



**ASSESSMENT OF TEACHERS PERFORMANCE APPRAISAL PRACTICES IN
GOVERNMENT GENERAL SECONDARY SCHOOLS OF ADDIS ABABA**

BY

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DEPARTMENT OF MANAGEMENT

JUNE, 2020

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGEMENT COLLEGE OF
BUSINESS AND ECONOMICS

ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF ARTS IN BUSINESS ADMINISTRATION

JUNE, 2020

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Letter of certification

This is to certify that this research, Assessment of teachers' performance appraisal practices in government general secondary schools of Addis Ababa, conducted by Abebe Awraris for the partial fulfillment of the requirements for the degree of Masters of Arts in Business Administration at Addis Ababa university is an original work and not submitted before for any degree either at this university or any other university.

Jemal Mohammed (PhD)

Research Advisor

DECLARATION

I earnestly proclaim that this thesis is entirely my Original work and has not been submitted in any form for another degree at any other university or college. Information from all the published or unpublished work of other authors has been properly acknowledged. I have produced it independently except for the guidance and supervision of the research advisor.

Name _____

Signature _____

Date _____

ACKNOWLEDGEMENT

First and foremost, I would like to thank Almighty God for providing me with the opportunity to pursue this degree and for all the breakthroughs during my stay at Addis Ababa University for the last 3 years. Then I cordially would like to express my gratitude to my Advisor Dr. Jemal Mohammed for all his unreserved professional and technical support, encouragement and patience without which the successful completion of this study would have been difficult.

I am appreciably indebted to my work place manager Misses Tigist Yilma for her moral and financial assistance that in turn ensured my stay at the university secured.

Similarly, special thanks should go to my Friend Mister Animaw Tadesse for all the fruitful discussions and unlimited support he gave me in the darkest hours of my study.

I also want to pay special tribute to Tigist Getnet affectionately for all the sacrifice you have paid while I was pursuing my study. Thank you so much. I may not vividly express my gratitude but I can only pray. God blesses you abundantly.

Moreover, I would like to acknowledge principals and teachers who were involved in giving all the necessary information about their schools' performance appraisal practice. Your insight enriched my understanding of the phenomenon under study.

Finally, but by no means the least, special acknowledgements should go to my Families for their continued encouragement to accomplish this thesis work up to the final moment. I do not have words to disclose my acknowledgment for all you did. You highly deserve my praise.

Table of Contents

ACKNOWLEDGEMENT	i
List of Figure.....	v
ACRONYMS/ABBREVIATIONS.....	vi
<i>ABSTRACT</i>	vii
CHAPTER ONE	1
Introduction.....	1
1.1. Back ground of the study	1
1.2 Statement of the problem	6
1.3 Research questions	7
1.4 Objectives of the study	8
1.4.1. General objectives	8
1.4.2. Specific objectives	8
1.5 Significance of the study	8
1.6 Delimitation (scope of the study)	9
1.7 Limitation of the study	10
1.8 Organization of the research paper.....	10
1.9 Definition of terms	10
1.9.1 Operational definition of terms.....	10
CHAPTER TWO	12
REVIEW OF RELATED LITERATURE	12
2.1. The basis of performance management.....	12
2.1.1 The Meaning of Performance	12
2.1.2 Underpinning Theories	13
2.1.2.1 Goal Theory	13
2.1.2.2 Control theory.....	13
2.1.2.3 Social Cognitive Theory	13
2.2. Principles of Performance Management	13
2.3. Aims of Performance Management.....	14
2.4 The Performance Management Contribution.....	17
2.5. Definition of Performance Appraisal	21

2.6. Appraisal in Educational Context	22
2.6.1 Concept of Teacher Appraisal	23
2.6.2 The Importance and Impact of Teachers Appraisal.....	24
2.6.3 Goals /Purposes of Performance Appraisal	25
2.6.4 Performance Appraisal Process	27
2.6.5 Appraisal Procedures	29
2.6.6 Practical Approaches to Performance Appraisal	29
2.6.7 Designing an Appraisal System.....	29
2.6.8 The Potentialities of Appraisal	30
2.6.9 Criteria of Teachers Appraisal.....	32
2.6.10 Aspects Evaluated.....	32
2.6.11 Instruments and Information Sources.....	33
2.6.12 Compliant Procedure	36
2.6.13 Use of Evaluation Results.....	36
2.6.13.1 Formative use of results.....	37
2.6.13.2 Summative use of results.....	37
2.7. The Five Key Elements of a Performance Appraisal (CIPD, 2008a)	37
2.8 Principles of Performance Appraisal.....	38
2.9. Perception of Teachers towards Performance Appraisal	39
2.10. Basic Components of Appraisal Format	41
2.11 Performance Appraisal Methods.....	42
2.12 Some Problems of Performance Appraisal Techniques.....	46
CHAPTER THREE	49
RESEARCH DESIGN AND METHODOLOGY	49
3.1. Research Design.....	49
3.2 The Study Site	50
3.3 Target Population	50
3.3.1. Sample and sampling techniques.....	51
3.4. Data Types and Sources	52
3.5. Data Collection Instruments.....	53
3.5.1. Questionnaires	53

3.5.2. Interview	54
3.6. Procedure of Data Collection, Analysis and Interpretation.....	54
3.7 Method of Data Analysis	55
3.8 Ethical consideration	55
CHAPTER FOUR.....	57
DATA ANALYSIS AND INTERPRETATION	57
4.1 Demographic Characteristics of Respondents.....	57
4.2 Practice of Teachers’ Performance Appraisal.....	58
4.3 Teachers’ involvement in their Performance Appraisal.....	66
4.4 Adequacy of performance appraisal criteria	67
4.5 Problems and challenges of teachers’ performance appraisal.....	68
4.6 Teachers’ Perception towards effectiveness of PA	70
CHAPTER FIVE	71
SUMMARY, CONCLUSION AND RECOMMENDATION	71
5.1 Summary	71
5.2 Conclusions	73
5.3 Recommendations	74
5.4 Recommendation For Further Research.....	75
APPENDIX A	88
APPENDIX B	98

List of Tables

Table-1. Names of selected schools, total population and samples	52
Table-2: Demographic Characteristics of Participants	57
Table-3: Availability and frequency of PA system.....	58
Table-4: Appraisers and their competency	60
Table-5: Felt Reasons for Appraisal incompetency.....	61
Table-6: Purpose of PA practiced in sample schools.....	62
Table-7: Teachers' PA and felt degree of meeting its purpose.....	63
Table-8: Rightness of appraisal procedure	64
Table-9: Summary of One-Way ANOVA: Rightness of Procedure by School.....	64
Table-10: Management of Post appraisal sessions	65
Table-11: Felt level of participation in teachers' PA.....	66
Table-12 Teachers' participation in the PA process	67
Table-13 Challenges of teachers' PA vis-à-vis their sources	68
Table-14: Perception towards effectiveness of teachers' PA	70

List of Figure

Fig 1.1performance appraisal process.....	27
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ACRONYMS/ABBREVIATIONS

BSC-Balanced Score card

BARS –Behaviorally Anchored Rating Scale

HRM– Human resource management

MOBO– Management by Objectives

MOE–Ministry of Education

PAS- Performance appraised system

PA–Performance Appraisal

PM–Performance management

ROPA–Result oriented performance Appraisal

SPSS– Statistical Package for social science

TPA–Teachers performance Appraisal

TPAS –Teachers performance Appraisal System.

ABSTRACT

The main purpose of this study was to assess the current practice of teachers' performance appraisal in government general secondary schools of Addis Ababa. Important information and data needed for the study were collected by presenting five basic questions with regard to Teachers Performance Appraisal practice, extent of teachers' involvement in their appraisal, adequacy of the performance appraisal criteria, perception of teachers towards their appraisal practice and major challenges of the TPA system in those sample schools. Descriptive survey method was used as a method of research. The study was conducted on three government general secondary schools of Addis ketema sub city selected using availability sampling technique. Teachers and principals were the respondents of the study. Stratified followed by systematic sampling technique was employed to select sample teachers. On the other hand, principals were selected using purposive sampling technique. Survey questionnaires were administered to 120 teachers to gather relevant data on TPA. Interview was also held with 3 principals who were directly involved on the appraisal process of teachers performance in the sample schools to collect additional information. Statistical tools such as frequency count, percentage mean score and standard deviation were used via SPSS version 20 for analyzing the data. Narration and direct quotation were also used for analyzing the qualitative data. The finding of the study revealed, teachers performance appraisal has been a common practice often conducted twice in a year, but with limited appraisers competence resulted from lack of intervention training, skill and knowledge gap in conducting PA and negative attitude towards PA. With regard to purpose, the current system of teachers' performance appraisal has not mainly served the developmental purposes of PA. In relation to the accuracy of the PA procedure, it appeared that there are some limitations that potentially affect the whole system in those sample schools. Handling issues in post PA management session did not look a problem; nevertheless, possibility of getting grievances solved by school management was found low. With respect to the participative nature of teachers PA, the finding seems somewhat mixed; schools principals claim that PA is participatory; whereas, about half of teacher respondents refuted principals' view. The criteria used to appraise teachers were viewed by teachers as rigid, unrelated, less relevant as well as less objective and imposed from Addis Ababa education bureau. The study also found out that teachers had negative attitude towards the whole system of appraisal procedure. At last the practice of TPA was found entangled with myriads of challenges emanated from the administration, appraisers' knowledge and skill, appraisal criteria and adequacy of resources. Moreover, lacks of consistent follow up, poor feedback system, students' bias and absence of developmental plan were also found the major problems of TPA. To address the afore mentioned problems, it is recommended that the whole process of PA has to be modified by training teachers and school administrators via continuous orientation about TPA with the concerted effort of the education bureau, education office at different levels and schools. In addition, inbuilt school based learning and relearning has to be promoted about the potential benefits of PA at the school level among principals and teachers along with all concerned bodies at all levels. Adequate and relevant training should be given to all appraisers. Teachers should be involved in the formulation of TPA criteria. Besides this, performance appraisal should be reviewed periodically on the bases of the evaluation gained from teachers, principals and other key stakeholders participating in TPA criteria.

Key words: Practice, procedure, Performance appraisal, Teachers performance appraisal, SPSS

CHAPTER ONE

Introduction

This chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study that would be under investigation. It also gives details of the basic research questions that were addressed in the research process and the fundamental contributions of the study.

1.1. Back ground of the study

As we all know, there are different resources that are found in all kinds of organizations. Among them, human resource is one of the most important assets of a given organization which in turn manages other resources such as financial, material, technological and other non-monetary resources. In connection to this, human resource can be considered as the corner stone of any organization in managing and monitoring the whole activities of the organization directly or indirectly so as to verify the achievements of organizational goal. Moreover, now a day, human resource is becoming a unique asset of different organizations as it creates sustainable competitive advantage which in turn cannot be imitated by other competitors in the business market. Here, to put it in a nut shell, organizational success is unthinkable without building a good team of human capital and working professionals.

Hence, companies are engaging in different kinds of human resource management practices so as to enhance their employees working performance and achieve organizational success. Human resource management is the process of shaping and managing employees at work to get the maximum contribution of them to the organization (B.B. Mahapatro, 2010). Moreover, Human resource management (HRM) is concerned with all aspects of how people are employed and managed in organizations by covering the activities of strategic HRM, human capital management, knowledge management, corporate social responsibility, organization development, resourcing (work force planning, recruitment and selection and talent management), learning and development, performance and reward management, employee

relations, employee well-being and the provision of employee services (Armstrong, 2009). Hence, an organization performs best when all of these interrelated practices are managed well.

As one of the goal of HRM is to support employees exert their maximum potential to their organization by defining their respective roles and by providing necessary information regarding their performances, it is compulsory for organizations to have a formal and organized ways of confirming the actual realization of that goal efficiently. In line to the above-mentioned fact, performance management is one of the aspect of HRM which aims at improving organizational performance by developing the performance of individuals and teams. On top of this, it is a systemic process of getting outstanding results from the organization, teams or groups and individuals by understanding and managing performance with in an agreed frame work of planned goals, standards and competency requirements.

Hence, in a proper implementation of performance management system, it is easy for managers to evaluate and assess individual performance and increase productivity by effectively aligning individual and strategic objectives, providing clear performance expectation, documenting individual's performance for future decision and focusing on skill development plan.

In this regard, effective performance management system is becoming the primary concern of every organization as it is an important tool to be a front runner in the contemporary competitive market. Organizations implement performance management system for various purposes and the process has different steps. One of the most important step in the performance management system is performance appraisal (Armstrong, 2009).

Performance appraisal, as an important evaluation system, has its roots in the early 20th Century, stemming from Taylor's Pioneering time and motion studies. Performance appraisal, as a distinct and formal management procedure, which really dates from the time of the Second World War, has been used in the evaluation of employees' performance in an organization. It is a basic human tendency to make judgments about those one working with, as well as about one self (Dulewicz, 1989).

Performance refers to “outcomes, results or accomplishments” (Rothwell, 2005). The term “appraisal” and evaluation are used almost interchangeably in much of the literature dealing with

the topic (Noorjehan,2009). Hence, performance appraisal is part of the performance management process that identifies measures and evaluates employees' accomplishment or performance in accordance with an organizations strategic goal. (Aguinis, 2009). The performance is measured against factors such as job knowledge, quality and quantity of output, job initiation, leadership abilities, dependability, cooperation, Judgment versatility and productivity etc. (David A. Decenzo, 1999).

In line to the above mentioned fact, education is nowadays undergoing fundamental changes and development across the world. Stoll and fink (1996) emphasize this point and note that school systems throughout the world have to deal with political pressure, decentralization, market based reforms and rigorous testing. Motswakae (1990) contends that governments worldwide are becoming aware of the need to examine educational provision carefully and critically to ensure relevance and appropriateness to the needs of youth.

As we all know school systems are social institutions created to materialize desired educational goals and purposes through and with a variety of people such as students, teachers, principals, and the community at large. From all the above key stake holders who are directly involved in the execution of educational goals and purposes of school system, teachers are the most significant actors who plays a substantial role in the teaching – learning process. To this end, as the fundamental purpose of a school system is the education of the learner, it is the teacher who plays a powerful role in the formation of the desired character of the learner other than fine buildings, expensive equipments and other school personnels. (Daniel, 2009).

Thus, if that is the case, how do we know whether teachers are playing their expected and indisputable role or not in their position? It is therefore with this question in mind that we are going to talk about teachers' performance appraisal.

In parallel to the aforementioned fact, as all teachers don't have identical performances at the school level, it is very compulsory to measure and evaluate those performance differences periodically and set possible solutions so as to bring a remarkable change in the teaching learning process. In this regard, teachers' performance appraisal plays a crucial role in enlarging teachers' capacity and maximizing their work motivation to the perfect level of improvement

(Melaku, 2004). Hence, school managers are expected to manage teachers' performance scientifically so as to diagnose the strengths and weaknesses of teachers, identify the training and development needs of the future and assess the gap between the actual and the desired performance. On top of this, the appraisal is also used to judge the effectiveness of human resource functions of the school such as recruitment, selection, training and development etc.

In general, by appraising teachers' performance it is possible to meet several purposes. Noorjehan (2009) summarizes that there are three purposes of teachers' performance appraisal. First it can be used for Accountability purpose (making administrative decisions) when it is used to measure the actual performances of teachers against targets and uses that measurement to terminate, promote or pay people differently. Second, it can also be used for professional improvement so as to raise their professional standard and improve their team spirit, which in turn support the overall development of schools. Lastly, it can also be used to motivate teachers (staff motivation) as it recognizes the achievements of teachers and increase teachers' effort towards achieving personal and organizational goals.

A system of teacher performance appraisal, if properly designed and enacted, is supposed to have fascinating outcomes in the professional development of teachers, teachers' job satisfaction and ultimately the academic performance of the learner and attainment of institutional goals (Yilma, 2007, P.4). Contrary to this, if it is simply taken as a casual act, TPA becomes dangerous, a source of conflict between appraisers and appraise and a source of inaccurate performance data which in turn lead to subjective personal decisions (West and Bollington, 1990). Moreover, the improper implementation of performance appraisal of teachers results in distorted function and brings anxiety among teachers (Denis & Griffin, 2005). This in turn creates deteriorating situation in schools so that the teaching learning process faces a tremendous challenge at large.

When teachers perceive their performance evaluation soundly, they will devote more effort up on tasks which they are evaluated. (Millman& Linda, 1990 p.40). Thus, for teachers to love their job and use their endeavor to the fullest extent, they have to develop a positive attitude towards their performance evaluation and get motivated by it.

In the context of Ethiopia, as it is presented by the Ministry of Education (1994) the accomplishment of educational objectives are assessed by many curricular issues such as coverage of annual curriculum,, implementation of appropriate teaching methodologies, production and usage of teaching aids, provision of quality lesson supported by laboratories and library references, conducting educational research, participation in the evaluation of the curriculum, participation in co-curricular activities and other related activities, actual efforts to foster girls education by providing special academic support and provision of student centered lesson to pupils in the class room etc. Depending on the results of the performance evaluation and length of teaching experience, teachers have the opportunity of going up nine stages in the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher, lead teacher, higher leader teacher I, higher leader teacher II, and higher leader teacher II. (MOE, 1988 E.C)

Teacher performance appraisal in Ethiopia has been with a lot of problems. Abera (2009) in his study on “Teachers attitude towards result – oriented performance evaluation system in general secondary schools of Addis Ababa” indicated that inadequate skill of evaluators, un relatedness of performance criteria to teachers job and negative attitude towards the whole system of performance appraisal are some of the problems related to TPA.

In other studies, it was indicated that, the current TPA has a lot of problems in its actual execution.(Dereje,2007;Girma, 2008; Habtamu,2005) found the following limitations concerning the manner in which the appraisal was conducted; there was no pre – appraisal and post – appraisal meeting, difficulty to prepare valid and reliable performance criteria, absence of feedback for teachers, lack of participation in the process of its implementation and inadequate follow up of principals over the whole system of appraisal.

From the above assertion one can easily understand the fact that the current system of TPA has several problems. In connection to this, even though the ministry of education introduced result oriented performance appraisal of teachers since 2004 E.C and currently a new form of teachers’ performance measurement called Balanced Score Card, it has not been fully and properly implemented in government secondary schools of Addis Ababa City due to different reasons.

Hence, the purpose of this study was to assess the actual process of appraisal, the participation level of teachers being appraised, the sufficiency of the performance criteria to evaluate teachers performance and the overall perception of teachers towards the effectiveness of the performance appraisal practice in government general secondary schools of Addis Ababa.

1.2 Statement of the problem

It is known that schools have rules, regulations, guidelines and operational procedures so as to influence the behavior of teachers, students, school administrators and other stake holders. Among others, performance appraisal is a guiding principle to properly measure the effectiveness of the teaching learning process (Dessler, 2005). Basically, performance appraisal is a formal system of periodic review and evaluation of an individual's job performance. If it is properly done, performance appraisal provides feedback to employees that in turn improve their performance and failure to do so can probably lead to a great failure to an organization. In connection to this, success in schools cannot be realized unless teachers' performance appraisal is successfully done so as to help them improve their students' academic and behavioral excellence.

Contemporarily, government general secondary schools in Addis Ababa execute performance appraisal which is usually carried out semi-annually. However, it seems that performance appraisal is not given the right attention by those schools and is exercised periodically more as a usual practice than as a tool of motivation on the bases of which various administrative and developmental decisions are taken.

Thus, as far as the implementation process of performance appraisal of teachers is concerned, I gathered information from teachers of sample government general secondary schools and they collectively disclosed the presence of many problems on the performance evaluation system of their schools. To mention some of them, the presence of negative attitude towards the whole system of performance evaluation, appraises bias, subjectivity of performance criteria and absence of training for those involved in the appraisal process are the most prominent problems of the target schools with regard to performance appraisal. Besides, they added, there is no clearly defined performance management plan which should be implemented throughout the academic year. Moreover, many teachers complained that, the performance appraisal is

conducted carelessly and the criteria are not properly recognized while the appraisal is under way especially by parent teacher Association members. My interviewees also added that the report of the performance appraisal is not timely, the feedback system is very poor, there is no mutual involvement of principals and teachers in developing the appraisal criteria and the appraisal system doesn't motivate employees to achieve organizational goal. In addition to all mentioned above, Absence of clear reinforcement system, unorganized developmental plans and the unclear purpose of the evaluation system are the most prominent drawbacks of those sample schools performance assessment system.

The researcher also tried to have a look on the previously done performance appraisal documents of teachers and confirms that: there are no clear and structured reports about performance of employees, the development and training purpose of performance evaluation system is not clearly seen on the written documents and also there are no clearly defined plans about performance evaluation system in the schools.

As it is clearly stated above, there are actual and concrete gaps in meeting individual goals to organizational goals in the study schools. On top of this, the current system of performance evaluation had a lot of problems. Considering all these gaps, I was becoming highly interested to assess the practice of performance appraisal system in some selected government general secondary schools of Addis Ababa city in detail so as to fill the existing gaps and give possible recommendations for improvising the performance appraisal system of the target schools. Thus, the major objective of this study was to assess the practice of teachers' performance appraisal in government high schools of Addis Ababa with the intention of answering the following basic questions.

1.3 Research questions

Having the above statement in mind, the researcher formulated the following major research questions.

1. How teachers' performance appraisal (PA) is in the target secondary schools?
2. What is the measurement of extent of teachers' involvement in the process of PA in the target schools?

3. How adequate are the criteria of teachers' performance appraisal measures to evaluate teachers' performance?
4. What are the challenges of the teachers' performance appraisal System in the target schools?
5. What is the perception of teachers towards the accuracy and effectiveness of the performance appraisal practice in their school in realizing the objectives set?

1.4 Objectives of the study

At the end of this study, the researcher planned to achieve the following general and specific objectives

1.4.1. General objectives

The general objective of the study was to assess performance appraisal practices of teachers in general secondary schools of Addis Ababa.

1.4.2. Specific objectives

The specific objectives of the study were

- Investigate how PA is carried out in those government secondary schools
- Assess the level of teachers' involvement in the process of PA
- Examine the relevance of the criteria which are used to evaluate teachers performance
- Examine the challenges and pitfalls of teachers' performance appraisal system in the target schools
- Assess the perception of teachers towards the accuracy and effectiveness of the performance appraisal practice in their school in realizing the objectives set.

1.5 Significance of the study

The researcher hoped that the result of this study would properly reveal the existing practice of teachers' performance appraisal in those target schools and provides valuable information for all concerned bodies. Particularly, the research findings would help school managers, supervisors and directors to identify the significant problems of teachers' performance appraisal and provide

substantial recommendations to improve the practice of performance appraisal of teachers in the study area. On top of this, the researcher also hoped that the findings would also help Educational policy makers to adopt fantastic policies regarding the system of teachers' performance appraisal. Similarly, the findings would also be used as a reference for other researchers who want to conduct as a research in a related area. Besides to all mentioned above, the results of this study could add something on the existing literature regarding the performance appraisal system of teachers.

1.6 Delimitation (scope of the study)

The problem regarding the current practice of teachers performance appraisal seem to be prevalent in many schools of Ethiopia. So it would be good if it were possible to conduct the study in secondary schools of Ethiopia in general; but due to time and financial constraints, it was difficult to study the current practice of teachers performance appraisal at a national level. More over limited efforts had been already made by other researchers to assess the practice of ROPE in some secondary schools in other regions like Amhara and Oromia. Therefore, the researcher delimited the study to general secondary schools of Addis Ababa only. In addition to this, the researcher had also delimited the sample schools to three general secondary schools of Addis Ketema sub city namely

1. Abyssinia General Secondary School
2. Effoyta General Secondary School
3. Yekatit 23 General Secondary School

to make the study more manageable.

Regarding the coverage or content of the study, the main focus was on assessing the current practice of teachers' performance appraisal and identifying teachers' attitude towards result oriented performance appraisal. In doing so, the measurement of extent of teachers' involvement in the process of PA and the ROPA criteria were also treated properly. Furthermore, major problems of ROPA and their possible solutions were dealt with in detail. In general, to make the study manageable and not miss the target, the researcher delimited the study to the stated size and scope.

1.7 Limitation of the study

Although some one's research is designed properly, it is not guarantee that it is free from constraints. These several constraints drawback against meeting the objectives. Therefore, readers of this study are expected to evaluate this paper taking in to account the following limitations

- Financial constraint to get full internet access so as to refer to numerous books on performance management science
- Time limitation
- Unable to get related literature near to the place where the researcher of this study works

1.8 Organization of the research paper

This study is organized in to five chapters. The first chapter discussed the introduction, background of the study, statement of the problem, research questions, objectives of the study, operational definition of terms, Significance of the study, delimitation (scope) of the study and limitation of the study. The second chapter focused on the review of related literature and the third chapter focused on the research methodology. The fourth chapter covered the presentation, analysis and interpretation of the findings and at last, under chapter five the summary, conclusion and recommendations of the study was forwarded.

1.9 Definition of terms

In this part, the researcher is listing the definition of key terms that were included in this research.

1.9.1 Operational definition of terms

Human resource management (HRM): is defined as a strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives (Armstrong, 2006).

Performance: is defined as behavior that accomplishes results. (As noted by Brumbach (1988, p. 387).

Performance management: is a continuous process of identifying, measuring and developing performance in organizations by linking each individual's performance and objectives to the organization's overall mission and goals. (Aguinis, 2009).

Performance appraisal: is the formal assessment and rating of individual by their managers at, usually, an annual review meeting (Armstrong, 2006)

Result oriented performance appraisal: Appraisal method that is used to appraise the employee's performance based on the result achieved not on performance activities or process (MOE, 2004, p.29).

Appraisee: refers to a subordinate whose performance is subject to appraisal. (MOE, 2003)

Performance management practice: is a systematic way of communicating employees on what they are expected to do and what the performance and productivity parameters are

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with literature reviews regarding performance appraisal systems under varied sub-topics. It considers the issue in general view as well as in Ethiopian context with special focus on teachers' performance appraisal.

2.1. The basis of performance management

Performance management should be based on an understanding of what the word performance means. Those concerned with introducing and operating performance management should be aware of the underpinning theories and the principles evolved by practitioners from their experience.

2.1.1 The Meaning of Performance

“Performance is defined as behavior that accomplishes results.” As noted by Brumbach (1988, p.387). Performance means both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks- and can be judged a part from results.

Brumbach observed that because of the significance of behavior there was more to success or failure than whether results were achieved: success is not always positive nor failure always negative. This concept of performance leads to the conclusions that when assessing and rewarding the performance of individuals a number of factors have to be considered including both outputs (results) and inputs (behavior).

Any attempt to manage performance should also bear in mind that it is a complicated notion. Campbell (1990) suggested that performance is the outcome of three determinants:

1. Knowledge about facts and things (termed declarative knowledge);
2. Knowledge about how things are done and the skills to do them (termed procedural knowledge and skills);

3. Motivation to act, to expend effort and to persist (termed motivation).

2.1.2 Underpinning Theories

The following three theories underpin performance management.

2.1.2.1 Goal Theory

Goal theory, as developed by Latham and Locke (1979), highlights four mechanisms that connect goals to performance outcomes: 1) they direct attention to priorities; 2) they stimulate effort; 3) they challenge people to bring their knowledge and skills to bear to increase their chances of success; and 4) the more challenging the goal, the more people will draw on their full repertoire of skills. This theory supports the emphasis in performance management on setting and agreeing objectives against which performance can be measured and managed.

2.1.2.2 Control theory

Control theory focuses attention on feedback as a means of shaping behavior. As people receive feedback on their behavior they appreciate the discrepancy between what they are doing and what they are expected to do and take corrective action to overcome the discrepancy. Feedback is recognized as a crucial part of performance management processes.

2.1.2.3 Social Cognitive Theory

Social cognitive theory was developed by Bandura (1986). It is based on his central concept of self-efficacy. This suggests that what people believe they can or cannot do powerfully impacts on their performance. Developing and strengthening positive self-belief in employees is therefore an important performance management objective.

2.2. Principles of Performance Management

The research conducted by Armstrong and Baron (1998, 2004) identified the following 10 principles of performance management as stated by practitioners:

1. It's about how we manage people- it's not a system.
2. Performance management is what managers do: a natural process of management.

3. A management tool that helps managers to manage.
4. Driven by corporate purpose and values.
5. To obtain solutions that work.
6. Only interested in things you can do something about and get a visible improvement.
7. Focus on changing behavior rather than paperwork.
8. Based on accepted principle but operates flexibly.
9. Focuses on development not pay.
10. Success depends on what the organization is and needs to be its performance culture.

2.3. Aims of Performance Management

Performance management is a means of getting better results by providing the means for individuals to perform well within an agreed framework of planned goals, standards and competency requirements. It involves developing a shared understanding about what is to be achieved and how it is to be achieved. The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization. A further aim is to clarify how individuals are expected to contribute to the achievement of organization goals by aligning individual objective with the strategic objectives of the organization. (Armstrong and Stephen Taylor, 2014).

Performance management provides the basis for self-development but, importantly, it is also about ensuring that the support and guidance people need to develop and improve are readily available. “Performance management can play an important role in rewarding employees by providing them with positive feedback and the recognition of their accomplishments.” (Armstrong, 2014, p.336).

Performance management is often seen as primarily a developmental process and may therefore be referred to as ‘performance and development management.’ It can also be used to generate ratings that inform performance pay decisions.

Shields (2007, p.24). explained that a performance management system has a fourfold purpose:

1. Strategic communication – conveys to people what doing a good job means and entails.

2. Relationship building – create stronger work relationships by bringing managers and those they manage together regularly to review performance achievements.
3. Employee development – provide performance feedback as a basis for the joint analysis of strengths, weaknesses and areas for improvement and an agreement on a personal development plan and learning contract.
4. Employee evaluation-assess the Performance of employees (Performance appraisal) as a basis for making decisions on job reassignment, promotion or performance related reward.

Shields noted that: ‘the relationship between the developmental and evaluative purposes is frequently a troubled one and maintaining a harmonious relationship between the two is undoubtedly one of the greatest challenges that awaits the unsuspecting human resource manager

On the other hand, (cf, Cleveland and Murphy, 1989) presented six important purposes of performance management system as follows.

1. Strategic purpose. By linking the organization’s goals with individual goals, the performance management system reinforces behaviors consistent with the attainment of organizational goals. Moreover, even if for some reason individual goals are not achieved, linking individual goals with organizational goals serves as a way to communicate what are the most crucial business strategic initiatives. In short, strategic objective is to move from an inward focus to a customer service approach.
2. Administrative purpose. Performance management systems are a source of valid and useful information for making administrative decisions about employees. Such administrative decisions include salary adjustments, promotions, employee retention or termination, recognition of superior individual performance, identification of poor performers, layoffs, and merit increases. In other words, the implementation of reward systems based on information provided by the performance management system falls within the administrative purpose. If an organization does not have a good performance management system in place, administrative decisions are more likely to be based on personal preferences, politics, and otherwise biased decisions

3. Communication purpose. A performance management system can be an excellent communication device. Employees are informed about how well they are doing and receive information on specific areas that may need to be improved. Also, related to the strategic purpose described above, performance management systems are a conduit to communicate the organizations and the supervisor's expectations and what aspects of work the supervisor believes are most important.
4. Developmental purpose. Feedback is an important component of a well-implemented performance management system. Managers can use feedback to coach employees and improve performance on an ongoing basis. This feedback allows for the identification of strengths and weaknesses as well as the causes for performance deficiencies (which could be due to individual, group, or contextual factors). Of course, feedback is useful only to the extent that remedial action is taken and concrete steps are implemented to remedy any deficiencies (Aguinis and Kraiger, 2009). Another aspect of the developmental purpose is that employees receive information about themselves that can help them individualize their career paths. Thus, the developmental purpose refers to both short-term and long-term aspects of development.
5. Organizational maintenance purpose. An important component of any workforce planning effort is the talent inventory, which is information on current resources (for example, skills, abilities, promotional potential, and assignment histories of current employees). Performance management systems are the primary means through which accurate talent inventories can be assembled. Other organizational maintenance purposes served by performance management systems include assessing future training needs, evaluating performance achievements at the organizational level, and evaluating the effectiveness of HRM interventions (for example, whether employees perform at higher levels after participating in a training program). None of these activities can be conducted effectively in the absence of a good performance management system.
6. Documentation purpose. Performance data can be used to assess the predictive accuracy of newly proposed selection instruments (Cascio and Aguinis, 2008). For example, a newly developed test of computer literacy can be administered to all administrative personnel. Scores on the test can then be paired with scores collected through the performance management system. If scores on the test and on the performance measure

are correlated, then the test can be used with future applicants for the administrative positions. Second, performance management systems allow for the documentation of important administrative decisions. This information can be especially useful in the case of litigation.

2.4 The Performance Management Contribution

There are many advantages associated with the implementation of a performance management system. A performance management system can make the following important contributions: (Aguinis,2013,p.4).

1. Motivation to perform is increased. Receiving feedback about one's performance increases the motivation for future performance. Knowledge about how one is doing and recognition about one's past successes provide the fuel for future accomplishments.
2. Self-esteem is increased. Receiving feedback about one's performance fulfills a basic human need to be recognized and valued at work. This, in turn, is likely to increase employees' self-esteem.
3. Managers gain insight about subordinates. Direct supervisors and other managers in charge of the appraisal gain new insights into the person being appraised. The importance of knowing your employees is highlighted by the fact that the Management Standards Centre, the government-recognized organization in the United Kingdom for setting standards for the management and leadership areas, has recognized that developing productive relationships with colleagues is a key competency for managers (<http://www.management-standards.org>, Unit D2). Gaining new insights into a person's performance and personality will help the manager build a better relationship with that person. Also, supervisors gain a better understanding of each individual's contribution to the organization. This can be useful for direct supervisors as well as for supervisors once removed.
4. The definitions of job and criteria are clarified. The job of the person being appraised may be clarified and defined more clearly. In other words, employees gain a better understanding of the behaviors and results required of their specific position. Employees also gain a better understanding of what it takes to be a successful performer (i.e., what are the specific criteria that define job success).

5. Self-insight and development are enhanced. The participants in the system are likely to develop a better understanding of themselves and of the kind of development activities that are of value to them as they progress through the organization. Participants in the system also gain a better understanding of their particular strengths and weaknesses that can help them better define future career paths.
6. Administrative actions are more fair and appropriate. Performance management systems provide valid information about performance that can be used for administrative actions such as merit increases, promotions, and transfers as well as terminations. In general, a performance management system helps ensure that rewards are distributed on a fair and credible basis. In turn, such decisions based on a sound performance management system lead to improved interpersonal relationships and enhanced supervisor-subordinate trust. For example, a good performance management system can help mitigate explicit or implicit emphasis on age as a basis for decisions. This is particularly important given the aging working population in the United States, Europe, and many other countries around the world.
7. Organizational goals are made clear. The goals of the unit and the organization are made clear, and the employee understands the link between what he/she does and organizational success. This is a contribution to the communication of what the unit and the organization are all about and how organizational goals cascade down to the unit and the individual employee. Performance management systems can help improve employee acceptance of these wider goals (i.e., organizational and unit levels).
8. Employees become more competent. An obvious contribution is that employee performance is improved. In addition, there is a solid foundation for helping employees become more successful by establishing developmental plans.
9. Employee misconduct is minimized. Employee misconduct is an increasingly pervasive phenomenon that has received widespread media coverage. Such misconduct includes accounting irregularities, churning customer accounts, abusing overtime policies, giving inappropriate gifts to clients and potential clients hoping to secure their business, and using company resources for personal use. Although some individuals are more likely to engage in misconduct compared to others based on individual differences in personality and other attributes, having a good performance management in place provides the appropriate context so that misconduct is clearly defined and labeled as such and identified early on before it

leads to sometimes irreversible negative consequences.

10. There is better protection from lawsuits. Data collected through performance management systems can help document compliance with regulations (e.g., equal treatment of all employees regardless of sex or ethnic background). When performance management systems are not in place, arbitrary performance evaluations are more likely, resulting in an increased exposure to litigation for the organization.
11. There is better and more timely differentiation between good and poor performers. Performance management systems allow for a quicker identification of good and poor performers. Also, they force supervisors to face up to and address performance problems on a timely basis (i.e., before the problem becomes so entrenched that it cannot be easily remedied).
12. Supervisors' views of performance are communicated more clearly. Performance management systems allow managers to communicate to their subordinates their judgments regarding performance. Thus, there is greater accountability in how managers discuss performance expectations and provide feedback. Both assessing and monitoring the performance of others are listed as key competencies for managers by the Management Standards Centre (www.management-standards.org, Units B3, B4, and B7). When managers possess these competencies, subordinates receive useful information about how their performance is seen by their supervisor.
13. Organizational change is facilitated. Performance management systems can be a useful tool to drive organizational change. For example, assume an organization decides to change its culture to give top priority to product quality and customer service. Once this new organizational direction is established, performance management is used to align the organizational culture with the goals and objectives of the organization to make change possible. Employees are provided training in the necessary skills and are rewarded for improved performance so that they have both the knowledge and motivation to improve product quality and customer service. This is precisely what IBM did in the 1980s when it wanted to switch focus to customer satisfaction: the performance evaluation of every member in the organization was based, to some extent, on customer satisfaction ratings regardless of function (i.e., accounting, programming, manufacturing, etc.). For IBM as well as numerous other organizations, performance management provides tools and motivation

for individuals to change, which, in turn, helps drive organizational change. In short, performance management systems are likely to produce changes in the culture of the organization and, therefore, the consequences of such cultural changes should be considered carefully before implementing the system. As noted by Randy Pennington, president of Pennington Performance Group, "The truth is that the culture change is driven by a change in performance. An organization's culture cannot be installed. It can be guided and influenced by policies, practices, skills, and procedures that are implemented and reinforced. The only way to change the culture is to change the way individuals perform on a daily basis."

14. Motivation, commitment, and intentions to stay in the organization are enhanced. When employees are satisfied with their organization's performance management system, they are more likely to be motivated to perform well, to be committed to their organization, and not try to leave the organization. For example, satisfaction with the performance management system is likely to make employees feel that the organization has a great deal of personal meaning for them. In terms of turnover intentions, satisfaction with the performance management system leads employees to report that they will probably not look for a new job in the next year and that they don't often think about quitting their present job. As an illustration of this point, results of a study including 93 professors at a university in South Africa suggested that the implementation of a good performance management system would be useful in preventing them from leaving their university jobs.
15. Voice behavior is encouraged. A well-implemented performance management system allows employees to engage in voice behavior that can lead to improved organizational processes. Voice behavior involves making suggestions for changes and improvements that are innovative, challenge the status quo, are intended to be constructive, and are offered even when others disagree. For example, the performance review meeting can lead to a conversation during which the employee provides suggestions on how to reduce cost or speed up specific process.
16. Employee engagement is enhanced. A good performance management system leads to enhanced employee engagement. Employees who are engaged feel involved, committed, passionate, and empowered. Moreover, these attitudes and feelings result in behaviors that are innovative and, overall, demonstrate good organizational citizenship and take action in

support of the organization. Employee engagement is an important predictor of organizational performance and success and, consequently, engagement is an important contribution of good performance management systems.

Now, as performance appraisal is an important component of the bigger and wider performance management process, let us briefly see what performance appraisal is in detail (Aguinis, 2007, p.18).

2.5. Definition of Performance Appraisal

At the very beginning, performance Appraisal has many associated terms such as merit rating, competency report, employee rating, employee evaluation, performance review, performance evaluation, personnel appraisal, personnel review, progress report, service rating, effectiveness report, confidential report, annual report and increment report (Graham and Bennett, 1998). However, for this study, performance appraisal is used. Different authors defined performance appraisal in different times in different ways. Some are; performance appraisal is the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to those employees (Mathis and Jackson, 2003). Performance appraisal is the systematic evaluation of individuals with respect to his/her performance on the job and his/her potential for development (Aswatappa, 2005). It is also a systematic, periodic and an impartial rating on an employee's excellence in matters pertaining to his/her present job and to his/her potentialities for a better job (Saleemi, 2011).

Performance appraisal can also be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009). Performance evaluation can also be a scheme intended to periodically and regularly measure the performance of employees against pre-set principles and it involves providing comment to the employees in which case the result of the appraisal will be used as a base for administrative decisions and developmental purposes (Ivancevich, 2004). A Similar view is presented by Boninelli & Meyer (2004) who describe Performance Appraisal as a snapshot of how a person is doing and is typically taken once or twice a year. They add that Performance Appraisal is an opportunity to document performance and also a chance for the employee to discuss development opportunities with management.

In addition to all mentioned above, performance appraisal is defined as a tool used by organizations to assess an employee's performance against standards or objectives set by the organization. It helps to improve the performance of individual and organization by increasing productivity, quality of performance and encouraging positive work attitudes from workers to be in line with organization's objectives, plans and method of working (International Journal of Economics, Commerce and management Vol.1, Issue 2, 2013). On top of that, other scholars like (Decenzo and Robbins, 2005) defined performance appraisal as a formal system of periodic review and evaluation of an individual's job performance. Hence, Performance Appraisal is indispensable for organizations in abundant ways like it serves as a relatively more intention basis for judging the merit of employees for encouragement, transfer or termination of employees and helps in distinguishing between efficient and inefficient workers. (Saqibetal., 2012). In relation to this, performance appraisal is considered as a managerial tool for facilitating administrative decision related to the human resource. In other words, the outcomes of performance appraisal should be directed toward the benefit of the organization and individual employee. Generally, performance appraisal serves in almost all human resource management processes such as; performance improvement, placement decisions, training and development needs, compensation adjustments, equal employment opportunity and so on (Decenzo and Robbins, 2005).

2.6. Appraisal in Educational Context

Wilcox 1986 cited in Bell (1988) points out that teacher performance appraisal is based on the observation of performance which appears to distinguish it from appraisal systems that operate in the industry, commerce and other public services. While these typically consist of structured interview, reviewing past progress and agreeing to future targets, they rarely include pre-arranged and systematic observation of people's day-to-day performance (Bell, 1988). Literature pertaining to industrial and business settings may have a limited application when transposed to educational environments. For example, how can a teacher's "productivity" be measured? Measuring teachers' productivity can be very challenging in that; achievement of pupils is assessed at the end of a course.

The appraisal and evaluation of teacher performance must be viewed in terms of its unique context, not merely in terms of process and product. While it could be claimed that the extent to which pupils learn is the definitive gauge of the teacher's effectiveness, teachers also argue that there are variables other than the teacher that encroach upon the learning process (Pratt & Stenning, 1989). Challenges in teacher appraisal appear to preclude the transposition of performance evaluation processes from industrial settings to educational institutions, and to necessitate the consideration of teacher appraisal as a unique issue. The literature concerning the performance appraisal of teachers is agreed in its insistence on the necessity of such Processes; however, it is not explicitly clear on its day to day application to education.

Staff performance appraisal can be made considerably more effective if their purposes are clear. If an appraisal does not have a clear purpose, it is just a meaningless exercise, comments Stronge in Mo, Corners & McCormick (1998). When people are not aware of the route to follow or what the appraisal entails, it becomes difficult for them to implement the appraisal. In support of this notion is Taylor (1998:10) who posits that "...appraisal involves letting people know what is required and expected of them, assessing how they are doing, reviewing this with them regularly and agreeing with them what happens next". An appraisal system that has clear purposes ensures that it focuses on those aspects of job performance identified as important to the achievement of the organization's objectives. (Mahoney, 1990).

Before establishing the strengths and weaknesses of appraisal systems, it is very essential to understand why performance appraisals are conducted in the first place. The basic aim of all performance appraisals is to judge, whether the employee has skills and qualities required to do his job effectively. This evaluation is done by superiors on the basis of pre-decided criteria, and if gaps are found in the employee's performance and these set standards, the superiors in the organization then know which employee in the organization requires training.

2.6.1 Concept of Teacher Appraisal

Teacher appraisal is defined as the process of evaluating the performance of teachers in service delivery (Dictionary of Human Resources Management, 2001) Hence, Teacher appraisal refers to the evaluation of individual teachers to make a judgment about their competencies and performance and/or to provide feedback to support the improvement of their practice. It typically

aims to support teachers' professional development and/or career advancement, and also serves to hold teachers accountable for their practice.

2.6.2 The Importance and Impact of Teachers Appraisal

As the most important school-level factor in student achievement, teachers are key to improving education outcomes. Raising the quality and equity of schooling depends to a large extent on making sure that teachers are highly skilled, well resourced, and motivated to perform at their best (OECD, 2005). In turn, the effective monitoring and appraisal of teaching is central to the continuous improvement of schooling (Santiago and Benavides, 2009). It can be a key lever to increase the focus on teaching quality and continuous professional learning for teachers, in line with a widespread recognition of the impact of teaching performance on student learning outcomes.

Effective teacher appraisal also provides a mechanism to recognize and reward high-quality teaching and to manage teacher career advancement. It can facilitate the organization of schools in ways that are sensitive to individual talent, performance and motivation by allowing teachers to progress in their career and take on new roles and responsibilities based on solid appraisal of their performance (Mead et al., 2012). This can help address concerns about the attractiveness of teaching as a career choice and about the image and status of teachers in a number of countries, including teachers' feeling that their work is undervalued.

Teacher appraisal is also well in line with a general focus on performance appraisal in the public sector and strengthened requirements for evaluation and accountability. In the context of increased parental expectations of schooling and concerns about the allocation of public funding, teacher appraisal provides a tool for schools to be accountable for the quality of education in every classroom. It allows school leaders and education authorities to monitor individual teacher performance and ensure that all classrooms are in the hands of capable and motivated teachers. It can also provide a possibility to move on teachers who are consistently underperforming and not responding to professional development opportunities.

2.6.3 Goals /Purposes of Performance Appraisal

The goals and purposes of performance appraisal may be summarized in two categories: Evaluative and developmental. The evaluative purposes include decision on pay, promotion, demotion, retrenchment and termination. The developmental purposes include research, feedback, management and career development, human resource planning, performance improvement and communication (Schuler, Dowling, smart and Huber,1992).

Productivity improvement is of concern to almost all organizations, and what employees do or do not influence the productivity of the employing organization. Performance Appraisal in industry is viewed as being important because an effectively designed (appraisal) form serves as a contract between the organization and the employee, and helps act as a control and evaluation system enabling appraisal to better serve a multitude of purposes (Schuler et al.,1992) these purposes are outlined as follows:

- **Management development**, providing a framework for future employee development by identifying and preparing individuals for increased responsibilities
- **Performance Measurement**, establishing the relative value of an individual's contribution to the company and helping to evaluate individual accomplishments
- **Remuneration and benefits**, helping to determine appropriate pay for performance and equitable salary and bonus incentives based on merit or results.
- **Identification of potential**, identifying candidates for promotion.
- **Feedback**, outlining what is expected from employees against their actual performance levels.
- **Human resource planning**, auditing management talent to evaluate the present supply of human resources for replacement planning.
- **Communications**, providing a format for dialogue between superior and subordinate, and improving understanding between superior and subordinate, and improving understanding of personal goals and concerns. This can also increase the trust between the supervisor and an employee.

Other purposes of performance Appraisal are demotions, terminations, internal recruitment and research. It is important that teachers have a clear understanding about what part of their performance is appraised and how it will be measured. Performance can be measured according to previously established and mutually understood goals between the teacher and the supervisor. These goals should be challenging but attainable. After the goals and objectives are established, criteria against which the teachers' job performance can be evaluated are agreed upon. Criteria are the indicators of successful performance on the job. Good performance goals, objectives and criteria are:

- Job related
- Challenging but attainable
- Clearly communicated and mutually understood
- Specific and objective
- Time oriented
- Written
- Subject to revision as needed

Ingvarson and Chadbourne (1994) state the basic reason why teachers evaluation is needed

- Teachers must be accountable
- Teachers must develop professionally

“These two purposes are not mutually exclusive. Each is a facet of professional responsibility.” (OP.CIT.,15). As a whole, these two purposes of which are outlined above are referred to as

- Summative evaluation-evaluation for the purpose of obtaining information for making personnel decision
- Formative evaluation-evaluation for guiding professional career development (Scriven, in Ingvarson and Chadbourne,1994)

2.6.4 Performance Appraisal Process

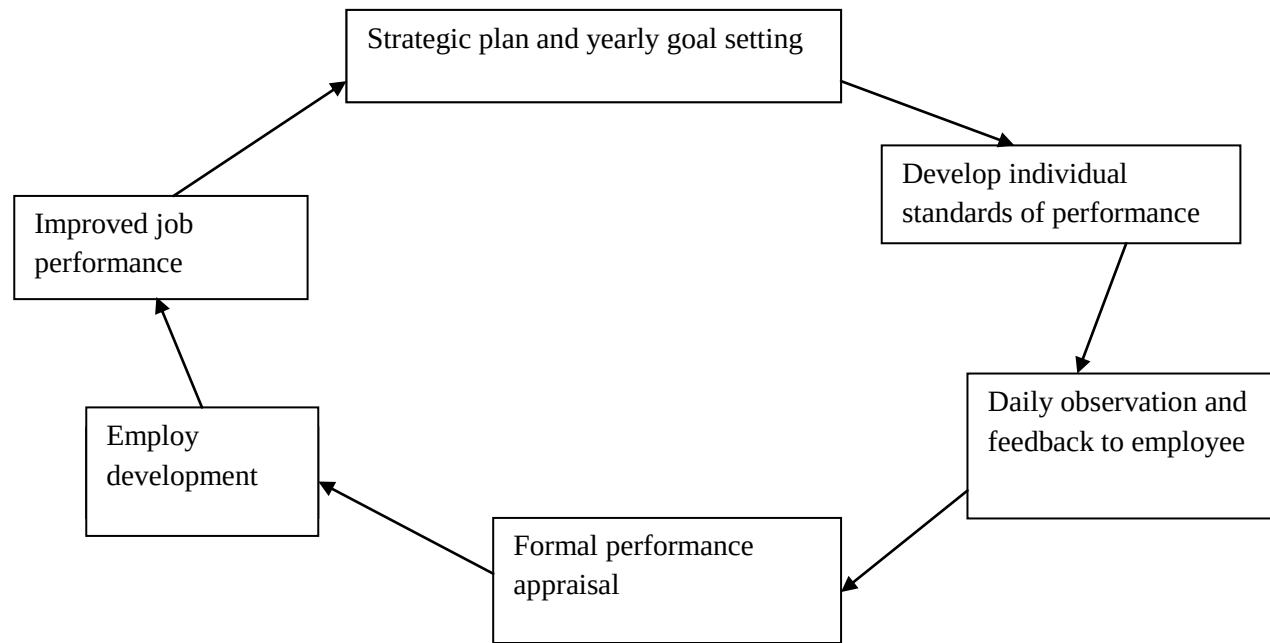


Fig 1.1performance appraisal process

The process of performance can also be stated in terms of the following stages (Noorjehah,2009)

The pre-appraisal stage: is a preparatory stage which involves a series of activities

- a clear articulation and understanding of the goals and objectives of the institution/department
- listing activities of the institution or department
- preparing job descriptions for individuals
- establishing criteria for performance to be appraised
- designing a form of appraisal with operation procedures
- preparing an orientation program for the individual
- handing over a copy of the form of appraisal to the individual
- deciding time for appraisal interview

Every appraisal will have to be based on the principles that in the absence of establishment of standards of criteria, performance appraisal is not possible, and if carried out without such criteria, it would not yield the desired criteria.

The Appraisal stage: The appraisal stage will be a preparatory stage for the appraisal interview and appraisal record involves the following activities.

- Monitoring performance of the individual continuing in order to discover whether the educational objectives implied by the job description are being achieved.
- The appraisal interview includes a professional review supported by classroom observation and observation of other activities from which strengths, weaknesses and aspirations can be identified.

This interview is the most valuable feature of the whole process. This should reflect the ‘educational partnership’ philosophy implied. This approach aims to remove the ‘threat’ from the process. Here the appraiser acts as a guide with counselor providing the individual with feedback on his performance.

It is said that people are willing and emotionally able to accept to be examined in a non-defensive manner and be informed about their behavior, including their inadequacies when it is in the form of objective evidence. Try not to say “I feel I think” but say “These are your results; how do you feel about the situation? Is there anything I can do to help?” This approach may encourage the interviewee to start discussion about his own perceived shortcomings. If a man criticizes himself he feels he is participating, he is directing attention to areas, which he wants to discuss and feels the interview is ‘objective.’

The post Appraisal stage: It is a means

- to find out what it is means to appraise who is planning
- to strengthen his/her strengths and weaken his/her weaknesses
- Share ideas which if implemented help to achieve goals and objectives
- Evolve a plan of action for developing the individual based on the feedback received in the appraisal interview. The action plan should contain actives, which prepare the teacher for development.
- Continue to observe and monitor performance
- Hold informal interviews whenever necessary

2.6.5 Appraisal Procedures

The appraisal must include:

- pre –observation meeting and associated procedures
- classroom observation
- post- observation meeting and associated procedures
- the completion of summative report including a rating of the teacher’s overall performance (within 20 school days of the classroom observation)
- the filing of records

2.6.6 Practical Approaches to Performance Appraisal

Creamer and Janosik note that performance Appraisal is not about a single event, such as completing a standard review form, but rather a process that is ongoing. Appraisal activities as an ongoing process, should connect the process to Organizational functioning and have as their focus staff improvement, not simply salary adjustment and /or disciplinary action. Davis (2001) proposed a model of performance appraisal for use in student affairs that includes three phases: Getting started/renewal, Achievement, and Evaluation. The model includes detailed suggestions for conducting an appraisal interview.

Creamer and Janosik outline several approaches to performance Appraisal, including behavior based approaches, results-focused approaches and appraisals of team performance.

2.6.7 Designing an Appraisal System

Appraisers and supervisors should design appraisal systems that are congruent with individual, departmental and institutional contexts. Brown (1988) offers that the following questions be addressed when designing an appraisal system:

- Are staff members involved in determining the appraisal criteria and standards?
- Are the organizational goals of student affairs and subunits integrated into the appraisal plan?
- Are staff members involved in planning and implementation of the appraisal process?

- Is the appraisal process congruent with the organizational climate and the management style of the administrators?
- Have adequate job descriptions based on job analysis been written?
- Is available expertise being employed for consultation?
- Is the purpose of the performance Appraisal system clearly articulated and congruent with the staff and management needs and expectations?
- Has a process been worked out to monitor and evaluate the system?

Henderson (1984) notes that job-dimensions usually yield similar broad categories, such as planning, setting priorities, and responsiveness to supervision. Categories such as these may be useful in framing evaluation criteria in this approach to appraisal.

Another means of approaching behavior-based appraisal is the behavioral frequency scale. Here, desired behaviors are described and the staff member is evaluated on how often those behaviors occur.

The weighted checklist is another way of approaching behavior-based appraisal. This method provides a list of performance related statements that are weighted. staff members are judged on a scale indicating the degree to which the statement accurately describes performance.

2.6.8 The Potentialities of Appraisal

It is widely claimed that a well –run appraisal system will benefit individual member of staff by

- Giving them a greater sense of purpose through the provision of clear objectives
- Encouraging self-development and personal initiative
- Enhancing their – self-esteem and self confidence
- Reducing alienation and resentment, by providing the opportunity
- Providing opportunity for the dissemination of career advice
- Enhancing the communication of organization aims to all staff and facilitating the coordination of effort
- Channeling individual effort into organization goals
- Providing the opportunity to initiate problem-solving and counseling interviews

- Contributing to the institutional audit or review
- Giving managers greater control through the setting of objectives within a school development plan
- Helping to build morale
- Encouraging better communication ,both vertical and lateral , and more open style of management
- Providing the means whereby the individual can influence the organization
- Facilitating the identification of talent
 - Providing a mechanism whereby individual effort may be recognized even when no financial reward can be given
 - Integrating the individual and the organization (Noorjehan ,35)

On the other hand, Davis cited in Zeleke (2010) stated that teaching cannot be measured accurately. However, it is possible to measure sign indicate of effective teaching. Byars and rue (1997) indicates that the use of performance appraisal is to encourage performance improvement. In this regard performance appraisals are used as a means of communicating to employees how they are doing and suggesting needed changes in behavior, attitude, skill, and knowledge.

According to Graham (1980) the principal uses of appraisal are the following:

- To help a manager decide what increases of pay shall be given on merit grounds.
- To determine the future use of an employee, whether he/she shall remain in his or her present job or transferred, promoted, demoted or dismissed.
- To indicate training needs, that is areas of performance where improvements would occur if appropriate training could be given
- To motivate the employee to do better in his/her present job, by giving him/her knowledge of results, recognition of his or her merits and the opportunity to discuss his or her work with his/her manager.

2.6.9 Criteria of Teachers Appraisal

The criteria in appraisal should include, as far as possible, concrete performance indicators. The objective standard in appraising teachers should be clearly defined and accepted by the teachers concerned. (Noorjehan, 2009, P.57). In developing performance indicators, the following may serve as a reference:

- Indicators are only tools for assisting appraisal and may be reviewed and revised regularly by the principals and teachers concerned
- Different indicators should be used for appraising teachers of different ranks, subjects or groups in order to reflect their performance under different job areas
- The performance standards should be clear, appropriate and with reference to all the important aspects of teaching and not be limited to only a part of what teachers do
- Criteria in appraisal vary with the objectives of appraisal:
 - If the appraisal system is intended for summation and accountability purpose, rank score would be used frequently. However, such rank score should be supplemented by concrete and objective descriptions.
 - If the appraisal is intended for professional development purpose, rank score would not be used frequently. Instead there should be more descriptive ranks on the appraises performance (Noorjehan, 2009. p.58.).

2.6.10 Aspects Evaluated

According to Danielson's *Framework for Teaching* (1996, 2007), the aspects of teachers performance being evaluated are classified in to four major areas further divided into components:

- **Planning and Preparation:** demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, designing coherent instruction, assessing student learning;
- **The Classroom Environment:** creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space;

- ***Instruction***: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, demonstrating flexibility and responsiveness;
- ***Professional Responsibilities***: reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, showing professionalism.

Each of these components consists of several elements to evaluate. For example, the teachers' knowledge of students encompasses elements such as knowledge of characteristics of age groups, knowledge of students' varied approaches to learning, etc.

The work of a teacher involves considerably more than the pedagogical activities associated with student learning. It is therefore appropriate that teacher evaluation models consider professional responsibilities less directly related to the teaching itself. This recognizes the fact that the demands on schools and teachers are becoming more complex and teachers have their areas of responsibility broadened.

2.6.11 Instruments and Information Sources

Gathering multiple sources of evidence about teacher practice meets the need for accuracy and fairness of the evaluation process, taking into account the complexity of what a good teacher should know and be able to do. A range of instruments and information sources are typically used to evaluate teachers (Santiago and Benavides, 2009)

➤ ***Classroom observation***

Teaching practices and evidence of student learning are likely to be the most relevant sources of information about professional performance. As a result, teacher evaluation is typically and firmly rooted in classroom observation. Most key aspects of teaching are displayed while teachers interact with their students in the classroom.

➤ ***Objective setting and individual interviews***

Most teacher evaluation models require the individual teacher to set performance objectives for a given period of time in agreement with the school management. The evaluation then assesses the extent to which such objectives were met. The setting of objectives, as well as the evaluation itself, typically involves individual interviews which are an opportunity to trigger critical reflection between evaluators and teachers.

➤ ***Teacher self-evaluation***

Another common instrument used in teacher evaluation is teacher self-evaluation. The perspective of the teacher being evaluated is essential, because it allows teachers to express their own views about their performance, and reflect on the personal, organizational and institutional factors that had an impact on their teaching.

➤ ***Teacher portfolio***

An instrument which typically complements teacher self-evaluation is a teacher portfolio, providing evidence about key aspects of the teacher's teaching. Different elements can compose teacher portfolios, including: lesson plans and teaching materials, samples of student work and commentaries on student assessment examples, teacher's self-reported questionnaires and reflection sheets (Isoré, 2009). It should be noted that portfolios are not only a tool for evaluation, but also play a role in supporting a reflective approach to teaching practice that is a hallmark of effective teachers.

➤ ***Standardized form to record teacher performance across a range of dimensions***

Comprehensive models of teacher evaluation involve the use of standardized forms to record teacher performance across the aspects being evaluated. These are key tools used in the evaluation process which seek to capture performance across the range of domains under evaluation.

➤ ***Teacher testing***

In some countries, for particular purposes such as the access to a permanent position or entry into the profession, teachers are the subject of testing to assess their general and subject-matter competencies. In some instances, the results of such tests can be used for teacher evaluation.

➤ ***Student results***

In this respect, the development of “value-added” models represent significant progress as they are designed to control for the individual student’s previous results, and therefore have the potential to identify the contribution an individual teacher made to a student’s achievement. However, in order to be effective, value-added models require vast amounts of data to be collected through large scale national-level student testing across levels of education and subjects, an option with prohibitive costs.

One Student learning is influenced by many factors. These include the student’s own skills, expectations, motivation and behavior along with the support they receive from their families and the influence of their peer group. In addition to the quality of teachers, other factors include school organization, resources and climate; and curriculum structure and content. The effect of teachers is also cumulative, *i.e.* at a given moment in time

➤ ***Test-based accountability systems***

These systems are supposed to strengthen incentives for teachers to commit themselves to help all students meet important centrally defined standards and fulfill goals within the national curriculum. However, they may stifle innovation for school/teacher improvement.

➤ ***Evidence of student learning progress is fundamental***

Student results as an evaluation instrument are likely to be more relevant for whole-school evaluation than for individual teacher performance evaluation. This should not imply that teachers are exempted from providing evidence to demonstrate student progress in their classrooms, for instance, through specific evidence and portfolios.

➤ *Surveys of students and parents*

An instrument that is rarely used in the context of individual teacher evaluation are surveys collecting the views of students and parents. Parent surveys are more relevant for whole-school evaluation than for individual teacher performance evaluation. As explained by Isoré (2009), the little current evidence on this subject shows that parents value teacher characteristics that surprisingly depart from student achievement: the teachers' ability to promote student satisfaction (Jacob and Lefgren, 2005), humane treatment of students, support for pupil learning, and effective communication and collaboration with parents" (Peterson *et al.*, 2003).

2.6.12 Compliant Procedure

For appraisal systems involving summation or accountability, complaints procedures are normally available. Teachers may complain about their performance appraisal within a specified period of time from the appraisal interview. The principal in consultation with the teaching staff should establish a formal written procedure for handling such complaints (Noorjehan, 2009, p.61.).

2.6.13 Use of Evaluation Results

Making the best use of teacher evaluation results raises a number of challenges such as feeding information on performance back to those who deliver educational services, most notably teachers and school principals; developing mechanisms for the improvement of teaching practices, notably teacher professional development; establishing rewards, support systems and consequences that flow from evaluation results; and developing the channels which ensure that information generated by teacher evaluation is used for educational policy development. These challenges highlight the importance of knowledge management in any teacher evaluation framework.

The following two key aspects are analyzed in turn: teachers (Santiago and Benavides, 2009)

- Formative use of results; and
- Summative use of results.

2.6.13.1 Formative use of results

A key objective of teacher evaluation is to identify areas of improvement for individual teachers, leading to the preparation of individual improvement plans (including professional development) which take into account the overall school development plan. Without a link to professional development opportunities, the evaluation process is not sufficient to improve teacher performance, and as a result, often become a meaningless exercise that encounters mistrust – or at best apathy – on the part of teachers being evaluated (Danielson, 2001; Milanowski and Kimball, 2003; Margo *et al.* 2008). Typically, schools are provided with autonomy to determine how teacher evaluation results feed into teacher professional and school development plans. School pedagogical leadership plays the key role in ensuring the effectiveness of such link (Pont *et al.*, 2008). Another key element is the resources made available for professional and school development.

2.6.13.2 Summative use of results

Evaluation of teacher performance can also be used to determine career advancement, award performance rewards or establish sanctions for underperforming teachers. It constitutes an opportunity to recognize and reward teaching competence and performance, which is essential to retain effective teachers in schools as well as to make teaching an attractive career choice (OECD, 2005). In general, teacher evaluation frameworks might have consequences at the following levels:

- *Career advancement.*
- *Decisions at key points in career*
- *Performance rewards.*
- *Sanctions for ineffective teachers.*

2.7. The Five Key Elements of a Performance Appraisal (CIPD, 2008a)

Measurement: Assessing performance against agreed targets and objectives.

Feedback: Providing information to the individual on their performance and progress.

Positive Reinforcement: Emphasizing what has been done well and making only constructive criticism about what might be improved.

Exchange of Views: A frank exchange of views about what has happened, how appraisees can improve their performance, the support they need from their managers to achieve this and their aspirations for their future career.

Agreement: Jointly coming to an understanding by all parties about what needs to be done to improve performance generally and overcome any issues raised in the course of the discussion.

In relation to this the key to solving underperformance is communication, communication, communication - coupled with clarity about expectations and objectives, early intervention and ensuring that managers have a clear view of the underlying problem before applying a solution”.

2.8 Principles of Performance Appraisal

A good instructors’ appraisal system should indicate ways in which excellent performance can be recognize and short coming can be remained. To meet such objectives, appraisal should be governed by some common principles on which both the appraisal and appraises are agreed for mutual benefit (Graham, 1980).

Different scholars have proposed different principles to appraise teacher’s performance. Accordingly, Stow and Jim in Yilma cited in Zeleke (2010) presents three principles to be followed while appraising teachers. Gathering information from variety of sources, evaluators shall get copy of appraisal policy, and trained appraisers shall carry out the appraisal. Another educator Andrews cited in Zeleke (2010) list out some important principles which include ensuring consistency, fairness, privacy of appraisal results, allowing teachers to express disagreements, recognition for excellence, and the likes. Similarly, Jones, cited in Zeleke (2010) put forward some important and inclusive points which could be considered as worthwhile principles in the appraisal of teachers’ performance. These are openness, confidentiality, equal opportunity, consistency of values and standards, self-appraisal, implementing the outcomes, training and review.

2.9. Perception of Teachers towards Performance Appraisal

Performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Stiggins and Bridgeford, 1985). The performance appraisal system can have a significant impact on the attitudes and behaviors of teachers, which in turn affect the performance of teachers and the learning outcomes of students. In relation to this (Timperley et al. 1998) revealed in their study that appropriate appraisal schemes have the potential to improve the professionalization of teaching, the effective management of schools, the quality of education provided for the students, the effectiveness of teachers as well as satisfying legitimate demands for accountability. Hence, a system of teacher performance appraisal, if it is properly designed and implemented, is believed to have favorable consequences in the professional development of teachers, teachers' job satisfaction, and ultimately the academic performance of the learner.

In line to the above mentioned fact Performance appraisal is also essential for effective evaluation and management of staff. Since perceptions influence people's judgment and attitudes towards particular phenomena, it could be expected that the staff of an educational institution might hold diverse opinions about the performance appraisal system in the institution. Perception of employees about the targets, outcomes and uses of performance appraisal (PA) results would be beneficial depending on a number of factors. For example, employees are more likely to be receptive and supportive of a given PA program if they perceive the process as a useful source of feedback which helps to improve their performance (Mullins, 2007). Employees are likely to embrace and contribute meaningfully to a given PA scheme if they perceive it as an opportunity for promotion, and as an avenue for personal development opportunities, a chance to be visible and demonstrate skills and abilities, and an opportunity to network with others in the organization.

On the other hand, if employees perceive PA as an unreasonable attempt by management to exercise closer supervision and control over tasks, they (employees) consider it as a hostile device imposed up on them to meet the requirements of a centrally designed system. They find it threatening socially, morally and financially when it is used to determine their increase or bonus payment at the expense of professional development (Brown, 2001).

Thus, to be effective, the appraisal process has to be clearly explained, and agreed by the people involved (Anthony et al., 1999). Meaning; Performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. If it is simply allowed to happen, TPA becomes haphazard, unsystematic, a source of conflict between appraisers and appraisees, and a source of inaccurate performance data that lead to subjective personnel decisions (West and Bollington, 1990).

Performance appraisal is perceived by many staff members and their administrators as a “Mixed blessing”. Most of them accept performance appraisal as inevitable and potentially valuable, but many question on its usefulness and value in practice because of the presence of certain basic problems. These problems are related to the design and operation of the appraisal system, skills and competence of evaluators, the negative perception of teachers towards the performance appraisal, lack of agreement on appropriate appraisal criteria and concerns over the validity and reliability of evaluation methods (Melaku, 1992).

Aligning to the above mentioned fact, performance appraisal of teachers has two fundamental purposes i.e accountability of performance and professional development for teachers (Noorjehan, 2009). According to him, accountability functions are aligned to salary administration, performance level, promotion, demotion, retrenchment and termination decision while the developmental aspect reflects on the professional training needs of a teacher. The accountability element of appraisal focuses on the school management while the latter aims to assist the teacher deal with professional weakness. Cleavehard et al. (1989) finds these appraisal objectives conflicting and in a way which may prevent the performance review process from attaining its full usefulness to the organization. According to them, this may contribute negatively to the teachers working behavior and the school performance in general. Nkambule (2010) is in concurrence that a simultaneous implementation of professional development focused teachers’ appraisal with accountability of performance posed a dilemma even to performance evaluators and in relation to their roles during the appraisal process in school. Accountability is perceived as aligned to punitive measures against a teacher while developmental objective favors a teacher due to the focus. In terms of perceptions, research indicates employees prefer the appraisal use for certain purpose rather than the other (Jordan and Nasis, 1992). According to them due to the preferences, it is conclusive that employees attitude

may vary depending on perceptions related to what performance appraisal is focused on. The findings in a study carried out by Monyantisietal (2006) in Botswana are in agreement. Teachers in this study perceived an effective performance appraisal system as that which is improvement oriented, because it would enable them gain more knowledge, skills and confidence required in delivery of their work. Teachers' appraisal for accountability purpose received however negative perceptions due to its perceived philosophy related to checking on teachers' competencies, alignment of pay to performance and use of evidence gathered from the teachers for disciplinary procedures

2.10. Basic Components of Appraisal Format

According to Rao (1985) the key performance areas, self-appraisal, performance analysis, performance ratings and counseling are the important components of a performance appraisal system oriented to development of human resources in an organization. He argued that the appraisal format should be designed in consonance with the objectives of the performance appraisal system, and also generates information on a number of important aspects.

1. Identification of key performance areas: The first step in an appraisal process is identifying key performance areas and setting targets for the next appraisal period. This may be done either through periodic discussions or at the beginning of the year, as in research institutions.
2. Self-appraisal by the subject: At the end of the appraisal period, employees appraise their own performance against the key performance areas, targets and pre-identified behavior. Information on these issues is provided in an appraisal format. The employees also write their self-evaluation reports and hand them to their supervisors.
3. Analysis: The supervisor reflects on the performance of the employee, and identifies the factors which facilitated or hindered the employee's performance. The manager then calls the employee for a discussion to better understand his or her performance and provide counseling on further improvements. During this discussion, appraisal records (such as notes, observations, comments, etc.) are exchanged. The manager then gives a final rating and recommendations regarding the developmental needs of the individual. These are shown to the subject and his or her comments are recorded on the appraisal form. The

appraisal form is then transmitted to the personnel department for the necessary administrative action. The personnel or human resource development department uses these forms for identifying and allocating training, rewards and other activities.

4. Identification of training needs: The use of a development-oriented performance appraisal system is based on a good understanding of the concept of human resources development. In other words, the need for developing employee capabilities, the nature of capabilities to be developed and the conditions under which these capabilities can be developed have to be appreciated. During the discussion between the supervisor and the employee, the development needs of the subject are identified and goals set for the next period.
5. Identification of qualities: The supervisor may also identify the qualities required for current as well as future tasks, and assess the employee's potential and capabilities to perform jobs at higher responsibility levels in the organization.

2.11 Performance Appraisal Methods

We can manage performance by focusing on employee attributes, behaviors, or results. In addition, we can measure performance in a relative way, making overall comparisons among individuals' performance. Finally, we can develop a performance measurement system that incorporates some variety of the preceding measures, as evidenced by the quality approach to measuring performance (Lotich, 2014). There are Traditional and Modern Methods of Performance Appraisal, which have their own importance and area of application.

The Traditional Methods include Ranking Straight (ranking most excellent to the poorest), Comparing by Way of Paired Ranking, Assessment of Linear Rating Scale (graphic method), Evaluation by the Group (Group determines the job performance standards) (Dewakar, 2009).

The Modern Performance Appraisal Methods include Multi-Level Multi-Source Feedback System (360 Degree feedback), Evaluation on the Basis of Result or Management by Objective (MBO), Evaluation on Behaviorally Anchored Rating Scales (BARS), Results Approach, Balanced Scorecard. (Dewakar, et al; Noe, 2008; Paul, 2014). Among the several techniques of performance appraisal the most common are discussed as follows with some strong points as well as limitations Oberg (1972), Monga (1983) and Okoh (1998)

1. Essay appraisal method: In this technique, the assessor writes a brief essay providing an assessment of the strengths, weaknesses and potential of the subject. In order to do so objectively, it is necessary that the assessor knows the subject well and should have interacted with them. Since the length and contents of the essay vary between assessors, essay ratings are difficult to compare. Again, this technique requires considerable time and thinking to write something meaningful for all subordinates. The rater must be very observant in order to 'get enough information to write on each employee. If the manager is a weak writer, his employee may get weak rating.
2. Graphic rating scale: A graphic scale assesses a person on the quality of his or her work (such as; average; above average; outstanding; or unsatisfactory). Assessment here could also be trait centered and cover observable traits, such as reliability, adaptability, communication skills, quantity and quality of work, job knowledge, cooperativeness, dependability, initiative, industriousness, attitude, judgment etc. For managerial positions, typical qualities include analytical ability, judgment, leadership, creative ability, initiative, knowledge of work, and emotional ability etc. At the end of the form, there is a section for general remarks and suggestions for future actions. Although graphic scales seem simplistic in construction, they have application in a wide variety of job responsibilities and are more consistent and reliable in comparison with essay appraisal. The utility of this technique can be enhanced by using it in conjunction with the essay appraisal technique. This technique is very common in many organizations in Nigeria.
3. Field review method: Since individual assessors differ in their standards, they inadvertently introduce bias in their ratings. To overcome this assessor-related bias, essay and graphic rating techniques can be combined in a systematic review process. In the field review method, a member of the Human Resource Management (HRM) staff may meet a small group of assessors from the supervisory units to discuss each rating, systematically identifying areas of inter-assessor disagreement. It can then be a mechanism to help each assessor to perceive the standards uniformly and thus match the other assessors. Although field review assessment is considered valid and reliable, it is very time consuming.
4. Forced-choice rating method: Unlike the field review method, the forced-choice rating method does not involve discussion with supervisors. Although this technique has several variations, the most common method is to force the assessor to choose the best and worst fit

statements from a group of statements. These statements are weighted or scored in advance to assess the employee. The scores or weights assigned to the individual statements are not revealed to the assessor so that she or he cannot favor any individual staff. In this way, the assessor bias is largely eliminated and comparable standards of performance evolved for an objective assessment. As good as this technique is, it is of little value wherever performance appraisal interviews are conducted.

5. Critical incident appraisal method: In this method, a supervisor describes critical incidents, giving details of both positive and negative behavior of the employee. These are then discussed with the employee. The discussion focuses on actual behavior rather than on traits. While this technique is well suited for performance review interviews, it has the drawback that the supervisor has to note down the critical incidents as and when they occur. That may be impractical, and may delay feedback to employees. It makes little sense to wait six months or a year to discuss a misdeed, a mistake or good display of initiative with an employee.
6. Management by objectives: This technique has become very useful recently as an appraisal system. It attempts to improve the performance of the organization and the individual employee. At the beginning of the year, the employees are asked to set or help set their own performance goals. As time progresses, the manager monitors his employee towards the realization of the set objectives. All obstacles are removed. At the end of the year, the employee and his manager review jointly the achievement or non-achievement of the set objectives. This avoids the feeling among employees that they are being judged by unfairly high standards. This method is currently widely used, but not always in its true spirit. The main advantage of this technique is that it enables the organization to integrate its objectives with individual objectives. Furthermore, it encourages employee participation and increases job satisfaction by giving the employee a sense of achievement and involvement. The main disadvantage is that even though the employees are consulted, in many cases management ends up by imposing its standards and objectives. Also, in some cases employees may not like 'self-direction or authority.' To avoid such problems, the work standard approach is used.
7. Work standard approach: In this technique, management establishes the goals openly and sets targets against realistic output standards. These standards are incorporated into the organizational performance appraisal system. Thus, each employee has a clear understanding

of their duties and knows well what is expected of them. Performance appraisal and interview comments are related to these duties. This makes the appraisal process objective and more accurate. However, it is difficult to compare individual ratings because standards for work may differ from job to job and from employee to employee. This limitation can be overcome by some form of ranking using pooled judgment.

8. Ranking methods: Some of the important methods of ranking for performance appraisal are discussed below;

- (a) Alteration ranking method: Here the individual with the best performance is chosen as the ideal employee. Other employees are then ranked against this employee in descending order of comparative performance on a scale of best to worst performance. The alteration ranking method usually involves rating by more than one assessor. The ranks assigned by each assessor are then averaged and relative ranking of each member in the group is determined. While this is a simple method, it is impractical for large groups. In addition, there may be wide variations in ability between ranks for different positions.
- (b) Paired comparison: The paired comparison method systematizes ranking and enables better comparison among individuals to be rated. Every individual in the group is compared with all others in the group. The evaluations received by each person in the group are counted and turned into percentage scores. The scores provide a fair idea as to how each individual in the group is judged by the assessor.
- (c) Person-to-person rating: In the Person-to-person rating scales, the names of the actual individuals known to all the assessors are used as a series of standards. These standards may be defined as lowest, low, middle, high and highest performers. Individual employees in the group are then compared with the individuals used as the standards, and rated for a standard where they match the best. The advantage of this rating scale is that the standards are concrete and are in terms of real individuals. The main disadvantage here is that the standards set by different assessors may not be consistent. Each assessor constructs their own person-to-person scale which makes comparison of different ratings difficult.

- (d) Checklist method: In this method the assessor is furnished with a checklist of pre-scaled descriptions of behavior, which are then used to evaluate the personnel being rated. The scale values of the behavior items are unknown to the assessor, who has to check as many items as she or he believes describe the worker being assessed. A final rating is obtained by averaging the scale values of the items that have been marked.
- (e) Behaviorally anchored rating scales (BARS): This is a relatively new technique. It consists of sets of behavioral statements describing good or bad performance with respect to important qualities. These qualities may refer to inter-personal relationships, planning and organizing abilities, adaptability and reliability. These statements are developed from critical incidents collected both from the assessor and the subject.
- (f) Assessment centers: This technique is used to predict future performance of employees due to be promoted. The individual whose potential is to be assessed has to work on individual as well as group assignments similar to those they would be required to handle were they promoted. The judgment of observers is pooled and paired comparison or alteration ranking is sometimes used to arrive at a final assessment. The final assessment helps in making an order-of-merit ranking for each employee. It also involves subjective judgment by observers.

2.12 Some Problems of Performance Appraisal Techniques

Performance appraisal as a human endeavor is frequently subject to many human errors, although some methods are more prone to errors than others. There are some errors to guard against in rating and other techniques (Baron, 1988; Larson, 1989; Okoh, 1998).

1. Halo effect: In this case, the judgment of raters is influenced by any particularly strong or weak characteristics of the subordinate. This causes the rater to take a generally favorable or unfavorable view of the subordinates other qualities. To reduce the halo effect, the rater, should judge all subordinates in one characteristic before going to the next characteristics and so on.
2. Leniency or strictness: This is the tendency of some assessors to be too liberal in their rating by consistently awarding high scores to their subordinates in all job characteristics. On the other hand, some raters also have the tendency to give consistently low scores to their

employees. This error is due to the subjectiveness of man. The error can be minimized by proper training of managers on appraisal techniques. If not properly checked, it is capable of setting two departments at loggerheads i.e. a department with a high rater and a department with a low rater manager.

3. Central tendency: Many managers are often unwilling to use the extreme ratings and therefore settle with what is known as the central tendency. This tendency is caused by lack of adequate knowledge of the employees. Since it is obligatory that he must rate his employees, he plays it safe by neither condemning nor praising. If he rates too high or low, he might be required to defend his judgment before top management. So, he takes a central position and rates employees averagely.
4. Matthew effect: Gabris and Mitchell (1989) have reported a disruptive bias in performance appraisal known as the Matthew Effect. It is named after the Matthew of biblical fame who wrote, "To him who has shall be given, and he shall have abundance: but from him who does not have, even that which he has shall be taken away." In performance appraisal the Matthew Effect is said to occur where employees tend to keep receiving the same appraisal results, year in and year out. That is, their appraisal results tend to become self- fulfilling: if they have done well, they will continue to do well; if they have done poorly, they will continue to do poorly. The Matthew Effect suggests that no matter how hard an employee strives, their past appraisal records will prejudice their future attempts to improve.

There are other researches to support the theory that poor performers might not be given a fair chance to improve. A study of supervisors in nearly 40 different organizations found that subordinates tend to be divided into two groups: in-groupers and out-groupers. This study, by Heneman et al. (1989) reported that in groupers are subordinates who seem to be favored by their supervisors. In their relationship with the boss, they enjoy "a high degree of trust, interaction, support and rewards."

On the other hand, out-groupers do not do as well. They appear to be permanently out of favor and are likely to bear the brunt of supervisory distrust and criticism. The effect is therefore similar to the horns and halo effect; supervisors tend to judge employees as either good or bad, and then seek evidence that supports that opinion. It was found that when an in-grouper did poorly on a task, supervisors tended to overlook the failure or attribute to causes such as bad

luck or bad timing; when they did well, their success was attributed to effort and ability. But when an out-grouper performed well, it was rarely attributed to their effort or ability. And when an out- grouper performed poorly, there was little hesitation in citing the cause as laziness or incompetence. It is not clear how supervisors make the distinction between in groupers and out-groupers. Whatever the criteria, it is clearly not objective, equitable or reliable. This bias must inevitably lead to a distortion of the appraisal process. It must also be a source of frustration for those employees who are discriminated against.

5. Supervisor's bias: The extent of this bias was explored by Gabris and Mitchell (1989). They studied an organization with a quarterly performance appraisal system. The workforce was divided into two groups: those who had been given high appraisal results consistently, and those who had low results consistently. When the groups were asked if the appraisal system was fair and equitable, 63% of the high performers agreed, compared to only 5% of the lower performers.

The groups were asked if their supervisors listened to them. Of the high performers, 69% said yes, while among the low performers, 95% said no. Finally, when asked if their supervisors were supportive, nearly half of the high performers agreed that they were, while none of the low performers agreed. Of course, not everyone who gets a poor appraisal result is a victim of supervisory bias. But to some extent, it appears that certain employees may be unfairly advantaged, while others are disadvantaged, by bias effects in the judgments of supervisors.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This Chapter deals with the methodology that was employed in the quest to assess the implementation of the teachers' performance appraisal system applied to enhance quality of education in those target schools. Hence, the methods employed were presented and their use was justified. In addition to this, this chapter includes the research design which is the mixed method that amalgamates the collection and analysis of data both qualitatively and quantitatively before the presentation of finding and the interpretation of data. Besides all mentioned above, it clearly presents the population and sampling procedures; the research tools that were used to collect data; as well as the ethical considerations that were considered.

3.1. Research Design

According to Denzin and Lincoln (2005) and Johnson (2008) the research design is the blue print for conducting a study. A research design is the plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done (Maree, 2007). In Yin's (2009) view, the design is the logical sequence that connects the empirical data to a study's initial research questions and ultimately, to its conclusion. As the main purpose of this study was to assess the current practices of teachers' performance appraisal practices in general government secondary schools of Addis Ababa, I used descriptive survey method of research thinking that this approach would serve the purpose correctly and appropriately as it would enable the researcher to assess the current practice of teachers' performance appraisal and teachers and principals' reaction to its design and process. Moreover, this research method is also used to identify the nature of a problem by collecting appropriate data. In this regard, Kumar (2007:192) describes that the major purpose of this method is to tell "what is?". That is, to describe the current problem or phenomenon as it exists. Meaning, it is highly significant to show the current situation. This method is also important to gather data from large number of respondents at a particular time. Hence, through this research method, an attempt was made to examine the practices and problems of teachers' performance appraisal in the target schools.

In relation to this, this study also used mixed methods which is viewed as a class of research where both qualitative (QL) and quantitative (QN) research techniques, methods or approaches would be combined together in a single study (Creswell, 2007). This method is preferred over others because it maximizes the potential benefit that each approach offers and minimizes the risks of separate use of each approach independently. (Brannen, and Moss, 2012). It also has a powerful role to play in fostering better dialogue between quantitative and qualitative approach (Morgan 2007).

Specifically, the reason to use qualitative approach was to describe and explain the qualitative and theoretical aspects of performance appraisal whereas the quantitative approach was used to assess and describe efficiency and awareness of employees with table and percentage. The Quantitative data generally was in numerical form and derived from questionnaires while the qualitative data was descriptively presented from unstructured interview.

Substantially, the mixed method study encompasses the collection and analysis of both qualitative and quantitative data in the research methodology of a single study in which the data are collected concurrently or sequentially and involve the integration of the data collected, make analysis and inferences at one or more stages in the process of the research. (Fielding and Fielding, 1986; creswell, 2007; Happ, 2009; Johnson, Onwuengbuzie, and Turner, 2007).

3.2 The Study Site

There are ten sub cities in Addis Ababa city Administration. Out of these sub cities, Addis ketema sub city was purposively selected for this study as the researcher had a very close familiarity with the social, geographical and administrative environment of the sub city which in turn was very helpful to get relevant data from respondents on time

3.3 Target Population

Population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. In research context, Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate. (Sekaran,2003). In

relation to this Czaja and Blair (2005) affirms that population is the group of elements that we aspire to investigate, the group to which we need to generalize the results of the investigation. Hence, the target population of this research were all the 413 permanent teachers, all the three general secondary schools and all the 12 principals who are working in those target schools in Addis Ketema sub city.

3.3.1. Sample and sampling techniques

A sample is a subset of the population. It comprises some members selected from it. Sample is a small proportion of the population that is selected for observation and analysis. (Sekaran, 2003). It can be viewed as a finite part of a statistical population whose properties are studied to gain information about the whole. In relation to this, a strategy used to select elements from a population is called sampling. (PATRICK DATTALO, 2008:3). Fundamentally, sampling is about making decision on the place, site and respondents from who and which the data will be collected. (Punch, 2006)

It is absolutely significant for a sample to properly demonstrate the characteristics of the population from which it is taken. Hence, researchers are greatly expected to be prudent in designing their appropriate sampling technique so as to choose samples from the target population as the quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Morrison 1993:112)

Thus, for this study I used availability sampling technique from Non-probability sampling techniques to select all the three general secondary schools in Addis Ketema sub city as sample schools as their practices were very familiar and accessible to the researcher so that they appeared to provide relevant and sufficient data. Concerning teachers, they were selected using stratified and systematic sampling techniques. School unit was used as base of strata to select teachers. Then from each school stratum, sample units were selected via systematic sampling technique. 25% of teachers from each school were included into the study which makes up a total of 102 teachers. (Gay and Airasians (2000, P.135).

This technique was used to include teachers from each school proportional to their presence in the population as a means of increasing representation of the study. After the number of samples determined, systematic sampling technique was used and thus, every 4th teacher on attendance list was selected using the formula $k=N/n$ where ‘N’ is the total number of teachers in the school and ‘n’ is the sample required from that population. Similarly, purposive sampling technique was used to select three principals who were directly involved in the performance appraisal of teachers from those three schools; one from each school, so as to get accurate data which would best enable the researcher to answer the research questions.

Table1. Names of selected schools, total population and samples

No	School Name	Sex	Target Population		Sample Units	
			Teachers (T)	Principals (P)	T	P
1	Abssiniya SS	M	60	4	14	1
		F	62	0	15	0
		T	112	4	29	1
2	Efoyita SS	M	92	4	22	0
		F	61	0	17	1
		T	153	4	39	0
3	Yekatit 23 SS	M	87	4	20	1
		F	61	0	14	0
		T	148	4	34	1
Grand total			413	12	102	3

3.4. Data Types and Sources

In this research, the researcher used both primary and secondary data sources to get reliable, relevant and consolidated data so as to reach on concrete findings. The primary sources of data were collected from two groups of respondents; teachers (evaluatees) and school principals (evaluators) as they know the current practices and challenges of teachers’ performance appraisal in the study schools. To supplement the primary data, secondary source of data was collected from review of human resource management books, training manuals, unpublished reading materials dealing with ROPA and monthly, quarterly, semi – annual and annual reports of teachers’ performance appraisal as well as numerous documents such as teachers’ profile. Secondary data sources were relevant documents which the researcher used as additional evidences for the study.

3.5. Data Collection Instruments

In the process of choosing the appropriate data gathering instruments, the researcher considered the nature of the research problem and the type of questions to be addressed. Besides this, the research method and the research design also guided the researcher in preparing the best data gathering instruments that are appropriate to collect data which in turn address the problem under study.

By considering the above-mentioned fact and by planning to increase the breadth of information that would be obtained from respondents in relation to the practices and challenges of teachers' performance appraisal in the target schools, the researcher used two types of data collection instruments namely questionnaires and interview. The data via questionnaires were collected from teacher participants and the same via interview were collected from principals.

3.5.1. Questionnaires

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. (Syed Muhammad Sajjad Kabir, 2016:208). It is a document that contains questions designed to gather valuable information for analysis (Tuckman, 1999). The fundamental purpose of a questionnaire is to collect valuable information which is connected to the problem under study. Hence, Questionnaire was used as the most important instrument for gathering useful information in this investigation because of its appropriateness to secure data from a large number of people within a short period of time. The other reason is that it is convenient for the respondents to express their ideas and attitudes freely and confidently. Thus, Majority of the data were collected via questionnaire developed after rigorous synthesis of the existing literature. In addition to this, the questionnaire was also composed of both close and open-ended items. For cloth ended questions, choices were given and for open – ended questionnaire, samples respondents gave their own comments and suggestions.

The closed and open-ended items in the questionnaire tries to seek answers for the research questions designed in chapter one of this study namely practice of PA, involvement of stakeholders, adequacy of assessment criteria, challenges of undertaking teacher PA and

perception of teachers towards effectiveness of teachers' PA. Besides, it has contained demographic variables about respondent teachers and the study site.

3.5.2. Interview

Interview is the primary data collection technique for gathering data in qualitative methodologies (Donald R. Cooper and Pamela S. Schindler, 2014:152). It is also unique in that it involves the gathering of data through direct verbal interaction between individuals (Borg, et al, 2003). In this research, semi – structured interview was used to collect data as it is flexible and give numerous chances to the researcher to modify the order and details of the questions while the interview is going on (Bernard and Ryan, 2010; Maree, 2007). Thus, Interview was administered for school principals which contains items on practice, involvement, criteria, challenges, perceived effectiveness and solutions to the problems.

3.6. Procedure of Data Collection, Analysis and Interpretation

As far as the data collection procedure is concerned, the researcher first announced the whole purpose of the research to the main directors of the sample schools so as to get permission and letter of recognition to carry out the research in the target schools. Up next Questionnaire items and interview guides were developed on the bases of the review literature conducted in chapter two of this study. Then, the items were checked for their validity and reliability. With regard to the validity (content, construct and face) were properly checked. Then, the comments were incorporated into the final instrument and piloted in a secondary school hosted in Addis Ketema Sub-city. With regard to reliability of the questionnaire, it was checked via SPSS software (version-20) program and the Crombach alpha values for each scale were found above 0.76.

Having done all those tasks above, the researcher created awareness among all the respondents about the objectives of the study and items of the questionnaire before it gets distributed. Following this, each questionnaire with a covering letter explaining purpose of the study was given to respondents on individual bases. Here the researcher provided envelope to respondents so that confidentiality of their responses was ensured. Actually, the questionnaires were administered to 120 teachers; the attrition was 15% due to which 102 questionnaires were returned out of 120 distributed. Moreover, during data collection process, respondents were

highly encouraged to complete the questionnaires in break time and they were also requested to immediately return the questionnaire papers back after completion.

With regard to the accomplishment of the interview, the researcher conducted it inside respondents (interviewees; principals') office. Basically, 13 items were asked to three school principals (one from each school) in person. Their responses were written in a rough paper as they were not volunteers to get their voices recorded.

3.7 Method of Data Analysis

Data collected using questionnaire and interview were analyzed through quantitative and qualitative data analysis methods. Accordingly, the data collected using closed-ended questions were coded into the SPSS program and analyzed by using descriptive statistics such as frequency counts, percentages, mean values and standard deviations. ANOVA was also employed to test variation between different groups (schools). Besides, tabular presentation was used to display the quantitative data.

Data collected from the open ended questions were scrutinized and described qualitatively; and data from interview were narrated and summarized verbally. Then, analyses of the qualitative and quantitative data were made in an integrated manner.

3.8 Ethical consideration

In the context of research, according to Saunders, Lewis and Thornhill, (2001:130). "Ethics refers to the appropriateness of your behavior in relation to the rights of those who became the subject of your work, or are affected by it". The following ethics were remarked in the research field:

- Informed consent: participants were given the choice to participate or not to participate, and further more were informed in advance about the nature of the study.
- Right to privacy: the nature and quality of participants' performance was kept strictly confidential

- Honesty with professional colleagues: findings were reported with a complete and honest fashion, without misrepresenting what has been done or intentionally misleading others as to the nature of it. Data was not fabricated to support a particular conclusion.
- Confidentiality/Anonymity: as it is a good research practice to offer confidentiality or anonymity, the respondents response was kept confidential.

The researcher reflected on the ethical issues in every aspect of the activity of this study. Furthermore, when distributing the questionnaire, respondents were guaranteed that the information they provide was confidential and used for academic purpose only. More over a statement conforms the prohibition of including any identity detail or personal references in the questionnaire was included. This was to avoid any biased response or unauthentic data provided by respondents and to make participants feel safe in filling the questionnaire. As a result, the gathered data was kept confidential and would not be used for any personal interest and also the whole process of the study was controlled to be within acceptable professional ethics.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section presents the data collected from participants via questionnaire and interview; the data from questionnaire (both open and closed ended items) and interview have been presented concurrently under the following research questions. The research questions used for presentation were: How teachers' performance appraisal is conducted in sample schools? What is the extent of teachers' involvement in the process of PA? How adequate are the criteria of teachers' performance appraisal to evaluate teachers' performance? What are the challenges of teachers' PA system in those target schools? What is the perception of teachers towards effectiveness of PA conducted in their schools? The section also presents demographic characteristics of research participants.

4.1 Demographic Characteristics of Respondents

Data were collected from 102 secondary school teachers working in three government secondary schools namely Abyssinya 29 (28%), Efoyita 38(37%) and Yekatit 23 (33%).

Table-2: Demographic Characteristics of Participants

Variable		Frequency	Percentage
School	Abyssiniya secondary school	29	28.4
	Efoyita secondary school	39	38.2
	Yekatit 23 secondary school	34	33.3
Sex	Male	56	54.9
	Female	46	45.1
Age	30 or less years	56	55
	31-40 years	40	39.2
	Above 40 years	6	6
Qualification	BSc/BA	47	46.5
	Bed	32	31.4
	Msc/MA	23	22.5
Experience in years	5 or less years	12	11.7
	6-8 years	39	38.2
	9-12 years	26	25.5
	13 and above years	22	21.6
Total		102	100

Of these teachers, about 55% were males and 45% were females. Age wise, the majority (55%) were 30 or fewer years and 39% were between 31 and 40 and 6% of them were above 40. Regarding their qualification, the majority (46.5%) were BSc/BA holders without exposure to pedagogical courses, 31% were BEd holders and 22.5% were qualified in MSc/MA degree. In terms of experience, the percentages of participants who had 5 or fewer years, 6 to 8 years, 9-12 years and 13 and more years of service were 12%, 38%, 25.5%, and 21.6% respectively. But the grouping of experience regrouped into four categories based on respondents' response.

4.2 Practice of Teachers' Performance Appraisal

The practice was measured in terms of availability, frequency of occurrence, purpose, procedure, appraisers' competency and management of PA.

i. Availability and frequency of occurrence

Teachers PA may be practiced formally or informally or both at varying level of frequency; in line with this, participants were asked to rate the availability and frequency of PA practiced in the sample schools. Accordingly, 20, 36 and 29 teacher respondents enrolled in Abyssiniya, Efoyita and Yekatit 23 in the same order confirmed that there was a formal PA system in their schools. Whereas, the remaining 2, 3 and 3 respondents from each school in their order in the table responded that there is no formal PA or that they hadn't idea about it. Generally, in those sample schools, teachers' performance is evaluated on regular basis or procedure, and the schools have planned way of letting the teachers to know where they stand and how they were progressing.

Table-3: Availability and frequency of PA system

		Is there formal appraisal process in your school?			Total
		Yes	No	I have No Idea	
School Name	Abyssiniya	20	2	4	26
	Efoyita	36	3	0	39
	Yekatit 23	29	3	2	34
	Total	85	8	6	99

		How often is performance appraisal conducted in your organization			Total
		Once in a year	Twice in a year	4x and above in a year	
School Name	Abyssiniya	3	26		29
	Efoyita	4	34		38
	Yekatit 23	3	30		33
	Total	10	09		100

With respect to its frequency of occurrence displayed in the above table; 26, 34 and 30 respondents confirmed that performance appraisal activities were held in their school semiannually or twice in a year. The remaining 3, 4, and 3 teachers from Abyssiniya, Efoyita and Yekatit 23 schools assured that they were appraised once in a year. This shows that teachers performance appraisal was conducted in those study schools twice a year and the schools were ready to know the strength or weaknesses of their teachers frequently.

In the same vein, interviewees asserted that there is a formal appraisal process in their school with the goal of achieving different goals. To mention some of them, Interviewee A, disclosed that *“the goal of performance appraisal in my school is to enhance the overall academic and behavior excellence of students helping teachers develop professionally”* Similarly, interviewee B, explained that *“the goal of PA in my school is to identify the strengths and weaknesses of teachers and coach them on their limitations to help my school achieve its intended purpose”* Likewise, interviewee C, asserted that *“the purpose of PA in my school is to motivate best performing teachers and punish unsuccessful teachers provided that both the accountability and motivational purposes are materialized”*

ii. Appraisers and their competency

Teachers' performance appraisal is a shared responsibility in which teachers, school administrators, students and parents may get involved. In view of this, participants were asked to identify who was involved in conducting teachers' performance appraisal and to evaluate their competency. The result is portrayed in Table-4 below.

Table-4: Appraisers and their competency

	In your school, who are involved in the process of teachers' performance appraisal? (You can circle as many possible answers as you think appropriate)					
	Directors	Vice directors	Student Council Members	Parent teacher association members	Departm ent heads	Combin ation of either
Abyssiniya	13	4	4	0	0	3
Efoyita	6	5	0	3	3	21
Yekatit 23	0	9	5	0	0	20
Total	19	18	9	3	3	44
	Do you think the appraisers involved in PTA are competent?					Total
	Yes		No	I have No Idea		
Abyssiniya	15		9	0		24
School Name Efoyita	21		16	1		38
Yekatit 23	22		6	1		29
Total	58		31	2		91

Thus, majority of the respondents (44) claimed that directors/vice directors, student council members, members of PTA, and department heads were involved in undertaking teachers' PA. However, directors were reported the most participating as they constitute 37 out of 102 respondents. With regard to their competency, more than half of the respondents (58) had the view that appraisers were competent; nevertheless, significant number of respondents (33) either didn't think that they had the competence or had no idea about it. Lack of intervention training (17), skill and knowledge gap in conducting PA (10) and muddled attitude towards PA (8) were found the underlying reasons of incompetency as shown in Table-5 below.

Table-5: Felt Reasons for Appraisal incompetency

Name of secondary school	If you think that the appraisers are not competent, what do you think are the reasons for their incompetency? (You can choose more than one answer)						Total
	Lack of knowledge and skill	Negative attitude towards appraisal process	Absence of adequate training	Lack of commitment in allocating resources	Other reason		
Abyssiniya	0	4	5	2	0		11
Efoyita	9	1	8	1	2		21
Yekatit 23	1	3	4	1	0		9
Total	10	8	17	4	6		41

Contrary to teachers view, principals claimed that they had a formal training about the implementation of PA at the city level with all the necessary manuals at hand for the effective implementation of PA at their school.

iii. Purpose of teachers' PA

PA is undertaken to serve myriads of purposes, and this is true in teacher education too. Specifically, PA of teachers is conducted to improve instruction, enhance teachers' professional development, to support decision making and to motivate teachers. In the same manner, respondents asserted that PA practiced in their respective school was successful in improving instruction (mean=4.04), enhancing teachers' professional development (3.91), in motivating teachers for more responsibility (3.59) and for aiding school administrators in passing decisions.

Table-6: Purpose of PA practiced in sample schools

School Name		Instructional purpose	Professional development	Administrative decision	Motivational purpose
Abyssiniya	Mean	4.03	3.87	3.76	3.58
	N	29	29	29	29
	Std. Deviation	.87	.89	.84	1.08
Efoyita	Mean	4.16	4.10	3.50	4.00
	N	39	39	39	39
	Std. Deviation	.80	.70	.70	.638
Yekatit 23	Mean	3.92	3.72	3.33	3.13
	N	34	34	34	34
	Std. Deviation	.76	.76	.916	.92
Total	Mean	4.04	3.91	3.52	3.59
	N	102	102	102	102
	Std. Deviation	.81	.78	.824	.94

Literature shows that teachers' PA has immensely contributed for achieving the schools' strategic objective; i.e., improving students' learning. In view of this, participants' response displayed in Table-7 shows their outlook on the degree of meeting its purpose. Accordingly, the numbers of respondents who felt that PA that has been practiced in their respective school has met its purpose to high or very high level were found 32 and 14 respectively. This shows that significant number of participants (46) had a view that their PA has met its intended purpose. On the other hand, reasonable share of respondents (55) felt that their PA has met its purpose to very low (10), low (16) or moderate (29) level.

Table-7: Teachers’ PA and felt degree of meeting its purpose

	To what extent /degree has the teachers’ performance appraisal system met its intended purpose /s					Total
	Very low	Low	Moderate	High	Very high	
Abyssiniya	2	5	7	5	9	28
School Name Efoyita	2	9	16	10	2	39
Yekatit 23	6	2	6	17	3	34
Total	10	16	29	32	14	101

Nevertheless, data from interview and open ended items didn’t corroborate the findings presented in Table-7 above. School administrators for instance vividly showed that the PA practiced in their respective school is meant to secure periodic promotion, motivation and scholarship. With respect to improving classroom practice, however, they disclosed that it had made insignificant contribution. In the same vein, the most common phrase of teacher respondents in the open-ended questions was “paper value” implying that teachers’ PA practiced in the sample schools rarely contributed for improving instruction, enhancing teachers’ professional development and for making valid administrative and motivational decisions.

In line to this, in an open ended question which invites teachers to explain the reason why they prefer ‘LOW’, they suggested that the current system of performance appraisal is conducted only for procedure purpose and there is no way out to accomplish its purpose properly. Similarly, interviewed principals on the same issue explained that Yes it has accomplished the intended purposes to some extent.

iv. The rightness of Appraisal procedure

The objectivity and validity of performance appraisal highly relies on the accuracy of its procedure (Mathwasa 2012 and Ganihar 2009). That is; the how of conducting PA determines its trustworthiness.

Table-8: Rightness of appraisal procedure

School Name	Mean	N	Std. Deviation
Abyssiniya	3.44	29	.91
Efoyita	3.58	39	.73
Yekatit 23	3.40	34	.84
Total	3.48	102	.82

In this regard, respondents were asked to evaluate the appraisal procedure that has been practiced in each sample school. The result portrayed in Table-8 above shows both the grand mean (3.48) and mean values for each school (3.44, 3.58 and 3.40) were above the ideal mean (3). Nevertheless, any small defect in the procedure may lead the practice to complete failure (Scott 2001 and Maths & Jackson 1997).

One-way analysis of variance (ANOVA) [2, 99; $F=0.45$ and $p=0.64$] shows that mean of the appraisal procedure didn't bring any statistically significant variation between schools implying that the accuracy of the appraisal procedure was almost the same across schools.

Table-9: Summary of One-Way ANOVA: Rightness of Procedure by School

		Sum of Squares	Df	Mean Square	F	Sig.
Average for the rightness of appraisal procedure * School Name	Between Groups	.618	2	.309	.455	.636
	Within Groups	67.279	99	.680		
	Total	67.896	101			

Likewise, principals were interviewed to explain the procedure they follow to carry out performance appraisal in their school and they disclose it as follows.

- First, pre appraisal meeting would be held and performance standard would be determined
- The appraisal process would be started hence, principals would follow up teachers and record important information

- Post observation conference would take place between appraiser and appraisee to discuss on performance results
- Feedback would be provided to teachers timely
- Best performing teachers would be given financial and non-financial rewards
- Teachers could present their appeal, if they have, to the appeal hearing committee in the school compound before the specified deadline.
- If they are not satisfied with these answer given, they have the chance to go to sub city appeal hearing committee

v. Management of post appraisal sessions

Managing PA in post appraisal sessions is critical; failure to do so may lead to futility of the whole process (Schuler, Dowling, Smart and Huber 1992). In this study, post appraisal session management is described in terms of managing conflicts in post appraisal sessions. The result in Table-10 below shows the findings.

Table-10: Management of Post appraisal sessions

		Can you appeal to the top management of your school when you think that your performance appraisal result is unfair?				Total
		Yes	No	I am not Sure	I don't know	
School Name	Abyssiniya	18	4	6	0	28
	Efoyita	31	3	3	2	39
	Yekatit 23	19	3	8	0	30
Total		68	10	17	2	97
		If your answer to the above question is yes, do you think the grievance will be fairly seen?				Total
		Yes	No	I am not Sure	I don't know	
School Name	Abyssiniya secondary school	3	5	7	2	17
	Efoyita secondary school	3	12	4	6	25
	Yekatit 23 secondary school	5	7	0	1	13
Total		11	24	11	9	55

The result portrayed in the above table shows that majority (68) have the possibility to appeal to the school management in times of feeling of unfairness in their PA result. Those who thought that they couldn't appeal to the school management (10), not sure to do so (17) or didn't know what to do (2) were found limited in number.

Nevertheless, the possibility of getting the grievance solved by school management was found low. This is because only 11 of the 55 respondents got their post appraisal grievances well managed.

4.3 Teachers' involvement in their Performance Appraisal

Teachers were asked about participatory nature of the PA practiced in their respective schools. The response shown in Table-11 shows that half of the respondents (52) affirmed that the PA practiced in their respective school was participatory and this is true in each school except in Yekatit 23 secondary school where the felt extent of participation was 63.4% (19). Nevertheless, almost half of the respondents (45) in each school had the view that PA wasn't participatory (29) or not sure about it (12) or didn't know whether or not it is participatory (4).

Table-11: Felt level of participation in teachers' PA

	Do you think the performance appraisal system of your school is participatory?				Total
	Yes	No	I am Not Sure	I don't know	
Abyssiniya	14	7	7	1	29
School Name Efoyita	19	13	4	2	38
Yekatit 23	19	9	1	1	30
Total	52	29	12	4	97

Principals on their part confirmed that, teachers are not allowed to participate in the formulation of the appraisal criteria as it is obviously cascaded from the concerned governmental education office to the schools even though significant amount of participation has been exhibited in the actual practice of appraisal by teachers.

This implies that though half of the respondents felt that it was participatory, the level of participation didn't seem adequate since a significant number of respondents (45) had the view

that teachers' PA was either not participatory or not sure about it or didn't know about it. The finding displayed in Table-12 below also supports this; of those who viewed PA participatory, 24 of them asserted that teachers' participation in the PA process was either sometimes (16) or not significant (8). The felt level of teachers' participation was found higher in Efoyita secondary school (68.5%).

Table-12 Teachers' participation in the PA process

		If your answer is << yes >> for question number 12, how often teachers participate on the appraisal process?			Total
		Rarely	Sometimes	Most of the time	
School Name	Abyssiniya	2	6	9	17
	Efoyita	3	3	13	19
	Yekatit 23	3	7	12	22
	Total	8	16	34	58

4.4 Adequacy of performance appraisal criteria

The nature of performance criteria matters a lot in the accuracy and worthiness of performance appraisal. In line with this, the performance criteria which were employed to evaluate teachers' performance were judged by respondents. Accordingly, majority of respondents in the open-ended questions replied that the criteria employed to appraise teachers' performance were not capable of measuring their genuine performance as the parameters are not directly related to their actual job. Moreover, significant number of respondents disclosed that the appraisal criteria are prescribed from Addis Ababa education bureau and cascaded to their school from their respective sub city. This clearly indicates teachers and other key stakeholders haven't yet participated in the formulation and design of appraisal criteria.

A great number of respondents on their part said the appraisal criteria used to measure teachers' performance are not clear and objective. Such subjectivity, according to teacher respondents, may open the door to bias and favoritism and affects the whole process greatly. In addition to all mentioned above, the rigidity of the criteria not to be revised and modified by the concerned stakeholders at the school level is also another significant problem of the appraisal criteria, many teachers replied. Putting it in a nutshell, un-relatedness of some criteria to the teaching learning

process, rigidity of the criteria and the subjective nature of the parameters contributes to the inadequacy of the appraisal criteria to evaluate the genuine performance of teachers regularly.

On the contrary principals were asked about the adequacy of PA criteria to clearly and objectively evaluate teachers' performance and collectively, they replied the criteria of PA are clear, objective, challenging but attainable. They also added that the PA criteria are moderately related to the school improvement program of their school.

4.5 Problems and challenges of teachers' performance appraisal

Teachers were asked to rate eleven specific challenges of PA related to administration, appraisers' knowledge and skill, appraisal criteria and resources. These items narrating the challenges were presented in five point Likert scale (strongly agree to strongly disagree). The result portrayed in Table-13 reveals the mean ratings with regard to source of the challenges.

Table-13 Challenges of teachers' PA vis-à-vis their sources

School Name		Mean of Challenges related to				Mean by school
		Administratio n	Appraisers' knowledge and skill	Appraisal criteria	Adequacy of Resources	
Abyssiniya	Mean	3.65	3.24	3.71	3.62	3.55
	N	29	29	28	29	1.03
	Std. Deviation	.68	1.08	1.05	1.29	
Efoyita	Mean	3.95	3.38	3.41	3.82	3.64
	N	39	39	39	39	1.21
	Std. Deviation	1.47	1.10	1.25	1.02	
Yekatit 23	Mean	3.38	3.05	3.42	3.55	3.35
	N	34	34	33	34	1.08
	Std. Deviation	.97	.93	1.17	1.23	
Total	Mean	3.67	3.23	3.50	3.67	3.52
	N	102	102	100	102	1.13
	Std. Deviation	1.15	1.043	1.16	1.17	

The results show that challenge related to administration and resources were the highest (Mean=3.67), whereas the same related to appraisers' knowledge and skill was low. (Mean=3.23). The school wise comparison shows that administration was relatively the highest source of problem to teachers' PA in Efoyita (mean=3.95) and Abyssiniya (mean=3.65) secondary schools. Moreover, teachers' performance appraisal in Efoyita secondary school was felt more entangled with challenges of all the sources than other schools. In addition, the standard deviations across schools and source of challenge depicts that the views of respondents were more homogeneous with regard to judging the sources of challenges.

In an interview with principals and an open ended question that invites teachers to elicit challenges that they face while implementing performance appraisal in their school, they forwarded the following problems

- Lack of consistent follow up
- Poor feedback system
- Biased mentality of students to favor or disfavor teachers on the bases of their personal relationship
- Absence of developmental plan
- The presence of a great deal of focus on paperwork

The possible solutions that have been recommended by respondent teachers and interviewed principals for all the problems of performance appraisal are

- Creating awareness about the overall procedure of performance appraisal to all appraisers
- Criteria should be periodically revised and clear as well as objective
- Criteria should be designed in a mutual agreement among concerned stakeholders; schools should be given the special privilege to prepare their own school based appraisal criteria
- The appraisal system should contribute to the enhancement of students' academic and moral excellence

4.6 Teachers' Perception towards effectiveness of PA

Perception of teachers towards effectiveness of PA in their respective school was measured via a five point Likert scale that constitutes 14 items. These items are related to their professional development, appraisal procedure, strategic issues or management of PA. The results are presented in Table-14 below.

Table-14: Perception towards effectiveness of teachers' PA

School Name		Perception towards			
		relevance of PA to professional development	appraisal procedure	relation to strategic issues	Management of PA
Abyssiniya	Mean	3.46	3.30	3.45	3.53
	N	29	29	29	29
	Std. Deviation	1.11	1.02	1.06	1.03
Efoyita	Mean	3.98	3.67	3.97	3.72
	N	39	39	39	39
	Std. Deviation	.83	.85	.96	.85
Yekatit 23	Mean	3.45	3.10	3.62	3.30
	N	34	34	34	34
	Std. Deviation	.952	1.07	.91	.88
Mean		3.66	3.37	3.71	3.52
Total	N	102	102	102	102
	Std. Deviation	.98	1.00	.99	.92

With regard to teachers' perception towards effectiveness of PA, the grand mean was found 3.66 for its relevance to teachers' professional development and 3.37 for appraisal procedure. Similarly, PA's effectiveness with respect to its management (mean=3.52) and in addressing strategic issues such as realizing the schools' goals and objectives (mean=3.71) were found slightly above the ideal mean (3.0). This shows that teachers had a discontent in the appraisal procedure (3.37) and such feeling seems more serious in Yekatit 23 secondary school (mean=3.10) than the rest of the schools. On the other hand, respondents from Efoyita secondary school felt that teachers' PA practiced in their school was relatively effective in terms of rightness of the procedure (3.67) and its management (3.72, in relation to enhancing teachers' PD (3.98) and addressing strategic issues of the school (3.97).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study was conducted to assess teachers' performance appraisal practices in some selected secondary schools of Addis Ababa City. Data were collected from 102 secondary school teachers and three school principals using questionnaire and interview in the same order. The data collected in person by the researcher using questionnaire and interview then organized and coded using SPSS (questionnaire) and narrated under the research questions. Then, then the findings from both instruments were presented in an integrative way. The major findings are:

The practice of teachers' performance appraisal measured in terms of Availability and frequency of occurrence, Appraisers and their competency, Purpose of teachers' PA, rightness of Appraisal procedure and Management of post appraisal sessions have shown different results.

That is, Teacher PA has been a common practice often conducted in schools twice in a year; but with limited appraisers' competence resulted from lack of intervention training (17), skill and knowledge gap in conducting PA (10) and muddled attitude towards PA. With regard to the purpose, though teachers felt that PA has instructional, professional, motivational and administrative value; but more than half of the respondents seldom thought that it hasn't been realizing the schools' strategic objectives (improving student learning). Hence, its main function has become securing periodic promotion, motivation and scholarship and some time for paper value.

With regard to the accuracy of PA procedure, it appears that there are some limitations that potentially affect the whole cycle in those schools alike. Handling issues in post PA management session didn't look a problem; nevertheless, possibility of getting the grievance solved by school management was found low. For instance, only 11 of the 55 respondents got their post appraisal grievances well managed.

With respect to the participative nature of teachers' PA, the finding seems somewhat mixed; that is, school principals, strongly claim that PA is participatory; whereas, nearly half of teacher respondents (45) refuted principals' view. Since, the whole process of PA is prescription from above, it seems that teachers participation is either for confirmation or superficial.

The criteria used to appraise teachers were viewed by teachers as rigid, unrelated, less relevant and imposition from Addis Ababa Education Bureau; which potentially opens the door to bias and favoritism.

Participants had a mixed perception towards effectiveness of PA practiced in their respective schools. This effectiveness was measured in terms of PA's relevance to teachers' professional development, appraisal procedure, its connectedness to the schools strategic issues and quality of management of PA. The result from teachers' questionnaire shows that PA practiced in their respective school was linked to the schools' strategic issues (mean=3.71), had importance for teachers' professional development (Mean=3.66) and its management had quality (3.52). But the lowest mean score was recorded in effectiveness of appraisal procedure which they felt defective especially at Yekatit 23 secondary school (Mean=3.10).

The practice of teachers' PA was found entangled with myriads of challenges emanated from the administration, appraisers' knowledge and skill, appraisal criteria and adequacy of resources. Specifically, it was found that challenges related to administration and resources were the highest (Mean=3.67) when compared to the same emanated from appraisers' knowledge and skill (Mean= 3.23) or the appraisal criteria (mean= 3.50). The intensity of these challenges also differs across schools. The findings from teachers' open-ended questioner uncovered more challenges that hinder the practice of PA; such as lack of consistent follow up, poor feedback system, students' bias, absence of development plan and focus on paper work over practice.

5.2 Conclusions

Based on the findings stated above the following conclusions were drawn: Schools routinely practice formal teachers' performance appraisal most often conducted twice a year. While it has some strengths; its practice measured in terms of availability and frequency of occurrence, appraisers and their competency, purpose, appraisal procedure and management of post appraisal sessions has felt defects. This defect could potentially damage its inherent benefits such as improving teachers' classroom practice, enhancing their professional development, increasing teachers' motivation and promoting evidence-based decision making while managing teachers' work. This has shifted its function to paper value that guides decisions of less priority such as securing periodic promotion, motivation and scholarship.

Teachers and school principals had contesting views regarding teachers' participation in the entire process of undertaking teachers' PA. While principals consider PA is a participatory process; teachers' participation in the development of TPA criteria was found nil as it is cascaded from the concerned governmental education office to the schools. Hence, Teachers weren't acting as decision makers to change or modify the criteria set. This nil involvement of teachers' in the development of TPA criteria may result in a very low commitment of teachers to participate fully in the implementation process. Whatsoever, this could create misunderstanding between the two parties while dealing with effectuating PA and potentially leads to futility of the appraisal.

Teachers had dissatisfaction towards the appraisal criteria and criticized as if they were rigid, unrelated, less relevant and prescriptions. This may potentially open the door to appraisal subjectivity and in the long to loss of trust and hope in it.

Teachers' perception towards effectiveness of PA was mixed entertaining both positive and negative views. This perception may help us to deduce that the practice had both strengths and limitations implying that schools and responsible other have a lot to do: (i) in improving relevance of teachers PA to teachers' professional development, (ii) updating and democratizing the appraisal procedure, (iii) increasing its connectedness to the schools strategic issues and (iv) enhancing quality of management of PA.

Schools practice teachers' PA surrounded by a dearth of challenges related to administration, appraisers' knowledge and skill, appraisal criteria and adequacy of resources. Besides, they are also entangled with problems related to lack of consistent follow up, poor feedback system, students' bias, absence of development plan and focus on paper work over practice. Given such degree of challenges, the practice will not be effective

5.3 Recommendations

Based on the major findings and conclusions drawn above, the following recommendations are suggested

Schools routinely practice formal teachers' performance appraisal most often conducted twice a year. However, the practice was found superficial aiming at fulfilling paper value. Thus, retooling of teachers and school administrators via continuous reorientation, relearning and in built school-based learning has to be promoted by the concerted effort of the Education bureau, education offices and schools.

There is misunderstanding between teachers and school administrators with regard to involvement in the entire process of undertaking teacher's PA. Such gap in misunderstanding has to be narrowed by introducing school level structural reform such as inaugurating school-based regulatory mechanism that primarily works in minimizing the gap. In addition, the school supervisors need to work in enhancing the understanding between teachers and school principals

Appraisal criteria were sent from education bureau of AACA and this leads to teachers' discontent on the condition that the criteria were rigid, unrelated, and less relevant. Thus, the education bureau and education offices working in the lower hierarchy need to rethink the way criteria are developed. That is, fair balance between top-down and bottom up approach need to be critically considered. Institutionalization of creating fair balance between the two reform approaches has to be given due consideration.

Teachers' had a positive perception towards PA at least theoretically; but, they are reluctant towards the actual potential of PA in: (i) improving relevance of teachers PA to teachers' professional development, (ii) updating and democratizing the appraisal procedure, (iii)

increasing its connectedness to the schools strategic issues and (iv) enhancing quality of management of PA; given that the existing modality of practicing PA is allowed to continue. Thus, school principals and supervisors in collaboration with the host education office need to work bridge the rhetoric-reality gap that teachers were dissatisfied with.

Finally, though there is plethora of empirical evidences regarding managing PA in other professions, especially in management; the same in the education sector is a gray area. This calls for other researchers to conduct similar researches using alternative designs and research settings.

5.4 Recommendation For Further Research

In our world, there is an assumption that appraisals don't work (Bratton & Gold, 2007) but literature is silent about why they fail to work. In relation to this, currently, limited work has been carried out on how training affects the proper implementation of appraisal practices. It is assumed that developing countries that are financially challenged opt for the cheaper cascading model of training. Surprisingly, well developed countries like the UK trained headmasters for two days while teachers were not trained but referred to a government website for instructions on how to implement the appraisal system (Wragg et al., 2004). Policy makers have to consider the fact that unless the major implementers of an appraisal system are carefully trained to understand and appreciate the system; organizations are bound to fail to achieve intended goals.

This study was, fundamentally, carried out on general secondary schools found in Addis Ababa city Administration. Hence, the major findings of this study might not be generalized to all secondary schools in particular and to all schools in general in Ethiopia. Therefore, future researchers could consider the implementation process of teachers' performance appraisal in primary schools, preparatory schools as well as universities and colleges found in Ethiopia to make the research findings more statistically significant and to infer generalization from the findings accordingly. This large scale research could make powerful arguments for policy and decision makers on the future of the teachers' performance appraisal system. On top of this, the student researcher also recommends that a comparative study has to be carried out with another country on the practices of teachers' performance appraisal which in turn can shed light on the implementation of appraisal systems of teachers.

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Web sites

<http://www.management-standards.org>,unit D2

[www.management](http://www.management-standards.org) –standards .org, units B3,B4 &B7

APPENDIX A
ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MBA

A questionnaire to be filled by teachers for partial fulfillment to the requirements of Master Degree in Business Administration

Dear respondents

I am currently a student of Addis Ababa University pursuing MBA program and writing a thesis on Assessment of teachers' performance appraisal practices in government general secondary schools of Addis Ababa city. Hence I sincerely and cordially request your cooperation to fill this questionnaire prudently. As the effectiveness of this research depends on your genuine responses, please answer all items provide in the questionnaire honestly and objectively

At the outset, I would like to assure you that all the information collected through the questionnaire will be used only for academic purpose and will be kept confidential. Please put (✓) mark for your appropriate response category against each optional question and write brief answer whenever necessary.

Note: please complete the questionnaire without discussing it with other members of your school and there is no need of writing your name.

Thank you in advance for your kind cooperation

Section A: Back ground information

1. Name of the school _____

2. Sex male ☐ Female ☐

3. Age 21-25 ☐ 36-40 ☐ 51-55 ☐
 26-30 ☐ 41- 45 ☐ 56 and above ☐
 31-35 ☐ 46-50 ☐

4. Academic qualification

BA ☐ BSC ☐ BED ☐ MA/MSc ☐ Any other ☐

5. Years of experience in teaching

0-2 years ☐ 3-5 years ☐ 6-8 years ☐
9-12years ☐ 13-16 years ☐ 17-20 years ☐ Above 21 years ☐

SECTION B: Regarding performance Appraisal practice

1. Is there formal appraisal process in your school?

A. yes B. No C. I have no idea

2. How often is performance appraisal conducted in your organization?

A. once in a year B. Two times in a year C. three times a year

D. four times and above

3. In your school, who are involved in the process of teachers' performance appraisal? (You can circle as many possible answers as you think appropriate)

A. Directors B. vice Directors C. student council members

D. parent teacher association members E. Department heads

F. others, please specify _____

4. Do you think the appraisers involved in PTA are competent?

A. yes B. no C. I have any idea

5. If your answer for question number 4 is “No”, What do you think are the reasons for their incompetency? (You can choose more than one answer)

A. They lack the necessary knowledge and skill

B. They have a negative attitude towards appraisal process

C. They haven't got adequate training

D. They are less committed to allocate enough time to the process to get it done effectively and efficiently

E. They tend to make favoritism for <<yes sirs >>

F. If any other, please mention it _____

6. What do you think is the purpose of teachers' performance appraisal in your school?

Please rate the items below base on the five give scales

No	Items related to purpose of performance appraisal	Rating scale				
		Strongly agree	Agree	Undecided	Disagree	strongly disagree
1	To improve the teaching learning process					
2	To identify strengths and weaknesses of teachers					
3	To decide on teachers salary improvement					
4	To enhance students academic achievement					
5	To provide a high quality education to students					
6	To identify training needs (training purpose)					
7	To link teachers activity with the organizational goal					
8	To help teachers develop professionally					
9	To provide information on teachers promotion, demotion, transfer and termination of contract					
10	To control the overall performance of teachers					
11	To improve the motivation of teachers					
12	To provide feedback to teachers					
13	To serve as a basis for reward and punishment					
14	To counsel teachers					

❖ What additional idea do you have about the purpose of teachers Performance Appraisal in Your School?

7. To what extent /degree has the teachers' performance appraisal system met its intended purpose /s

A. Very high B. high C. Moderate D. Low E. very low

8. If your answer is <<low and very low>> for question no 7, why it is conducted?

9. What is your perception on the relevance, clarity and objectivity of the appraisal criteria of your school?

10. Do you think the performance appraisal system of your school is participatory?

A. Yes B. No C. I am not sure D. I don't know

11. If your answer is << yes >> for question number 10, how often teachers participate on the appraisal process?

A. Always B. Most of the time C. Sometimes D. Not at all

❖ What kind of importance does participating in the formation of the performance appraisal system have so as to have acceptable system of appraisal in your school for teachers?

12. What do you think about **the procedures that** are applied in the appraisal processes of teachers' performance?

Please rate the items below

No	Items related to performance appraisal procedure	Strongly agree	Agree	Undecided	disagree	Strongly disagree
12.1	Prior to any action, pre-appraisal orientation is given to teachers before the evaluation occurs					
12.2	Teachers set their own performance target with the collaboration of their principal					
12.3	Appraisers observe and record teachers performance regularly					
12.4	Post appraisal discussion takes place between appraiser and appraisee to discuss on appraisal results					
12.5	Feedback is provided to teachers timeously					
12.6	Teachers improve their performance on the bases of the previous result of appraisal					
12.7	Appraisers compare teachers one another rather than measuring their performance against the standards (criteria)					
12.8	Appraisers evaluate teachers based on the past records only					
12.9	Teachers experience training, promotion or demotion because of performance appraisal result					
12.10	The performance evaluation of teacher is conducted fairly					
12.11	Teachers performance appraisal is of no use and the process is waste of time					
12.12	The performance appraisal system has a good follow up on the parts of school directors.					
12.13	The performance appraisal system is periodically reviewed and changed to insure its effectiveness					

Please rate the items below

No	Items related to problems of performance appraisal	Rating scale				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
15.1	Appraisers lack of the necessary knowledge, skill and experience					
15.2	Poor administration of the overall appraisal process					
15.3	Shortage of pre- appraisal discussion b/n the appraisee and the appraiser					
15.4	Lack of post appraisal discussion between the appraisee and the appraiser.					
15.5	The presence of negative perception of teachers about teachers performance appraisal					
15.6	Scarcity of time to appraise teachers performance					
15.7	The presence of inadequate and inappropriate appraisal criteria					
15.8	Bias of evaluators that can replace organizational standards by personal values in the evaluation process					
15.9	Absence of transparency while the appraisal is conducted					
15.10	Students aren't matured enough to properly evaluate their teachers					
15.11	School principals will to give equivalent ratings to teachers which in turn reduce the validity of the ratings					

- ❖ **What other problems (challenges) do you face in implementing performance appraisal in your schools?**

- ❖ **What intervention mechanisms would you suggest to improve the performance appraisal system of your school?**

16. What is your perception towards the effectiveness of performance appraisal practice in your school in realizing the objectives set?

Please Rate the Items Below

No	Items related to perception of teachers on the effectiveness of performance appraisal	Rating scale				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
16.1	The performance appraisal system is effective in improving teaching skills					
16.2	Teachers are satisfied with the way they are being assessed and rated					
16.3	The teachers' performance appraisal system is aligned with the vision and mission of the school.					
16.4	The performance appraisal system is prepared to motive teachers					
16.5	The performance appraisal helps to identify strengths and weaknesses of teachers					
16.6	The performance appraisal system improves communication, cooperation and teamwork of teachers					
16.7	Performance appraisal reduces grievances among staff					
16.8	Performance appraisal improves knowledge and understanding of my job					
16.9	Performance appraisal enhances students' academic performance					
16.10	Performance appraisal improves the working r/n ship between appraiser and appraisee					
16.11	The Performance appraisal stimulate further training and professional development rather than managerial control					
16.12	The performance appraisal system has independent appeal system which gives the appraisee an opportunity to express their opinion and concerns about how the PA system is operating.					
16.13	The performance appraisal is free from rating errors					
16.14	Those who got the highest rank are given appropriate rewards					

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

Interview guide questions for principals

The research title: Assessment of teachers' performance appraisal practices in government general secondary schools

A. Background information

1. Your age range _____ sex _____
2. Academic qualification _____
3. Length of service as principal of school _____

B. Performance Appraisal Information

1. Is there a formal appraisal process in your school?
2. If there is, what are the goals of performance appraisal system of your school?
3. Do you think the PA system of your school meet its purpose?
4. Have you been trained in implementing the performance appraisal system? If not trained, how do you conduct appraisal of teachers?
5. Do you have manual for the implementation of performance appraisal in your school?
6. What is the extent of teachers' involvement in the process of performance appraisal criteria development along with other stake holders?
7. How adequate are the criteria of teachers' performance appraisal to evaluate teachers' performance?
8. Do you think the PA criteria of your school are related to school improvement plans and students result improvement?
9. What procedure do you follow to carry out performance appraisal in your school?
10. Do teachers who performs best awarded? In what way?

11. How is the teachers' performance Appraisal result appealing procedure at your school looks like?
12. What are the problems that you observe while conducting performance appraisal of teachers' in your school?
13. What intervention mechanisms would you suggest to improve the performance appraisal system of your school?