criteria may not be appropriate to achieve improvement of instruction and personal development. Furthermore, they replied that, the criteria's does not give emphasis for direct activities of teaching-learning process. The attention is given for additional activities of teachers.

The discussion made with parents who involved in the appraisal of teachers indicated that the criteria are somewhat difficult to understand to do effective appraisal of teachers' performance. Moreover, they revealed that no enough orientation given to them to have knowledge of TPA criteria and on how to evaluate teachers performance. This could be possible to assume that teachers' performance is conducted by people who lack the necessary knowledge about criteria of TPA and how the process to be implemented.

To identify whether there is significant difference or not between the responses of appraisees and appraisers with regard to objectivity of appraisal criteria chi-square test was computed.

Null Hypothesis (Ho): There is no statistical significant difference between the responses of appraisees and appraisers with regard to objectivity of TPA criteria

Alternative Hypothesis (Ha): There is statistical significant difference between the responses of appraisees and appraisers with regard to objectivity of TPA criteria

The chi-square test with 4 degree of freedom and $\alpha=0.05$ level of significance indicates that the calculated value is less than the critical value. So, the null hypothesis is accepted. This indicates that, there is no significant difference between the responses of appriasees and appraisers regarding objectivity of TPA criteria.

Table IX: Perception of Respondents on Reliability of the Appraisal Criteria ✓

No	Item		Respondents										χ^2
			Appraisees (N= 203)					Appraisers (N=137)					
			5	4	3	2	1	5	4	3	2	1	
1	Reliable to decide on teachers' career ladder	No	53	58	36	50	26	30	27	25	32	23	1.60
		%	26.1	18.7	17.7	24.6	12.8	21.9	19.7	18.2	23.4	16.8	
2	Reliable to take disciplinary action on teachers	No	39	37	34	62	31	24	35	18	32	28	5.68
		%	19.2	18.2	16.7	30.5	15.2	17.5	25.5	13.1	23.4	20.4	

In response to item 1 of Table IX 148 (43.5%) of respondents have rated the reliability of the evidences obtained through appraisal criteria to decide on teachers rank in the career ladder is high. However, this was denied by 131 (38.5%) of the respondents they were rated the reliability of the evidences to decide on the teachers' career ladder was poor. On the other hand Table IX also shows that reliability of the evidences obtained through appraisal criteria to take disciplinary action on teachers' behavior was poor. The data analysis revealed that majority of the appraisees and appraisers have unfavorable attitude towards the reliability of TPA criteria to obtain data to decide on disciplinary action on teachers.

To see whether there is significant difference or not between responses of appraisees and appraisers with regard to reliability of TPA criteria chi-square test was computed.

Null Hypothesis (Ho): There is no statistical significant difference between the responses of appraisees and appraisers with regard to Reliability TPA criteria

Alternative Hypothesis (Ha): There is statistical significant difference between the responses of appraisees and appraisers with regard to reliability TPA criteria

As noted on the above table for all items the calculated value of chi-square is less than the tabled value 9.49 with 4 degree of freedom and $\alpha=0.05$ level of significance. Hence, the null hypothesis is (Ho) is accepted. This implies that, there is no significant difference in rating responses of appraisees and appraisers regarding reliability of TPA criteria.

Relevance of TPA Criteria

AAEB (1999: 6-7) presents the Performance appraisal criteria of teachers should be relevant to the teaching-learning process to improve work efficiency and development of teachers. In this regard a questionnaire was developed and distributed to the respondents to identify their opinion

Table X: Opinion of Respondents Regarding Relevance of the TPA Criteria ✓

No	Item	Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
1	Extent of the appraisal criteria relevant to improve work efficiency and development of teachers				
	a. Very relevant	58	28.6	38	27.7
	b. Somewhat relevant	102	50.2	89	65.0
	c. Not relevant	43	21.2	10	7.3
	Total	203	100	137	100

As shown in the above table 102(50.2%) of appraisees and 89(65%) of appraisers replied that the appraisal criteria of teachers is somewhat relevant to improve work efficiency and development of teachers. While, 58(28.6%) of appraisees and 38(27.7%) of appraisers stated that it is very relevant. The remaining 43(21.2%) of appraisees and 10(7.3%) appraisers rated it is irrelevant. This implies that the criteria used in those schools had no significant contribution to improve work efficiency and development of teachers

Table XI: Parties Involved on Development of TPA Criteria

No	Item	Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
a	Principals	36	17.7	33	24.1
b	Department heads	28	13.8	23	16.7
c	Teachers	20	9.9	15	11.0
d	Regional education bureau and sub city office experts	119	58.6	66	48.2
Total		203	100	137	100

As portrayed in table XI majority of the appraisees 119(58.6%) and 66(48.2%) of the appraisers replied that the criteria were developed by regional education bureau and sub city education office experts. While, 36(17.7%) of appraisees and 33(24.1%) of appraisers believed that principals were participated in the development of TPA criteria. The involvement of department heads confirms by 28(13.8%) of appraisees and 23(16.7%) of appraisers. Only 20(9.9%) of appraisees and 15(11.0%) of appraisers indicated that teachers were involved in the development of TPA criteria. This shows that, in the sample schools the participation of teachers is below expectation. This practice is not in agreement with the current system of TPA where performance plans, objective standards are set on the basis of mutual agreement between appraisees and appraisers (FCSC 1996: 12). The training document of ROTPA revealed teachers' should be participated in designing of the appraisal criteria for their appraisal. A commonly agreed upon goals must be set at school level by involving teachers and there by action plan developed. Moreover, they should discuss freely to agree on the developed criteria. Teachers participate from setting strategic plan of the school to action plan. But what is written in the training document and what has been practiced did not match. In general teachers have not fully involved in the development of TPA criteria which is contrary to training document and literature review.

The response of the school principals to the interview questions also indicated that the criteria were formulated by Addis Ababa education bureau where the principals were invited to participate at a limited level. However, teachers were involved only in the implementation process. As the above responses, since the criteria were established outside the schools by individuals who were at the distant from the actual teaching-learning process without the involvement of teachers, the objective reality of each of the schools were not taken into consideration. As the result the criteria are too many and general as complained by teachers. Hence revision of TPA criteria is needed by AAEB, sub city education bureau, school administrators and teachers in collaboration in order to attain the objectives of effective appraisal process.

4.2.3 PROCESS of TPA

Performance appraisal has to be done based on the process of activities arranged in sequential steps. Hence, performance appraisal of teachers to be successful, it should be implemented following systematic processes ordered in logical steps. One of the major purpose of this study was to investigate to what extent of success does the process of teachers performance appraisal operate in selected government high schools of Addis Ababa. Therefore, some major procedures to be followed in the successful operation of current teachers' performance appraisal were listed through a five point likert type of scale that is very high(5), high(4), moderate(3), poor(2),and very poor(1). Principals, department heads, teachers and students were asked to rate these processes based on their degree of agreement. Here percentage and chi-square were used to analyze and interpreted in the following Table. Major steps of the process of TPA were examined based on the opinion of respondents obtained through a five point likert type of scale.

Table XII: Perception of Respondents on Administration of Process of TPA

No	Process		Respondents										χ^2
			Appraisees (N=203)					Appraisers (N=137)					
			5	4	3	2	1	5	4	3	2	1	
1	Teachers and their Appraisers develop school plan and TPA criteria mutually	No	1	1	42	129	30	15	8	20	63	31	36.78
		%	5	5	20.7	63.5	14.8	10.9	5.8	14.6	46.0	22.6	
2	Appraisers continuous monitor Teachers performance	No	33	40	13	47	70	10	48	13	36	30	18.37
		%	16.3	19.7	6.4	23.2	34.5	7.3	35.0	9.5	26.3	21.9	
3	Teachers and their Appraisers compare results of teachers with planed criteria	No	30	26	18	9	120	12	23	30	25	47	38.99
		%	14.8	12.8	8.9	4.4	59.1	8.8	16.8	21.9	18.2	34.3	
4	Appraisers take right action on TPA results	No	16	23	17	6	141	18	10	8	40	61	54.54
		%	7.9	11.3	8.4	3.0	69.5	13.1	7.3	5.8	29.2	44.5	

In item 1 of table XII majority of the respondents 129(63.5%) of appraisees and 63(46%) of appraisers declared that mutual planning of school objective and TPA criteria were poorly administered in their school. This indicates clearly that there is no mutual objective setting between teachers and school administrators. The reason may be school administrators may not have skill to convey teachers ideas properly and some administrators also may handle planning only by school management bodies without involvement of teachers. However, it will be difficult to realize educational objectives and performance criteria without involving teachers. This is, because it is in this process that teachers, department heads, and school administrative bodies exchange ideas and views that are helpful to the smooth running of the school plan as well as performance appraisal of teachers. Hence, teachers and their appraisers should plan mutually to realize the achievement of school objectives and the smooth running of the appraisal process. Moreover, this will help to improve teachers work and to focus on their work on the objective of school plan.

Regarding item 2 of the same table most of the respondents 70(34.5%) of appraisees showed that there were very poor continuous monitoring of actual performance of teachers. However, this was denied by 48(35%) of appraisers who said that there is good administration of continuous monitoring of teachers actual performance by appraisers.

Item 3 of the same Table, a question pertaining to examining results of teachers' performance based on planned objective (criteria) was posed. Accordingly, 120(59.1%) of teachers and 47(34.3%) of appraisers showed that there were very poor examination of performance result of teachers based on planned objective. This implies that teachers and their appraisers do not examine performance result of teachers and their appraisers mutually. This may happen because appraisers lack of sufficient time to gather relevant information on actual performance of teachers.

Regarding item 4 of Table XII majority of the respondents 141(69.5%) of appraisees and 61(44.5%) of appraisers reported that taking proper action based on result of teaches performance appraisal is very poorly achieved in their school.

In general respondents perceive that there is poor administration of performance appraisal process in their schools. From the data analysis the process of the performance appraisal of teachers does not seem to be independent of poor management practice of appraisal process. This poor performance appraisal process may underscore the teachers' achievements.

To identify whether there is significant difference or not between responses of appraisees and appraisers with regard to administration of TPA process chi-square test was computed.

Null Hypothesis (Ho): There is no statistically significant difference between responses of appraisees and appraisers with regard to administration of TPA process

Alternative Hypothesis (Ha): There is statistically significant difference between responses of appraisees and appraisers with regard to administration of TPA process

The calculated chi-square to look for a difference in views of the two groups for all items was greater than the critical table value 9.49.Hence; the null hypothesis is (Ho) is rejected. This indicates that, there is a significance difference between the response of teachers and their appraisers on operation of TPA process in their schools.

The discussion made with principals also confirms the above idea. According to their response teachers and principals do not mutually plan tasks and set objectives. Instead teachers are expected to prepare their own action plan based on the objectives stated in the school strategic plan and the criteria which was developed by AAEB with minor modification in each sub city education office and school principals. This indicates that, teachers' performance should be measured by performance criteria which are set by external body. Thus, one can infer from this result that there is no good practice of planning of tasks and setting objectives mutually in government high schools of Addis Ababa.

The interview response in relation to monitoring of teachers performance indicated the same situation. As the data obtained from the interview of the school principals and parents they expressed that, there is low monitoring of teachers performance due to time limitation. Therefore, performance monitoring process should be encouraged to ensure the adherence of standards and to make necessary adjustment on time when errors committed. Moreover, monitoring performance can reduce the monopolistic power of appraisers in the period of appraisal.

With regard to examination of teachers' performance at the end of each semester, assured that, no logical procedures in examining the result, rather principals and department heads rate teachers rate performance result based on the information at hand which is obtained from classroom observation, students and parents. Teachers then made to know their rate result with one copy of format.

Finally, the discussion made with some principals' shows that there was no sound actions either positive or negative that has taken place following the result of appraisal except minor discussion made with some teachers, and rewards provision in some of the sampled schools under the study. As they reported the reward for best performers is applicable often and very often. This is in conflict with Margaret (1996) idea which states that "employees past work performance should be rewarded, while hoping that the incentives of reward will encourage others in the future." In general school administrators, department heads and teachers should plan together both school objective and performance criteria for effective appraisal in their schools. Monitoring and examining results should be based on the planned objectives. And finally appraisal results should be praised based on relevant and verifiable data.

Table XIII: Opinion of Respondents on Training given Related to TPA

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
1	Have you participated in any training related to TPA?				
	a. Yes	77	37.9	9	6.6
	a. No	126	62.1	128	93.4
	Total	203	100	137	100
2	If your response is "yes" for item 1 do you think the training was enough to know about TPA?				
	a. Yes	-	-	-	-
	b. No	77	100	9	100
	Total	77	100	9	100

As illustrated on table XIII majority of respondents 126(62.1%) of appraisees and 128(93.4%) of appraisers had no any training with regards to TPA. Only 77(37.9%) of appraisees and 9(6.6%) of appraisers had participated in training related to TPA. This shows that, even those appraisers who have no single experience in appraising teachers, specifically new teachers, students and parents were forced to rate teachers without having a knowhow. As a result, this may end with rating errors.

Item 2 of the same table portrayed that all the respondents that participated in the training program related to TPA perceived that the training was insufficient to have deep knowledge about TPA activities. It would be detectable that both appraisees and appraisers have no necessary training. Hence designing training program for both groups of respondents should be taken into consideration for proper implementation of the appraisal process.

The interview made with school principals was in line with this. They replied that there was no any training given to parents and students except short period orientation given to them before they were appraise teachers' performance. Moreover, as they stated even department heads and some principals do not have any training related to TPA. According to the interview response of principals the reason why teachers, students and parents did not receive training is lack of trained expert (responsible body) and lack of commitment from those who were trained to give training for others. According to their response there was no any attempt to give training for appraisers with regard to appraisal activities even recently. The only training program running

in their school is teachers' development program (TDP) whereby more experienced teachers provides support and advice to a less experienced teachers. To this effect sub city education office in collaboration with AAEB should arrange training program for parties who involved in appraisal of teachers performance whereby trainees share experiences in their schools for others that could help to improve competencies of appraisal. The training program should concentrate on issues such as, how to evaluate teachers job objectively keeping aside personal judgment how to communicate feedback and poor performers must be trained so that they can be in a position to contribute more to the achievement of their school objectives.

How often Teachers Performance Is Appraised?

The design of any performance appraisal scheme should address the question when to appraise and how often. Therefore, to study the timing and frequency some alternative times and frequencies were stated and principals, department heads, teachers and students were asked to make their choice according to their observation in their schools. Here, percentile was used to analyze and interpret the data.

Table XIV: Frequency of TPA

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
a	Once a year	-	-	-	-
b	Twice a year	203	100	137	100
c	Three times per year	-	-	-	-
d	More than three times per year	-	-	-	-
	Total	203	100	137	100

With regard to the time interval when teachers' performance appraisal is conducted in their respective schools, all the respondents 340(100%) pointed out that, appraisal of teachers performance is conducted twice a year; that is once in a semester. This is contrary to odiorne's (1987) suggestion that is "... performance review should be done periodically." So, it is believed that teaching learning process calls for periodical follow up to ensure the effectiveness of TPA system in schools. Appraisers reviewing teachers' performance with extended time period may result recent behavior bias if there was inadequate collection of information about teachers performance.

The training document of result oriented teachers performance appraisal also states that the purpose of performance follow up is to help teachers to perform according to the performance standards set and help them to reach for better performance result. Moreover, teachers whose performance default is seen get counseling service, and training to improve their performance weaknesses. During formative evaluation, no management decision is taken on the employee rather the employee takes a decision of how to improve their performance better. Both teachers' strengths and weakness are registered to discuss on progress and to improve individual performance.

The interview conducted with principals and parents also indicated that appraisal of teachers performance was conducted twice a year at the end of each semester. Hence, the number of teachers' performance appraisal per year should be increased for the smooth running of teaching learning process and professional development of individual teacher. More frequent appraisal should be considered to give more feedback on teachers' actual ongoing performance to correct their mistakes.

Table XV: Pre- Appraisal and Post -Appraisal Conference

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
1	Do appraisers hold pre-appraisal and post appraisal conference with teachers?				
	a. Yes	38	18.7	54	39.4
	b. No	165	81.3	83	60.6
	Total	203	100	137	100

Pre-appraisal meeting is a crucial aimed at establishing common understanding and agreement between teachers and their appraisers. The primary objective as stated by Melaku (2002) is that to establish teacher acceptance and agreement to voluntary take part in the appraisal process. Furthermore, as suggested by Ontario (2009) post- observation meeting should be promoted to provide opportunities for reflection and collaboration to promote growth and improvement of teachers. Hoy and Miskel (2004) also points out that "...post appraisal interview is a crucial role to provide feedback with the knowledge of results about job performances on how they are performing." This indicates that post appraisal discussion might open a room for both appraisers and appraisees to talk about strong and weak points of teachers and see away

forward feedback. In this regard respondents were asked to identify how pre and post appraisal practiced in their schools.

As depicted on table XV majority of appraisees 165 (81.3%) and 83 (60.6%) of appraisees responded that, appraisers was not conducted pre and post- appraisal conference with teachers. only 38 (18.7%) of appraisees and 54(39.4%) of appraisers indicated that appraisers conduct pre and post appraisal conference. This implies that, pre and post appraisal practice in high schools of Addis Ababa is not satisfactorily practiced.

On the open-ended items question some teachers reported that, they had no ever called by appraisers to discuss over the appraisal result. As they reported mostly appraisers do not discuss with teachers. This may be due to lack of knowledge about the importance of post appraisal discussion. Reluctance to discuss with poor performing teachers may be another reason. This indicates that, most crucial action to be providing feedback to teachers was not being practiced in the high schools under the study. However, post appraisal interviews should be conducted so that teachers must freely talk about the assessment of their appraisers and to discuss on performance weaknesses and to praise good performance of school teachers.

In the responses of their interview, school principals confirm that due to scarcity of time and large number of teachers, they could not able to made pre and post appraisal meeting with all teachers to minimize the short coming and to maximize the strength of teachers performance trough praise and reward.

Whereas, as reported by some of the respondents there is pre-appraisal meeting in their school before class room observation is conducted in every semester. Mostly this was done by department heads. In addition post appraisal discussion was conducted to explain what is expected from teachers to improve future performance moreover, as replied by some appraisees and appraisers the post appraisal discussion focuses on both performance weaknesses and strengths of teachers.

However, as indicated by some appraisees on open-ended items even if post appraisal was conducted it is not to encourage teachers' performance behavior but to find faults on teachers. On the other hand as reported by the appraisers most teachers were not interested to accept their low appraisal result when told even with evidence. Hence, it is suggested that, both

negative and positive performance comments would have been well perceived by the two study groups for teachers' professional improvement and to provide quality education. Moreover, appraisers should provide feedback immediately after appraisal for teachers to improve their performance weaknesses and they should be also positive to praise good performances and suggestions for improvement of unsatisfactory performance.

Table XVI: Classroom Observation during TPA

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
1	Do appraisers conduct classroom observation?				
	a. Yes	203	100	137	100
	b. No	-	-	-	-
	Total	203	100	137	100
2	If your response for items 1 is "Yes" how often classroom observation conducted per year				
	a. Once a year	-	-	-	-
	b. Twice a year	203	100	137	100
	c. Three times a year	-	-	-	-
	d. More than three per year	-	-	-	-
	Total	203	100	137	10

Classroom observation is the primary source of data on teachers' performance appraisal. Moreover, since one of the major purpose of appraisal is improvement of quality education classroom observation can be used as a source of data for continuous help of the teachers to bring improvement of instruction. In this regard respondents were asked to identify whether appraisers conduct classroom observation for appraisal of teachers or not. As a result, all the respondents 340 (100%) showed that classroom observation is a common practice in high schools of Addis Ababa twice a year to collect data on teachers classroom performances. This goes with Melaku's (2002) idea which states that "...classroom observation is a prominent position in the process of data collection on teachers' performance." However, as observed, very short period of classroom observation about 25-30 minutes was conducted by school management bodies only once in a semester to collect data on teachers classroom ongoing performances. But, this may not be adequate to see improvement of instruction and teachers progress. Therefore, school management bodies should take enough time for classroom

observation to secure relevant information. Moreover, it is suggested that the frequency of classroom observation should be increased to provide information about performance expectation, feedback and discussion remedial action to meet expectation that have not been achieved and to provide objective feedback to the person evaluated for the purpose of improvement.

Table XVII: Method Used by Appraisers to Follow Up Teachers Performance

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
1	Through information obtained from students	53	26.1	48	35.0
2	By formal or informal interviews and discussion with teachers	34	16.8	16	11.7
3	By frequent follow up of teachers performance	12	5.9	43	31.4
4	Through information obtained from school administrators	65	32.0	18	13.5
5	From record duties of teachers (portfolios)	39	19.2	12	8.8
	Total	203	100	137	100

Principals, department heads, teachers and students were asked their opinion about the methods they used to follow up teachers performance. As seen in the table 53(26.1%) of appraisees and 48 (35%) of appraisers were replied that they were followed teachers performance through information obtained from students. while, 34(16.8%) of appraisees and 16(11.7%) of appraisers said that appraisers follow teacher accomplishment through formal or informal interviews and discussion with teachers. On the other hand 12(5.9%) of appraisees and 43(31.4%) of appraisers asserted that they follow teachers performance by frequent follow up of teachers performance. The number of respondents who constitute 65(32%) of appraisees and 18(13.5%) of appraisers declared that teachers performance follow up were made through information obtained from school administrators. Only 39(19.2%) of appraisees and 12(8.8%) of appraisers rely on the record duties of teachers (portfolios).

From the data on table XVII most appraisers rely on indirect sources in their method of follow-up. Furthermore, heavy reliance on the indirect sources and the negligence of personal follow up might open a room for individual bias and favoritism.

4.2.4 Components to be Considered during TPA

Table XVIII: Components to be appraised During TPA

No	Item	Appraisees (N=203)			Appraisers (N=137)			D=r ₁ _r ₂	D ²
		No	%	r ₁	No	%	r ₂		
1	Provision of student centered lesson	203	100	1	137	100	1	0	0
2	Coverage of annual plan	201	99	2	137	100	1	1	1
3	Participation in co-curricular and other related activities	192	94.6	3	127	92.7	4	-1	1
4	Contribution to foster girls education	167	82.3	4	132	96.3	3	1	1
5	Use of appropriate teaching strategies and teaching aid	156	76.9	5	109	79.6	5	0	0
6	Provision of quality lesson aided by laboratory and library references	124	61.1	6	71	51.8	6	0	0
7	Conducting pertinent educational research	90	44.3	7	66	48.1	7	0	0
									$\Sigma D^2=3$

In table XVIII school principals, department heads and teachers were asked about the components that were appraised during teachers' performance appraisal. 201(99%) of appraisees and all appraisers 137(100%) showed that coverage of annual plan highly considered during TPA. While, 156(76.9%) appraisees and 109(79.6%) of appraisers indicated that use of appropriate teaching strategies and teaching aid can also take into consideration during TPA.

On the other hand item 3 of table XVIII 124(61.1%) of appraisees and 71(51.8%) appraisers responded that provision of quality lesson aided by laboratory and library references also can be considered in appraisal of teachers' performance. Furthermore, 192(94.6%) of appraisees and 127(92.7%) appraisers said that teachers were appraised by their participation in co-curricular and other related activities. moreover, 167(82.3%) appraisees and 132(96.3%)

appraisers indicated that contribution to foster girls education given greater emphasis during TPA.

As illustrated on item 7 of table XVIII all appraisees 203(100%) and 137(100%) appraisers asserted that teachers were appraised by their provision of student centered lesson. Whereas, only 90(44.3%) of appraisees and 26(48.2%) appraisers declared that conducting pertinent educational research as a component to be appraised during TPA.

The study revealed that most of the identified variables had an important influence on the appraisal of teachers' performance. They were accepted all as important variables by both respondent groups. From the data it is clear that the above variables are the focus areas on which appraisal of teachers' performance mainly depends on

Moreover in order to identify degree of relationship on the ranking responses of appraisees and appraisers regarding components to be appraised a hypothesis test was made, the spearman rank order correlation (ρ) was employed.

Null Hypothesis (H_0): There is no relationship between the ranking responses of appraisees and appraisers regarding components to be appraised during TPA

Alternative Hypothesis (H_a): There is relationship between the ranking responses of appraisees and appraisers regarding components to be appraised during TPA

The result for computation of spearman's rank-order correlation coefficient (ρ) has yielded 0.982 at $N=7$ and $\alpha=0.05$ level of significance which is greater than the critical value of $\rho=0.786$. Hence, the null hypothesis is rejected. This indicates that, there exists significance relationship between the ranking response of teachers and their appraisers on the components to be appraised during appraisal of teachers' performance. As reported by some respondents in the open ended questions teachers were also appraised on the number of tutorial class they were provided for female students and low achiever, on their activities done to minimize repetition of students, number of contact made with parents to improve students result, helping students seeking special needs and their participation to stop HIV/AIDS. From the data analysis one can observe that teachers are expected to accomplish many activities in their schools. Hence many components should be considered during appraisal of teachers' performance which seems difficult task to collect all relevant data.

4.2.5 Appraisers of Teachers

Before conducting teachers' appraisal, consideration should be given for questions such as: who should conduct teachers' appraisal and what kind of skills have. In this regard appraisees and appraisers were asked to indicate those who take part in appraising teachers. In table XIX appraisees and appraisers were asked to rate appraisers against those factors. The percentile score from the data analysis also interpreted. For item 3 more than one response is possible for respondents.

Table XIX: Appraisers of Teachers

No	Items	Respondents			
		Appraisees (N=203)		Appraisers (N=137)	
		No	%	No	%
1	Who appraise teachers' performance?				
	a. Principals	-	-	-	-
	b. Department heads	-	-	-	-
	c. Students	-	-	-	-
	d. Parents	-	-	-	-
	e. All the above in collaboration	203	100	137	100
	Total	203	100	137	100
2	Do you think the appraisers involved in TPA competent?				
	a. Yes	7	3.4	24	17.5
	b. No	196	96.6	113	82.5
	Total	203	100	137	100
3	If your response for item 1 is "No" what is your reason?				
	a. Lack of relevant experience	168	82.8	30	21.9
	b. They lack of sufficient knowledge on the value of appraisal	176	86.7	24	17.5
	c. Lack of the required training	189	93.0	113	82.5

N.B. For item 3 of Table XIX more than one response were possible

Table XIX pointed out that all 340(100%) of the respondents believed that principals, department heads, students, and parents in combination involve in the appraisal of teachers performance. As of the introduction of result-oriented teachers performance appraisal those parties were in charge of appraising teachers. Based on the above data, the appraisal technique

being used in those schools seems a multi-source appraisal. Hence, it seems fair. It is likely to be more than individual ones. Having multiple raters has the advantage of reducing errors. The result of this study in this case seems to confirm Whitlam (2000) and Lontokjr (2009) idea that is multiple source of appraisal is essential in order to create a climate for effective appraisal.

This shows that, principals, department heads, parents and students were found to be the source of appraisal in the current TPA system of the school under the study.

Item 2 of table XIX shows opinion of respondents about competence of teachers' appraisers. As can be seen from the table, 7(3.4%) of appraisees and 24(17.5%) of appraisers said that the appraisers involved in TPA are competent. However, 196(96.6%) of appraisees and 113(82.5%) appraisers believed that the persons involved in TPA are not competent enough to appraise teachers.

As indicated on item 3 of the same table respondents were asked the reason for incompetence of appraisers. 189(93%) of appraisees and 113(82.5%) of appraisers indicated that lack of necessary training is the major reason for incompetence of appraisers. While, 176(86.7%) of appraisees and 24(17.5%) of appraisers showed that lack of necessary knowledge to the value of appraisal is the reason for low competency of appraisers. On the other hand 168(82.8%) of appraisees and 30(21.9%) of appraisers asserted that lack of necessary experience as factor for incompetence of appraisers. As we can understand from the responses of the respondents the inability and incompetence of appraisers to perform the appraisal task may drastically reduces the quality of appraisal.

On the open ended item questions most teachers reported that parent and student appraisers have drawbacks. The teachers perceived that students are not qualified, lack of competence, maturity, and experience to evaluate and make judgments about teachers competence. They stated that student evaluation of teachers' performance is by large subjective. Student evaluation of teachers' performance is affected by factors irrelevant to the teaching-learning process, and further indicated personal bias as a case in point which even in its positive sense does not let teachers to realize their weaknesses. Student appraisers also misuse the right to evaluate teachers' performance and relate against disciplinary action taken by the teachers

being rated. They cannot consider and differentiate between personal and professional relationships with their teachers in evaluating their performance.

Moreover, teachers have a view that parents also cannot distinguish between teachers' personal rights and professional obligation. According to their response some of the problems of parent appraisal were they became biased because of wrong information they collect from their children, they related teachers activities only to success or failure of their children without considering other factors, they don't show commitment to evaluate school teacher, they lack the know how of evaluation and knowledge about teaching and learning process, and they do not acquire adequate information about the teaching learning process due to less contact to school environments.

In general teachers had negative perception about their appraisers competence especially students and parents. However, if students well informed to the appraisal of teachers based on basic principles of performance appraisal the problem can be minimized and this may result students appraisal to the improvement of instruction.

Majority of the principals also reported on their interview that, student and parent appraisal has limitations. Students tend to maintain bias and favoritism even if told first the purpose and criteria of TPA some students could not understand the criteria of TPA. As they stated Parents also incompetent to understand the objectives of the appraisal process and sometimes they show inclination to personal relations if they know the teacher. Moreover, some parents do not know the teacher and his performance they blindly appraise teachers performance without collecting sufficient data on teachers performance. Thus, judgment an individual teacher performance seems highly questionable and unrealistic. Moreover, some principals replied that even the school administrators (principals and department heads), relate teachers performance appraisal to personal relations. This may be due to lack of training and commitment to their responsibility.

4.2.6 Major Problems of TPA and Its Interventions

4.2.6.1 Major Problems Related to Teachers Performance Appraisal

Since teachers performance appraisal is a complex activity, many schools faced problems in practicing it. These problems may be related to the design and operation of the appraisal

system, skill and competence of evaluators, and perception of teachers about performance appraisal. In this regard some of TPA problems were listed and appraisees and appraisers were asked to rate those problems based on the following rating scale: Very highly serious (5), highly serious (4), moderately serious (3), minimally serious (2), and very minimally serious (1). The mean scores from the data analysis were interpreted as 0.05-1.49 (very low), 1.5-2.49(low), 2.5-3.49 (medium), 3.5-4.49 (high) and above 4.5 (very high)

Table XX: Problems of TPA

No	Problem	Respondents										Mean	Weighted mean	
		Appraisees (N=203)					Mean	Appraisers (N=137)						
		5	4	3	2	1		5	4	3	2			1
1	Lack of knowledge of appraisers	127	62	8	4	2	4.52	36	28	18	51	4	3.30	4.03
2	Poor performance administration process	95	48	30	24	6	4.00	30	18	13	74	2	3.00	3.59
3	Teachers lack of interest to be appraised	1	1	42	129	30	2.08	15	8	20	63	31	2.36	2.20
4	Appraisers bias	98	86	7	9	3	4.32	4	54	41	30	8	3.12	3.83
5	Good performance not followed by reward	103	21	41	36	2	3.92	51	33	30	21	2	3.80	3.87
6	The criteria are not related to the teaching learning process	57	62	48	22	14	3.62	46	18	53	13	7	3.61	3.61
7	Lack of timely feedback with regards to TPA	15	57	34	89	8	2.91	18	41	25	46	7	3.12	3.00
8	Time limitation on the part of appraisers	74	90	19	17	3	4.06	106	20	8	2	1	4.66	4.30
	Average mean score						3.68						3.37	3.55

As depicted on table XX the major problems of TPA were listed to be rated using five point likert type scale very highly serious (5), highly serious (4), moderately serious (3), minimally serious (2), and very minimally serious (1).

Looking at the mean score of appraisees five items (b,d,e,f, and h), they related with administration of performance appraisal process, appraisers bias, criteria and time constraint of appraisers were rated as a highly serious problems. While, lack of timely feedback with regards TPA was rated as a moderately serious problem by appraises with a mean score 2.91.

Among the very highly serious problem rated by appraisees is lack of necessary knowledge and skill on the part of appraisers with mean score 4.52.

On the other hand appraisers rated time limitation on the part of appraisers as a very highly serious problem with a mean score 4.66. Problems such as good performance not followed by rewards and unrelated ness of criteria to teaching-learning process were rated as a highly serious problem of TPA with the weighted mean score 3.87 and 3.61. Whereas, lack of necessary knowledge and skill on the part of appraisers, poor administration of the performance appraisal process and appraisers bias were rated as moderately serious. While, teachers lack of interest to be appraised was rated as a minimally serious problem of TPA by both groups of the respondents.

From the weighted mean score six items (a,b,d,e,f, and h) were rated as highly serious problems of TPA. Appraisers' lack of available time was found to be the first highly serious problem of TPA with the weighted mean score 4.30. This is due to principals engaged into both instructional and non-instructional leadership activities and they cannot appraise teachers performance appraisal correctly due to TPA needs' longer time to follow up, to document each teachers activity and to communicate if default with teachers early as soon as possible. However, this can be minimized through different methods. For example, school committees can be run by teachers' however this can be realized when principals of the school delegate their authority.

Lack of necessary knowledge and skill of appraisers was found to be the second highly serious problem of TPA with weighted mean score 4.03.

Detachment of good performance from reward is the other serious problem of TPA with weighted mean score 3.87. Failure to reward good performance has negative impact for the development of teachers and they will be reluctance to implement their teaching-learning process as intended. Moreover this may also adversely affect realization of school objectives. The other major problem during TPA is appraisers bias with weighted mean score 3.83. This might also increases appraisers errors committed during the appraisal processes.

As confirmation to the above idea majority of the respondents on the open ended questions indicated that, very few teachers often receive reward when they achieve better performance.

However, during reward allocation all teachers behavior not considered only few variables of teachers was observed due to lack of time and commitment to collect sufficient data pertaining to teachers' performance.

Poor administration of the performance appraisal process is also rated as a big problem of TPA with a weighted mean score 3.59.

In the interview made with the principals also disclosed that due to lack of knowledge, skill and commitment of appraisers they found that, managing the appraisal process in their school as one of the difficult task and administration of the overall appraisal process in their school was poor.

Moreover, they indicated that lack of necessary training of appraisers and low participation of teachers when TPA criteria was developed and lack of sufficient time to review teachers performance effectively as the major problems of TPA in their schools during their interview.

The discussion made with parents also indicated that the existence of problems during appraisal of teachers. Parents do not know each other; few parents were responsible to appraise large number of teachers, parents shortage of time to appraise teachers' performance due to their personal duty, some parents do not understand performance appraisal criteria clearly and parents unable to get and use diversified sources

Students on their part forwarded the following as the major constraints.

- Mostly higher levels of academic achievement students involve in the appraisal of teachers performance. As reported by them student who has rank 1-3 mostly participated on appraisal of teachers.
- Students do not have any training with regard to TPA and they use the appraisal as a revenge mechanism.
- Some students' bias in marking to matters unrelated to the performance of teachers.

Furthermore, in their response they added that, only by taking one factor of a teacher as positive or negative appraisal of teachers in their schools. From the data on the above table the appraisal system has several problems which may affect to the effectiveness of appraisal process in government high schools of Addis Ababa.

4.2.6.2 Interventions for the Problems of TPA \otimes

This section of the analysis presents the suggestions given by both groups of the respondents for improvement of TPA problems based on the data obtained from the questionnaire and interview. Principals, department heads, teachers and students were asked to give their suggestions on how to TPA problems should be improved.

Table XXI: Views of Respondents for Interventions of TPA Problems

No	Item	Appraisees (N=203)			Appraisers (N=137)			D=r ₁ _r ₂	D ²
		No	%	r ₁	No	%	r ₂		
1	Provide training for appraisers	203	100	1	137	100	1	0	0
2	Provide training for appraisees	198	97.5	2	134	97.8	2	0	0
3	Linking appraisal result with action	192	94.6	3	126	91.9	3	0	0
4	Develop performance criteria related to teachers job	165	81.3	4	114	83.2	5	-1	1
5	Increasing frequency of classroom observation	127	62.6	5	121	88.3	4	1	1
6	Change of appraiser	106	52.2	6	30	21.9	7	-1	1
7	Increase number of appraisers	65	32.0	7	77	56.2	6	1	1
									$\Sigma D^2=4$

As revealed on table XXI training of appraisers, training of appraisees and linking appraisal result with action were ranked 1st, 2nd and 3rd by both groups of respondents. Whereas, develop performance criteria related to teachers, increasing frequency of classroom observation change of appraisers and increase number of appraisers were ranked 88.3%, 62.6%, 52.2% and 32% (i.e., 4th, 5th, 6th and 7th) by appraisees.

On the other hand appraisers, ranked increasing frequency of classroom observation, develop performance criteria related to teachers increasing number of appraisers and change of appraisers 4th, 5th, 6th and 7th (i.e. by 88.3%, 83.2%, 56.2% and 21.9% of appraisers) as the interventions should be taken to minimize problems pertaining to teachers' performance appraisal.

Form the data analysis one can conclude that, training of appraisers and appraisees is the top interventions that should be taken to have skilled appraisers and appraisees. Furthermore,

- ✓ 1. The study of TPA purposes indicates that summative purposes of TPA relatively better achieved as reported by both groups of respondents. According to the result of the study the primary purpose of TPA is serving to decide on teachers rank on the career ladder as reported by 116(57.2%) appraisees and 99(72.3%) of the appraisers. However, the over all achievement of both TPA purpose was inadequate.
- ✓ 2. The response of the majority of apraisees and appraisers reveals that, the involvement of teachers in the development of TPA criteria was low. Teachers were involved only in preparing their action plan in the implementation phase. Besides, the appraisal criteria have been found lack of objectivity to evaluate teachers work, seems unreliable and it is not much related to the direct teaching learning process. The effect of the appraisal criteria in improving the work of teachers was also undermined by both groups of the respondents.
3. The study revealed that the basic activities in the process of TPA such as establishing a mutually agreed upon criteria and school plan, rating against the established objectives and providing feedback on teachers performance were found to almost non- implemented in the sample schools under the study as rated by most of the respondents..
- ✓ 4. The finding of the study indicates that the majority of appraisers had no any training with regards to TPA. Moreover, the study reveals that even those who were participated in the training program perceived the training was insufficient to have the required knowledge about the complex activities of teachers' appraisal The interview response of school principals of the sample schools also shows that students and parents involve in the appraisal of teachers without any training except short period orientation given to them before they were appraise teachers performance.
5. All respondents claimed that the performance of teachers has been appraised twice a year that is once in a semester.
- ✓ 6. According to the results of the study all (100%) of respondents confirmed that class room observation is a common practice in their school once in a semester. During the class room observation of data collection step the appraiser observes the teachers

- teaching strategies, the lesson that was outlined in his/her lesson plan, usage of appropriate teaching aid and other related activities.
7. The study found that most appraisers rely on indirect sources of follow-up method of teachers' performance. Mainly it depends on information obtained from students and school administrators. This may not give adequate information about teachers' ongoing performance.
 8. Almost all the respondents believed that coverage of the annual lesson plan, use of appropriate teaching strategies and teaching aids, provision of quality lesson aided by laboratory and library references, participation in co-curricular and other related activities, conducting pertinent educational research, contribution to foster girls education and provision of student centered lesson are the important variables to be appraised during TPA.
 9. All of the respondents assured that principals, department heads, students and parents were involved in the appraisal of teachers. However, majority of the respondents criticize that student and parent appraisers do not have the required skill and knowledge of appraisal process. The reason teachers indicated for this was students and parents were lack of adequate training and experience.
 10. The study investigated that possible problems that made TPA tasks difficult are: time constraint on the part of appraisers (w.m=4.30), lack of necessary knowledge and skill on the part of appraisers (w.m=4.03), detachment of good performance from reward (w.m=3.87) appraisers bias during TPA(w.m=3.83), unrelatedness of some the criteria to the direct teaching-learning process (w.m=3.61), poor administration of the performance appraisal process (w.m=3.59), and lack of timely feed back with regards to TPA(w.m=3.00). Thus, the above problems adversely affected teachers' performance and were possibly contributed to those teachers dissatisfaction with their performance appraisal.
 11. Both appraisers and appraisees recommended that provision of training for appraisers and appraisees, linking appraisal result with action, develop performance criteria related to teachers' job and increasing frequency of class room observation to minimize the problem of TPA. Moreover, the respondents response on the open ended item questions and interview suggested that, full participation of teachers on

the development of teachers performance appraisal criteria, giving timely feedback to teachers on their performance, salary increment program should be schedule for good performance and giving necessary support and cooperation for principals from both superiors and subordinates in order the principals to practice teachers performance appraisal effectively to decrease problems pertaining to TPA. ✓

5.2 Conclusions

Depending on the result of the major findings, the following conclusions are made.

- 1.) The finding of the study indicates that, both appraisees and appraisers perceive that the current system of TPA primarily serving for summative or administrative purpose mainly to decide on teachers career ladder. Thus it can be concluded that, in the schools most respondents have negative views on the achievement of formative (developmental) purposes of TPA. As a result, respondents perceived their level of agreement with the overall achievement of purpose to be average. Therefore, it appears that the appraisal result hardly met the intended objectives.
- 2.) The study revealed that teachers' participation in the development of TPA criteria was low. This low involvement of teachers in the development of TPA criteria may result low commitment of teachers to participate fully in the implementation process. Moreover, majority of the respondents perceived that the criteria currently implemented in government high schools were lack objectivity, reliability, and not highly related to the direct teaching- learning process. Therefore, the criterion against which teachers' performance has been measured was regard to be considerably too weak to generate accurate and objective evidence. Hence, lack of objectivity and reliability are the defects observed on the current TPA criteria.
- 3.) The findings of the investigation also revealed that the overall administration of TPA process was poor that is planning tasks and setting objectives, monitoring teachers performance, examining results and taking action based on performance results of teachers. Therefore, one can conclude that, TPA in government high schools of Addis Ababa was highly affected by poor administration of the performance appraisal process. ✓

4. The majority of appraisees and appraisers reported that they had no any training with regards to TPA system. Appraisers at school level have less or similar qualification and experience with teachers. Hence, they would have been susceptible to commit appraisal errors of any kind since they would have not necessary background about the system to administer TPA process effectively.
5. Concerning appraisers' competence, the findings revealed that, because of lack of training and experience, the majority of appraisers were not competent. As reported by majority of appraisees students and parents were appraising teachers with unrelated matters to the teaching learning process and incompetent to understand the criteria of appraisal. Therefore, student and parent appraisal seem questionable being biased to some behavior of teachers. Thus, one can conclude that appraisal of teachers highly affected by low competency of appraisers.
6. Concerning frequency of classroom observation all the respondents assured that classroom observation is taken place once in a semester. Thus, it would be possible to infer that depending only in one classroom observation is inadequate to gather sufficient evidence on teachers' classroom performance. Similarly it might limit gathering of objective data on teachers' classroom ongoing performance.
7. Regarding to the follow-up method, most appraisers used indirect sources of information to appraise teachers' performance. This kind of follow-up method may result in problems of bias, halo or contrast error and inadequate gathering of relevant evidence on teachers' performance.
8. Majority of the respondents agreed that inadequate knowledge and skill of appraisers, time limitation of appraisers, appraisers bias, poor administration of the performance appraisal process, unrelated ness of the performance criteria to the direct teaching-learning process and lack of timely feedback were some of the major Problems of TPA in government high schools of Addis Ababa. Hence, the current system of TPA seems ineffective to achieve its purpose due to the above hindering factors of appraisal activities.

5.3 Recommendations

Based on the findings of the study and the conclusions reached at, the following suggestions are forwarded.

1. As indicated in the study, the current TPA system of the sampled schools has not mainly served the developmental purposes. Even it served the administrative purposes to a limited extent. However, to make TPA a source to develop teachers' professional competence and motivate teachers to obtain their commitment the result of TPA needs to given a great attention and value. This could be done in the school by forming appraisal committee which comprises ethical and experienced teachers of each department and giving responsibility of each committee member. Furthermore, since formative purpose differs from summative purpose it should be handled separately to assist individual teacher in continuing professional development of instruction and to decide on administrative issues based on teachers' performance results.
2. The investigation points out that, teachers' involvement in the development of TPA criteria implemented in their schools was low. Moreover, the criteria were not objective to measure the direct teaching-learning process. Hence, the performance criteria of the current system of TPA need to be revised by regional education bureau, sub city education bureau, school management body and teachers cooperatively so that the performance criteria to be acceptable to teachers and to generate valid information with regard to the areas of strength and weakness of teachers' job related performance.
3. The study asserted that appraisers in the school under the study lack appraisal skill and experience. Hence, it is recommended that sub city education office in collaboration with Addis Ababa education bureau should provide in-service, on and off the job, and short term training on appraisal skills. Besides, having continuous record of individual achievement is also important for the training section in order to promote teachers development and help them get informed and to acquire better skill with the teaching profession and to keep up with the latest methods of teaching. In addition to this, sub city education offices should recruit principals, who have background of educational management. Finally, principals', department heads and teachers should develop their skill and ability through reading various appraisal books, journals, and research works.

4. The data analysis revealed that, teachers have been appraised twice a year in the sample schools. Therefore, to benefit much from appraisal school administrators are expected to give continuous appraisal to see teachers progress or improvement. Therefore, the frequency of appraisal should be increased to see improvement of teaching-learning process and the progress of teachers and students. Generally to make the appraisal objective it must be continuously reviewed.
5. Most appraisers obtain information from second hand sources for TPA. However, this may not give data free from bias and favoritism. Hence, it is recommended that for appraisers to widen their source of information in order to achieve first hand information and to forward reliable and sound teachers' performance appraisal results. So using teachers' portfolio (record duties of teachers) may be one primary source of data for appraisal of TPA. Therefore, teachers should be honest to document their activities in their record duties (teachers' portfolios) and school appraisers should use it as a source of information during appraisal of teachers' performance.
6. The result of this study also indicates that teachers had been appraised by committees drawn from principals, department heads, students and parents. However, student and parent appraisal were criticized by the majority of teachers due to they lack skill and experience of appraisal process. Hence, the students and parents to be effective appraisers' school management body should give proper orientation, training and awareness raising program before they were appraise teachers' performance.
7. Among the major problems to hinder effective TPA was time limitation on the part of appraisers, lack of necessary knowledge and skill of appraisers, lack of reward for teachers' job, appraisers' bias, poor administration of the performance appraisal process and lack of timely feedback on teachers' performance. Hence the following recommendations were forwarded to overcome the problem which encountered on appraisal of teachers performance.
 - a) In order to the principals to practice teachers performance appraisal effectively necessary support should be given from both teachers and sub city education bureau. Moreover, principals should delegate their authority to share their responsibility. Hence the teaching load of department heads should be minimized to have sufficient time to collect relevant information on teachers' performance, to follow their

- ongoing performance and to provide accurate and immediate feedback for improvement of teaching-learning process and teachers' professional development.
- b) Teachers should be rewarded in accordance with their performance results. The outstanding performers getting the highest reward followed by above average and the average performers. Rewards like increasing salary, promotion, getting recognition should be made. For giving recognition to teachers writing letters or commendations, oral statements and the likes can serve as a ways of expressing recognition for their good performances. In general better accomplishments should be awarded to motivate teachers for better future performance. ✓
 - c) School management must consider potential appraiser such as peer and self appraisal to minimize appraisers' bias. Colleagues can give additional information for taking right decision. Self-appraisal also increases employees understanding of measuring their own performance and it enables teachers to challenge his/her appraisers to the fairness and objectivity of the appraisal result as done by school appraisers. Many of the appraisal error could at least be minimized by having such multiple appraisers.
 - d) The appraisal process in the schools need to be given attention it must facilitate the participation of teachers in planning and setting objectives, teachers' performance must be properly monitored that is appraisers should periodically record pertaining strong and weak performance of teachers. This periodic record is ought to be considered for accurate performance appraisal to be conducted. Examining results should be done on accurate information and the right action should be taken based on teachers' performance results. ✓
 - e) Schools must create suitable condition for open discussion between teachers and their appraisers as frequently as possible. Furthermore, training should be given to them on how to conduct feedback tactfully for both poor and good performing teaches. It will present good opportunity to suggest means for achieving established objectives, including support to be provided by appraisers and the school. It is also advisable to organize and enforce the functionality of clear and two-way communication information should smoothly flow both vertically and horizontally to create strong awareness of the school plan and performance criteria to be used for appraisal of teachers. ✓

In general comprehensive research should be conducted by MOE, AAEB and sub city education bureau on the area thoroughly to examine the problems that affect teachers' performance appraisal in government high school of Addis Ababa for its proper implementation and its contribution to the attainment of school objectives. Finally, participating teachers in all the efforts made to redesign is very essential. It will help in generating valuable ideas in enhancing the appraisal system. Besides, teachers will accept the system and will be committed.

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APPENDICES

APPEDDIX-A ✓

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

**A Questionnaire to be filled by Secondary School Teachers and Their
appraisers**

This questionnaire is designed to collect information for the study on the current practice and problems of teachers performance appraisal in government high schools of Addis Ababa and finally to recommend possible solutions. Since, the success of this study depends on your genuine response; you are kindly requested to be honest in answering the questions.

When responding to the questionnaire, please note the following.

1. You are not required to write your name
2. All your responses will be kept confidential and will be used only for the academic
3. Make a check mark "✓" for questions with options, and write your responses on the given space for open ended questions.
4. TPA: is used an abbreviation for teachers performance appraisal

Thank you for your kind cooperation

PART ONE: General Characteristics of Respondents

1. Name of school _____
2. Sub city _____
3. Sex a. Male b. Female
4. Your age in years a. 20-30 b. 31-40 c. 41-50 d. Above 50
5. Your academic qualification
 a. Diploma b. B. A/B.Sc c. M.A/M.Sc
6. your field of study _____
7. Your responsibility in the school _____
8. Years of service
 - 8.1 In your present post a. 1-5 b. 6-11 c. 12-15 d. 16-20 e. above 20
 - 8.2 In others a. 1-5 b. 6-11 c. 12-15 d. 16-20 e. above 20
 - 8.3. Total a. 1-5 b. 6-11 c. 12-15 d. 16-20 e. above20

PART TWO: Purposes of Teachers performance Appraisal

Instruction: The purposes of teachers' performance appraisal are listed in the following table. Please read each of them carefully and indicate your agreement or disagreement by putting a check mark "✓" in each column using the following scales:

Strongly agree (SA), Agree (A), Undecided (UD), Disagree (D) and, Strongly Disagree (SD).

No	Purpose	SA	A	UD	D	SD
9	What are the main purposes of the current system of appraising the performance of teachers in high schools of Addis Ababa?					
	9.1 To improve the quality of the teaching					
	9.2 To enhance teachers' professional competence					
	9.3 To provide feedback to teachers					
	9.4 To decide on teachers' salary increment					
	9.5 To decide on teachers' rank in the career ladder					
	9.6 To identify teachers training needs					
	9.7 To reward competent teachers					
	9.8 To take disciplinary actions					
	9.9 To promote research on teaching-learning process					
10	Your degree of agreement on current teachers performance appraisal in meeting the overall purpose for which it is intended to serve					

Part Three: Appraisal Criteria

Instruction: In the following table concepts related to TPA criteria are listed. Please put a checkmark “√” in the column which most closely matches to your response by using the following rating

Very high= 5, high = 4, Moderate =3, Low =2 and, very low=1

No	Item	5	4	3	2	1
11.	How objectively do the current appraisal criteria measure:					
	11.1 The teachers' competence in teaching? ✓					
	11.2 Relationship with superiors, peers and students? ✓					
12.	To what extent are the current appraisal criteria					
	12.1 Related to the duties and responsibilities of teachers? ✓					
	12.2 Realistic to be performed by teachers? ✓					
13.	How reliable are the evidences obtained through appraisal criteria?					
	13.1 To decide on teachers' rank in the career ladder?					
	13.2 To take disciplinary action on teachers?					

14. In general to what extent the appraisal criteria of teachers performance relevant to improve work work efficiency and development of teachers?

- a. Very relevant
- b. Some what relevant
- c. Irrelevant

15. Who develop(s) the appraisal criteria for teachers performance appraisal currently employed in schools?

- a. Principals
- b. Teachers
- c. Department Heads
- d. Regional education bureau experts

If any please specify

PART FOUR: Process of TPA

Instruction: The following is a process of teachers' performance appraisal. The attempt made to fulfill each activity of the process favor the success of the system. Please rate these items as being practiced currently.

Very good = 5, Good = 4, Average = 3, Poor = 2, Very Poor = 1

	Process	5	4	3	2	1
16.	The extent to which teachers and their appraisers planning of tasks and setting criteria of performance					
17.	Continuous monitoring performance of teachers' actual performance at school					
18.	The extent to which teachers and their appraisers examine results based on planed criteria					
19.	Taking action based on performance results					

20. Have you participated in any training related to TPA?

- a. Yes b. No

21. If your answer for question number 20 is "yes" do you think the training was sufficient to know about TPA?

- a. Yes b. No

22. How often appraisal of teachers' performance is conducted?

- a. Once a year c. Three times per year b. Twice a year

d. More than three times per year

23. Do the appraisers hold pre-appraisal and post-appraisal discussion with teachers?

- a. Yes b. No

24. If your answer for question number 23 is 'yes' how pre and post-appraisal discussion conducted in your school? (Please specify)

7

25. Do appraisers conduct classroom observation in your school? ✓

- a. Yes b. No

26. If your response is "Yes" for question number "25" how often classroom observation conducted?

- a. Once a year c. Three times a year
 b. Twice a year d. Above three per year

27. What methods do appraisers use to follow-up teachers' performance in your school? (You can choose more than once) ✓

- a. Through information obtained from students
 b. By formal or informal interviews and discussion with teachers
 c. By frequent follow-up of teachers performance
 d. From the record duties of teachers (portfolios)

PART FIVE: Components to be appraised during TPA ✓

28. What components were appraised during the appraisal of teachers' ✓

- a. Use of appropriate teaching strategies and teaching aids
 b. Provision of quality lesson aided by laboratories and library references
 c. Participation in co-curricular and other related activities
 d. Conducting pertinent educational research
 e. Contribution to foster girls education
 f. Provision of student centered lesson
g. Others, (please specify)

PART SEVEN: Problems of TPA ✓

Instruction: Problems of TPA are listed in the following table. Indicate your mark "✓" in the column which matches to your response by using the following rating response by putting a check Very highly serious = 5, Highly serious = 4, Moderately serious = 3, Less serious = 2, Very less serious = 1

32. In your opinion what are the major problems of the current practice of TPA?

No	Item	5	4	3	2	1
32.1	Lack of necessary knowledge and skill on the part of the appraiser					
32.2	Poor administration of the performance appraisal process					
32.3	Good performance not followed by rewards					
32.4	Lack of timely feedback with regard to teachers performance appraisal					
32.5	Less interaction of appraisers with teachers					
32.6	Criteria are not related to the teaching learning process					
32.7	Time limitation on the part of appraisers					
32.8	Appraisers reliance on personal relations					

33. What should be made to reduce problems pertaining to TPA? (you can choose more than once)

- a. Providing training for appraisers ✓
- b. Providing training for appraisees
- c. Increasing the number of appraiser
- d. Linking appraisal result with action
- e. Change of appraiser
- f. Increasing the frequency of classroom observation ✓
- g. Others, (please specify) _____

APPENDIX-B

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management ✓

Interview guide questions for school principals

1. What were the purposes of teachers' performance appraisal and to what extent these purposes being achieved?
2. To what extent the process of teachers' teacher performance appraisal administered as required?
3. What methods were used in appraising teachers performance in your school?
4. What criteria have been used during teachers' performance appraisal? And to what extent it is relevant?
5. Do you give clear, effective and timely feedback on teachers' performance?
6. What are the major problems of teachers' performance appraisal in your school?
7. What strategies should be introduced to improve the problems with ✓ teachers' performance appraisal?

Thank you for your kind cooperation

ተ.ቁ	ዝርዝር ሀሳቦች	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
7	አሁን እየተሰራበት ያለው የመምህራን የስራ አፈጻጸም ግምገማ የታሰበለትን ግብ እያሳካ ነው ብለው ያስባሉ?					

ክፍል ሶስት፡- የመገምገሚያ መስፈርቶችን በተመለከተ

8. የመምህራንን የስራ አፈጻጸም ለመገምገም የምትጠቀሙባቸው መስፈርቶች

ተ.ቁ	ዝርዝር ሀሳቦች	በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
ሀ	የመምህራን የማስተማር ብቃት ምን ያህል ይመዘናል					
ለ	መምህራንን ከስራ ባልደረቦቻቸውና ከተማሪዎቻቸው ጋር ያላቸውን ግንኙነት ምን ያህል ይመዘናል					
ሐ	ከመምህራን ስራ ጋር ምን ያህል ተዛማጅነት አላቸው					
መ	በመምህራን የመተግበር ሁኔታቸው ምን ያህል ነው					

ክፍል አራት- የመምህራን ግምገማ ሂደቶች

12. የመምህራን ግምገማ የሚያተኩርባቸው ነጥቦች

ተ.ቁ	ዝርዝር ሀሳቦች	በጣም ጥሩ	ጥሩ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
ሀ	መምህራንና ገምጋሚዎቻቸው የመገምገሚያ መስፈርቶችን አብረው ያቅዳሉ					
ለ	የመምህራን ገምጋሚዎች ለመምህራን ክትትልና ድጋፍ መስጠት					
ሐ	መምህራን እያከናወኑት ያለው ስራ ከታቀደው ጋር አብሮ መሄዱን ያወዳድራሉ					
መ	ውጤት መሰረት ያደረገ ትክክለኛ እርምጃ መውሰድ					

13. የመምህራን ስራ አፈጻጸም ገምጋሚዎች የክፍል ምልክታ ያደርጋሉ?

- ሀ. አዎ ለ. አያደርጉም

14. የ13ኛው ጥያቄ መልስዎ አዎ ከሆነ በዓመት ስንት ጊዜ የክፍል ምልክታ ያደርጋሉ?

- ሀ. አንድ ጊዜ ለ. ሁለት ጊዜ ሐ. በዓመት ሶስት ጊዜ
- መ. ከሦስት ጊዜ በላይ

15. በትምህርትቤትዎ የመምህራን የስራ አፈጻጸም ግምገማ ምን ያህል ጊዜ ይካሄዳል?

- ሀ. በአመት አንዴ ለ. በአመት ሁለቱ
- ሐ. በአመት ሶስቱ መ. በአመት ከሶስቱ በላይ

ታላቅ ገቢዎች ለማግኘት ጥረት ማድረግ

ሌሎች ገቢዎች ለማግኘት ጥረት ማድረግ

ሌሎች ገቢዎች ለማግኘት ጥረት ማድረግ

(ሌሎች ገቢዎች ለማግኘት ጥረት ማድረግ)

20. ለገቢዎች ለማግኘት ጥረት ማድረግ ለማድረግ ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ ለማድረግ ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ

ሌሎች ገቢዎች ለማግኘት ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ

(ሌሎች ገቢዎች ለማግኘት ጥረት ማድረግ)

19. ለገቢዎች ለማግኘት ጥረት ማድረግ ለማድረግ ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ

18. ለገቢዎች ለማግኘት ጥረት ማድረግ ለማድረግ ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ

17. ለገቢዎች ለማግኘት ጥረት ማድረግ ለማድረግ ጥረት ማድረግ

ገቢዎች ለማግኘት ጥረት ማድረግ

(ሌሎች ገቢዎች ለማግኘት ጥረት ማድረግ)

16. ለገቢዎች ለማግኘት ጥረት ማድረግ ለማድረግ ጥረት ማድረግ

መ. በተጓዳኝ ክበባትና በሌሎች ስራዎች ላይ የሚደረግ እንቅስቃሴ

ሠ. ተግባራዊ ጥናትና ምርምር ማካሄድ

ረ. ለሴት ተማሪዎች የሚደረግ ልዩ ዕገዛ

ሰ. አሳታፊ የመማር ማስተማር ዘዴ ክንውን

ክፍል ስድስት፡- የመምህራን ገምጋሚዎችን በተመለከተ

21. በመምህራን የስራ አራጻም ግምገማ በማን ይከናወናል?

ሀ. በርዕሳን መምህራን

ለ. በትምህርት ክፍል ተጠሪዎች

ሐ. በተማሪዎች

መ. በተማሪ ወላጆች

ሠ. ሁሉም በጥምረት ግምገማውን ያካሂዳሉ

22. በመምህራን ግምገማ የሚሳተፉ ገምጋሚዎች በቂ ችሎታ አላቸው ብለህ/ሽ ታምኛለሽ?

ሀ. አዎ

ለ. አላምንም

23. የ22ኛ ጥያቄ መልስህ/ሽ "አላምንም" ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. ስለግምገማው ያላቸው ዕውቀትና ክህሎት አናሳ ስለሆነ

ለ. ግምገማው ስለሚሰጠው ጥቅም ያላቸው ግንዛቤ አናሳ በመሆኑ

ሐ. ስልጠና ስለሚያንሳቸው ነው

ክፍል ሰባት፡-

24. በመምህራን የስራ አፈጻጸም ክንውን ያጋጠሙ ችግሮች

ተ. ቁ.	ዝርዝር ሀሳቦች	በጣም እስማማ ለሁ.	እስማማ ለሁ.	አልወሰን ከም.	አልስማማም.	በጣም አልስማማም.
ሀ.	የገምጋሚዎች ችሎታ ማነስ					
ለ.	የግምገማ ሂደት አተገባበር					
ሐ.	መምህራን ለመገምገም ያላቸው ፍላጎት እናሳ መሆን					
መ.	የገምጋሚዎች ግምገማውን በአድሎ መስራት					
ሠ.	ጥሩ ለሠሩ መምህራን ማበረታቻ አለመስጠት					
ረ.	የመገምገሚያ መስፈርቶች ከመምህራን ስራ ጋር አለመጣመድ					
ሸ.	ገምጋሚዎች ለክትትልና ግምገማ በቂ ጊዜ አለመኖር					
ቀ.	በመምህራን የግምገማ ውጤት ላይ ወቅቱን የጠበቀ ግብረ መልስ አለመስጠት					

ሌላ ካለ ይግለጹ

25. በተራ ቁጥር "24" ለተገለፁት ችግሮች መፍትሔው ምን ይመስሎታል?

- ሀ. ለገምጋሚዎች ተገቢውን ስልጠና መስጠት
 ለ. ለተገምጋሚዎች ስልጠና መስጠት
 ሐ. የገምጋሚዎችን ቁጥር መጨመር
 መ. የግምገማ ውጤትን ከተግባር ጋር ማገናኘት
 ሠ. የክፍል ምልክታ ድግግሞሽን መጨመር
 ረ. ገምጋሚዎችን በሌላ መተካት

APPENDIX-D

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምርቃ ትምህርት ክፍል

የትምህርት አስተዳደር ትምህርት ክፍል

በሁለተኛ ደረጃ ት/ቤቶች መምህራን ግምገማ ላይ ለተሳተፉ ወላጆች የተዘጋጀ ቃለ መጠይቅ

1. በመምህራን ግምገማ የተሳተፉበት ት/ቤት ስም _____

2. የት/ት ደረጃ _____

3. የቃ _____

4. ዕድሜ _____

5. መደበኛ ሥራ _____

6. በእርስዎ አመለካከት የመምህራን የስራ አፈጻጸም ግምገማ ዋና አላማው ምን ይመስልዎታል?

7. የመምህራን የስራ አፈጻጸም ለመገምገም የምትጠቀሙባቸው መስፈርቶች ላይ ያለዎት አስተያየት ምን ይመስላል?

8. መምህራንን በዓመት ስንት ጊዜ ትገመገማላችሁ?

9. በመምህራንን ግምገማ ላይ የሚሳተፉ ገምጋሚዎች ችሎታ ላይ ያለዎት ግንዛቤ ምን ይመስላል?

10. ስለመምህራን ግምገማ አፈጻጸም ስልጠና ተሰጥቶታል ያውቃል?

11. የመምህራንን የስራ አፈጻጸም ለመገምገም መምህራንን እንዴት ይከታተላሉ?

12. በመምህራን ስራ አፈጻጸም ላይ ያጋጠሙ ችግሮች ምን ምን ናቸው? ለችግሮቹ ስለመፍትሔው ምን ይመስልዎታል?

APPENDIX - E

የመምህራን የዕቅድ አፈፃፀም መመዘኛ/ አጠቃላይ ነጥብ 25%/ ቅፅ 1.3
/በወመሀ ውስጥ በተወከሉ ወላጆች የሚሞላ/

የመመዘኛ ነጥቦች
4 በጣም ከፍተኛ
3 ከፍተኛ
2 አጥጋቢ

ክፍል 1 አጠቃላይ መረጃ

1. የት/ቤቱ ስም _____ ክፍለ ከተማ _____
ቀበሌ _____ ክልል _____
2. የመምህሩ ስም ከነአያቱ _____ ጾታ _____ ዕድሜ _____
3. የትምህርት ደረጃ _____
4. የአገልግሎት ዘመን _____
5. በእድገት መሰላሉ መሰረት የመምህሩ የስራ መደብ _____
6. የሰለጠነበት የትምህርት ዓይነት፣ አብይ _____ ንዑስ _____
7. የሚያስተምረው የትምህርት ዓይነት/ዓይነቶች/ _____
8. የሚያስተምረው የክፍል ደረጃ/ደረጃዎች/ _____
9. በሳምንት የሚያስተምረው ክፍለ-ጊዜ ብዛት _____
10. የግምገማ ወቅት ከ _____ እስከ _____

ማሳሰቢያ

የውጤት ተኮር እቅዶች ዝግጅት በየስድስት ወሩ ተዘጋጅተው ሥራ ላይ ቢውሉ የዕቅዱን ተጨባጭነትና የግምገማውንም አሰራር የተሻለ ያረጋግጣል።

የታተዱ ተግባራት	ከ25% የተሰጠ ነጥብ	መለኪያ		
		2	3	4
1. ከጀማሪ መምህር እስከ መሪ መምህር ላሉ የጋራ ቁልፍ፣ ዓበይትና ንዑስ ተግባራት	13			
ቁልፍ ተግባር፡- ተማሪዎች ትምህርቱን በደንብ እንዲከታተሉና እንዲረዱት ለማድረግ፣ ትምህርቱን ከአካባቢው ተጨባጭ ሁኔታ ጋር በማገናዘብ የተለያዩ የማስተማር ዘዴዎችና የትምህርት መርጃ መሳሪያዎችን በመጠቀም፣ በግልፅ ቋንቋ በማስረዳትና ሙሉ ተሳትፎ እንዲያደርጉ በማበረታታት ማስተማር፣				
ዓበይት ተግባራት	8			
ለተማሪዎች እውነታዊ አቀባበል ማድረግ፣ ለተማሪዎች የትምህርት አቀባበል አመቺ ሁኔታን መፍጠር ጤናማ ግንኙነት እንዲኖር ማድረግ፣ ተማሪዎች በትምህርታቸው እርስ በርስ እንዲረዱ፣ የክፍሉ ንጽህናና ሥነ-ሥርዓት እንዲጠበቅ፣ የተማሪዎችንም እቴጌነት ዘወትር በመከታተል የሚቀሩ ተማሪዎችን ጉዳይ ከክፍል ኃላፊ መምህራን ወይም ከሚመወከታቸው ጋር በመመካከር መፍትሄ እንዲያገኝ ማድረግ።				
2. ተማሪዎችን እንዲትምህርት አቀባበል ልዩነታቸው እገባ ማድረግ ለተማሪዎች የትምህርት አቀባበል መግለጫ አስተዋዕኮ ለማድረግ የተለያዩ ንግግራት በማዘጋጀት ወይም እንደችሎታቸውና እንደመማር ችግራቸው በመመደብ የቅርብ ክትትልና ድጋፍ ማድረግ፤				
3. ተማሪዎች በትምህርት አቀባበል በኩል የሚያሳዩትን መሻሻል በየጊዜው መለካት፣ ተከታታይ ፈተናዎችን፣ መልመጃዎችን፣ የክፍልና የቤት ሥራዎችን በየጊዜው መስጠት፣ ከታሪካዊ በኋላ በትክክለኛ መልሶች ላይ ግንዛቤ እንዲያገኙ ማድረግ፣ በትምህርታቸው ዝቅተኛ ውጤት ያመጡትን ልዩ ድጋፍ መስጠት።				
4. ተማሪዎች በመልካም ስነ-ምግባር ታንዕወ እንዲያደጉና መልካም ዜጎች እንዲሆኑ ማገዝና መምህራን፣ መምህራን ከተማሪዎች ጋር ያላቸውን ግንኙነት አባታዊ/እናታዊ መልክ እንዲኖረው ጥረት ማድረግ፣ የት/ቤቱ ደንብና ሥርዓት እንዲያከብሩ የማይፈለጉ ባህሪያትን እንዲያስወግዱ ከት/ቤት ውጪ አልባሌ ቦታዎች እንዲያገኙ መምከር። የዘወትር ክትትል በማድረግም የእርምጃ እርምጃ መውሰድ።				
ንኡሳን ተግባራት	4			
1. ተማሪዎች በክፍል ውስጥ የሚያገኙትን የንድፈ-ሃሳብ ትምህርት በተግባራዊ ስራዎች ማግለጫ እንዲቻል፣ በተጓዳኝ ንግግራት/በክበባት/ በልዩ ልዩ ኮሚቴዎችና ከመደበኛ ትምህርት ንግግራት ውጪ በሚከናወኑ ተግባራት/ እንደፍላጎታቸው እንዲሳተፉ ተማሪዎችን መደገፍ።				
2. በተማሪዎች ዘንድ ተቀባይነት እንዲኖራቸውና በስራቸው ውጤታማ መሆን እንዲችሉ መምህራን በስነ-ምግባራቸው በስራ ወዳጅነታቸውና በታታሪነታቸው መልካም አርእያ ሆነው መገኘት። ተማሪዎችን በእምነታቸው በጸታቸው በፖለቲካ አመለካከታቸው፣ በብሄራቸው ወይም በዘራቸው ልዩነት አለማድረግ።				
3. ተማሪዎች በክፍል ውስጥ የሚያገኙት እውቀት በተጨማሪ የእውቀት አድማሳቸውን ማስፋት እንዲችሉ በቤተ-መጻሕፍት የመጠቀም ልምድ እንዲያዳብሩ ወይም የተለያዩ መጻሕፍትን እንዲያነቡ መምከር። ቤተ-መጻሕፍትን ወይም ሌሎች ዘዴዎች ሥራ /assignment/ ስርተው እንዲያመጡ ማድረግ።				
4. ተማሪዎች በሚያጋጥሟቸው የትምህርትም ሆነ ለሌሎች መፍትሄ ማግኘት እንዲችሉ ለተማሪዎች የሚሰጠው አገልግሎት መስጠት። በዝናባሊያቸው መሰረት እንዲደገፉ ማበረታታት ችግሮቻቸውን ለመፍታት የሚያስችሉ ጥረቶችን በማድረግ ስራ ላይ እንዲውሉ ማድረግ።				
5. ለተማሪዎች መጥፎ ምሳሌ ሆኖ አለመታየት በት/ቤት ግቢም ሆነ በክፍል ውስጥ እንዲሁም ተማሪዎችን ለመለከቱ በሚችሉባቸው ቦታዎች ሱስ የሚያስይዙ የአለኮል መጠጦች፣ አደንዛዥ እጾች፣ ጫት፣ ሲጋራ፣ አለመጠጣት፣ አለመቃም፣ አለማጨስ።				

APPENDIX-F

የደ/ር ሀዲስ ዓስማራይ 2ኛ ደረጃ ት/ቤት

የደረጃ 1 ውጤት ተኮር ዕቅድ

የደረጃ 1 ረቂቅ ዕቅድ

|

የመምህራ ስም -----

የት/ዓይነት -----

ዶ/ር ህዲስ ዓስማየሁ 2ኛ ደረጃ ት/ቤት
የውጤት ተኩር ዕቅድ /2001 ዓ.ም./

ተ.ቁ	ቁልፍ : ዐብይ : ንዑስ	አይነት	ነጥብ	መስኪያ	ዘርዘር መስኪያ	አጥጋቢ	ከፍተኛ	በጣም ከፍተኛ	ክትትልና ስገብረ መስሰ
1	የት/ቤቱን ራዕይ ተልዕኮና አላማ ሰማሳካት ሙያዊ ደጋፊና አስተዋጽኦ ማድረግ	ቁልፍ	13						
1.1	የተዘጋጀ አመታዊ የት/ት ዕቅድ	ዘርዘር ቁልፍ ተገባር ውጤት	2	መጠን ጥራት ጊዜ	የአቅድ ብዛት በተሰጠው አመታዊ ካሊንደር መሠረት የተሰራ /የአርምት ብዛት/ የገባበት ጊዜ	1 2 ጊዜ ከ1ቀን በፊት	-- 1 ጊዜ	--	አስተዳዳሪ ዲፓርትመንት ተጠሪ/ፀሐፊ/ ፕሮጀክቶር
1.2	ሳምንታዊ የት/ት ዕቅድ ማቀድ	»	2	መጠን ጥራት ጊዜ	የታቀደ የት/ት ቤት ዕቅድ የሰጠ ዕርምት ብዛት ለቢሮ ገቢ የተደረገበት	በሳምንት 1 ጊዜ 3 በጠጣው ሃርገራምም መሠረት	-- 2	-- 1	የዲፓርትመንት ተጠሪ ም/ር/ሙ/ፀሐፊ አዳክመንት /ፕሮጀክቶር/
1.3	የክፍለ ገዢ ብክነት እንዳይፈጠር የተሰራ ሥራ	»	2	መጠን ጊዜ	የተሰጠ ቱትሪያል ብዛት ቱትሪያል ሲሰጥ የተሸፈነ ሰዓት	በ15ቀን 1ጊዜ ስ40ደቂቃ	በሳምንት 1ጊዜ ስ80ደቂቃ	በሳምንት 2 ጊዜ ስ120ደቂቃ	አዳክመንት የኒት ሲደር ዲፓርትመንት ተጠሪ ም/ር/ሙ

የመምህር ሥም _____
የዕድገት ደረጃ _____
ፊርማ _____

የፀደቀው አካል _____
ፊርማ _____
ቀን _____



ዶ/ር ሀዲስ ዓስማራይ 2ኛ ደረጃ ት/ቤት
የውጤት ተኮር ስቅድ /2001 ዓ.ም./

ተ.ቁ	ቀልፍ : ዕብይ : ንቡስ	አይነት	ነጥብ	መስኪያ	ዝርዝር መስኪያ	አጥጋቢ	ካፍተኛ	በጣም ካፍተኛ	ክትትልና ስግብረ መልስ
1.8	የተማሪዎችን ውጤት ከተስደዶ አቅጣጫ ማሳየት የሚችሉ የተሰጡ ተከታታይ ምዘናዎች	»	1	መጠን ጥራት	የተከታታይ ምዘናዎች ብዛትና አይነት በተማሪዎች ውጤት ላይ የታዩ መሻሻል ቀደም ከተመዘገበው በ% የተሰጠበት ጊዜ	በመጣው ነገራዎች መሠረት	ተጨማሪ 2 ምዘናዎች	ተጨማሪ 4 ምዘናዎች	ዶ.ኮ.መንጎት /ፓርትናሊዩ/
1.9	በአስታሪ የመማር ማስተማር ዘዴ የተካናወሱ ተግባራት	»	1	መጠን ጥራት	የተካናወነበት የሌላን ብዛት በተማሪዎች ውጤት ላይ የታዩ መሻሻል በተነጻጻሪ	25% በሠር 4 ጊዜ	50% በሠር 5ጊዜ	75% በሠር 6ጊዜ	ፓርትናሊዩ ም/ር/መ ዲ/ተጠሪ/ፀሐፊ
1.10	የተደረገ የተግባር ምርምር /action research/	»	1	መጠን ጥራት	በተግባር ምርምር ላይ የተደረገ የተሳተፎ ብዛት በሌላው በተነጻጻሪ በተገኘው ወይም የታዩ የተማሪ ውጤት መሻሻል በ%	1ጊዜ	2ጊዜ	4ጊዜ	ፓርትናሊዩ ዲ/ተጠሪ/ፀሐፊ
2	የመማር ማስተማር ሂደቱን ማጠናከሮና ማገዝ	አብይ ተግባር	8						

የመምህር ሥም _____
የሶድገት ደረጃ _____
ፊርማ _____

ደዘዘው አካል _____
ፊርማ _____
ቀን _____

ዶ/ር ህዲስ ዓለማየሁ 2ኛ ደረጃ ት/ቤት
የውጤት ተኩር ዕቅድ /2001 ዓ.ም./

ተ.ቁ	ቁልፍ : ዐብይ : ንዑስ	አይነት	ነጥብ	መለኪያ	ዝርዝር መለኪያ	አጥጋቢ	ከፍተኛ	በጣም ከፍተኛ	ክትትልና ሰግብረ መልስ
2.1	ተማሪዎች ውጤታቸውን እንዲያሻሽሉ ከወሳኞች ጋር የተደረገ ግንኙነት	ዝርዝር ውጤት	1	መጠን ጥራት	ኅሮግራም በማውጣት ከወሳኞች ጋር የተደረገ ግንኙነት ብዛት /በሳምንት/ በተማሪዎች ላይ የታየ የውጤት መሻሻል በተነጻጻሪ በ%	1 ጊዜ 25%	2 ጊዜ 50%	3 ጊዜ 75%	ፖርትፎሊዮ ዩኒት መሪዎች ዶክሜንት
2.2	ቤተመጻሕፍት መጠቀምና ተማሪዎች እንዲጠቀሙ ማድረግ	»	1	መጠን ጥራት	ክቤተመጻሕፍት እንዲሰሩ ለተማሪዎች የተሰጠ አሳይመንት ብዛት በሳምንት በተማሪዎች ላይ የታየ የውጤት መሻሻል በ%	1 ጊዜ 25%	2 ጊዜ 50%	3 ጊዜ 75%	ክቤተመጻሕፍት ኃላፊ ፖርትፎሊዮ ከተማሪዎች
2.3	በሙያዊ ጉዳዮች ላይ ከሥራ ባልደረቦቻቸው የተደረገ የርስ በርስ የልምድ ልውውጥ	»	1	መጠን ጥራት ጊዜ	የተደረጉ ልምድ ልውውጥ ብዛት /በሲምስተር/ በተጨማሪም የተደረገ መሻሻል /በ%/ የሸፈነው ሰዓት በፒራድ	2 ጊዜ 50% ሰ40 ደቂቃ	4 ጊዜ 75% --	6 ጊዜ ከ85% በላይ --	ከመምህር ከዲ/ተጠሪ/ፀሐፊ ፖርትፎሊዮ
2.4	የቀረበ አስፈላጊና ወቅታዊ መረጃዎች	»	1	መጠን ጊዜ ጥራት	ማንኛውንም ት/ት ነክ የሆኑ መረጃዎች ብዛት የቀረበበት ጊዜ ያበረከተው አስተዋፅኦ	በአስተዳደር የተጠየቁትን በተወሰነ ወቅት/ሰዓት ምንም ስህተት የሌለበት	-- ከ6 ሰዓት በፊት --	-- ከ1ቀን በፊት --	ሪከርድና ማህደር ዩኒት ሊደር ፖርትፎሊዮ ም/ር/መ ዲ/ተጠሪ

የመምህር ሥም _____
የሰድገት ደረጃ _____
ፊርማ _____

የፀደቀው አካል _____
ፊርማ _____
ቀን _____

ዶ/ር ሀዲስ ዓለማየሁ 2ኛ ደረጃ ት/ቤት
የውጤት ተኩር ዕቅድ /2001 ዓ.ም./

ተ.ቁ	ቁልፍ : ዐብይ : ንዑስ	አይነት	ነጥብ	መስኪያ	ዝርዝር መስኪያ	አጥጋቢ	ክፍተኛ	በጣም ክፍተኛ	ክትትልና ሰግብረ መልስ
2.5	የት/ትና ስልጠና ፖሊሲን በመረዳት ስርዓት ት/ህርት እድገት የተደረገ ተሳትፎ ስርዓት ት/ቱን ለማሻሻል የተሰጠ አስተያየት	»	1	መጠን ጥረት	ደረጃውን በጠበቀ መልኩ የተሰጠ አስተያየት ብዛት /በሲሜትር/ በአስተያየቱ ላይ የተገኘ አዎንታዊ ምላሽ	1 ጊዜ ተገቢነቱ በሚመለከታቸው አካላት ተረጋግጧል	2 ጊዜ --	3 ጊዜ --	
2.6	ከወላጆችና ከህብረተሰብ ጋር የተደረገ ተሳትፎ /በእቃድ ላይ ተመረኩዘ/	»	1	መጠን ጊዜ	በተጨማሪ የታየና የተመዘገበ የተሳትፎ ብዛት /በሲሜትር/ ሰጥቶረው የዋሰው /የፈጀው ሰዓት	1 ጊዜ 1 ሰዓት	2 ጊዜ 2 ሰዓት	3 ጊዜ 6 ሰዓት	ወላጆች ህ/ሰቡ ዲ/ተጠሪ/ጸሐፊ ም/ር/መ ፖርትፎሊዮ
2.7	የዲስፕሊን ግድፈት የፈጸሙ ተማሪዎች ለማስተካከል የተደረገ ጥረት	»	0.5	መጠን ጥረት	በተጨማሪ በሌሎች መ/ራን ወይንም በራሱ ያጋጠሙትን ጉዳዮች/ችግሮች ለመፍታት ያደረገው የምክር አገልግሎት ብዛት /በሲሜትር/ የተመዘገበ መሻሻል /ለውጥ በ%	5 25%	10 50%	15 75%	የኒት መሪ ምክር አገልግሎት ተማሪዎች ም/ር/መ ፖርትፎሊዮ
2.8	HIV/AIDS ለመገታት የተደረገ ተሳትፎ	»	0.5	መጠን ጊዜ	ት/ቱን የሰጣቸው ተማሪዎች ብዛት በሲሜትር የፈጀው ጊዜ /በሳምንት/	100 1 ሰዓት	150 2 ሰዓት	200 3 ሰዓት	HIV/ CLUB ሪፖርት ተማሪዎች ፖርትፎሊዮ

የመምህር ሥም _____
የሰድገት ደረጃ _____
ፊርማ _____

የጸደቀው አካል _____
ፊርማ _____
ቀን _____

ዶ/ር ሀይለማርያም ገብረ ገብረ
የውጤት ተኮር ስቅያ ስቅያ /2001 ዓ.ም./

ተ.ቁ	ቀጠላ : ዐቢይ : ንቡስ	አይነት	ነጥብ	መስኪያ	ዝርዝር መስኪያ	አጥጋቢ	ክፍተኛ	ጠባይ ክፍተኛ	ክትትልና ስ. . .
2.9	በሰቅም ማጉጠቻ ስልጠና የተደረገ ተሳትፎ	»	0.5	ጊዜ	የተደረገ የተሳትፎ ብዛት ስልጠናው የተወሰደው ጊዜ	በመጣው ነገር ላይ ስራ ላይ ስራ	--	--	ስለተደረገ የሰልጠና ስለተገባሪ
2.10	ት/ቤተ ስመማር ማስተማሪ ሃይት መሳካት ስሜያቀርቦው ጥሪ የተሰጠ ምሳኝ	»	0.5	ጊዜ	የወሰደውን ስልጠና ተግባራዊ አድርጎ ሪፖርት ማድረግ /በሰሜን/	የቀረበውን ጥያቄ በመሰጠት የተጠየቀበት ጊዜ	--	--	ስለተደረገ የተጠየቀበት ስራ
3	በሰቅ ስራ የት/ት ሥራዎች ላይ የተደረገ ንብረት ተሳትፎ ማድረግ	ንብረት ተግባር	4	ጥሪት	የሰሰው ብዛት	የሰሰው ስራ	--	--	የሰሰው ስራ
3.1	በተጓዳኝ የት/ት ሥራዎች ላይ የተከናወኑ ተግባራት	ዝርዝር ንብረት ሁኔታ	2	መጠን	የተደረገውን ስራ የተሳተፈ ብዛት	በ1 ክፍል	በ2 ክፍል	በ3 ክፍል	የተከናወኑ ሪፖርት

የመመዘኛ ሥም _____
የሰቅ ጊዜ _____
ፊርማ _____

የወሰደው አካል _____
ፊርማ _____
ቀን _____

Eke

ዶ/ር ሀዲስ ዓስማህ 2ኛ ደረጃ ት/ቤት
የውጤት ተኩር ፅቅድ /2001 ዓ.ም./

ተ.ቁ	ቀጠላ : ዐብይ : ንዑስ	አይነት	ሃገብ	መስኪያ	ዝርዝር መስኪያ	አገጋጠ	ካፍተኛ	በጣም ካፍተኛ	ክትትልና ስግብ
3.2	ቁጠላ አብይ ስና ንዑስ ተገባራትን መሠረት አደርገው ተሰርተው የቀረቡ ወርሃዊ ሪፖርት	»	1	ጊዜ	የቀረቡ ሪፖርት ብዛት ሪፖርቱ የቀረጠበት ወቅት	በወር አንዲት	በ15 ቀን አንድ ጊዜ	በሰዓምንት 1 ጊዜ	የኩመንት ም/ር/መ ፖርትፎሊዮ
3.3	በመግቢያው ክፍል ጊዜ የተያዘ የተማሪዎች አቴንዲንስ ክትትል	»	1	ወጪ	የተያዘ የተማሪዎች አቴንዲንስ ብዛት ስሥራው የወጣ የወጪ መጠን የተቀነሰበት የተማሪዎች ቁጥር በ%	በየፕሮግራም ት/ቤቱ በመጣው ፎርማት	የተሰጠው የክትትል ዘዴ ከቀየሩ	አጠቃላይ የተማሪዎች ቁጥጥር በመደረግ ከትትል 75%	ደገት መሪ የኩመንት ፖርትፎሊዮ

የመምህር ሥም _____
የዕድገት ደረጃ _____
ፊርማ _____

የፀደቀው አካል _____
ፊርማ _____
ቀን _____

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DECLARATION

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

Name: Tigist Metaferia

Signature: 

Date of submission: July, 2010

SUBMISSION FOR APPROVAL

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

Name: Melaku Yimam

Signature: 

Date of Approval: July, 2010

